

Local Control and Accountability Plans School Districts and County Offices of Education

LCAP Adopted by July 1, 2014

On or before July 1, 2014, requires school districts and county offices of education to adopt a local control and accountability plan (LCAP) using a template adopted by the State Board of Education (SBE). The plan will be effective for 3 years, with an update prepared before July 1 of each year.

State and Local priorities in LCAP

The local control and accountability plan shall include the annual goals, for all pupils and each subgroup of pupils (as defined in the academic performance index) to be achieved for each of the state and local priorities and the specific actions the school district and COE will take during each year of the plan. District goals must be aligned with and address the following state priorities:

- **Basic resources that pupils need to learn** - The degree to which the teachers are appropriately assigned in and fully credentialed in the subject areas, and, for the pupils they are teaching, every pupil in the school district has sufficient access to the standards-aligned instructional materials and school facilities are maintained in good repair (Williams v. State of California).
- **Implementation of the academic content and performance standards** adopted by the SBE including how the programs and services will enable English learners to access the common core academic content standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency.
- **Parental involvement**, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.
- **Pupil achievement**, as measured by statewide assessments, the Academic Performance Index (API), the percentage of pupils who have successfully completed courses that satisfy the A-G graduation requirements, the percentage of English learner pupils making progress toward English proficiency, the English learner reclassification rate, the percentage of pupils who have passed the advanced placement exam, and the percentage of pupils demonstrating college preparedness pursuant to the Early Assessment Program.
- **Pupil engagement**, as measured by school attendance rates, chronic absenteeism rates, middle school/high school dropout rates, and high school graduation rates.
- **School climate** as measured by pupil suspension/expulsion rates and other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

- **Pupil access to a broad curriculum**, to the extent that pupils have access and are enrolled in, a broad course of study (Ed Code 51210).
- **Pupil outcomes** for non-state assessed courses of study.

To the extent practicable, data reported in a local control and accountability plan shall be reported in a manner consistent with how information is reported on a school accountability report card. The LCAP must show evidence that the governing board has consulted with teachers, principals, administrators, other school personnel, parents, and pupils in developing a local control and accountability plan. (Section 103 of the bill)

Public Process for reviewing the LCAP

The bill establishes a public process for the review and adoption of the LCAP. As part of the public input requirements, districts are required to:

- Establish a Parent Advisory Committee to provide advice to the governing board and the superintendent. The Parent Advisory Committee must include parents or legal guardians of pupils that meet one or more definitions in Education code 42238.01. If a Parent Advisory Committee already exists and meets the specified requirements, the district is not required to establish a new committee.
- Establish an English Learner Parent Advisory Committee if the enrollment of the school district includes at least 15% English learners and the school district enrolls at least 50 pupils who are English learners. If an English Learner Parent Advisory Committee already exists and meets the specified requirements, the district is not required to establish a new committee.

Before adopting a LCAP or an annual update

Before the governing board of a school district adopts the LCAP or an annual update, the following must occur:

- The superintendent shall present the LCAP to the parent advisory committee and the English Learners Parent Advisory Committee. The superintendent must respond, in writing, to comments received from the parent advisory committee and the English Learners Parent Advisory Committee.
- The superintendent must notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP or annual update, using the most efficient method of notification possible. Printed or mailed notices are not required.
- The superintendent must review school plans for district schools to ensure they are consistent with strategies included in the LCAP.
- The governing board of a school district must hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP or annual update. The agenda for the public hearing shall be posted at least 72 hours before the public hearing

and shall include the location where the LCAP or annual update will be available for public inspection.

- The governing board of a school district must adopt the LCAP or annual update in a public meeting. This meeting shall be held after, but not on the same day as, the public hearing.
- Revisions to the LCAP are permitted during the period it is in effect but only after it has been adopted, and revisions must be adopted by the governing board in a public meeting.

School District LCAP Submission Process.

School districts will be required to submit their LCAP to the county superintendent for review, comment, and approval. Districts must submit the LCAP no later than five days after the board adoption. The budget requires county superintendents to approve LCAPs if he/she determines that the LCAP adheres to the SBE template and there are sufficient expenditures to implement the specified actions identified in the LCAP (Section 103). Following is the timeline for review, comment and approval of the LCAP:

- On or before August 15 of each year, the county superintendent of schools may seek clarification, in writing, from the governing board of a school district about the contents of the LCAP or annual update. Within 15 days the governing board of a school district shall respond, in writing, to requests for clarification.
- Within 15 days of receiving the response from the governing board of the school district, the county superintendent of schools may submit recommendations, in writing, for amendments to the LCAP or annual update. The governing board of a school district shall consider the recommendations submitted by the county superintendent of schools in a public meeting within 15 days of receiving the recommendations.
- The county superintendent of schools is required approve a LCAP or annual update on or before October 8, if he or she determines both of the following:
 - The LCAP or annual update adheres to the template adopted by the state board.
 - The budget for the applicable fiscal year adopted by the governing board of the school district includes expenditures sufficient to implement the specific actions and strategies included in the LCAP, based on the projections of the costs included in the plan.
- If a county superintendent of schools has jurisdiction over a single school district, the Superintendent shall designate a county superintendent of schools of an adjoining county to perform the duties specified in this section.

Posting LCAP on School District Website

The superintendent of a school district shall post on the Internet Web site of the school district any LCAP approved by the governing board of the school district, and any updates or revisions to the LCAP.

What happens if a County Board does not approve the LCAP or a district request technical assistance?

If a county superintendent of schools does not approve a LCAP or annual update or if the governing board of a school district requests technical assistance, the county superintendent of schools shall provide technical assistance, including, among other things, any of the following:

- Identification of the school district's strengths and weaknesses in regard to the state priorities, communicated in writing to the school district. This identification shall include a review of effective, evidence-based programs that apply to the school district's goals.
- Assignment of an academic expert or team of academic experts to assist the school district in identifying and implementing effective programs that are designed to improve the outcomes for all pupil subgroups identified in API. The county superintendent of schools may also solicit another school district within the county to act as a partner to the school district in need of technical assistance.
- Request that the Superintendent assign the California Collaborative for Educational Excellence to provide advice and assistance to the school district.

Using the evaluation rubric adopted by the SBE, the county superintendent of schools shall provide the technical assistance to any school district that fails to improve pupil achievement across more than one state priority for one or more pupil subgroup identified in the API.

Technical assistance provided (at the request of a school district) shall be paid for by the school district requesting the assistance.

Annual Review of the LCAP

On or before July 1, 2015, and each year thereafter, a school district shall update the local control and accountability plan. The annual update shall be developed using a template provided by the SBE and include all of the following:

- A review of any changes in the applicability of the annual goals as set forth by the prior year's LCAP.
- A review of the progress toward the goals included in the existing LCAP, an assessment of the effectiveness of the specific actions described in the existing LCAP toward achieving the goals, and a description of changes to the specific actions the school district will make as a result of the review and assessment.
- A list and description of the expenditures for the fiscal year implementing the specific actions included in the LCAP as a result of the reviews and assessment.
- A list and description of expenditures for the fiscal year that will serve identified pupils (EL, Foster Youth).

The expenditures identified shall be classified using the California School Accounting Manual.

Role of the State Board of Education and Superintendent of Public Instruction

The bill outlines the following key deadlines:

January 31, 2014 - The State Board of Education will adopt regulations governing the expenditure of supplemental grant funds, including the concentration grant. The regulations would:

- Require a school district, COE, or charter school to increase or improve services for unduplicated pupils in proportion to its increase in funds apportioned on the basis of the number and concentration of unduplicated pupils.
- Authorize a school district, COE, or charter school to use funds apportioned on the basis of the number of unduplicated students in a manner that is no more restrictive than federal No Child Left Behind Act.

March 31, 2014 – The SBE is required on or before March 31, 2014, to adopt a template that will allow a school district, COE, or charter school to complete a single local control and accountability plan.

July 1, 2014 – School districts, charter schools, and county offices of education shall adopt a local control and accountability plan. (School Districts: page 100) (COEs: page 105)

October 1, 2015 – The SBE shall adopt an **LCAP evaluation rubric system** for the following purposes:

- To assist a school district, COE, or charter school in evaluating its strengths, weaknesses, and areas that require improvement.
- To assist a COE in identifying school districts and charter schools in need of technical assistance, as specified.
- To assist the Superintendent of Public Instruction (SPI) in identifying school districts for which intervention is warranted, as specified.

The evaluation rubrics shall reflect a holistic, multidimensional assessment of school district and individual school site performance and shall include all of the state priorities. As part of the evaluation rubrics, the SBE shall adopt standards for school district and individual school site performance and expectation for improvement in regard to each of the state priorities.

Superintendent of Public Instruction (SPI) Intervention

The Superintendent of Public Instruction (SPI) may, with the approval of the SBE, identify school districts in need of intervention. The SPI shall only intervene in a school district that meets both of the following criteria:

- The school district did not improve the outcomes for three or more pupil subgroups or, if the school district has less than three pupil subgroups, all of the school district's pupil subgroups, in regard to more than one state or local priority in three out of four consecutive school years.

- The California Collaborative for Educational Excellence has provided advice and assistance to the school district and submits either of the following findings to the Superintendent:
 - That the school district has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence.
 - That the inadequate performance of the school district, based upon an evaluation rubric is either so persistent or acute as to require intervention by the Superintendent.

For school districts in need of intervention, the SPI may do one or more of the following:

- Make changes to the board adopted LCAP.
- Develop and impose a budget revision.
- Stay or rescind an action, if that action is not required by a local collective bargaining agreement that would prevent the school district from improving outcomes for all pupil subgroups in regard to state or local priorities.
- Appoint an academic trustee to exercise the powers and authority specified in this measure on behalf of the SPI.

The Superintendent shall notify the county superintendent of schools, the county board of education, the superintendent of the school district, and the governing board of the school district of any action by the SBE to direct him or her to exercise any of the powers and authorities specified in this section.

California Collaborative for Excellence

Establishes the California Collaborative for Educational Excellence (CCEE) to advise and assist school districts, COEs and charter schools in achieving its goals established in the LCAP.

The Superintendent shall, with the approval of the SBE, contract with individuals, local educational agencies, or organizations with the expertise, experience, and a record of success to carry out the purposes of this article. The areas of expertise, experience, and record of success shall include, but are not limited to, all of the following:

- State priorities.
- Improving the quality of teaching.
- Improving the quality of school district and school site leadership.
- Successfully addressing the needs of special pupil populations, including, but not limited to, English learners, pupils eligible to receive a free or reduced-price meal, pupils in foster care, and individuals with exceptional needs.

The Superintendent may direct the California Collaborative for Educational Excellence to advise and assist a school district, county superintendent of schools, or charter school in any of the following circumstances:

- If the governing board of a school district, county board of education, or governing body or a charter school requests the advice and assistance of the California Collaborative for Educational Excellence.
- If the county superintendent of schools of the county in which the school district or charter school is located determines, following the provision of technical assistance pursuant to Section 52071 or 47607.3 as applicable, that the advice and assistance of

the California Collaborative for Educational Excellence is necessary to help the school district or charter school accomplish the goals described in the local control and accountability plan adopted pursuant to this article.

- If the Superintendent determines that the advice and assistance of the California Collaborative for Educational Excellence is necessary to help the school district, county superintendent of schools, or charter school accomplish the goals set forth in the local control and accountability plan adopted pursuant to this article.

Uniform Complaint Process

Authorizes a party to anonymously file a complaint under the Uniform Complaint Process for failure to comply with the LCAP requirements. A complainant may appeal to the SPI if he/she is unsatisfied with the decision of an LEA, and the SPI is required to reach a decision within 60 days of receipt of the appeal. If the complaint is deemed meritorious, the LEA is required to provide a remedy to all affected students, parents, and guardians. The LEA will be required to provide information regarding the new UCP provisions in the annual notification to students, parents, and guardians, as well as establish local policies and procedures to implement the new requirement by June 30, 2014.

No Waivers

The budget prohibits the SBE or the SPI from waiving any part of the local control and accountability plans.