

Santa Clara County  Office of Education

**COUNTYWIDE CHIEF BUSINESS OFFICERS MEETING**

**FEBRUARY 15, 2018**

**9:30 a.m. to 12:00 p.m.**

**MILPITAS ROOM**

**AGENDA**

- 9:30 - 9:45 Welcome Megan K. Reilly, Business Services
- 9:45 - 10:45 LCAP Update Dr. Jeanette Rodriguez-Chien, Educational Services  
Judy Kershaw, District Business and Advisory Services
- 10:45 - 11:30 State, Economic and Legislative Update Robert D. Miyashiro, School Services of California
- 11:30 - 11:50 Technology Services Update Cindy Patterson, Technology Services
- 11:50 - 12:00 Closing Megan K. Reilly, Business Services

**FUTURE MEETINGS**

<b>DATE</b>	<b>TIME</b>	<b>ROOM</b>
March 22, 2018	9:30 a.m. - 12:00 p.m.	Milpitas Room
May 17, 2018	9:30 a.m. - 12:00 p.m.	Oak Grove Room

Santa Clara County  Office of Education

Local Control Accountability Plan  
LCAP 2018

Session 2: Goals, Actions and Services  
February 2018

# THE PLAN SUMMARY: BUDGET SUMMARY



# Plan Summary: Budget Summary

## BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

### DESCRIPTION

### AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

\$

Total Projected LCFF Revenues for LCAP Year



# Budget Summary

The Budget Summary section highlights connections between expenditures included in the LCAP and the district's budget for the LCAP year. Amounts listed must be consistent with the district's Adopted Budget (both in the SACS report and in the district's financial system).

- **Total General Fund Budget Expenditures for LCAP Year [Box 1]:** Include total unrestricted and restricted expenditures for the LCAP year and consider transfers out of the General Fund and other uses. (SACS Form 01, page 1, 9) Total Expenditures, Col. F)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year [Box 2]:** Identify the summed dollar value (all funding sources) budgeted for all actions and services listed in the LCAP for the LCAP year. (Budgeted amounts that are referenced across multiple actions/services must be counted only once – ALL SOURCES, not just general fund.)
- **General Fund Budget Expenditures not included in the LCAP [Box 3]:** Briefly describe the use of any funds that are included in the General Fund budget expenditures for the LCAP year **but are not included in the LCAP**. In most cases, Box 3 would be the difference between Box 1 and Box 2. However, it may not be the case if total funds budgeted in Box 2 include funds other than the General Fund expenditures.
- **Total Projected LCFF Revenue for LCAP Year [Box 4]:** Identify the dollar value of the district's projected LCFF revenue (including base grants and any supplemental and concentration grants) for the LCAP year. This amount should match the district's LCFF calculator and Adopted Budget amounts. Total LCFF revenue should be reduced by transfers of in-lieu property taxes to charter schools but should not be reduced by unrestricted LCFF transfers (such as to routine restricted maintenance). (SACS Form 01, page 4, Subtotal LCFF Sources, minus any transfers to charters in lieu of property taxes)



## BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

### DESCRIPTION

### AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$ 155,601,023

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$ 144,717,931

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

\$ 2,125,800 LCFF funds for central office non-instructional classified staff and certificated personnel

\$ 1,089,430 LCFF funds for utility costs

\$ 2,760,200 Title I funds allocated to school sites for supplemental services for at-risk youth and for centralized administrative costs related to the program

\$ 3,235,662 Title II funds for Class Size Reduction

\$ 1,672,000 Title III funds for additional professional development for English learners

\$ 139,604,904

Total Projected LCFF Revenues for LCAP Year



# Goals, Actions & Services: Help us to Understand Your Story!

Common scenarios prompting DBAS calls for clarification:

- Variances exist between the amounts shown in the LCAP Budget Summary, the QSS (or other financial system) budget report, and DBAS' manual calculation of the total budget for all Goals as shown in the LCAP. See example below, where district did not provide a description of why there might be a difference:

<b>LCAP Budget Summary: Total Funds Budgeted for planned Actions/Services to meet the Goals in the LCAP for LCAP year</b>	<b>QSS Budget Report Amount</b>	<b>DBAS calculation of Total Budget for all Goals as shown in LCAP</b>
\$4,837,200	\$4,221,991	\$5,740,200



# Preparing for 2018-19 LCAPs

- Communicate early and often with your DBAS advisor.
- Review your LCAP for items likely to need clarification, bridging document, etc., and submit backup documentation with the LCAP.
- Breathe. The finish line is in sight!
- Thank you for serving your district and students well, and for your patience with this process!





## Basic Aid Review Guideline

### Budget

- Property taxes, check for reasonableness (no specific back-up to verify, use district assumptions, County assumptions, district historical data and Assessor's Monthly report). **District FCMAT calculator should tie with Form 01 Summary**. District input estimated property taxes in the FCMAT calculator "District MYP Data" tab.
- FCMAT Calculator Summary tab number need to match with Form 01 Summary
  - State Aid: Object 8011
  - EPA: Object 8012
  - Property Taxes: Object 8021-8089
  - In-Lieu of Property Taxes: Object 8096

### 1<sup>st</sup> & 2<sup>nd</sup> Interim (3<sup>rd</sup> Interim if applicable)

- Property taxes check for reasonableness. District FCMAT calculator should tie with property taxes on Form 01 Summary because district input estimated property taxes in the FCMAT calculator "District MYP Data" tab. **Property taxes data can be verified with Basic Aid Quarterly Meeting schedule B.**
  - 1<sup>st</sup> Interim use November Basic Aid Quarterly schedule B or P-1
  - 2<sup>nd</sup> Interim use February Basic Aid Quarterly Schedule B

For Self-Certified Qualified or Negative, district submits additional interim report to the county office, State Controller, and State Superintendent of Public Instruction no later than June 1st, providing the financial statement projections of the district's fund and cash balances through June 30 as of the period ending April 30<sup>th</sup>.

- FCMAT Calculator Summary tab number need to match with Form 01 Summary
  - State Aid: Object 8011
  - EPA: Object 8012
  - Property Taxes: Object 8021-8089
  - In-Lieu of Property Taxes: Object 8096

### Common Errors

- Districts change budget number and forgot to update FCMAT calculator tab "District MYP Data" field "Property taxes and Less-In-Lieu transfer" which is a link to "Summary" tab.
- District EPA amount on Form 01 Summary and FCMAT calculator Summary tab should tie.

# Form 01 Summary

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals			2017-18 Budget		
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)
<b>LCFF SOURCES</b>								
Principal Apportionment State Aid - Current Year		8011	9,818,349.00	0.00	9,818,349.00	9,818,349.00	0.00	9,818,349.00
Education Protection Account State Aid - Current Year		8012	2,976,244.00	0.00	2,976,244.00	2,976,244.00	0.00	2,976,244.00
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00
Tax Relief Subventions								
Homeowners' Exemptions		8021	884,000.00	0.00	884,000.00	884,000.00	0.00	884,000.00
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00
County & District Taxes								
Secured Roll Taxes		8041	125,316,000.00	0.00	125,316,000.00	140,230,546.00	0.00	140,230,546.00
Unsecured Roll Taxes		8042	12,356,000.00	0.00	12,356,000.00	12,356,000.00	0.00	12,356,000.00
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00
Community Redevelopment Funds (SB 617/899/1992)		8047	45,476,896.00	0.00	45,476,896.00	34,929,360.00	0.00	34,929,360.00
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	26,000.00	0.00	26,000.00	26,000.00	0.00	26,000.00
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00
<b>Subtotal LCFF Sources</b>			<b>196,853,489.00</b>	<b>0.00</b>	<b>196,853,489.00</b>	<b>201,220,499.00</b>	<b>0.00</b>	<b>201,220,499.00</b>
<b>LCFF Transfers</b>								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00
Transfers to Charter Schools in Lieu of Property Taxes		8096	(1,534,000.00)	0.00	(1,534,000.00)	(1,534,000.00)	0.00	(1,534,000.00)
Property Taxes Transfers		8097	0.00	3,885,908.00	3,885,908.00	0.00	3,899,890.00	3,899,890.00

A. Principal Apportionment or State Aid.

B. EPA: Current Year ADA\*\$200 District need to update for 2<sup>nd</sup> Interim

C. Form 01 Summary tie with FCMAT Calculator Summary tab. District input "District MYP data" tab

D. District input "District MYP Data" tab. Same number in FCMAT Calculator and Form 01 Summary

## FCMAT Calculator EPA Calculation

<https://www.cde.ca.gov/fg/aa/pa/pafaq.asp>

Step	EPA Entitlement Calculation	Example 1
A-1	Current ADA	20,000
A-2	Per ADA Minimum	\$200
<b>A-3</b>	<b>Minimum per ADA (A-1 x A-2)</b>	<b>\$4,000,000</b>

FCMAT Calculator:

District MYP Data tab: ADA X 200, (14,785.51\*\$200) = \$2,957,102

Enter Regular ADA by grade span. Enter 'Ungraded' if		ADA to use:	2012-13	2017-18
<b>CURRENT YEAR ADA:</b>				
Grades TK-3	B-1	P-2 (Annual for SDC ext. year)	5,321.46	5,149.57
Grades 4-6	B-2		3,455.84	3,296.18
Grades 7-8	B-3		1,953.47	2,029.08
Grades 9-12	B-4		3,720.64	4,239.58
<b>NPS, NPS-LCI, CDS:</b>				
	TK-3	Annual	E-1	1.19
	4-6		E-2	1.62
	7-8		E-3	4.26
	9-12		E-4	6.19
<b>COE operated (Community School, Special Ed):</b>				
	TK-3	P-2 / Annual	E-6 & E-11	12.95
	4-6		E-7 & E-12	7.46
	7-8		E-8 & E-13	5.61
	9-12		E-9 & E-14	31.82
<b>TOTAL</b>				14,785.51

## FCMAT Calculator

District MYP Data tab: District Input

- “Estimated Property Taxes with RDA
- Less In-Lieu transfers

SCHOOL DISTRICT DATA ELEMENTS REQUIRED				
Santa Clara Unified (69674)				2/13/18
		2017-18	2018-19	2019-20
COLA		1.56%	2.15%	2.35%
GAP Funding rate		43.97%	71.53%	73.51%
Estimated Property Taxes (with RD)	A-6	188,425,906	202,883,965	215,087,560
Less In-Lieu transfer		\$ (1,534,000)	\$ (1,534,000)	\$ (1,534,000)
Total Local Revenue		\$ 186,891,906	\$ 201,349,965	\$ 213,553,560

## FCMAT Calculator

Summary tab

	2017-18
Target	\$ 131,968,256
Floor	124,571,068
Applied Formula: Target or Floor	FLOOR
Remaining Need after Gap (informational only)	4,144,644
Current Year Gap Funding	3,252,544
Miscellaneous Adjustments	-
Economic Recovery Target	-
Additional State Aid	-
<b>Total Phase-In Entitlement</b>	<b>\$ 127,823,612</b>
	2017-18
8011 - State Aid	\$ 18,643,223
8011 - Fair Share	(8,824,874)
8311 & 8590 - Categoricals	-
EPA (for LCFF Calculation purposes)	2,957,102
Local Revenue Sources:	
8021 to 8089 - Property Taxes	188,425,906
8096 - In-Lieu of Property Taxes	(1,534,000)
Property Taxes net of in-lieu	186,891,906
<b>TOTAL FUNDING</b>	<b>\$ 199,667,357</b>
Basic Aid Status	Basic Aid
Less: Excess Taxes	\$ 68,886,643
Less: EPA in Excess to LCFF Funding	\$ 2,957,102
<b>Total Phase-In Entitlement</b>	<b>\$ 127,823,612</b>
8012 - EPA Receipts (for budget & cashflow)	\$ 2,957,102

A. Principal Apportionment or State Aid object 8011

B. EPA Object 8012: FCMAT Calculator & Form 01

C. Property Taxes Object 8021-8089. District input "District MYP data"

D. In-Lieu of Property Taxes. District input "District MYP Data"

## **State Priorities** (Source: CDE website at <https://www.cde.ca.gov/re/lc/templateinstructions.asp> )

**Priority 1: Basic (Conditions of Learning)** addresses the degree to which:

- A. teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. school facilities are maintained in good repair.

**Priority 2: State Standards (Conditions of Learning)** addresses:

- A. the implementation of state board adopted academic content and performance standards for all students; and
- B. how the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement (Engagement)** addresses:

- A. the efforts the school district makes to seek parent input in making decisions for the school district and each individual schoolsite;
- B. how the school district will promote parental participation in programs for unduplicated pupils; and
- C. how the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement (Pupil Outcomes)** as measured by all of the following, as applicable:

- A. statewide assessments;
- B. the Academic Performance Index;
- C. the percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. the percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- 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; and
- G. the percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement (Engagement)** as measured by all of the following, as applicable:

- A. school attendance rates;
- B. chronic absenteeism rates;
- C. middle school dropout rates;
- D. high school dropout rates; and
- E. high school graduation rates;

**Priority 6: School climate (Engagement)** as measured by all of the following, as applicable:

- A. pupil suspension rates;
- B. pupil expulsion rates; and
- C. other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access (Conditions of Learning)** addresses the extent to which pupils have access to and are enrolled in:

- A. a broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. programs and services developed and provided to unduplicated pupils; and
- C. programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes (Pupil Outcomes)** addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) (Pupil Outcomes)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils

**Priority 10. Coordination of Services for Foster Youth (COE Only) (Conditions of Learning)**

addresses how the county superintendent of schools will coordinate services for foster children, including:

- 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 in the delivery of services to foster children, including 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; and
- D. establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. local priority goals; and
- B. methods for measuring progress toward local goals.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

**Total LEA General Fund Budget Expenditures** for the LCAP Year: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the [California School Accounting Manual](#). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

**Total Funds Budgeted for Planned Actions/Services** to Meet the Goals in the LCAP for the LCAP Year: This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

**Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

**Total Projected LCFF Revenues** for LCAP Year: This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to EC sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by EC sections 42238.03 and 2575 for the LCAP year respectively.

# Santa Clara County Office of Education Countywide CBO Meeting

February 15, 2018

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Presented By:

Robert Miyashiro, Vice President



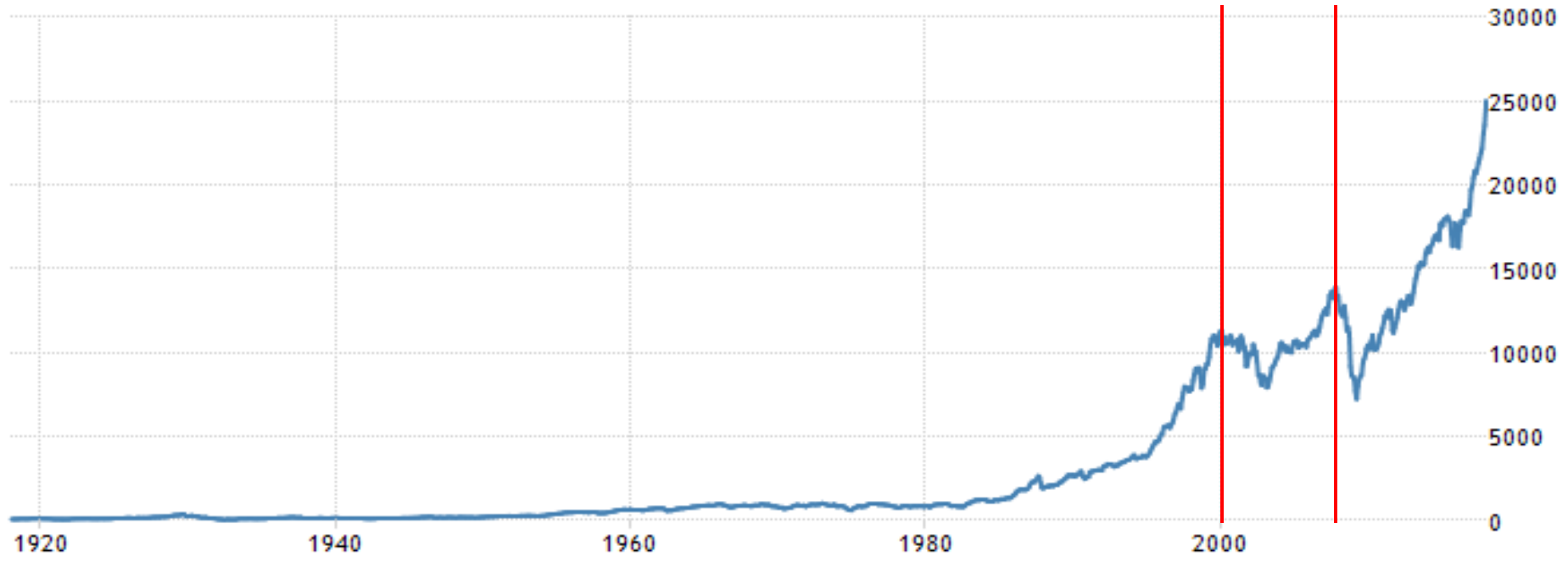


Sunny with clouds on the horizon

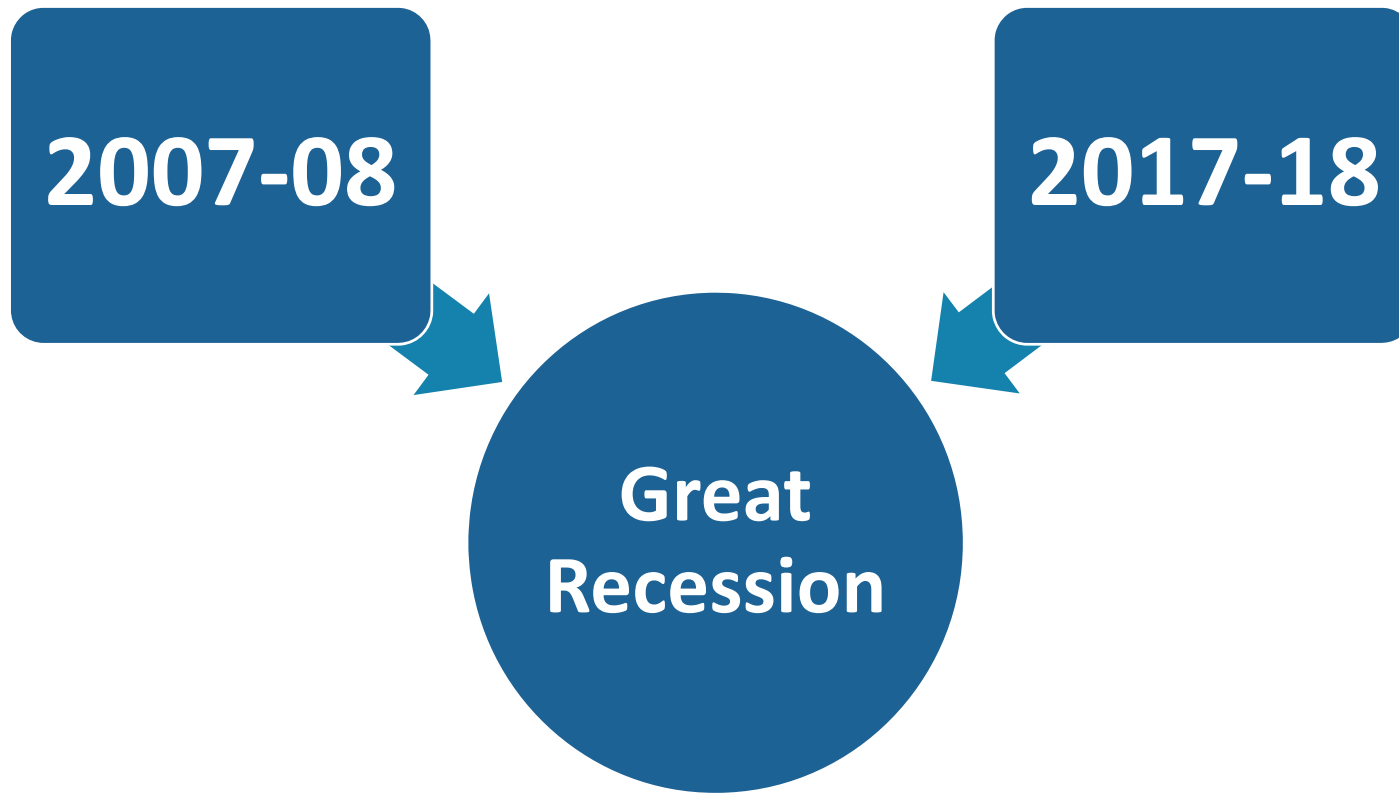
**~UCLA Anderson Forecast**



## DOW JONES INDUSTRIAL AVERAGE



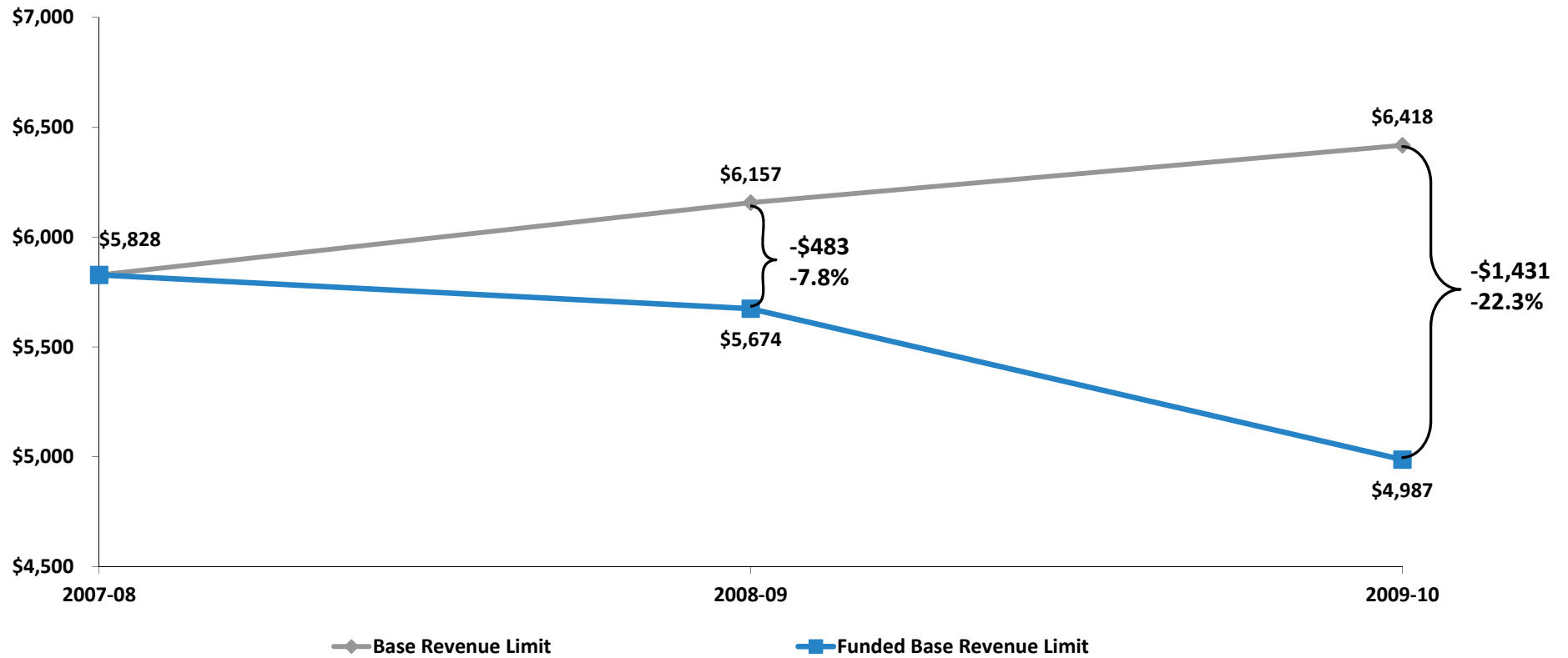
Source: Tradingeconomics.com | Dow Jones



# Snuck Up On Us Fast!

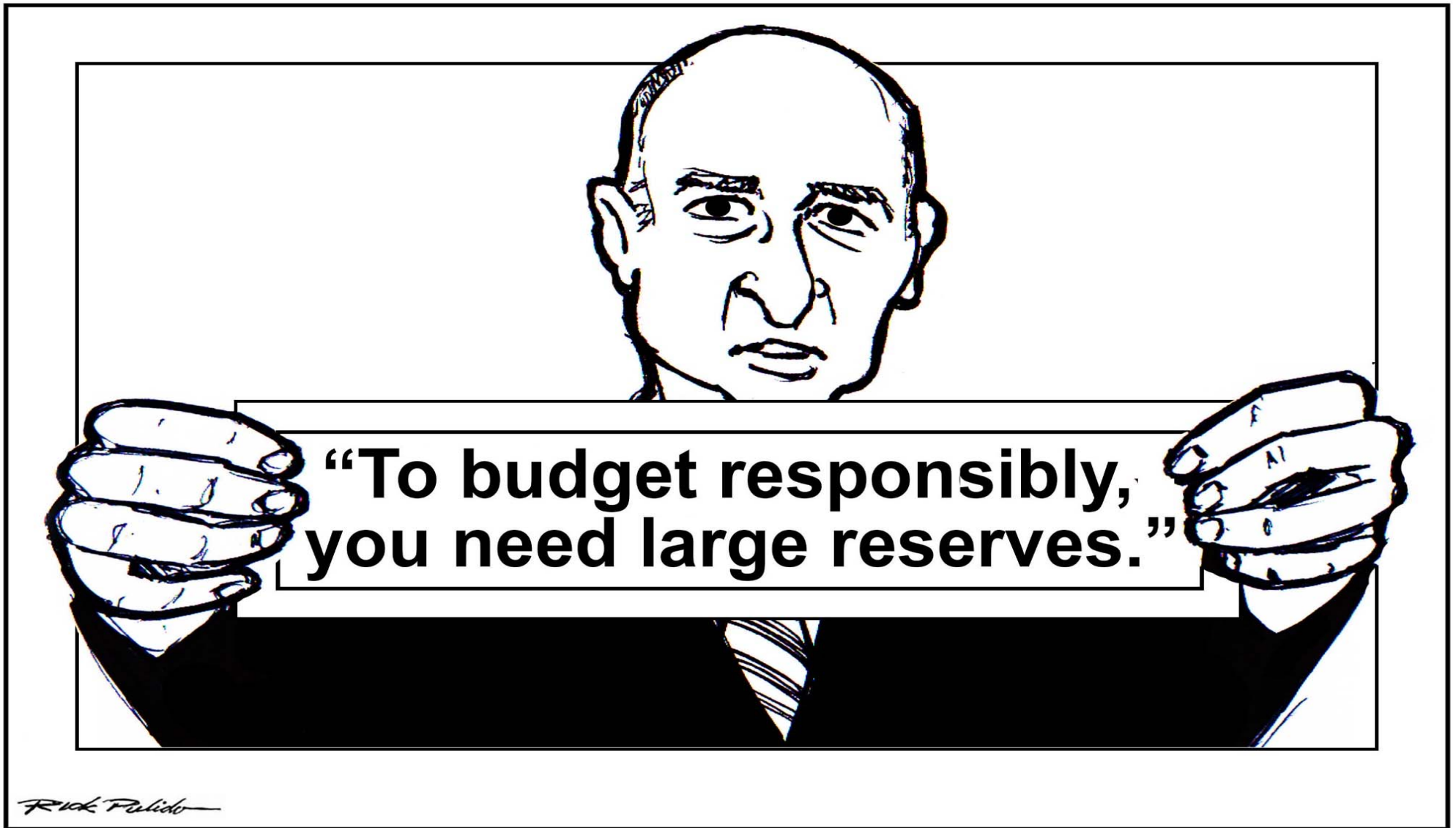
- November 2007 – the Legislative Analyst’s Office (LAO) announced that Proposition 98 was forecast to significantly increase providing almost \$2 billion above what is needed to fund both growth and the cost-of-living adjustment (COLA)
- Three months later, on February 16, 2008, then-Governor Arnold Schwarzenegger signs a six-bill package that imposed midyear cuts on almost all state programs
- The LAO then forecasts a shortfall of \$4 billion in the out years
- And, by the way, the Dow Jones plummets from 16,400 in October 2007 to 8,200 in February 2009

# Impact on K-12 Funding



# Conditions in 2007-08 and Now

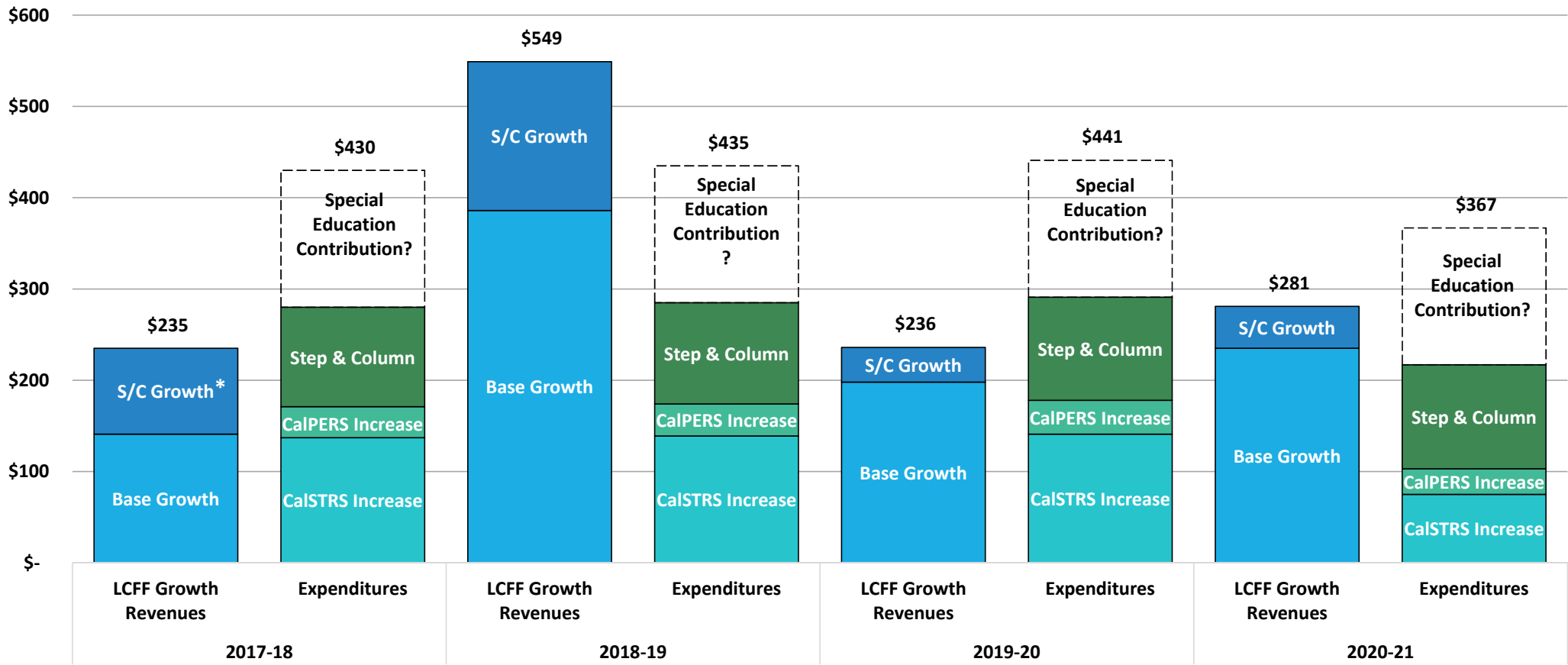
	Conditions in 2007-08	Conditions Now
Average Ending Fund Balance	8.32%	16.45%
Unrestricted Employee Compensation	90.76%	83.86%
Common Message	No	Yes
County Office of Education (COE) Oversight Grade	B	A
Field Experience	Good	Better



**“To budget responsibly,  
you need large reserves.”**

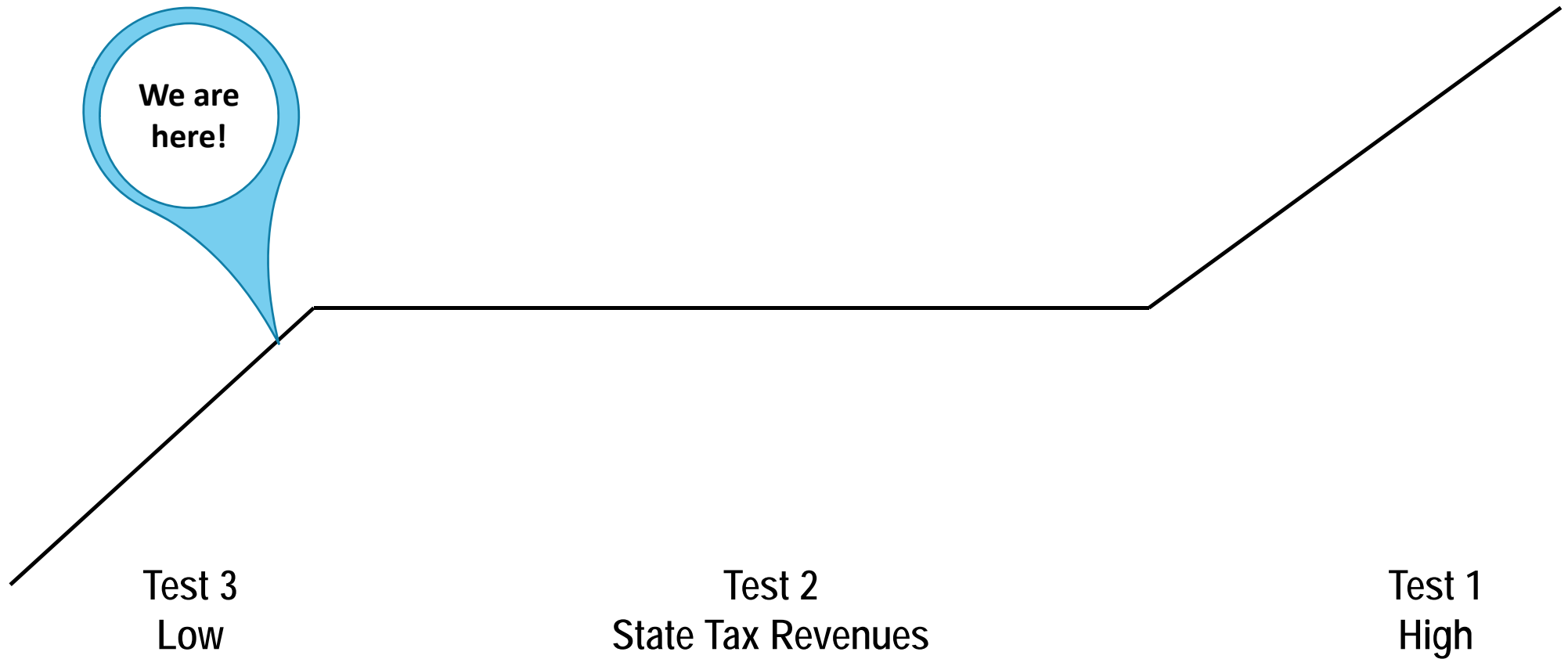
*Rick Falido*

# The "John Gray" Chart



\*Supplemental/Concentration

# Unlikely to See a Ton of New Proposition 98 Revenue in May



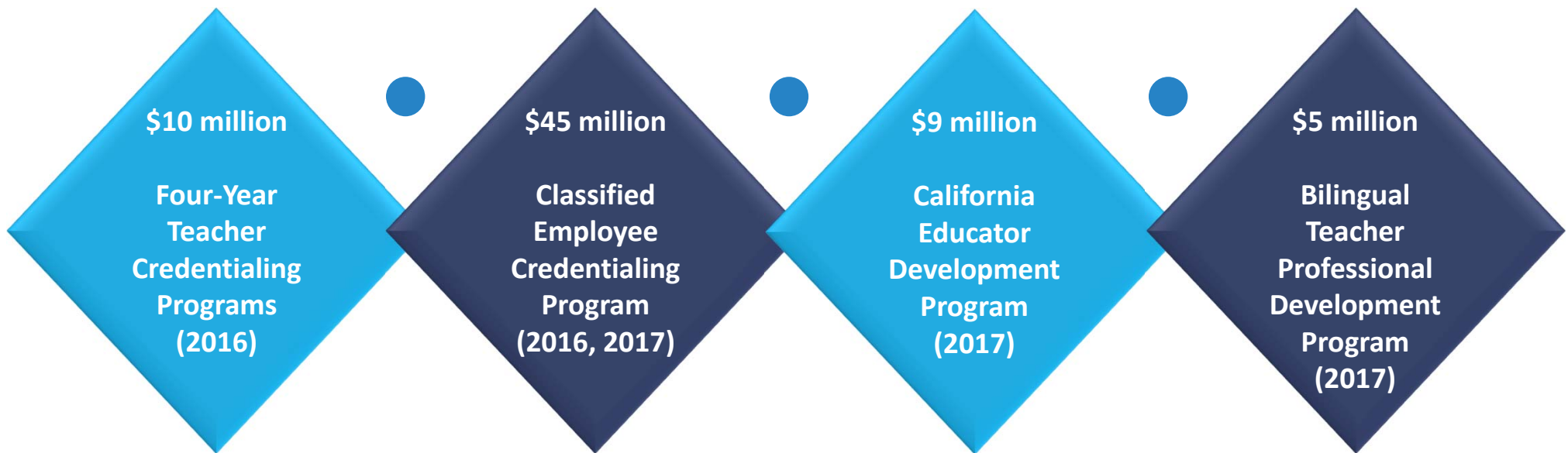


# Special Education Teacher Trailer Bills

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# California's Teacher Shortage

- Over the past two State Budgets, lawmakers funded several efforts to address the teacher shortage at large



Acknowledging the disproportionately severe shortage in special education teachers, coupled with the pervasive and persistently low performance of students with special needs, the 2018-19 State Budget proposes a total of \$100 million in one-time Proposition 98 funding to create two programs

Teacher Residency  
Grant Program  
\$50 million

To support locally sponsored, one-year intensive mentored and clinical teacher preparation programs

Local Solutions Grant  
Program  
\$50 million

One-time competitive grants to develop and implement new, or expand current, local solutions to address the need for special education teachers

- Purpose is to help local educational agencies (LEAs) “develop new or expand existing teacher residency programs that recruit and support the preparation of special education teachers.”
  - Funding may be used for teacher preparation costs, stipends for mentor teachers, stipends for teacher candidates, and mentoring and induction costs following initial preparation
    - ❖ Grants awarded will be up to \$20,000 per teacher candidate with a requirement of a 100% match from the grant recipient either through funding or an in-kind match of mentor teacher personnel costs or other personnel costs
  - The Commission on Teacher Credentialing (CTC) will select grant recipients, and priority will be given to applicants with schools that serve low-income students, schools where at least 5% of teachers are not appropriately credentialed, rural or urban schools, and schools with a high teacher turnover
  - Grant recipients will be able to encumber funds until June 30, 2023

- There are several requirements to receive the funds, of course; grant recipients must:
  - ▣ Work with CTC-accredited teacher preparation programs, but can also work with other community partners or nonprofit organizations
  - ▣ Ensure that teacher candidates are prepared to earn a preliminary teaching credential in special education upon completion of the residency program
  - ▣ Provide candidates with mentoring and induction support necessary to obtain a clear credential following the completion of the initial credential program; also provide ongoing professional development and networking opportunities during the first years of teaching
  - ▣ Ensure candidates receive instruction in specified areas such as planning, curriculum development and assessment, use of culturally responsive practices, supports for language development, and supports for serving students with disabilities
- Teacher candidates that benefit from a grant shall commit to staying with the sponsoring LEA for at least four years

- The Local Solutions Grants will allow for a broader use of funds to “develop and implement new, or expand existing, locally identified solutions that address a local need for special education teachers”
  - ▣ Funds may be used for efforts to recruit, develop, and retain special education teachers that include teacher career pathways, signing bonuses, service awards, student debt payment, living stipends, or other transformational solutions that address a local need for special education teachers
    - ❖ Grants awarded will be up to \$20,000 per teacher candidate with a requirement of a 100% match from the grant recipient either through funding or an in-kind match
  - ▣ The funding will be available for encumbrance until June 30, 2023, and available for liquidation through June 30, 2026
- Recipients must annually report the status and progress of the identified local solution and submit a final implementation report that describes the outcome and effectiveness of the identified solution

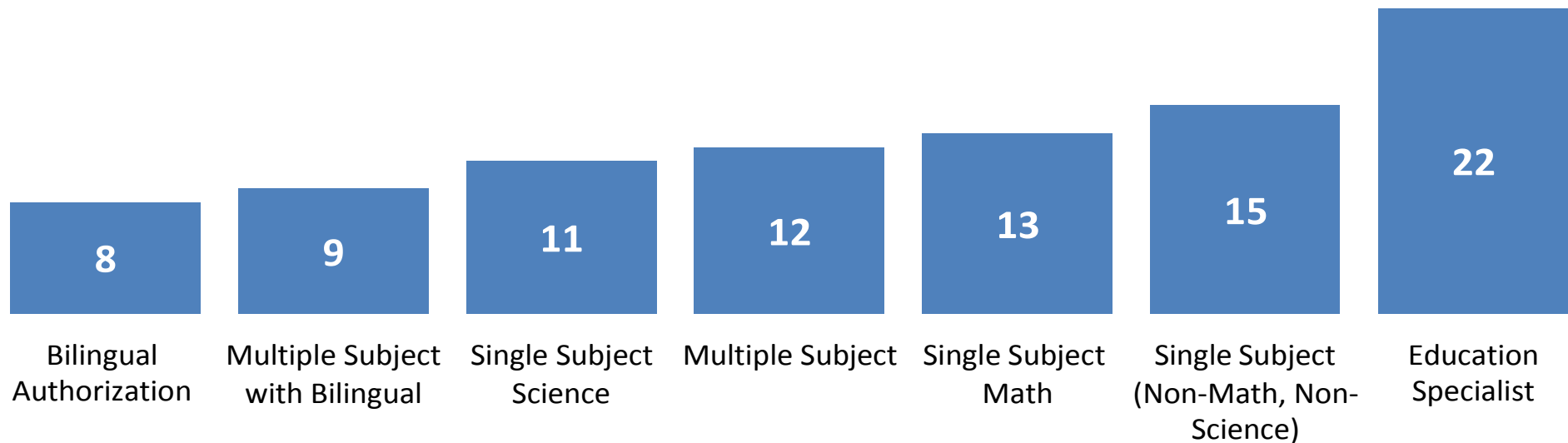
- While praising the Administration's focus on special education teachers in the 2018-19 State Budget proposal, they believe the proposals "fail to address the root causes that have contributed to decades of special education staffing issues"
  - ▣ The ability to pay special education teachers the ongoing compensation needed to attract and retain the requisite number of staff
  - ▣ Overly restrictive education and credentialing requirements
- The Legislative Analyst's Office (LAO) believes the Teacher Residency proposal would have limited impact while the Local Solutions initiative is too broadly defined
  - ▣ "Given that the Governor's proposals provide one-time funds for activities that likely would result in little, if any, lasting reduction in special education staffing shortages, we recommend the Legislature reject both of the proposals"

- Instead, the LAO suggests:
  - ▣ Providing funding for California State University (CSU) to expand specialist training programs
    - ❖ LAO believes CSU could increase enrollment in these programs by about 5% year as a cost of approximately \$675,000
  - ▣ Providing one-time funding to create four-year credentialing route for special education teachers
    - ❖ Start up grants to CSU and potentially other teacher preparation institutions of about \$250,000 per program to streamline curriculum
      - A similar program was funded in 2016-17



# Four-Year Integrated Teacher Credentialing Program

- The 2016-17 State Budget apportioned \$10 million to expand the supply of four-year integrated teacher credentialing programs in an effort to accelerate the certification of aspiring teachers
- The CTC awarded 41 grants to post-secondary institutions, with an average planning grant of approximately \$238,000



- While not related directly to the State Budget, the LAO believes paying special education teachers more is the most important way to address the shortage
  - ▣ And recommends the Legislature consider repealing an existing statutory provision that sets a uniform salary schedule as the default district policy
- The LAO also suggests streamlining the credentialing structure to allow special education teachers to teach students with more types of disabilities without having to obtain a second teaching credential
  - ▣ Consolidate the mild/moderate and moderate/severe credentials into one core special education credential
  - ▣ Eliminate the physical and health impairment credential and the language and academic development credential

# LCAP Update

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- The California Department of Education (CDE) has released its voluntary electronic template (eTemplate) system for the Local Control and Accountability Plan (LCAP)
  - ▣ The eTemplate complies with state and federal accessibility standards for individuals with disabilities and includes a direct link from the template to an LEA's Dashboard reports
  - ▣ School districts that opt to use the eTemplate should work with their county offices of education to identify an eTemplate Coordinator who will be responsible for managing the eTemplate users within the school district
    - ❖ The Coordinator will be notified via email once they are activated in the eTemplate system and will be provided with documentation explaining user management and the functionality currently available in the eTemplate system
- Due to a scheduling conflict, CDE's LCAP eTemplate Webinar, originally scheduled for Friday, February 16, is being rescheduled
  - ▣ An announcement of the new date and time will be distributed this week

# Thank You!

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