



LCAP

Collaborative Training

Marin County Office of Education

December 10, 2014

Agenda

- Introductions
- Overview of LCFF and LCAP
- Changes for 2015-16 LCAP
- Planning for 2015-16
- MCOE Support and Oversight



Introductions

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Deputy Superintendent



Kate Lane
Senior Director, External
Business Services

Chris Spores
Director, Education Services

Barbara Kohrt
Senior Director, Internal
Business Services

Laura Trahan
Coordinator, Education Services

Back to Basics

- Overview of LCFF and LCAP
- Principles Behind LCAP
- State Priorities
- Applicable Education Code and Regulations
- Proportionality Requirement

LCAP Overview

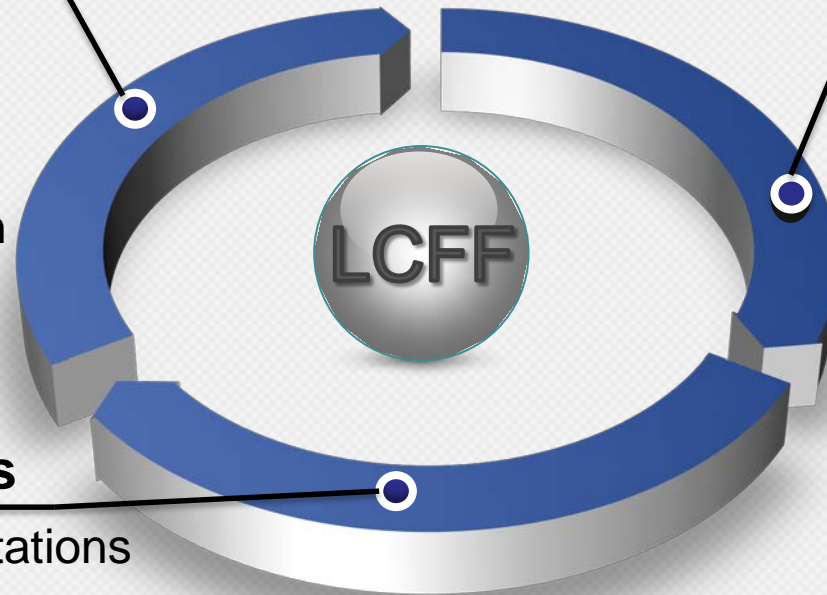
The LCFF Accountability System

LCAP

- Local goals focused on improved student outcomes
- Goals aligned with annual spending plan

State Requirements

- Performance expectations
- Expenditure requirements
- Proportionality rule
- Annual audit



County and State Superintendent Oversight

- Technical assistance
- Approval and disapproval of local plans
- Review data on eligible student counts

LCAP Overview

- Local Control and Accountability Plan
 - “Tell your district’s story” about support, impact, and improvement
 - Plan, communicate, and engage

LCAP Template

- The LCAP Template serves as a template for planning around state priorities
- The template creates a complex reading document
- Tips to simplify:
 - Executive summary may help to condense information
 - High level graphics to showcase highlights of the plan
- Electronic Template pilot available in Spring 2015
 - Anticipated for use is for the 2016-17 LCAPs

LCAP Guiding Principles

Subsidiarity

- Decision making most effective at local level
- Flexibility for LEAs to use LCFF funding to improve student outcomes

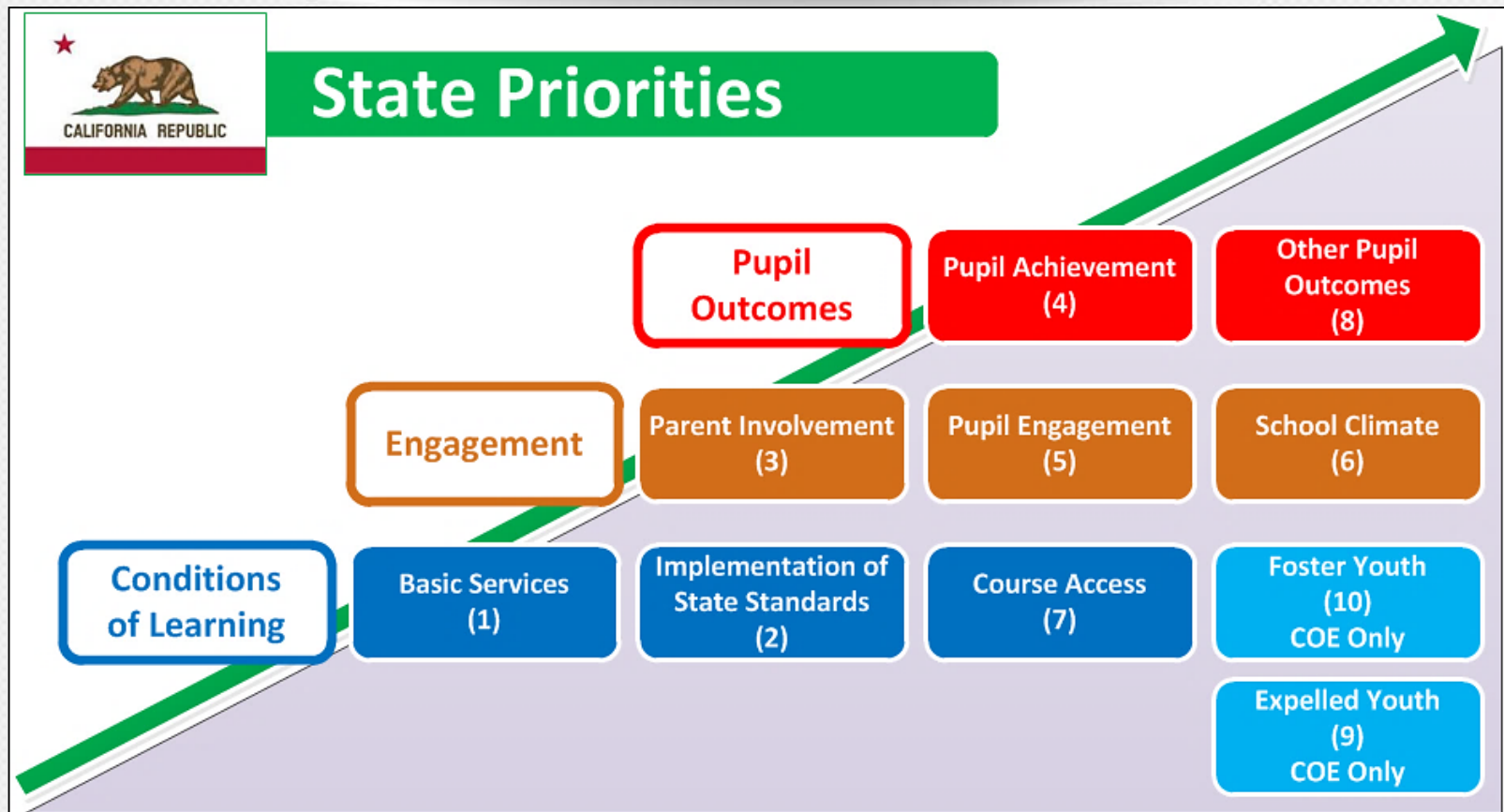
Transparency

- Engagement with stakeholders
- Describe how funds will be used to increase or improve services to neediest students

Student-Focused

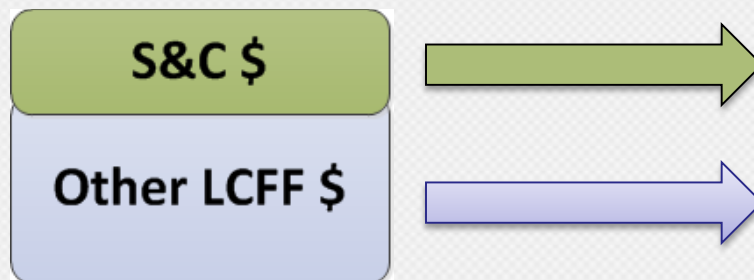
- Based on assessment of local needs
- Goals and actions focused on closing the achievement gap

LCAP Planning Areas



Minimum Proportionality Percentage (MPP)

- LCFF provides additional funding based on the unduplicated count of low-income, English learner, and foster youth
 - Supplemental and Concentration grants (S&C)
- Districts must increase or improve services to these pupils in proportion to the increase in funds



Increased or Improved Services



Base Program Services

Common Themes

Important Topics That Will Repeat

- Minimum Proportionality
- Goal Consolidation
- Annual Update



Shared Learnings

- Share your experience of changes within your district that have occurred as a result of LCAP.
 - What good has come out of the process?
 - What challenges have you uncovered?



Changes for 2015-16

- Permanent LCAP Regulations
- Revised LCAP Template
- Expectations
 - Stakeholders
 - Special Interest Groups

	exe-nov14item02 Attachment 2 Page 1 of 22
1	Title 5. EDUCATION
2	Division 1. California Department of Education
3	Chapter 14.5. Local Control Funding Formula
4	Subchapter 1. Local Control Funding Formula Spending Regulations for
5	Supplemental and Concentration Grants and Local Control and Accountability
6	Plan Template
7	Article 1. Local Control and Accountability Plan and Spending Requirements for
8	Supplemental and Concentration Grants
9	
10	<u>§ 15494. Scope.</u>
11	(a) This chapter applies to all local educational agencies (LEAs) as defined in
12	section 15495(d).
13	(b) Funding restrictions specified in Education Code section 42238.07 apply to local
14	control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils
15	pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.
16	(c) The local control and accountability plan (LCAP) shall demonstrate how services
17	are provided according to this chapter to meet the needs of unduplicated pupils and
18	improve the performance of all pupils in the state priority areas.
19	NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
20	Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
21	47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
22	6312.
23	
24	<u>§ 15495. Definitions.</u>
25	In addition to those found in Education Code sections 2574, 42238.01, and
26	42238.02, the following definitions are provided:
27	(a) "Consult with pupils," as used in Education Code sections 52060, 52066, and
28	47606.5, means a process to enable pupils, including unduplicated pupils and other
29	numerically significant pupil subgroups, to review and comment on the development of
30	the LCAP. This process may include surveys of pupils, forums with pupils, pupil
31	advisory committees, or meetings with pupil government bodies or other groups

LCAP Regulations

Changes Effective for 2015-16 LCAP

- What has changed?
 - Revised / new definitions
 - Expanded requirements related to use of supplemental and concentration funds
 - Clarification regarding role of county office in verifying compliance with proportionality requirements

LCAP Regulations

Revised / New Definitions

Pupil Consultation

- Clarified requirement for districts to include unduplicated and other numerically-significant pupil subgroups in the LCAP development process
- §15495(a)

Parents

- Expanded definition to include anyone holding rights to make educational decisions
- §15495(e)

Parent Advisory Committees

- Technical clarifications regarding requirements to form groups
- §15495(f)

LCAP Regulations

Use of Targeted Funds

Unduplicated Enrollment

Districtwide: 55%+ (or) Schoolwide: 40%+

- Identify services funded and provided
- Describe how services are:
 - Principally directed toward
(local discretion)
 - Effective in meeting goals for unduplicated students

Unduplicated Enrollment

Districtwide: < 55% (or) Schoolwide: < 40%

- Identify services funded and provided
- Describe how services are:
 - Principally directed toward
(local discretion)
 - Effective in meeting goals for unduplicated students
- Describe how services are most effective:
 - Include basis for determination
 - Any alternatives considered
 - Supporting research, experience, or educational theory

LCAP Regulations

Principally Directed

- **District Discretion**
 - Regulations do not clarify how districts demonstrate services are “principally directed towards” unduplicated pupils
 - Districts will have discretion in determining how funds/services are “principally directed towards” these students
 - Districts must include clear description of how these requirements are met in Section 3 of the LCAP
- **Identify Services Primarily Benefiting Targeted Students**
 - Some services benefit all students but may be of greater benefit to pupil subgroups
 - Examples: “Push-in” Services, Lower Class Sizes, etc.

Summary of Major Changes

Principally Directed

The SBE and CDE have not defined “principally directed” so this will be locally defined

Scope of Service

Clarifies that goals must identify school, subgroup, and grade level span and if targeted dollars are used for school or districtwide purpose

Subgroup Identification

Check boxes have been added allowing LEAs to select the applicable subgroup(s) or if applicable to all students

Consultation

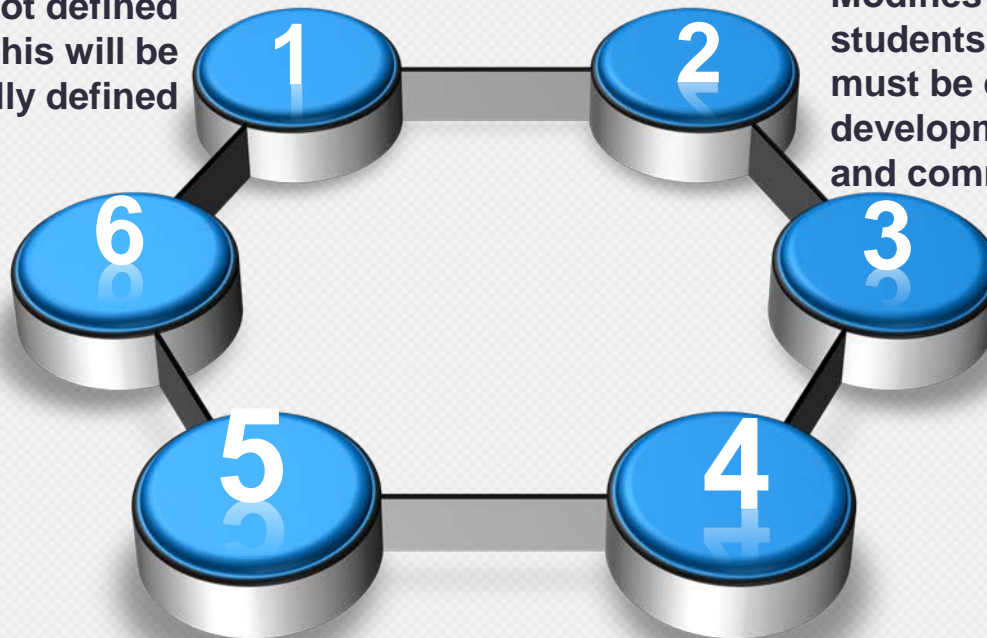
Modifies changes related to students making it clear that they must be consulted during LCAP development, not during the review and comment period

Annual Update

The annual update has been revised to include “estimated expenditures” as opposed to “actual expenditures”

Required Metrics

Adds language that ensures the LEA addresses all of the required metrics for every state priority in each LCAP year



LCAP Regulations

Compliance with Minimum Proportionality

- Expanded Requirements for County Offices

§ 15497. In making the determinations required under Education Code § 52070(d)(3), the county superintendent of schools **shall** include review of any descriptions of districtwide or schoolwide services provided pursuant to § 15496(b)(1) through (b)(4) when determining whether the school district has **fully demonstrated** that it will increase or improve services for unduplicated pupils pursuant to § 15496(a).

(Emphasis Added)

- County offices to provide technical assistance to districts if LCAP not approved as a result of this requirement

LCAP Template Changes

Changes to 2015-16 LCAP Template

- Significant format changes
- Added Annual Update
- New guiding questions

*See Supplemental Training Materials Handout

LCAP Template Changes

3-Years + Current

2014-15 LCAP

- Year 1 (14-15)
- Year 2 (15-16)
- Year 3 (16-17)

2015-16 LCAP

- Annual Update (Prior Year)
- Year 1 (15-16)
- Year 2 (16-17)
- Year 3 (17-18)

LCAP Template Changes

Section 1 – Stakeholder Engagement

Involvement Process	Impact on LCAP
Annual Update:	Annual Update:



Added row for annual update to plan

Added new guiding questions:

What information was made available to stakeholders and how?

How did district consult with pupils?

How has stakeholder involvement been continued and supported?

LCAP Template Changes

Combines
Sections 2, 3A,
and 3B

Section 2 – Goals, Actions, Expenditures, and Progress Indicators

GOAL:				Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:	LCAP Year 1: xxxx-xx			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
LCAP Year 2: xxxx-xx				
Expected Annual Measurable Outcomes:				

Identify actions/services for all pupils and each subgroup.

Relate actions/services to goals and expected outcomes.

LCAP Template Changes

NEW

Annual Update Section

Original GOAL from prior year LCAP:			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: _____	Applicable Pupil Subgroups: _____		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: xxxx-xx				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Scope of service:		Scope of service:		
__ ALL		__ ALL		
OR:		OR:		
__ Low Income pupils __ English Learners		__ Low Income pupils __ English Learners		
__ Foster Youth __ Redesignated fluent English proficient		__ Foster Youth __ Redesignated fluent English proficient		
__ Other Subgroups:(Specify) _____		__ Other Subgroups:(Specify) _____		
Scope of service:		Scope of service:		
__ ALL		__ ALL		
OR:		OR:		
__ Low Income pupils __ English Learners		__ Low Income pupils __ English Learners		
__ Foster Youth __ Redesignated fluent English proficient		__ Foster Youth __ Redesignated fluent English proficient		
__ Other Subgroups:(Specify) _____		__ Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

Budgeted vs. Estimated Actual Expenditures

Include all goals from prior LCAP year.

Use outcomes to explain changes in goals moving forward

LCAP Template Changes

Annual Update Section *(continued)*

- Concerns
 - Breakdown of expenditures by all pupils and pupil subgroups
 - Differences between Budgeted and Actual
- When to Complete Section
 - Most financial information may be available (1st Interim)
 - Are outcomes available?
 - Can we use what we know to make decisions regarding next year's goals?
- Goal Consolidation (more later)
 - Section is key for districts to explain goal consolidation

LCAP Template Changes

Section 3A and 3B – Supplemental and Concentration Funds and Proportionality

Previously Section
3C
Now 3A

Total amount of Supplemental and Concentration grant funds calculated:

\$ _____



Previously Section
3D
Now 3B

_____%

Added new boxes for Supplemental and Concentration Funding Total (\$) and Minimum Proportionality Percentage (MPP) (%)

Additional requirements for use of funding for district-wide and/or school-wide

LCAP Changes

Appendix of Required Metrics

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

- (a) "Chronic absenteeism rate" shall be calculated as follows:
- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 15 or more days during the school year when the total number of days a pupil is absent is divided by the number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, Title 5, Part 49, Section 49.6.
- (c) "High school dropout rate" shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

Same definitions, just added as appendix.

Metrics must be included in Section 2.

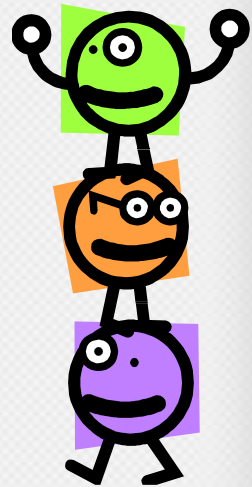
Changing Expectations

- Stakeholders
 - Parents
 - Collective Bargaining
- Special Interest Groups



Group Interaction

- Share your thoughts on the impact that the revised LCAP regulations will have on your district's LCAP.
 - What about the new format of the LCAP template?



Planning for 2015-16

- What, Why, and How
- Schedule for 2015-16 LCAP
 - Planning Cycle
 - Public Hearing and Adoption Requirements
- LCAP Planning by Section
- Alignment of LEA Plans
 - See [MCOE LCAP Website](#) for additional tools
- Strategic Planning
- Tools and Best Practices

LCAP Planning

Annual Update - What, Why, & How

- What
 - First annual update required with 2015-16 LCAP to reflect review of progress in 2014-15
 - Describes progress towards expected outcomes based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066
 - Including all metrics included in 2014-15 LCAP

LCAP Planning

Annual Update - What, Why, & How

- Why
 - Primary goal of LCFF is to improve student outcomes
 - Adds another chapter in the story
 - Changes to LCAP based on the annual review process
 - Renews emphasis on good planning, communication, and engagement

LCAP Planning

Annual Update - What, Why, & How

- How

- Review data as measured by locally-defined metrics and consider these questions:

- Did the actions/services address the needs of all pupils? *Were desired outcomes achieved?*
 - Did the actions/services address the needs of all pupil subgroups? *Were desired outcomes achieved?*
 - Did the actions/services address identified needs/goals of specific school sites? *Were desired outcomes achieved?*

LCAP Planning

Annual Update - What, Why, & How

- How
 - Be ready to communicate
 - What information (quantitative and qualitative data/metrics) were examined to review progress toward goals in the annual update?
 - What modifications will be made to the LCAP based on the review?

LCAP Planning

Critical Components

July-
August

September
-November

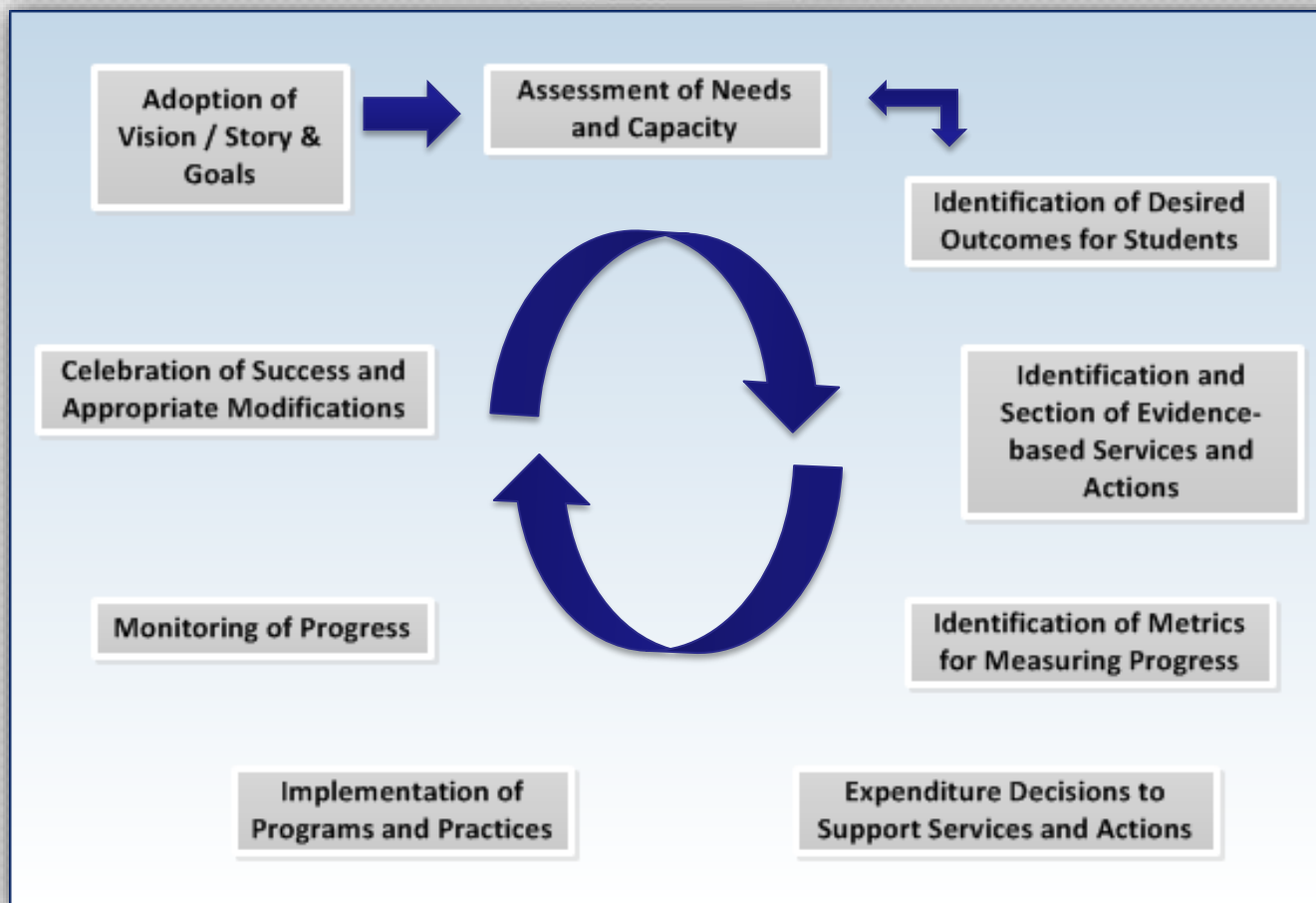
December-
January

February-
May

- **Evaluation, Alignment, and Education**
 - Evaluate progress on implementing actions/services in current LCAP
 - Align data analysis to metrics
 - Educate stakeholders using data to inform decisions
- **Progress**
 - Monitor progress to inform annual update
 - Perform needs assessment
 - Partner with stakeholders on assessing needs and understanding metrics
- **Identify**
 - Identify new/additional needs based on progress and data
 - Initiate budget development
 - Involve stakeholders in consultative process
- **Calibrate**
 - Calibrate plans and resources to needs
 - Align services, actions, and budget
 - Communicate with stakeholders on plan revisions

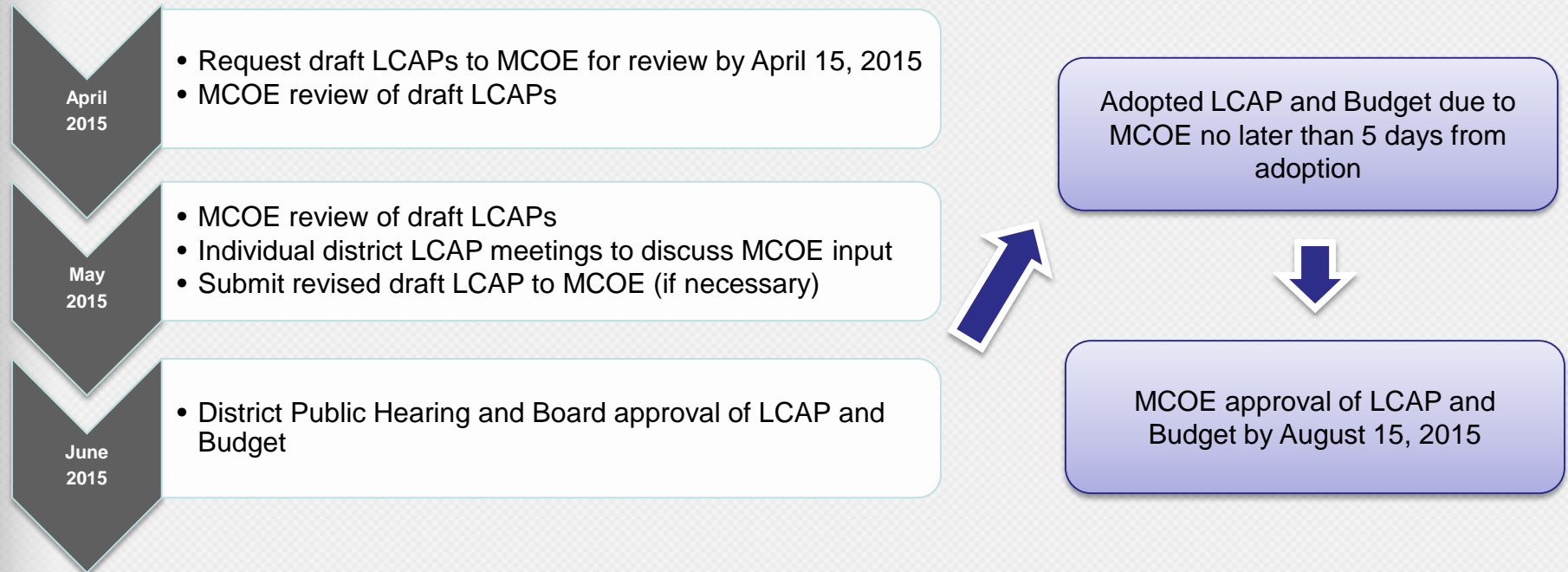
LCAP Planning Cycle

Inclusive and Informed



Draft LCAP Review Timeline

MCOE will provide services to review draft 2015-16 LCAPs prior to Board Adoption



LCAP Requirements

Summary

LCAP Requirements	School Districts and COEs
Use of Supplemental and Concentration Grants	Use of funds on districtwide basis if unduplicated count exceeds 55% or schoolwide if unduplicated count exceeds 40%. If under either percentage, justification is required
Adoption	During a public meeting held after, but not on the same day as, the public hearing
Posting Requirements	<ul style="list-style-type: none">Any LCAP approved by the governing board of a school district must be posted on the district's websiteAny LCAP approved by the county board of education and all LCAPs submitted by school districts must be posted by the county superintendent
Approval	<ul style="list-style-type: none">District LCAP must be approved by the county superintendentCOE LCAP must be approved by the State Superintendent of Public Instruction (SSPI)

LCAP Best Practices

- Helpful LCAP Supplemental Documents
 - Executive Summary
 - Overview of LCAP
 - Overview of Funding
 - Appendices
 - Infographics



Infographic Example

Bear Valley Unified School District

2014-15

Loc

1. Stakeholder Engagement

Bear Valley Unified School District 2014-15 LCAP
Page 2

Distr

2. Goals and Progress

Bear Valley Unified School District 2014-15 LCAP
Page 3

3. Actions, Services & Expenditures

Bear Valley Unified School District 2014-15 LCAP
Page 6

3
SURVEYS
Conducted

A. Conditions of Learning

STATE
PRIORITIES
SERVED



1. Basic Services



2. Academic
Standards

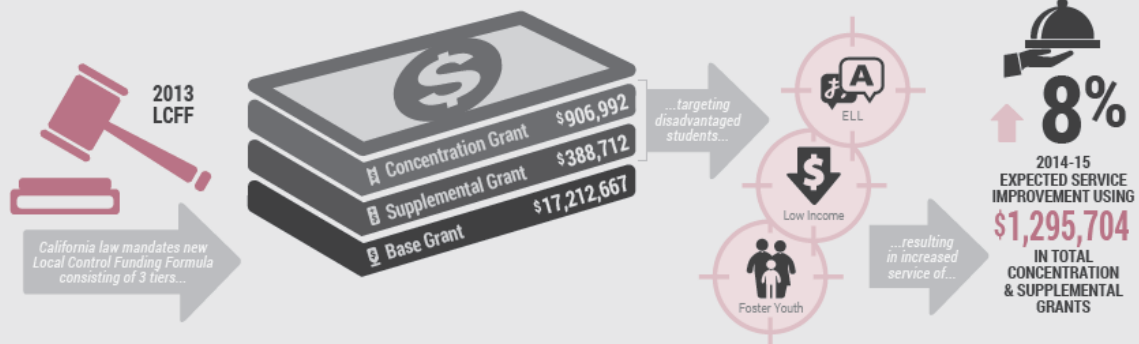


7. Course Access

LOCAL
PRIORITIES



District Strategic
Plan, Facility
Inspection Tool



Goal	Action / Service - Year 1	Amount	Target	Source
 IMPROVE LEARNING ENVIRONMENT	1. Reduce class sizes:			
	A. Add 3 Teachers (full-time, Elementary Schools)	\$ 210,000	All Students	Base Grant Supplemental Grant Concentration Grant
	2. Improve learning conditions:			
	A. Add 1 Custodian (full-time)	\$ 35,000		
	B. Add 2 Maintenance Staff (full-time)	\$ 58,000		
	C. Add 2 Safety Personnel (part-time, BBMS & BBHS)	\$ 20,000		
	D. Install 8 surveillance systems	\$ 24,000		RDA Redevelopment Agency Funds
	3. Maintain various student assistance programs:			
	A. Maintain Safe School Ambassadors Program & Student Assistance Program (BBMS)	\$ 60,000	Low Income	Soroptimist Grant
	B. Provide Healthy Start Services - access to food cards, gas cards, clothing, and shoes	\$ 2,500		Base Grant Supplemental Grant Concentration Grant

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Group Interaction

- Do you have a plan in place to initiate the 2015-16 LCAP update process?
 - Where will you start?
 - Will your approach change for Year 2?



MCOE Support & Oversight

- Areas of Support
 - Instructional Support
 - Technical and Business Support
- MCOE Oversight Role
 - Approval Criteria
 - LCAP Review Process
 - Review Timeline

MCOE Support

Instructional Support

- Trainings and Workshops
- Program Information / Questions
- Resource for:
 - Research Information
 - Instructional programs
 - Best practices

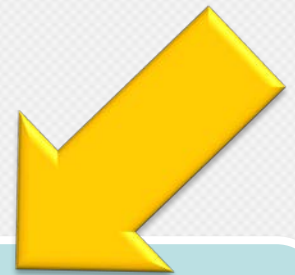


Important resources for compliance with requirements related to use of supplemental and concentration funds

MCOE Support

Technical and Business Support

- Guidance on LCAP Regulations
- LCAP Form and Function Questions
- LCFF Calculator/Calculations
 - Calculation of minimum proportionality
- Financial / Budgetary Guidance



**The Business and Instructional Services
Divisions of MCOE are here to help!**

MCOE Oversight

LCAP Approval Criteria



- Criteria #1 – Adherence to the SBE Template [EC 52070(d)(1)]
 - Use of revised 2015-16 LCAP template approved by SBE
 - Completion of all sections in accordance with intent of sections
- Criteria #2 – Adherence to Expenditure Requirements [EC 52070(d)(2)]
 - Funding source and/or budget location for amounts in LCAP
 - Budget contains sufficient expenditures to accomplish actions/services in LCAP
- Criteria #3 – Adherence to Expenditure Regulations [EC 52070(d)(3)]
 - Compliance with minimum proportionality requirements
 - Demonstration of increased and/or improved services to unduplicated pupils

MCOE Oversight

Demonstration of Proportionality

- Expanded Requirements for MCOE
 - 15497. County superintendent shall include review of any descriptions of districtwide and schoolwide services provided when determining whether the school district has fully demonstrated that it will increase or improve services for unduplicated pupils pursuant to Section 15496(a)
 - Review of additional “basis for determination” required in the description of how selected services provided are the most effective use of funds to meet the district’s goals for its unduplicated pupils
 - Basis shall include, but not limited to the following:
 - Alternatives considered
 - Supporting research
 - Experience
 - Educational theory



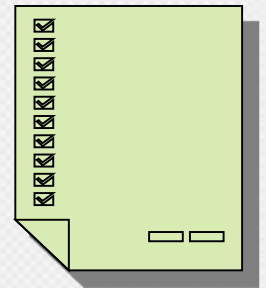
LCAP Review Process



- Collaborative Review Process
 - Staff from Instructional and Business Services
 - Four-member cross-functional teams will review district LCAPs using MCOE LCAP Review Guide
 - Technical feedback during and after review process

District Specific Reviews

- Process of providing Technical Reviews from 2014-15 LCAPs
 - How can we better provide support?



Thank you!

Contact Information

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