



June 3, 2022

The Honorable Gavin Newsom
Governor, State of California
1021 O Street, Suite 9000
Sacramento, CA 95814 *Transmitted via email.*

RE: Budget Act of 2022–23: Special Education Addendum to LCAP.

Dear Governor Newsom,

The organizations signed on to this letter are writing to request an alternative approach to the Budget Act proposal creating an addendum to the Local Control and Accountability Plan (LCAP) for students with disabilities. To promote a coherent, one-system approach to addressing the persistent inequities facing students with disabilities, we instead urge the full integration of special education improvement planning and inclusion of students with disabilities into the LCAP process and template.

We acknowledge and applaud the Administration's commitment to better align California's general and special education systems and to ensure students with disabilities are meaningfully included in all aspects of our general education system. We understand the responsibility of the state to monitor local educational agencies (LEAs) under the Individuals with Disabilities Education Act (IDEA) and commend the state for seeking to ensure public transparency of data and improvement activities for each LEA related to supporting students with disabilities. We recognize the special education addendum is an attempt to align separate federal monitoring requirements with local improvement planning.

Notwithstanding this ambitious intent, an addendum signals that the needs of students with disabilities are secondary to students without disabilities, that special education is a separate place, and the needs of students with disabilities should continue to be addressed outside of the general education planning process.

The LCAP is a strategic planning document that all LEAs are required to use to set goals and describe how they will implement programs and allocate funding to meet student

needs. Creating a new addendum, distinct from the LCAP, would not address any of the core underlying issues and challenges with the current improvement planning system, including: (1) separate planning teams, (2) distinct budgets, (3) discrete and unconnected general and special education accountability indicators, (4) recognition that students with disabilities are general education students first, and (5) low rates of inclusion in general education. Students with disabilities account for approximately 12 percent of California's total student population and, of these students, 70 percent are also members of one or more of the LCFF unduplicated student groups. This makes coordination and inclusion of activities to improve their outcomes in the LCAP even more critical.

Therefore, we request your administration include students with disabilities in the LCAP process and template to promote a coherent, one-system approach to addressing the persistent inequities facing students with disabilities. We believe this action would be a truly meaningful step toward serving all children as general education students, removing barriers to inclusion, and aligning the general and special education accountability systems. If you have questions about the content of this letter, please contact Derick Lennox, Senior Director of Governmental Relations and Legal Affairs, California County Superintendents Educational Services Association, at dlennox@ccsesa.org.

Sincerely,



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cc: Honorable Anthony Rendon, Assembly Speaker
Honorable Toni G. Atkins, Senate President pro Tempore
Members, Assembly Budget Committee
Members, Senate Committee on Budget and Fiscal Review
Assembly and Senate Republican Offices of Policy
Ben Chida, Chief Deputy Cabinet Secretary, Office of Governor Gavin Newsom
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