

The FISCAL REPORT 32 informational update

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Ask SSC . . . Local Control and Accountability Plan Frequently Asked Questions—Part 1

In the weeks since our Governor's Budget Workshop and the adoption of the Local Control Funding Formula (LCFF) regulations and Local Control and Accountability Plan (LCAP) template by the State Board of Education (SBE), we have received a number of questions related to the LCAP. We have gathered some of these questions and answers here and expect to release more *Ask SSCs* on the topic over the coming weeks.

Q1. Does the LCAP replace other plans such as the local educational agency (LEA) or Single Plan for Student Achievement (SPSA)?

A1. The LCAP does not replace federal requirements related to LEA plans. This topic came up as the SBE responded to questions and comments during the LCAP template creation discussions and specifically responded that sites will continue to prepare SPSAs to capture site-level plans and expenditures as required by federal law. [The SPSA is provided for in Education Code Section (E.C.) 64001 and allows school districts to consolidate the LEA plan and plans required by other categorical-funded programs, into one single document.]

Q2. What is the timeline for aligning the SPSA with the LCAP?

A2. The district will need to align the SPSA and the LCAP as the LCAP is being created. The LCFF accountability provisions of the Budget Trailer Bill (Assembly Bill [AB] 97) adds E.C. 52062 (a)(4), which states that:

The superintendent of the school district shall review school plans submitted pursuant to Section 64001 for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted pursuant to Section 64001.

Additionally, the LCAP template states: "To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to E.C. 64001."

Q3. Will the format or content of the SPSA change in light of the new LCAP requirement?

A3. According to the California Department of Education, there are currently no plans to change the SPSA.

Q4. Does School Services of California, Inc., (SSC) have a template or some other suggestion for collecting data related to the LCAP needs assessment?

A4. SSC does not have an LCAP needs assessment template, but recommends that you think about and organize leaders in the organization responsible for collecting and analyzing data around the three planning categories provided for in the LCAP template. The three categories are Conditions of Learning, Pupil Outcomes, and Engagement. Each category groups together two or more of the state's eight (ten for county offices of education [COEs]) priorities. The state's priorities are listed in E.C. 52060. The chart below identifies within each of the three planning categories what LEAs will be expected to measure.

Conditions of Learning (State Priorities 1, 2, and 7)	Pupil Outcomes (State Priorities 4 and 8)	Engagement (State Priorities 3, 5, and 6)
<p>Degree to which: (1) teachers are appropriately assigned and fully credentialed in the subjects and areas for the pupils they are teaching, (2) pupils have access to standards-aligned instructional materials, and (3) school facilities are maintained in good repair Evidence of the implementation of academic content and performance standards adopted by the state board for all pupils, including English learners Evidence of students being enrolled in a broad course of study that includes all of the subject areas described in E.C. 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable For COEs only, evidence of: (1) the coordination of instruction of expelled pupils and (2) the</p>	<p>Student achievement as measured by (1) performance on standardized tests, (2) Academic Performance Index (API) scores, (3) the percentage of students that are college and career ready, (4) the percentage of English learners that made progress towards English proficiency as measured by the California English Language Development Test, (5) the English learner reclassification rate, (6) the percentage of students who have Advanced Placement exams with a score of 3 or higher, and (7) the percentage of students determined to be prepared for college by the Early Assessment Program Student outcomes in the subject areas described in E.C. 51210 and subdivisions (a) to (i), inclusive, of E.C.</p>	<p>Parent involvement, including the efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups Pupil engagement as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates School climate as measured by student suspension rates, student expulsion rates, other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness</p>

<p>coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records</p>	<p>51220, as applicable</p>	
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While the chart indicates what you will be expected to measure based on E.C. 52060, it does not tell you how. Districts will have to identify in the LCAP the metrics they will use in measuring progress towards each goal. In some areas, E.C. 52060 identifies how the priority will be measured, but not all. Beyond the standardized measures that will be used in, for example, pupil achievement, metrics will be a local decision based on local needs and the goals contained in the LEAs LCAP.

Q5. What exactly will the LCAP template require us to "input" as evidence into the plan?

A5. As we read the applicable provisions of the Education Code and review the LCAP template, we believe that LEAs must include the following evidence in the LCAP and/or the annual update:

- Evidence of a needs assessment
- Evidence of stakeholder engagement
- Evidence of progress towards goals (annual update)

LEAs will have to show evidence of having conducted a needs assessment and how the needs assessment informed the goals of the plan. Additionally, LEAs will have to show evidence of how the needs assessment was shared with stakeholders at the consultation stage and how their input, based on the needs assessment, shaped the goals and actions of the plan. The consultation stage must therefore follow the needs assessment which we believe is the responsibility of the management team. The consultation stage requires, as identified in E.C. 52060(g), that the LEA consult with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing LCAP goals and actions. For each goal included in the LCAP, the LEA must identify the metrics that will be used in measuring progress annually.

Q6. SSC has stated that LEAs must meet separately with union stakeholders in development of the LCAP. Why?

A6. Our statement that LEAs must meet separately with union stakeholders in development of the LCAP is based on (1) the requirement contained in E.C. 52060(g) that local bargaining units

be consulted with in development of the LCAP, and (2) the definition of consultation found in Government Code Section (G.C.) 3543.2. Specifically, G.C. 3543.2(a) provides that the determination of curriculum content, the selection of instructional materials, and the use of instructional technology are subject to the duty to "consult" (also known as "meet and confer"). This duty involves the free exchange of information, opinions, informal proposals, and recommendations according to orderly procedures in a conscientious effort to incorporate such recommendations into the resulting policy or plan. This duty to consult on these limited subjects extends to certificated bargaining units under G.C. 3543.2(a). While the LCAP is not limited to these subjects, the duty to consult with both certificated and classified bargaining units in developing the LCAP is clearly provided for in E.C. 52060(g).

E.C. 52060(g) also requires that LEAs meet with parents, students, teachers, principals, and other school personnel. There is no requirement that these groups be combined or convened individually. That is a local decision. But we do believe that LEAs have a duty to consult ("meet and confer") with the exclusive representatives of each bargaining group in developing your LCAP.

Q7. Who must we engage in conducting the LEAs needs assessment and development of the LCAP?

A7. E.C. 52060(g) requires that LEAs consult with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP.

Q8. Is there a requirement to survey a certain percentage of the stakeholder groups identified in the statute?

A8. There is no requirement that an LEA use surveys to engage stakeholder groups, but surveys are a great way to engage more stakeholders than you can reasonably meet with in the time between now and when you have to develop your first LCAP draft. We believe that surveys are best used prior to or during the consultation stage. Following the consultation stage, a draft plan must be developed and presented to advisory groups and the public for comment. The Superintendent must respond to all comments received at the "Inform and Respond" stage. For that reasons, we recommend that survey's be closed prior to this stage and be used to inform the plan, rather than be used to inform the public of the LEAs plans.

Q9. How do we build our goals since we are moving from one assessment system to another?

A9. With the state's testing system in transition, this is a question that is often asked but for which we do not have an answer. It is clear that LEAs must include API scores and standardized test scores as measures of student outcomes, but there is nothing to prohibit an LEA from identifying and using other measures to show how students are doing relative to state standards. Keep in mind that there are seven performance indicators identified in state priority 4 (see the chart in Question 4) and only two rely upon the use of the state's assessment system.

—*Michelle McKay Underwood, Suzanne Speck, and Jeff Bell*
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