

**Sonoma County Office of Education**  
**Local Control and Accountability Plan (LCAP)**  
**FAQs**

FAQ Category	Question	Answer	Documentation
<b>Overall LCAP Template</b>	1. How long should my LCAP be?	<p>Your LCAP should be long enough to address each of the sections. There is no expected LCAP length. It should be written in language that is accessible to stakeholders (light on the use of acronyms and jargon).</p> <p>The West Ed Document “Developing a Quality Local Control and Accountability Plan: Resources” states: “The LCAP is meant to be a document that reflects a simple, yet complete story of needs, goals, services, and investments that will yield positive outcomes for students. The LCAP should contain the big picture, include important facts, support further inquiry, and provide a logical reflection of how resources are used to support positive student outcomes.”</p>	<p>West Ed Document “Developing a Quality Local Control and Accountability Plan: Resources” LINK: <a href="http://lcff.wested.org/developing-a-quality-local-control-and-accountability-plan-resources/">http://lcff.wested.org/developing-a-quality-local-control-and-accountability-plan-resources/</a></p>
	2. Can I use a program such as document tracker to write my plan?	<p>Alternative templates may be utilized during the planning and development process, however the final LCAP approved by the LEA’s board must utilize the SBE adopted Template.</p> <p>March 14, 2014; State Board agenda, item 1, attachment 1; page 2 of 6 states: “LEAs are required to use the version that was adopted by the SBE and approved by OAL. All content and required elements that are featured in the template must remain intact unless otherwise noted in the LCAP instructions; LEAs may resize pages or attach additional pages as necessary to facilitate the completion of the LCAP.”</p>	<p>Ed Code 52060(a)</p> <p>SBE March Agenda, Item 1, Attachment 1 LINK: <a href="http://www.cde.ca.gov/be/ag/ag/yr14/agenda201403.asp">http://www.cde.ca.gov/be/ag/ag/yr14/agenda201403.asp</a></p>
	3. Can "canned" LCAPs that come out from private providers be used?	<p>Using a canned LCAP defeats the purpose of local control funding and accountability. Ed Code 52062 outlines the steps districts shall fulfill in developing their LCAP.</p> <p>The West Ed Document “Developing a Quality Local Control and Accountability Plan: Resources” states: “The LCAP is an opportunity to share, promote, and engage stakeholders in a new kind of dialogue around the way in which resources affect student performance. The LCAP should be a document that shows the LEA’s character and content.”</p>	<p>Ed Code 52062</p> <p>West Ed Document “Developing a Quality Local Control and Accountability Plan: Resources” LINK: <a href="http://lcff.wested.org/developing-a-quality-local-control-and-accountability-plan-resources/">http://lcff.wested.org/developing-a-quality-local-control-and-accountability-plan-resources/</a></p>

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	5. Is it okay to rearrange the template as long as all components are addressed? (e.g., put metric and need in separate columns; rearrange the order—such as moving the annual update to the last column instead of having it in the middle)	<p>No, all LEAs must use the SBE adopted LCAP template. The Emergency Regulations adopted for the LCAP use state on page 2 of 10 of the template: “LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.”</p> <p>Emergency Regulation 15495(a) states: “Local control and accountability plan (LCAP)” means the plan created by an LEA pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in conformance with the LCAP and annual update template found in section 15497.</p>	<p>Emergency Regulation 15497 LCAP Template Microsoft Word Document</p> <p>Ed Code 52060(a)</p> <p>Emergency Regulation 15495(a)</p>
<b>LCAP Template, Section 1</b>	1. How do you facilitate foster youth stakeholder engagement without calling them out as such?	<p>You could survey the students and/or families. You could make the draft LCAP available in a meeting for foster youth service providers.</p> <p>Recommendation from California Foster Youth Education Task Force: School districts should work closely with the county child welfare agency, county office of education, and others to provide well - coordinated services to students in Foster care.</p>	<p>California Foster Youth Education Task Force LINK: <a href="http://www.cfyetf.org/publications.html">http://www.cfyetf.org/publications.html</a></p>
	2. A one-school district, can an SSC serve as the parent advisory committee?	<p>Yes, if the governing board determines that the SSC will serve as the parent advisory committee and provided that the SSC shall include parents or legal guardians of pupils to whom one or more of the definitions for unduplicated students apply. This shall not require the governing board of the school district to establish a new parent advisory committee if the governing board of the school district already has established a parent advisory committee that meets the requirements.</p>	<p>Ed. Code 52063</p>
	4. How are low-income parents identified for the Parent Advisory Committee?	<p>The law is silent on how to identify and only says you shall include. A suggestion would be to identify them as you would parents for a Title 1 annual meeting.</p> <p>A district may use a committee that is currently in place that was established to meet the requirements of NCLB, such as the DLAC.</p> <p>If a district wants to establish a new or different committee then: Low-income is defined as eligible for free or</p>	<p>Ed Code 42238.01 – definition for free/reduced lunch</p> <p>Emergency Regulation 15495 – definition of unduplicated pupil</p> <p>Ed. Code 52063</p>

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		<p>reduced price meals. Districts generally maintain a list of those students in order to determine eligibility for services such as SES or AP fee waivers. Although the names are private they can be accessed in these types of situations.</p> <p>This is an on-going concern though. In the case of Title 1, the F/R count drives the funding, but students are identified by Achievement measures. For LCFF, the low-income count drives the funding, but also is the requirement for a new Parent Advisory Committee (Ed Code 52063), and for accountability for “proportional services”. The Parent Advisory Committee is a concern since parents/students who Come to the meeting could then publically be identified as low income, foster youth or EL.</p>	
	<p>6. Many districts are looking for clearer language about when and how the superintendent is required to respond in writing to comments. Some are being advised that it is only comments received during the public comment period, but the slides that many COEs and districts have been using indicate that the Supt must also respond in writing to comments that come from the stakeholder engagement meetings. Some districts are thinking that the Supt must send individual letters of response</p>	<p>According to statute, the superintendent is only required to respond in writing to the comments from the two formal parent groups, the Parent Advisory Committee and the English Learner Parent Advisory Committee.</p>	<p>52062 (a) (1) The superintendent of the school district shall present the local control and accountability plan or annual update to the local control and accountability plan to the parent advisory committee established pursuant to Section 52063 for review and comment. The superintendent of the school district shall respond, in writing, to comments received from the parent advisory committee.</p> <p>52062 (a) (2) The superintendent of the school district shall present the local control and accountability plan or annual update to the</p>

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	to each comment, others are saying that the Supt will respond on the district webpage in a more general way, perhaps grouping similar comments together.		local control and accountability plan to the English learner parent advisory committee established pursuant to Section 52063, if applicable, for review and comment. The superintendent of the school district shall respond, in writing, to comments received from the English learner parent advisory committee.
<b>LCAP Template, Section 2</b>	1. Do all 8 state priorities need to be addressed each year (not spread over the 3 years of the plan?)	See CDE FAQs posted March 12, 2014. EC sections 52060 and 52066 specify that the LCAP must include a description of the annual goals to be achieved for each student group for each state priority. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. An LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. If a single goal requires longer than one year to implement fully, the LCAP should reflect the annual incremental actions, services, and expenditures, as well as the annual anticipated progress, that the district expects to achieve for each student group. These annual benchmarks will assist LEAs and the community to monitor the progress of the plan.	Ed Code 52060(c)(1) & 52066
	2. Is there a standard to what others are determining to be their base or core program?	There is no guidance, policy or direction regarding the base program. However, it is logical to include a general narrative describing the base program that can describe what will be provided for all students (e.g. high quality teachers, standards-based materials, transportation, facilities).  West Ed’s “Developing a Quality LCAP: Resources” document states: “The LCAP requests that there is	West Ed Document “Developing a Quality

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		<p>a clear understanding of what is provided to <i>all</i> students. In addition, information about what is provided for students with additional needs is expected to be clear and reflected in services and expenditures.”</p>	<p>Local Control and Accountability Plan: Resources” LINK: <a href="http://lcff.wested.org/developing-a-quality-local-control-and-accountability-plan-resources/">http://lcff.wested.org/developing-a-quality-local-control-and-accountability-plan-resources/</a></p>
	<p>3. Is it okay to have only LEA-wide goals or must LEAs also have specific goals for subgroups? (If the latter is true, there could conceivably be 36-96 goals (12 subgroups x 3-8 goals)</p>	<p>LEAs need to identify goals for each significant student group (N=30 or N= 15 Foster Youth). Groups with similar needs can be combined into the same goal.</p> <p><b>EC Sections 52060 and 52066</b> specify that the LCAP must include a description of the <b>annual</b> goals to be achieved for each student group <b>for each state priority</b>. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. An LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together.</p> <p>West Ed’s “Developing a Quality LCAP: Resources” document states: “An LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together.”</p>	<p>Ed Code Sections 52060 &amp; 52066</p> <p>West Ed Document “Developing a Quality Local Control and Accountability Plan: Resources” LINK: <a href="http://lcff.wested.org/developing-a-quality-local-control-and-accountability-plan-resources/">http://lcff.wested.org/developing-a-quality-local-control-and-accountability-plan-resources/</a></p>
	<p>4. Must data for every subgroup be included in the LCAP?</p>	<p>The LCAP asks what data was considered in deciding on a goal. While the LCAP process would include an analysis of data, the LCAP itself focuses more on outcomes. Large amounts of data in charts and tables will not be needed in the LCAP template, but may be useful resources to share with the community during the LCAP process.</p> <p>Projections for the metrics over time will be needed this year, and analysis of whether those were met will be needed for the annual updates.</p>	<p>Emergency Regulation 15497 LCAP Template Microsoft Word Document</p>

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		<p>From the LCAP template Section 2, Instructions: “Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP... based on an identified metric. ... The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area.”</p> <p>From the LCAP template Section 2, Guiding Questions #8: “What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?”</p> <p>From the LCAP template Section 2, Column Heading: (What needs have been identified and what metrics are used to measure progress?)</p> <p>According to Ed Code 52060(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.”</p>	Ed. Code 52060 (f)
<p><b>LCAP Template, Section 3</b></p>	<p>1. Do the services to subgroups have to be different than the services provided to all students?</p>	<p>If this question is referring to the services provided to unduplicated student subgroups and fluent English proficient students to be identified in Section 3(B), then the answer is the services to those groups have to be in addition to the services provided all students. If this questions is referring to subgroups other than the unduplicated student subgroups then the answer is no, the services may be the same, but should reflect the goals for each subgroup and necessary actions to achieve those goals in Section 3(A).</p> <p>West Ed’s “Developing a Quality LCAP: Resources” document states: “It also important to ask for details about how the needs of <i>all</i> students will be met, plus details about specific subgroups of students who need additional services.”</p>	<p>West Ed Document “Developing a Quality Local Control and Accountability Plan: Resources” LINK: <a href="http://lcff.wested.org/developing-a-quality-local-control-and-accountability-plan-resources/">http://lcff.wested.org/developing-a-quality-local-control-and-accountability-plan-resources/</a></p>

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	<p>3. Are federal funds (like Title I) kept completely out of the LCAP although they are in the SPSA and the two documents have to work together? In addition, how about Title I services that are already helping to meet the needs of certain populations of students. Can that go in the LCAP?</p>	<p>The Emergency Regulations adopted for the LCAP use state on page 1 of 10 of the template: “The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107---110) that are incorporated or referenced as relevant in this document.”</p> <p>West Ed’s “Developing a Quality LCAP: Resources” document states: “The LCAP must list and describe all expenditures implementing the specific actions being taken to achieve the goals included in the LCAP.”</p>	<p>Emergency Regulation 15497 LCAP Template Microsoft Word Document</p> <p>West Ed Document “Overview of LCFF Regulations” LINK: <a href="http://lcff.wested.org/overview-of-lcff-regulations/">http://lcff.wested.org/overview-of-lcff-regulations/</a></p>
	<p>4. Do I just include the supplemental and concentration funds in my LCAP?</p>	<p>No. The LCAP Template, on page 1 of 10, paragraph 2 explains: “the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils...”</p> <p>LCAP Section 3(B) is not specific to supplemental and concentration funds and can include other fund sources.</p> <p>LCAP Section 3(C) is specific to supplemental and concentration funds, as described in Ed Code 42238.07, and Section 3(D) is specific to services funded with LCFF Funds, but include a discussion of expenditures as a method of showing proportionality. In that case, the LEA may be discussing base services/funding and supplemental or concentration services and funding.</p> <p>West Ed’s “Overview of LCFF Regulations” states: “Almost all LEA expenditures will likely be listed</p>	<p>Emergency Regulation 15497 LCAP Template Microsoft Word Document</p> <p>West Ed Document “Overview of LCFF Regulations” LINK: <a href="http://lcff.wested.org/overview-of-lcff-regulations/">http://lcff.wested.org/overview-of-lcff-regulations/</a></p>



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		and described as a consequence of being tied to the actions that support LEA goals around the state priorities.”	
	5. Can I use the supplemental and concentration funds to maintain facilities in a district with 99% unduplicated students?	<p>Yes. Facilities in good repair are part of basic services included in the state’s priorities. Investment in facilities using supplemental and concentration grants could fit the description of district wide use as allowed in CCR 15496. An LEA would be required to describe how the district wide use of funds meets the requirements in CCR 15496. Increased or improved services can also be demonstrated in a qualitative manner so long as the increase meets the minimum proportionality percentage as calculated in CCR 15496(a)(5)</p> <p>The LCAP Template instructions state: “Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth.”</p>	Emergency Regulation 15497 LCAP Template Microsoft Word Document
	8. Can actions/ services that have related expenditures in different CSAM expenditure categories be “grouped”?	Yes. West Ed’s document “Developing a Quality LCAP: Resources” states: “Notably, the LCAP focuses the description on services, which can include a grouping or aggregation of activities and expenses that support students. In this regard, the LCAP is not asking for a listing of things or expenses, but services that address goals.”	West Ed Document “Developing a Quality Local Control and Accountability Plan: Resources” LINK: <a href="http://lcff.wested.org/developing-a-quality-local-control-and-accountability-plan-resources/">http://lcff.wested.org/developing-a-quality-local-control-and-accountability-plan-resources/</a>
	9. Should Part B add up to the amount spent last year on unduplicated students plus the estimated increase in supplemental and concentration grant funding?	<p>No, each section should be taken separately and answered as such. Section 3(B) may include fund sources that are not LCFF. Section 3(C) should draw from the information in Section 3(B), but there is no requirement for this to be a perfect match.</p> <p>Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year.</p>	Emergency Regulation 15497 LCAP Template Microsoft Word Document Directions for Section C
	10. How	The West Ed Document “Developing a Quality	West Ed Document



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	<p>extensive/detailed should <u>expenditures</u> be?</p>	<p>Local Control and Accountability Plan: Resources states: “Notably, the LCAP focuses the description on services, which can include a grouping or aggregation of activities and expenses that support students. In this regard, the LCAP is not asking for a listing of things or expenses, but services that address goals.”</p> <p>It is also important to note in this answer that the instructions do ask in the 3-year breakout that expenditures must be listed (this means numerically) and the LEA must note where they are in the LEA budget. How an LEA chooses to describe this is up to them/fill this out is up to them.</p>	<p>“Developing a Quality Local Control and Accountability Plan: Resources LINK: <a href="http://lcff.wested.org/developing-a-quality-local-control-and-accountability-plan-resources/">http://lcff.wested.org/developing-a-quality-local-control-and-accountability-plan-resources/</a></p>
	<p>12. If an LEA includes an action in Part A that will be implemented in a school-wide or district-wide manner, does the LEA have to justify that in Part C?</p>	<p>No. Part A says “What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below” 3B does not make a distinction for use of supplemental and concentration grants. It only asks for expenditures in support of the actions and goals for pupils of need. If the LEA used supplemental or concentration grant funds for district wide or school wide services that are included in meeting the proportionality calculation, they must justify these in Section 3(c) according to CCR 15496.</p>	<p>Emergency Regulation 15497 LCAP Template Instructions Part A</p>
	<p>15. How is Section 3B different from Sections 3C and 3D?</p>	<p>Section 3B clarifies how the actions and services for the special populations are tied to goals and local priorities, alongside the expenditures for specific actions and services. Section 3C is a narrative for Year 1 identifying specifically the increase in funds based on special populations as well as how the funds are being expended, including a justification for any funds used in a district-wide or school-wide manner. Section 3D requires a district to identify the proportionality percentage and verify how that percentage is met through a description of the increased or improved services using a quantitative and/or qualitative description.</p>	<p>Emergency Regulation 15497 LCAP Template Microsoft Word Document</p>

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	18. How does an LEA determine what services are to be provided to low-income students? Should LEAs focus on services for low-achieving students in schools where there is a concentration of low-income students or should they address the needs of individual low-income students (if the latter, what about confidentiality restrictions)? In some LEAs, there is no concentration of low-income students, so should the focus be on just low-achieving students (rather than low-income students)?	<p>Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low- income, English learner, and/or foster youth pupils and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2. An LEA must also demonstrate increased or improved services but beyond these directions the matter is up to Local Control.</p> <p>Email correspondence with Elisa Wynne, SBE Liaison:            “The problem is not unique to LCFF funding, it also exists in the use of Title I funding. In general, funds are allocated based on poverty indicators (poverty status can be determined by a number of indicators – enrollment in NSLP, LEA verification that the student’s family has completed an alternative form indicating poverty status, or student designation as a migrant student or foster youth) but services are generally targeted to the lowest-performing students. The district may want to check the correlation between low performing and low-income students to the extent they are able. Given that the LCAP is a district plan we would encourage that the analysis and identification of strategies be at the district level and take into account how schools will operationalize given the real measures in place to protect student privacy.</p> <p>“A district may choose to address the rationale for how strategies/services are targeted and operationalized in the LCAP and/or the community meetings if there is a local concern about justifying provision of services to the community.”</p>	Emergency Regulation 15497 LCAP Template Microsoft Word Document Directions for Section 3
	21. CTA is suggesting to their members that supplemental/ concentration funds	A district may determine that it is a priority to recruit and retain high quality staff, and supplemental/concentration grant calculations go into the determination of how much funding a	CDE website – LCFF Emergency Regulations, SACS Forum Meeting Minutes, LCFF FAQs, etc.

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	<p>can be used for salary increases. How does this increase or improve services for special populations? Will/Should this be allowed?</p>	<p>school district has. It is first a question for the local community and local board whether that is an appropriate use to improve/increase services. Depending on other elements of the LCAP to increase services, and depending over time on the evaluation rubrics to be adopted by the state, the use of funds to increase salaries without other service increases will likely generate additional attention.</p> <p>A bit of a trick question the way it is worded. Because LCFF is all unrestricted funding (keyword “local control”), unique Standardized Account Code Structure (SACS) codes will not be established for LEAs to track revenues (base vs. supplemental vs. concentration etc.), expenditures associated with increased services to unduplicated pupils, and/or the proportion of those expenditures to the increase in funds apportioned. Although the LCAP regulations address spending requirements, these requirements are tied to increased levels of services (in either quality or quantity) and the expenditures are not restricted to the use of base vs. supplemental/ concentration grants. So salary increases can be given, however, there is no accounting that would tie the increase to a particular LCFF component.</p>	
	<p>22. If a LEA is at or above their LCFF Target, does that mean they are immediately required to meet their full Minimum Proportionate Percentage?</p>	<p>For LEAs who are at or above their target, they would be held at the same MPP as all other LEAs. For example an LEA may have an MPP of 15% at full implementation but is currently only providing 8% in increased/improved services based on the PY expenditures proxy in the regulations. This LEA would not have to be at 15% immediately, but would make progress based on their gap between 8% and 15% according to the statewide gap closure percentage just like everyone else. At full statewide implementation for all LEAs, all LEAs must be at the target MPP.</p>	
	<p>24. If a district shows 100% of target Sup/Funds are used for identified groups</p>	<p>Section 3D that addresses the minimum proportionality percentage does not require LEAs to elaborate on the out years, only the LCAP year, so future increases need not be discussed or</p>	<p>5 CCR 15496</p>

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	<p>in 2014-15 will they need to show increases in proportionality in subsequent years? (COEs and we have some districts due to hold harmless and necessary small school funding that are receiving full target funding next year.)</p>	<p>included. Additionally, the minimum proportionality percentage (MPP) requirement is separate from whether an LEA receives additional funds. The MPP is calculated on a formula, as described in CCR 15496 that captures the increase of an LEA's entitlement under the LCFF. When an LEA's funding is above its LCFF Target, it is still required to meet the MPP.</p>	
<p><b>LCAP Approval Process</b></p>	<p>1. What will the County Office be looking for when approving my plan?</p>	<p>The county superintendent of schools shall approve a local control and accountability plan or annual update to a local control and accountability plan on or before October 8, if he or she determines all of the following:</p> <ol style="list-style-type: none"> <li>1) The local control and accountability plan or annual updates to the local control and accountability plan adheres to the template adopted by the state board pursuant to section 52064.</li> <li>2) The budget for the applicable fiscal year adopted by the governing board of the school district includes expenditures sufficient to implement the specific actions and strategies included in the local control and accountability plan adopted by the governing board of the school district, based on the projections of the costs included in the plan.</li> <li>3) The local control and accountability plan or annual update to the local control and accountability plan adheres to the expenditure requirements adopted pursuant to Section 42238.07 for funds apportioned on the basis of the number and concentration of unduplicated pupils pursuant to Sections 42238.02 and 42238.03. If a county superintendent of schools does not approve an LCAP because the LEA has failed to meet its proportionality requirement as specified it shall provide technical assistance to the LEA in</li> </ol>	<p>Education Code 52070 (d)(1,2,3)</p> <p>5CCR 15496 (c)</p> <p>SBE March 2014 Agenda – Item 1, Attachment 1, page 4 LINK: <a href="http://www.cde.ca.gov/be/ag/ag/yr14/agenda201403.asp">http://www.cde.ca.gov/be/ag/ag/yr14/agenda201403.asp</a></p>

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		<p>meeting that requirement.</p> <p>In addition to Ed. Code, CCSESA is working on a workbook that outlines a consistent approval process to be used by all counties in the state.</p>	
	<p>2. Does the County Office have to approve a district’s LCAP before they can give a clear approval of their budget?</p>	<p>Yes.</p>	<p>Education Code 42127 and 52062</p>
<p><b>Legislative Changes</b></p>	<p>1. Our administrators are asking if there is any possibility that we could get a change in the law that would allow the LCAP public hearing to solicit public input in May and the budget public hearing in June? Right now they have to be at the same public meeting. With May revise in mid May that is our cue to finish out the budget work taking several weeks. This will cause two board meetings in June, and less opportunity for meaningful input if the LCAP input is just days before final budget adoption. It would be most meaningful if the public input for LCAP was well in advance</p>	<p>The LCAP and Annual Budget are dependent upon each other. Therefore, it is by design that their public hearings and approvals are together.</p>	

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	of finalizing the budget.		
<b>Other</b>	4. For Basic Aid Districts who are funded above the level of the LCFF, do they increase proportionality above current levels or from the base level of funding?	<p>Basic aid will need to demonstrate proportionality based on the state target funding and Supplemental/Concentration amounts. The FCMAT LCFF calculator provides this calculation for all districts, irrespective of whether they are basic aid or state funded. Another way of looking at this is to realize that each district has a LCFF entitlement, including supplemental and concentration grant amounts. The only difference between basic aid districts and state funded districts is the source of funds that fund their entitlement.</p> <p>Also the proportionality calculation included in the expenditure regulations, CCR 15496 (a)(8) allows LEAs that are already at or above their LCFF target funding, but not meeting the target proportionality percentage, to identify where they currently are (in terms of PY expenditures) and make progress until full statewide implementation of LCFF.</p>	<p>Calculator LINK: <a href="http://www.fcmat.org/stories/storyReader\$23157">http://www.fcmat.org/stories/storyReader\$23157</a></p> <p>CDE website LCFF Emergency Regulations LINK: <a href="http://www.cde.ca.gov/fg/aa/lc/">http://www.cde.ca.gov/fg/aa/lc/</a></p> <p>CCR 15496</p>
	5. SACS reports, new software won't make reports available until beginning of May, so probably have to do both in June because have to have the report...SO is the only legit way to have a hearing on the budget the SACS report (could something else be used as proxy for it)?	<p>CDE is issuing guidance to the field related to an alternative format that may be used for the preliminary budget and public hearing. For the 2014-15 preliminary budget, alternate spreadsheets or financial reports would be acceptable. This is a one-time allowance. The actual adoption requires the use of SACS reports.</p> <p>Ed Code 52062(b)(1) states that the specific actions and expenditures proposed to be included in the LCAP be shared so that recommendations and comments from the public could be solicited.</p>	<p>Ed Code 42103</p> <p>Ed Code 52062(b)(1)</p>