



LCAP Newsletter

UPCOMING TRAININGS

MARCH 9, 2015

MCOE LCAP

2:00 – 3:00 pm

Preparation for Session 4 (3.12.15)

Focus of this webinar:

- Finding opportunities to communicate the LCAP Story
- Connecting Planning and Budget Development
- Check-in on account codes
- Strengthening conversations around aligning resources
- Considerations for systems implementation

JOIN WEBEX MEETING
<https://wested.webex.com/wested/j.php?MTID=m9af8c7ca3ca47a126f3037cf0df8b864>

Meeting number: 590 996 310

Meeting password: MCOE

JOIN BY PHONE

Call-in toll-free number:

1-8774132826 (US)

Show global numbers:

<https://www.tconline.com/offSite/OffSiteController.jpf?cc=2485409399>

Conference Code: 248 540 9399

MARCH 11, 2015
*Removing Barriers to Education
for Homeless & Foster Students*

8:30 am - noon

This free workshop will provide:

- Information regarding new regulations and compliance with the McKinney-Vento Homeless Education Assistance Act
- Training for registrars, secretaries and front office staff regarding enrollment and treatment of foster and homeless students
- AB490 and other legislative updates
- Testimonials from foster and homeless youth.

CLICK HERE FOR FLYER

 Contact Support for WebEx:
<https://wested.webex.com/wested/mc>
MARCH 12, 2015
LCAP Session 4
Outcomes:

- Connect the LCAP and Annual Update process to realize a local vision for student achievement
- Discuss goal-based budgeting, including differentiating between base and complementary programs and services
- Provide practice and feedback on aligning the budget to the LCAP implementation process

Reminders for March 12 in session:

- Bring the entire LCAP planning Team (*Superintendent, CBO, Cabinet members*)
- Be prepared to work through a LCAP service area where you anticipate making improvements to either the service itself or the implementation practices.

NEW RESOURCES

Monterey County Office of Education will be using the updated CCSESA LCAP Approval Manual 2015-16 Edition when evaluating LCAPs. The manual provides a guide for county offices of education to use in the LCAP oversight and approval process. The process is very similar to process used last year. *Appendix A Goal Review Checklist and Appendix B Process Review Checklist* are new.

<http://ccsesa.org/wp-content/uploads/2015/02/CCSESA-LCAP-Approval-Manual-2015-16-FINAL.pdf>

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A new *LCAP Development Guide version 2.0* has been posted on the LCAP webpage. This guide addresses the new sections of the LCAP, along with some additional tools districts may want to use when developing their latest LCAP.

<http://montereycoe.org/Assets/ed-services/Files/LCAP/LCAP-Guide-2015/LCAP%20Guide%20Version%202.0%20-%202.25.2015.pdf>

The *Foster Youth Resource Guide for LCAP Accountability* found at the link below and on the Foster Youth page on the new MCOE webpage provides resources for districts that include best practices, available programs, and suggestions for developing an LCAP that supports Foster Youth.

<http://www.monterey.k12.ca.us/Assets/foster-youth-services/Files/LCAP%20GUIDE.pdf>

Additional Information

Ask SSC . . . 2015 Governor's Budget Workshop Questions and Answers—Local Control and Accountability Plan

Q1. Is the Local Control Accountably Plan (LCAP) a three-year plan that we review each year and then develop a new plan in three years, or is it a rolling plan?

A1. The LCAP is a three-year rolling plan. The LCAP you adopt in June 2015 will be for school years 2015-16, 2016-17, and 2017-18. While you will be expected to complete the annual update table that requires that you note your progress on 2014-15 actions and services when you adopt the LCAP in June 2015, your 2014-15 actions and services will fall away, and you will add new actions and services for 2017-18. Each year you have the opportunity to revise the plan based on your local needs assessment, engagement with your stakeholders, and the review of annual progress. In doing so this year, you may find a need to revise your previously adopted 2015-16 and 2016-17 actions and services as you work on updating your plan and adding 2017-18 actions and services.

Q2. Are local educational agencies (LEAs) expected to consult with classified employees? It seems that classified employees are not included as part of the LCAP discussion, and I've heard that supplemental and concentration grant dollars cannot be used to add classified staff.

A2. Education Code Section (E.C.) 52060 requires that LEAs consult with certificated and classified employees in the development of the LCAP. The goals, actions, and services contained in the plan will drive the expenditure of supplemental and concentration grant funds. Supplemental and concentration grant dollars can be used to support the addition of certificated or classified staff. If the LEA determines that adding bilingual instructional assistants, for example, will increase and improve services to English learner students, or that adding additional maintenance workers will positively impact the basic conditions for learning, and it includes such actions in its LCAP, the LEA can use supplemental and concentration grant dollars for these purposes.

Q3. Is the LCAP intended to only detail the activities and expenditures related to supplemental and concentration dollars (i.e., services for unduplicated students)? Every time we have determined this to be the case, someone comes along and says it should include all of the Local Control Funding Formula (LCFF) expenditures.

A3. The statute requires that the LCAP identify goals, actions, and expenditures. It is very clear that the LCAP must describe how the supplemental and concentration grant dollars are being used to support increased/improved services to the eligible students. But the LCAP must also describe goals and actions related to all students and statistically significant subgroups. Nowhere does the statute (E.C. 52060-52077) or the spending regulations say that the LCAP must include a description of how the LEA will expend all base grant dollars, but it should include a description of any base grant expenditures that support the goals and actions articulated in the LCAP.

The LCAP is goal and student focused, and addresses resources that support activities designed to achieve the identified goals for all students and for significant subgroups. The LCAP should include any resources that meet these criteria—this could include federal or other funding, but not all resources in a budget. As stated above, you must explicitly address how supplemental and concentration grant dollars are spent, but there is no requirement to describe how all base grant dollars are spent—only describe those dollars that support the goals of your plan.

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Q4. Our unduplicated count percentage is 38%. If we provide staff development activities for all teachers, can the cost be paid with supplemental funds or must the costs be split—62% discretionary or base grant dollars and 38% supplemental?

A4. A district that has a school with an enrollment of eligible pupils fewer than 40% of the school's total enrollment may expend the targeted funds on a school wide basis, provided the district:

- Identifies the school wide services
- Describes how these services meet the district's goals for the targeted students in the state priority areas and
- Describes how these services are the most effective use of the funds

Q5. Does an LEA have local control/authority to use two to three of the 180 student instructional days as professional development days if all calendar stakeholders have agreed to such in the LCAP? If yes, then as in the past School Improvement Program funding, could I assume we would receive positive attendance funding for those days? Or to achieve such, would we need a state waiver?

A5. The flexibility to reduce the number of instructional days to 175 without penalty will expire at the end of the 2014-15 school year. Beginning in 2015-16, you will not be able to reduce the school year below 180 days, and the applicable provision of the E.C. can only be waived in cases of emergency, such as flood or fire.

LCFF Final Spending Regulations

The LCFF spending regulations approved by the State Board of Education (SBE) in November 2014 did not change substantially, rather they expanded the requirements related to the use of supplemental and concentration grant funds on a district wide or school wide basis. The permanent regulations do, in our opinion, substantially raise the accountability bar.

When local educational agencies (LEAs) adopted their 2014-15 Local Control and Accountability Plans (LCAPs), those with fewer than 55% eligible students on a district wide level or 40% eligible students on a school wide level that allocated supplemental and concentration grant funds for a district wide or school wide purpose were

required by statute to:

- Identify the district wide services
- Describe how the services would meet the district's goals for the targeted students in the state priority areas
- Describe how the services were the most effective use of the funds

The LCFF spending regulations, and specifically Education Code Section 15496 (b)(2)(C) and 15496 (b)(4)(C), now require that in describing how the services are the "most effective" use of the funds, the LEA must provide the basis for this determination. In describing the basis for this determination, the LEA can include, but is not limited to including, any supporting research, experience, or education theory, as well as include a description of other alternatives considered by the LEA.

When LEAs complete the annual update this spring and adopt the 2015-16 LCAP, they will need to ensure that if they are using supplemental and concentration grant funds on a district wide basis, and if they have fewer than 55% eligible students on a district wide level or 40% eligible students on a school wide level, they describe the basis for this determination. A statement that the LEA has determined it to be the most effective use of funds will not suffice going forward.

Finally, the revised permanent regulations require all LEAs that spend supplemental and concentration factor dollars on district wide or school wide services, regardless of the percentage of students eligible to receive them, must describe in their LCAPs how those services are principally directed toward the students who generate the funding.

Foster Youth LCAP Stakeholder's Team

MCOE has formed a Foster Youth LCAP Stakeholders Team to assist districts in gathering meaningful input and/or feedback for Local Control and Accountability Plans (LCAP). The Team is available to come to your District's LCAP community engagement meetings, LCAP writing meetings, LCAP review meetings etc.

For more information, [CLICK HERE](#).

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