



## The El Dorado Charter SELPA and your LCAP

This document is being provided as a reference related to ways in which Local Education Agencies (LEAs) can consult with the El Dorado Charter SELPA in the development of their Local Control and Accountability Plan (LCAP) per the requirements of Education Code Section 52062(a)(5).

### Requirements of Education Code Section 52062(a)(5):

“The superintendent of the school district shall consult with its special education local plan area administrator or administrators to determine that specific actions for individuals with exceptional needs are included in the local control and accountability plan or annual update to the local control and accountability plan, and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs.”

While Assembly Bill 1808 amended California Education Code (EC) sections 52062 (school districts and the LCAP) and 52068 (County Offices of Education and the LCAP) in relation to the required consultation with the SELPA, it should be noted that, EC Section 47606.5, which is pertinent to charter schools and the LCAP, was not amended as part of this Bill; therefore the requirement does not wholly apply to charter schools.

However, it is important to note that EC Section 52062 does apply to charter schools that use the LCAP in place of the School Plan for Student Achievement (SPSA) to meet federal schoolwide planning requirements for Title I, Part A. If a charter school is using the LCAP in place of the SPSA to meet federal schoolwide planning requirements for Title I, Part A, the charter school is required to consult with the SELPA.

For LEAs that are required to consult with the SELPA on the LCAP, please note that consultation can be helpful beyond merely meeting procedural requirements. Some considerations are presented below:

- Special Education students are first and foremost, General Education students, and therefore all portions of the LCAP apply to Students with Disabilities. The SELPAs can help draw connections when considering the development of your plan
- In order to supplement funds allocated by the state and federal government to support Students with Disabilities, a portion of the cost for delivering Special Education services and supports comes from the General Fund (i.e.- LCFF)
- Activities and vocabulary involved in the CDE’s Special Education Monitoring structure are similar to those involved in the LCAP, and can be easily utilized in the development of the LCAP, thereby reducing the duplication of efforts for the LEA

### Recommendations:

To meet the requirements of EC 52062(a)(5), the SELPA recommends that LEAs include language around participation in SELPA collaboration and learning activities that may include, but are not limited to:

- Participation in the CDE’s Special Education Monitoring Processes (including Targeted, Intensive, and Small LEA Cyclical Monitoring)
- Program/Technical support by the Program Specialist and/or other SELPA team members
- Participation in the SELPA’s Professional Learning Offerings
  - Charter SELPA Professional Learning Catalog: <https://charterselpa.org/professional-learning-catalog/>

### **Opportunities for Consultation:**

- SELPA Program Specialists are available to be thought partners and or review how students with disabilities are included throughout the LEA’s LCAP
  - See the Appendix for a list of sample questions that might guide consultation
- SELPA Program Specialists are available to consult on the alignment of LCAP activities with improvement on State Performance Plan Indicators (SPPI) where targets may not have been met (including Targeted and Intensive Monitoring activities)
- SELPA team members can help gather information regarding the LEA’s participation in both technical assistance and professional learning opportunities with the SELPA, which can be included in the LCAP

### **Appendix**

Sample questions that may be used during consultation with the SELPA in development of the LCAP (non-exhaustive):

- Basic Services (SPPI indicators 5, 6, 9, 10)
  - How do you ensure that students with disabilities have access to?:
    - Fully credentialed teachers
    - Standards-aligned instructional materials (i.e.- textbook adoptions counts, appropriate intervention materials); and
    - Appropriate school facilities that are maintained
- State Standards (SPPI indicators 1, 2, 3, 5, 6, 7, 9, 10)
  - Explain how general and special educators work together to implement programs and services that enable students with disabilities to access the state academic content standards, including the preschool learning foundations (as appropriate) and the English Language Development (ELD) standards.
- Student Achievement (SPPI indicators 1, 2, 3, 4, 5, 6, 7, 9, 10, 13, 14)
  - Explain how you are working to improve academic outcomes, increase college/career readiness, and provide appropriate academic interventions and/or supports for students with disabilities.
- Parental Engagement (SPPI indicator 8)
  - How have you provided for parent (and student) voice for students with disabilities in the development of the LCAP, including other community stakeholders who typically advocate for students with disabilities?

- How do you encourage parents of students with disabilities to become involved in school planning and decision-making?
- How are your LEA's parents, students, and families included in developing LEA and school site strategies?
- Student Engagement (SPPI indicators 1, 2, 4, 13,14)
  - In what ways are you supporting student engagement and motivation for school by addressing absenteeism, dropout, and graduation rates, and are there any activities particular to students with disabilities?
- School Climate (SPPI indicators 4, 5, 6)
  - How does your LEA model practices for building a positive school climate to meet the cognitive, social, emotional, and physical needs of each student with disabilities?
    - Factors include suspension and expulsion rates, and surveys on school safety and connectedness, including consideration of the CA Healthy Kids Survey
- Course Access (SPPI indicators 1, 2, 3, 5, 6, 7, 9, 10, 13)
  - How does your LEA ensure that all students with disabilities receive instruction aligned with the California state content standards and curriculum frameworks as well as any necessary intervention, accommodations, and assistance to meet graduation, college, and career requirements?