

LCAP Equity and Access

Charter Authorizer Perspectives

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Overseeing The Waves of Change

LCAP Equity and Access

Objectives

- Provide strategies for authorizers to use charter LCAPs to formatively measure efforts to address the needs of all student groups.
- Evaluate the engagement of stakeholders, analysis of data, development of actions and services, and application of state funds towards improvement for all students.

Educational Equity

Ensuring equity in education is a necessary component in narrowing the achievement gap. Teachers and school leaders ensure equity by recognizing, respecting, and attending to the diverse strengths and challenges of the students they serve. High-quality schools are able to differentiate instruction, services, and resource distribution to respond effectively to the diverse needs of their students, with the aim of ensuring that *all* students are able to [learn and thrive](#).

CDE Quality Schooling Framework

Charter LCAP Requirements Before SB75

(a) On or before July 1, 2015, and each year thereafter, the governing body of a charter school shall hold a public hearing to adopt the LCAP. The governing body of a charter school shall update the goals and annual actions to achieve those goals, as applicable, using the LCAP template adopted by the state board and shall include:

- (1) A review of the progress toward the goals, an assessment of the effectiveness of the specific actions described toward achieving the goals, and a description of changes to the specific actions the charter will make as a result of the review and assessment.
- (2) A listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1).

[Charter: (b) may use school quality data to review progress; (c) report data consistent with the California School Dashboard; and (d) shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP]

EC 47606.5

Revisions to Charter LCAP Process Introduced on July 2019 (SB 75)

e) The charter's governing body shall hold at least one public hearing to solicit feedback on the specific actions and expenditures to be included in the LCAP

- The agenda for the hearing shall be posted at least 72-hours before the public hearing
- The LCAP shall be available for public inspection at each site

f) The governing body may adopt revisions to the LCAP while it is in effect, but only if they do so as described in e) above.

g) Charters must submit the adopted or revised LCAP to the chartering authority and the county superintendent as part of their annual reporting requirements

h) The charter [and the authorizer] shall prominently post the LCAP and all revised versions to the homepages of their websites

EC 47606.5

LCAP Design Process



LCAP Design Process

- **Develop goals**
 - for all students and subgroups
 - on all state and local priorities
- **Develop actions to achieve goals**
 - Designate whether the actions target unduplicated students
 - Provide a budget for each action
 - Specify how success will be measured
- **Demonstration of how the goals and actions ...**
 - Are principally directed toward unduplicated students
 - will increase or improve services to unduplicated students by at least the minimum requirement



Student Groups (EC 52052)

Racial and Ethnic Student Groups

- Black/African American
- Am. Indian/Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian/Pacific Islander
- White
- Two or More Races

Unduplicated Student Groups

- Socioeconomically Disadvantaged students
- English Learners
- Foster Youth
- Homeless Youth

Other Important Student Group

- Students with Disabilities

UNDUPLICATED is used because when a student falls in one or more of the above groups they only count once – their count is unduplicated

26 Required Metrics

Required Data for Each of Eight State Priority Areas

Student Achievement

- Performance on standardized tests.
- Score on Academic Performance Index.
- Share of students that are college and career ready.
- Share of ELs that become English proficient.
- EL reclassification rate.
- Share of students that pass Advanced Placement exams with 3 or higher.
- Share of students determined prepared for college by the Early Assessment Program.

Student Engagement

- School attendance rates.
- Chronic absenteeism rates.
- Middle school dropout rates.
- High school dropout rates.
- High school graduation rates.

Other Student Outcomes

- Other indicators of student performance in required areas of study. May include performance on other exams.

School Climate

- Student suspension rates.
- Student expulsion rates.
- Other local measures.

Parental Involvement

- Efforts to seek parent input.
- Promotion of parental participation.

Basic Services

- Rate of teacher misassignment.
- Student access to standards-aligned instructional materials.
- Facilities in good repair.

Implementation of Common Core State Standards (CCSS)

- Implementation of CCSS for all students, including EL.

Course Access

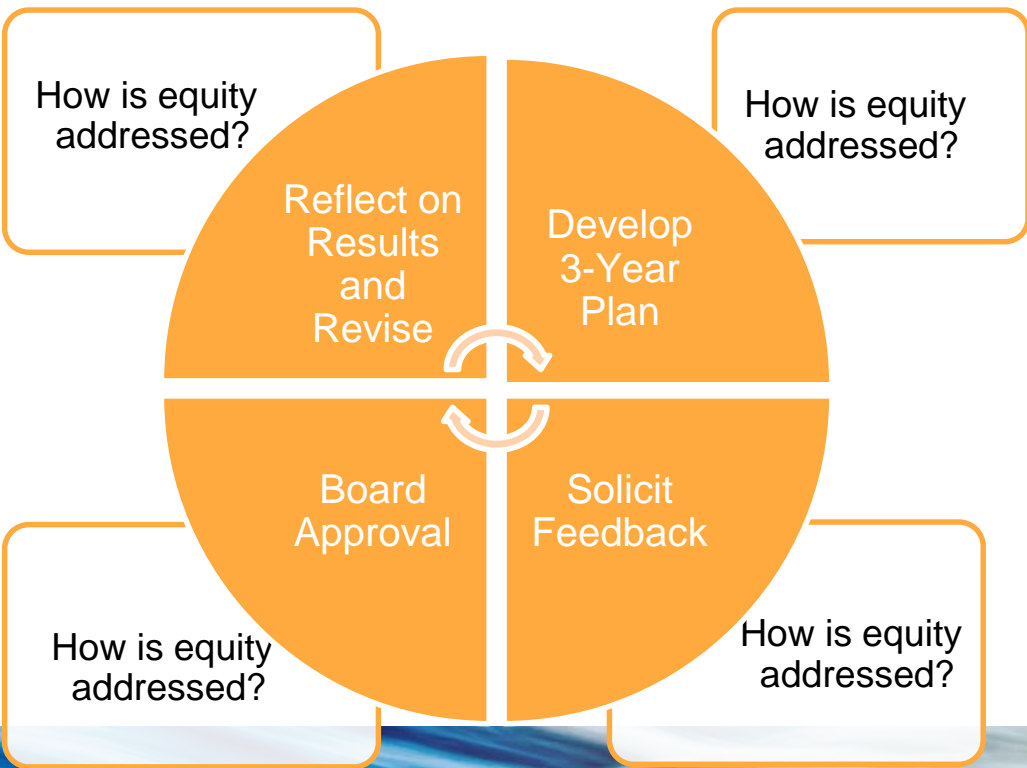
- Student access and enrollment in all required areas of study.

- **Student Achievement**
 - Share of ELs becoming proficient
 - ELs Reclassification Rate
- **Promote Parent Involvement**
 - Unduplicated Students
 - Students with Special Needs
- **Implementation of Standards**
 - Includes EL access to ELD standards & academic standards
- **Access Broad Course of Study**
 - Unduplicated Students
 - Students with Special Needs

Stakeholder Engagement

- Governing Board
- Advisory committee(s), if applicable
- Students
- Parents
- Teachers, Principals, Administrators, Other School Personnel (bargaining units?)
- SELPA?

Addressing Equity is Central to the Entire LCAP Process



Overseeing The Waves of Change

District vs. Charter LCAPs

- **County Approval vs. County Receiving**
 - Charter Boards are required to approve LCAPs and Annual Updates
 - Approved LCAPs must be submitted to Authorizers and COEs
 - **No specified approval process**

Revisions to Charter LCAP Process Introduced by SB 75

- Public Hearing
 - 72-Hour Posting
 - Public Inspections at each site
- The governing body may adopt revisions to the LCAP, but only if the governing body adopts the revisions in a public meeting.
- Submit the adopted or revised LCAP to the chartering authority and the county superintendent
- Charter and Authorizer must prominently post LCAP its website

Charter LCAPs and Oversight Process

- What was the role of stakeholders in the development process?
- Is the academic progress of unduplicated pupils properly prioritized?
- Is the LCAP responsive to prior year's Dashboard results?
- Is the LCAP (Goals, Actions and Services) reflective of the charter petition?
 - Are the Petition and LCAP reflected in practice?

Sample S&C Expenditures

Charter elects to spend
Supplemental Funds on upgraded
WiFi on campus.



Sample S&C Expenditures

Charter elects to spend \$7,000 in Concentration funds for local artists to paint hallway murals with inspirational quotes embedded.

Sample S&C Expenditures

Charter elects to spend \$40,000 in Supplemental funds for two PT instructional assistants.

Sample S&C Expenditures

Charter elects to spend \$62,000 in Supplemental Funds on upgrades to the playground.

Summary & Reflections

Objectives

- Provided strategies for authorizers to use charter LCAPs to formatively measure efforts to address the needs of all student groups.
- Evaluate the engagement of stakeholders, analysis of data, development of actions and services, and application of state funds towards improvement for all students.



Pending Changes

- Adoption of New LCAP Template by SBE
- AB 967- Charter LCAPS
- AB 1505 - Charter Petitions
- AB 1219 - Teacher Credentialing

Questions



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