

State Board of Education
Executive Office
SBE-002 (REV. 01/2011)

MEMORANDUM

DATE: August 17, 2015

TO: MEMBERS, State Board of Education

FROM: STAFF, State Board of Education, California Department of Education, and WestEd

SUBJECT: Developing a New Accountability System: Review of California's Existing State Academic and Fiscal Accountability Components in Relation to the Local Control Funding Formula State Priorities

Summary of Key Issues

The purpose of this information memorandum is to examine the existing state accountability components relative to the LCFF state priorities to determine any potential similarities or discrepancies. Attachment 1 provides a summary of the existing state academic and fiscal accountability components to establish a baseline definition and purpose of these systems. Attachment 2 is a crosswalk that demonstrates the extent to which these systems align with the expectations set forth in the LCFF state priorities. The state priorities provide a basis for determining if the existing accountability components are aligned by addressing the following questions:

1. Are there components that should be added?
2. Are there components that should be modified or revised?
3. Are there components that should be eliminated?

The findings from the crosswalk between the existing academic and fiscal accountability components and the LCFF state priorities in Attachment 2 reveal the following:

- The majority of the existing state academic and fiscal accountability components should be retained because these components are now included in the LCFF state priorities.
- The School Accountability Report Card (SARC) is the primary academic and fiscal accountability component that is in need of modification.
- The Academic Performance Index (API) should be formally eliminated. All of the statutorily required metrics in the currently-suspended API (e.g., statewide assessments, graduation rates, dropout rates, and college and career readiness indicators) are now included under the state priorities.

Next Steps for Systems Coherence

The LCFF state priorities provide the foundation of accountability by defining what the state seeks to accomplish for its students and measure the progress of local educational agencies (LEAs) relative to these priorities. The guiding principles articulate the SBE's goals for system planning centered around the LCFF state priorities. Therefore, to establish system coherence, the next level of analysis should involve a review of the existing academic and fiscal accountability components and their relationship to the SBE guiding principles for accountability system planning. In September, the SBE will discuss the existing accountability components to determine where there is alignment or misalignment, and/or gaps that need to be addressed. This information will be used to inform the policy framework and implementation plan presented to the SBE at the November 2015 meeting.

The new state accountability system will be designed to strengthen teaching and learning, improve the individual capacity of teachers and school leaders, and increase the institutional capacity for continuous improvement for schools, districts, and state agencies.

Once the state accountability system has been established, federal accountability requirements will need to be considered. The CDE has completed preliminary plan alignment work on Title I and is now implementing a proposal to align the State Systemic Improvement Plan (SSIP) with the LCFF to provide comprehensive academic and fiscal services for students with disabilities. The next phase of plan alignment work will include the review of Title III to integrate and strengthen services for English Learners (ELs). The CDE will provide updates in future SBE items on the progress of the plan alignment work.

ATTACHMENT(S)

- Attachment 1: Background and Summary of California's Existing State Academic and Fiscal Accountability Components that Apply to all Local Educational Agencies. (8 pages)
- Attachment 2: State Accountability Components and the Local Control Funding Formula State Priorities Crosswalk. (2 pages)
- Attachment 3: California Education Code Sections 52060, 52066, and 52064.5. (6 pages)

Background and Summary of California's Existing State Academic and Fiscal Accountability Components that Apply to all Local Educational Agencies

Background

The passage of the Local Control Funding Formula (LCFF) legislation introduces significant changes to California's accountability landscape. With the focus on aligning local resources with student needs to support continuous improvement, California is embarking on a transition to a new accountability system that is dependent on successful state and local partnerships.

Updates to the State Board of Education (SBE) on the progress towards developing a new accountability system began in November 2014 with a projected outcome of introducing a policy framework and a preliminary implementation plan by November 2015.

At its January 2015 meeting, the SBE noted that the Academic Performance Index (API) represents a single composite score and requested the state consider a holistic approach to accountability that includes the LCFF state priorities. President Kirst summarized the shortcomings of the API and the need to align accountability with state and local priorities. He outlined the following activities as a strategy to guide the transition to a new accountability system:

- Given that the transition will be a long-term process, the SBE will receive regular updates regarding the progress;
- Suspension of the API in the 2014–15 school year will enable deliberations about the revision of the API relative to transitioning to a new accountability system;
- Specifically, the inclusion of multiple measures for accountability purposes calls for the need to revise the API because it is currently structured as a single, composite score;
- Adoption of a multiple measures' accountability system will require legislation. (Because the API is deeply embedded in many sections of the California *Education Code (EC)* and impacts other programs, such as, open enrollment, charter revocation, and parent empowerment, the transition to a multiple measures accountability system will require subsequent changes in *EC*); and
- The SBE will initiate a robust discussion on guiding principles for the new state accountability system.

The SBE took action in March 2015 to suspend the API for the 2014–15 school year (<http://www.cde.ca.gov/be/ag/aq/yr15/documents/mar15item06.doc>). In addition, the SBE discussed guiding principles for accountability planning at the May 2015 meeting (<http://www.cde.ca.gov/be/ag/aq/yr15/documents/may15item10.doc>). These guiding principles, along with a timeline for developing the new state accountability system were

established to support a new accountability framework at the July 2015 meeting (<http://www.cde.ca.gov/be/ag/ag/yr15/documents/jul15item01.doc>).

Consistent with President Kirst's recommendation noted above, it is through the simultaneous implementation of LCFF and the suspension of the API that the SBE can review the existing state accountability components to determine the feasibility, from a state policy perspective, of positioning the LCFF state priorities as the foundation of a new accountability system.

Local Control Funding Formula Performance and Accountability

Below is a summary of the Local Control Funding Formula Performance and Accountability system. The Local Control and Accountability Plan (LCAP), along with the Annual Update, the Evaluation Rubrics and the California Collaborative for Educational Excellence (CCEE) support structure all function as components of the new accountability system. Each part of the emerging system described below will support the overall goals of improved student performance for all California students:

Local Control and Accountability Plan (LCAP) – The LCAP is a three-year planning document that is completed by each local educational agency (LEA) and adopted annually by July 1. The LCAP aligns with an LEA's budget, and includes an annual review of progress on goals in the Annual Update. The LCAP must include the following:

- Annual goals for all students and subgroups of students to be achieved for each state priority and any local priorities;
- Specific actions to be performed and services provided to achieve the identified goals; and
- Expenditures required to implement the specific actions and services.

For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools.

Annual Update – This is the first year that LEAs adopted Annual Updates on progress in conjunction with their LCAPs. The Annual Update requires that for each goal in the current year LCAP, LEAs review progress toward the expected outcomes for the school year that is ending, assess the effectiveness of actions and services provided, and describe the changes made in the LCAP based on this review and assessment of progress.

Evaluation Rubrics – California Education Code (EC) Section 52064.5 specifies the evaluation rubrics are to assist the:

- LEAs in evaluating their strengths, weaknesses, and areas that require improvement;
- County superintendents of schools in identifying LEAs in need of technical assistance and directing technical assistance to the greatest need; and
- Superintendent of Public Instruction in identifying districts for which intervention is warranted.

Furthermore, the rubrics shall reflect a holistic, multidimensional assessment of school district and individual school-site performance and provide standards for their performance and expectations for improvement in regard to each of the LCFF priorities.

County Office of Education Technical Support – County superintendents are responsible for the general oversight of districts within their county (*EC Section 1240*) to ensure fiscal solvency and more recently, the approval of district LCAPs (*EC Section 52070*). If a county superintendent does not approve the district’s LCAP, or if the local governing board requests technical assistance, the county superintendent shall provide technical assistance, including, among other things, identification of strengths and weaknesses or the assignment of academic expert or experts (*EC Section 52071*).

California Collaborative for Educational Excellence (CCEE) – The CCEE (*EC Section 52074*) will provide advice and assistance to LEAs in achieving the goals set forth in the LCAPs.

Existing Local Educational Agencies’ Accountability Components

Below is a summary of the existing academic and fiscal state accountability components. These are listed in order of current alignment to the LCFF state priorities (from most aligned to least aligned).

Williams Settlement Legislation (aligned) – Pursuant to the *Williams* settlement legislation, all districts are required to meet guidelines to ensure that public school students are provided sufficient instructional materials, school facilities are in “good repair”, and teachers are appropriately assigned. These requirements are included in the LCFF state priorities and the LCAP, and the following aspects of this agreement continue to exist to date:

- *EC Section 33126* requires schools to include specific information related to the *Williams* settlement legislation on the school’s School Accountability Report Card (SARC).
- *EC Section 1240* specifies county superintendents as responsible for conducting annual site reviews and providing quarterly and annual reports on *Williams*’ compliance. Reports must be provided to local school districts, the county board of education, and the county board of supervisors.

High School Graduation Requirements (aligned) – To receive a high school diploma, students must fulfill state and district graduation requirements. State-mandated minimum graduation course requirements include:

- Three years of English
- Two years of mathematics (including Algebra I)
- Three years of social science (including U.S. history and geography; world history, culture, and geography; one semester of American government; and one semester of economics)
- Two years of science (including biology and physical science)
- Two years of physical education
- One year of foreign language or visual and performing arts or commencing with the 2012–13 school year, career technical education. For purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in foreign language

Students who successfully complete Algebra I in middle school must still complete a minimum of two years of mathematics in high school. Recognizing that these 13 years of preparation are state minimum requirements, local school boards often set local graduation requirements that exceed the state-mandated requirements (e.g., A-G requirements for the California State University and University of California). Students must pass the California High School Exit Examination (CAHSEE) to receive a high school diploma.

Charter Petitions (aligned) – The specific goals and operating procedures for a charter school are detailed in the charter petition submitted by the school’s organizers and approved by the authorizing entity. Specifically, the charter petition must be:

1. Renewed every five years;
2. Reviewed by the authorizer or descriptions of each of the 16 required elements (e.g., the measurable student outcomes identified for use by the school, the school’s governance structure, including parental involvement, and the qualifications to be met by individuals employed by the school); and
3. Aligned to the LCFF state priorities by including a description of annual goals and actions to achieve those goals for each state priority schoolwide and for each subgroup that apply to the grade level served and nature of the program that is operated by the charter school.

Annual Independent Audits (aligned) – Each LEA (including charter schools) is required to conduct an independent annual audit of all funds under its jurisdiction and review the audit in a public meeting. Audits are submitted to the county superintendent, the California Department of Education (CDE), and the State Controller and are governed by the Standards and Procedures for Audits of California K-12 LEAs. Examples of the areas reviewed by the audit:

- Attendance reporting
- Teacher certifications and misassignments
- Independent study
- Instructional time
- Instructional materials
- Ratios of administrative employees to teachers
- Classroom teacher salaries
- School Accountability Report Cards
- K-3 grade span adjustment
- Transportation maintenance of effort
- Regional occupational centers or programs maintenance of effort
- Adult education maintenance of effort
- Unduplicated local control funding formula pupil counts
- LCAP (e.g., sample of actions or services the LEA described in 3A and 3B of the LCAP template)

If an audit results in findings, LEAs may accept the findings and submit a corrective action plan, resolve findings by appealing to the Education Audit Appeals Panel, seek a waiver from the State Board of Education (SBE), repay any overpaid apportionments, and/or pay fines if applicable.

School Accountability Report Card (somewhat aligned) – Proposition 98, approved by California voters in 1988, added to the California Constitution a requirement that every local school board prepare a SARC to guarantee accountability for dollars spent. The SBE annually approves the SARC template in accordance with the requirements of state law (*EC* sections 32286, 33126, 33126.1, 35256, 35258, and 41409). Additional SARC requirements have been added over the years through various pieces of state and federal legislation. The SARC includes 38 data tables and narrative descriptions; making it a comprehensive accountability tool.

Some examples of information required in SARC:

- School Climate and Facilities
- Teacher Qualifications and Experience
- Curriculum and Quality
- Availability of Textbooks and Instructional Materials
- School Finances
- Student Performance on Statewide Assessments
- Federal and State Accountability
- School Completion and Postsecondary Preparation

In July 2014, the CDE proposed changes to the organization of the 2013–14 SARC template to align to the LCAP. Further changes to the SARC template were made based on the implementation of the California Assessment of Student Performance and Progress (CAASPP) and the resultant changes to the state and federal accountability reporting requirements. Additionally, data on suspensions and expulsions were

expanded. The 2014–15 SARC template was approved by the SBE in July 2015 to include an update to the state assessment tables and the state and federal accountability tables, and addition of new student groups where applicable.

Academic Performance Index/ Alternate Schools Accountability Model (not aligned) – Established by the Public Schools Accountability Act (PSAA) of 1999, the API is a numeric index ranging from 200 to 1,000 and the statewide API target for all schools is 800 as established by the SBE.

- Before the SBE suspended the API, it was based on results of statewide assessment results of the Standardized Testing and Reporting (STAR) Program, the California High School Exit Examination (CAHSEE), and the California Alternate Performance Assessment (CAPA) in grades two through twelve. Schools must meet annual schoolwide targets and targets for numerically significant student groups to meet state API growth targets.
- The growth target for the school and for each student group is calculated as 5 percent of the difference between a school's Base API and the statewide performance target of 800. Schools with APIs of 800+ must maintain at least 800 schoolwide and for each student group.
- The API is used to meet state requirements under the PSAA.
- The Alternate Schools Accountability Model (ASAM) was introduced as a component of the accountability system following the passage of the 1999 PSAA.
- Participation in ASAM is voluntary and includes community day schools, continuation schools, county community schools, county court schools, Division of Juvenile Justice (formerly California Youth Authority) schools, opportunity schools, and alternative schools of choice and charter schools that meet SBE criteria.

At the 2015 March SBE meeting, the SBE took action to suspend the API for the 2014–15 school year and supported the recommendation for California to transition to a multiple measures accountability system.

Overview of LCFF State Priorities

The LCFF state priorities provide the foundation of an accountability system by defining what the state seeks to accomplish for its students and measuring the progress of local educational agencies (LEAs) relative to these priorities. The LCFF clearly articulates the state priorities in the Local Control and Accountability Plan (LCAP) and the evaluation rubrics as specified in California *EC* sections 52060, 52066, and 52064.5. LEAs are expected to address each of the state priorities in their LCAPs and Annual Update, and when implemented, will rely on the evaluation rubrics to help assess program strengths and weaknesses. Charter schools must address the priorities in *EC* Section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the

charter school. The LCFF state priorities are the foundation that enable the state and LEAs to communicate progress, design assistance that is tailored to meet the needs of all students, and when necessary, guide intervention. Below is a description of each of the eight state priorities that for school districts, as applicable, and for charter schools that apply to the grade levels served, or the nature of the program operated by the charter school. Priorities nine and ten apply to county offices of education.

Conditions of Learning

Basic: degree to which teachers are appropriately assigned pursuant to *EC* Section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to *EC* Section 60119; and school facilities are maintained in good repair pursuant to *EC* Section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners (ELs). (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in *EC* Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to *EC* Section 48926. (Priority 9)

Foster youth (for county offices of education only): 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. (Priority 10)

Pupil Outcomes

Pupil achievement: performance on standardized tests, score on API, share of pupils that are college and career ready, share of English learners that become English proficient, EL reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in *EC* Section 51210 and subdivisions (a) to (i), inclusive, of *EC* Section 51220, as applicable. (Priority 8)

Engagement

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Crosswalk Overview

Attachment 2 displays the crosswalk between the existing state accountability components that apply to all LEAs and the LCFF state priorities. Because the state priorities are expressly addressed in the LCAP, Annual Update, evaluation rubrics, and support structures provided by the county superintendents and the CCEE, these specific accountability components are not listed in the crosswalk for a comparison with the LCFF state priorities.

Table 1. State Accountability Components and the Local Control Funding Formula State Priorities Crosswalk.

Accountability Components	LCFF State Priorities										Comments
	1	2	3	4	5	6	7	8	9	10	
Williams Compliance	X										The Williams requirements are included in Priority One, basic conditions of learning.
High School Graduation Requirements					X		X	X			The high school graduation requirements are included in Priority Five, pupil engagement. The requirements are also reflected in priority seven, course access and priority eight, other pupil outcomes.
Charter School Petition	X	X	X	X	X	X	X	X			Charter school petitions are now aligned with the LCFF State Priorities. Additional analysis is needed to determine the elements in a charter petition that are not currently captured in LCFF.
Annual Independent Audits	X	X	X	X	X	X	X	X	X	X	The annual independent audit covers a broad range of requirements that are consistent with the LCFF performance accountability. The LCAP is subject to an audit (e.g., sample of actions and services described in 3A and 3B of the LCAP template).
School Accountability Report Card (SARC)	X		X	X*	X*	X		X			Most of the SARC requirements are included in LCFF; *certain LCFF metrics are not currently collected in the SARC (e.g., EL Redesignation). Additional analysis is needed to determine the SARC requirements that are not included under the priorities.
Academic Performance Index (API)/Alternative Schools Accountability Model (ASAM)				X*	X*				X*	X*	The API/ASAM is included in Priority Four, pupil achievement; * in addition, the disaggregated components of the API/ASAM index score are included in state priorities four (assessments and college/career readiness), five (graduation and dropout rates), nine (expelled pupils for county offices), and ten (foster youth for county offices).

Crosswalk Summary

The crosswalk illustrates how existing state academic and fiscal accountability components overlap with the LCFF state priorities.

With respect to the program requirements analyzed, little change is needed. For example, the requirements in the *Williams* settlement legislation are captured under priority one. Similarly, the minimum state requirements for high school graduation are included under priority five, pupil engagement.

Some accountability components, however, need to be modified to avoid redundancy and ensure alignment of all system components. For example, the School Accountability Report Card (SARC) content and format requirements need to be reevaluated as the role of the SARC in the new accountability system is clarified.

Finally, the API should be formally eliminated. All of the statutorily required metrics in the currently-suspended API (statewide assessments, graduation rates, dropout rates, and college and career readiness indicators) are now included under the state priorities. Consistent with the SBE's stated principles, California's evolving accountability system, including the LCAP/Annual Update and evaluation rubrics, will provide multiple measures of performance, unlike the API.

California Education Code Sections 52060, 52066, and 52064.5

Education Code Section 52060.

(a) On or before July 1, 2014, the governing board of each school district shall adopt a local control and accountability plan using a template adopted by the state board.

(b) A local control and accountability plan adopted by the governing board of a school district shall be effective for a period of three years, and shall be updated on or before July 1 of each year.

(c) A local control and accountability plan adopted by the governing board of a school district shall include, for the school district and each school within the school district, both of the following:

(1) A description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to Section 52052, to be achieved for each of the state priorities identified in subdivision (d) and for any additional local priorities identified by the governing board of the school district. For purposes of this article, a subgroup of pupils identified pursuant to Section 52052 shall be a numerically significant pupil subgroup as specified in paragraphs (2) and (3) of subdivision (a) of Section 52052.

(2) A description of the specific actions the school district will take during each year of the local control and accountability plan to achieve the goals identified in paragraph (1), including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state priorities listed in paragraph (1) of subdivision (d). The specific actions shall not supersede the provisions of existing local collective bargaining agreements within the jurisdiction of the school district.

(d) All of the following are state priorities:

(1) The degree to which the teachers of the school district are appropriately assigned in accordance with Section 44258.9, 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 as determined pursuant to Section 60119, and school facilities are maintained in good repair, as defined in subdivision (d) of Section 17002.

(2) Implementation of the academic content and performance standards adopted by the state board, including how the programs and services will enable English learners to access the common core academic content standards adopted pursuant to Section 60605.8 and the English language development standards adopted pursuant to former Section 60811.3, as that section read on June 30, 2013, or Section 60811.4, for purposes of gaining academic content knowledge and English language proficiency.

(3) Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual schoolsite, and including how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.

(4) Pupil achievement, as measured by all of the following, as applicable:

- (A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.
- (B) The Academic Performance Index, as described in Section 52052.
- (C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks, including, but not limited to, those described in subdivision (a) of Section 52302, subdivision (a) of Section 52372.5, or paragraph (2) of subdivision (e) of Section 54692.
- (D) The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board.
- (E) The English learner reclassification rate.
- (F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.
- (G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, as described in Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3, or any subsequent assessment of college preparedness.
- (5) Pupil engagement, as measured by all of the following, as applicable:
 - (A) School attendance rates.
 - (B) Chronic absenteeism rates.
 - (C) Middle school dropout rates, as described in paragraph (3) of subdivision (a) of Section 52052.1.
 - (D) High school dropout rates.
 - (E) High school graduation rates.
- (6) School climate, as measured by all of the following, as applicable:
 - (A) Pupil suspension rates.
 - (B) Pupil expulsion rates.
 - (C) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.
- (7) The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the programs and services that are provided to benefit these pupils as a result of the funding received pursuant to Section 42238.02, as implemented by Section 42238.03.

(8) Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.

(e) For purposes of the descriptions required by subdivision (c), the governing board of a school district may consider qualitative information, including, but not limited to, findings that result from school quality reviews conducted pursuant to subparagraph (J) of paragraph (4) of subdivision (a) of Section 52052 or any other reviews.

(f) 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.

(g) The governing board of a school district shall consult with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing a local control and accountability plan.

(h) A school district may identify local priorities, goals in regard to the local priorities, and the method for measuring the school district's progress toward achieving those goals.

Education Code Section 52066.

(a) On or before July 1, 2014, each county superintendent of schools shall develop, and present to the county board of education for adoption, a local control and accountability plan using a template adopted by the state board.

(b) A local control and accountability plan adopted by a county board of education shall be effective for a period of three years, and shall be updated on or before July 1 of each year.

(c) A local control and accountability plan adopted by a county board of education shall include, for each school or program operated by the county superintendent of schools, both of the following:

(1) A description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to Section 52052, to be achieved for each of the state priorities identified in subdivision (d), as applicable to the pupils served, and for any additional local priorities identified by the county board of education.

(2) A description of the specific actions the county superintendent of schools will take during each year of the local control and accountability plan to achieve the goals identified in paragraph (1), including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state priorities listed in paragraph (1) of subdivision (d). The specific actions shall not supersede the provisions of existing local collective bargaining agreements within the jurisdiction of the county superintendent of schools.

(d) All of the following are state priorities:

(1) The degree to which the teachers in the schools or programs operated by the county superintendent of schools are appropriately assigned in accordance with Section 44258.9 and fully credentialed in the subject areas, and, for the pupils they are teaching, every pupil in the schools or programs operated by the county superintendent

of schools has sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119, and school facilities are maintained in good repair as specified in subdivision (d) of Section 17002.

(2) Implementation of the academic content and performance standards adopted by the state board, including how the programs and services will enable English learners to access the common core academic content standards adopted pursuant to Section 60605.8 and the English language development standards adopted pursuant to Section 60811.3 for purposes of gaining academic content knowledge and English language proficiency.

(3) Parental involvement, including efforts the county superintendent of schools makes to seek parent input in making decisions for each individual schoolsite and program operated by a county superintendent of schools, and including how the county superintendent of schools will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.

(4) Pupil achievement, as measured by all of the following, as applicable:

(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.

(B) The Academic Performance Index, as described in Section 52052.

(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks, including, but not limited to, those described in subdivision (a) of Section 52302, subdivision (a) of Section 52372.5, or paragraph (2) of subdivision (e) of Section 54692.

(D) The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board.

(E) The English learner reclassification rate.

(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.

(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, as described in Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3, or any subsequent assessment of college preparedness.

(5) Pupil engagement, as measured by all of the following, as applicable:

(A) School attendance rates.

(B) Chronic absenteeism rates.

(C) Middle school dropout rates, as described in paragraph (3) of subdivision (a) of Section 52052.1.

(D) High school dropout rates.

- (E) High school graduation rates.
- (6) School climate, as measured by all of the following, as applicable:
 - (A) Pupil suspension rates.
 - (B) Pupil expulsion rates.
 - (C) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.
- (7) The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the program and services that are provided to benefit these pupils as a result of the funding received pursuant to Section 42238.02, as implemented by Section 42238.03.
- (8) Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.
- (9) How the county superintendent of schools will coordinate instruction of expelled pupils pursuant to Section 48926.
- (10) How the county superintendent of schools will coordinate services for foster children, including, but not limited to, all of the following:
 - (A) Working with the county child welfare agency to minimize changes in school placement.
 - (B) Providing education-related information to the county child welfare agency to assist the county child welfare agency in the delivery of services to foster children, including, but not limited to, educational status and progress information that is required to be included in court reports.
 - (C) Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services.
 - (D) Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.
 - (e) For purposes of the descriptions required by subdivision (c), a county board of education may consider qualitative information, including, but not limited to, findings that result from school quality reviews conducted pursuant to subparagraph (J) of paragraph (4) of subdivision (a) of Section 52052 or any other reviews.
 - (f) 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.
 - (g) The county superintendent of schools shall consult with teachers, principals, administrators, other school personnel, local bargaining units of the county office of education, parents, and pupils in developing a local control and accountability plan.
 - (h) A county board of education may identify local priorities, goals in regard to the local priorities, and the method for measuring the county office of education's progress toward achieving those goals.

Note: On June 24, 2015, Governor Brown signed Assembly Bill (AB) 104 (Chapter 13, Statutes of 2015), extending the deadline for adoption of the evaluation rubrics to October 1, 2016.

Education Code Section 52064.5.

(a) On or before October 1, 2015, the state board shall adopt evaluation rubrics for all of the following purposes:

(1) To assist a school district, county office of education, or charter school in evaluating its strengths, weaknesses, and areas that require improvement.

(2) To assist a county superintendent of schools in identifying school districts and charter schools in need of technical assistance pursuant to Section 52071 or 47607.3, as applicable, and the specific priorities upon which the technical assistance should be focused.

(3) To assist the Superintendent in identifying school districts for which intervention pursuant to Section 52072 is warranted.

(b) The evaluation rubrics shall reflect a holistic, multidimensional assessment of school district and individual schoolsite performance and shall include all of the state priorities described in subdivision (d) of Section 52060.

(c) As part of the evaluation rubrics, the state board shall adopt standards for school district and individual schoolsite performance and expectation for improvement in regard to each of the state priorities described in subdivision (d) of Section 52060.