



The Education Trust–West

# CALIFORNIA'S NEW EDUCATION FUNDING FORMULA:

What is it?  
Who benefits?

What does it mean  
for students?



How can I get involved?

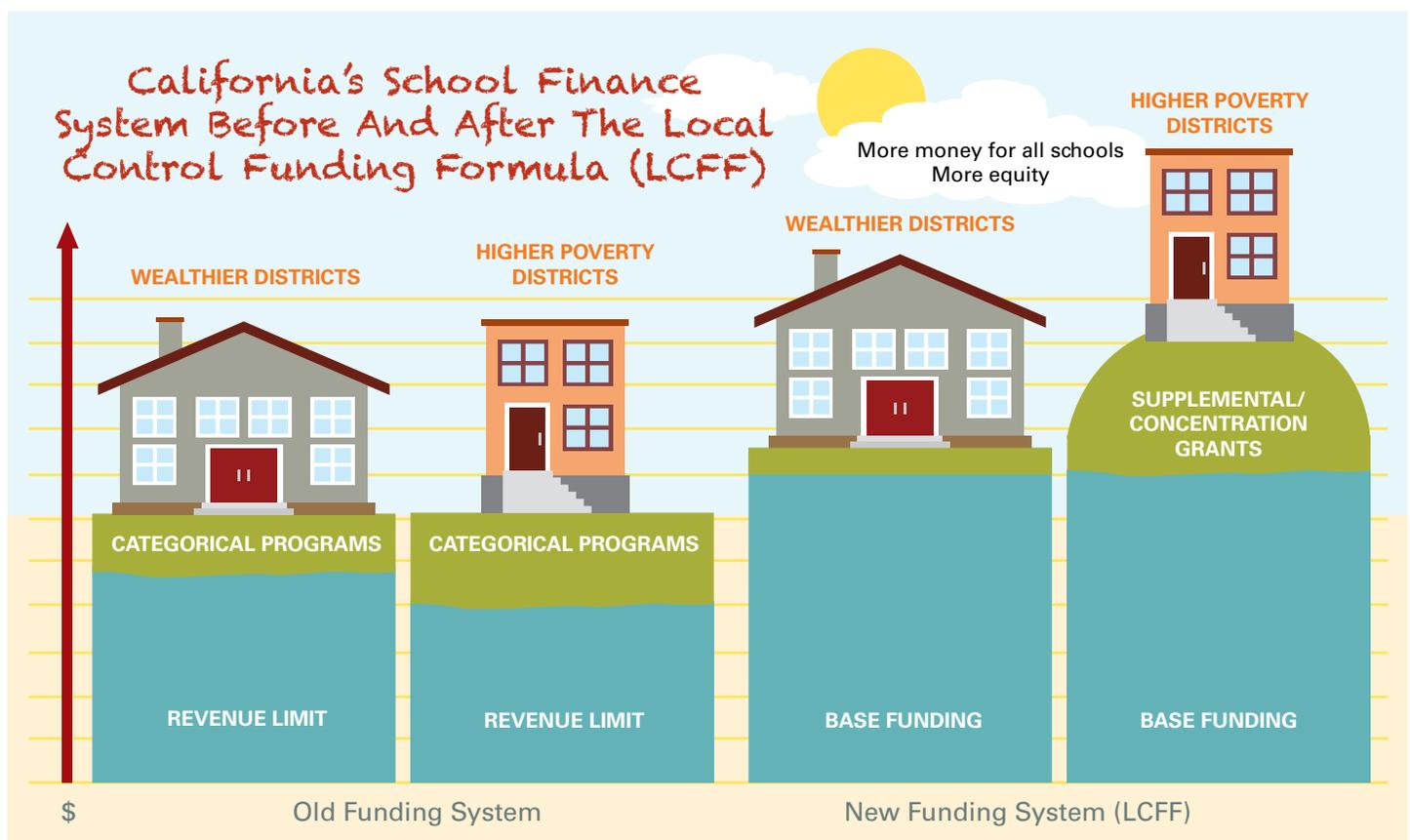


In July 2013, California dramatically reformed the way we fund our schools. The new law, the Local Control Funding Formula (LCFF), replaces an outdated and unfair education funding system. In this guide, we provide parents and community leaders with the information they need to ensure that LCFF is not just about local control and flexibility, but also—and most importantly—about educational justice.

## What is the Local Control Funding Formula?

In updating and simplifying the old school finance model, California combined dozens of separately funded “categorical” programs designated for specific purposes and moved spending decisions from the state to local school districts. The overarching goal was to provide more money to districts based on how many low-income students, English learners, and foster youth they serve. This was critically important because under the old system, wealthier school districts actually received more local and state dollars than the poorest school districts.

This new law holds the promise of improved educational outcomes for California’s most underserved learners. That promise, however, will only be realized if the law is implemented, as it was created, with equity and fairness in mind. Over 3.7 million students in California are either low-income, English learners, or in foster care—representing about 60 percent of the school-age population. Meeting the educational needs of these students and ensuring they are on a path toward college and career success demands that their parents and guardians be true partners in decisions about their schooling.



## How LCFF Will Work When Fully Implemented

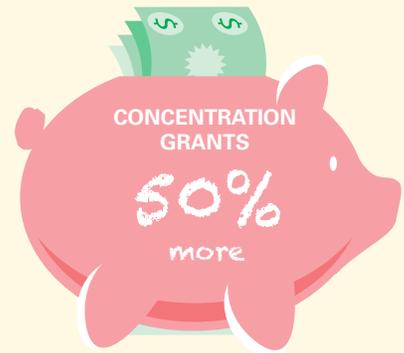


Every student generates a base grant, which varies by grade level

These funds are meant to support all students and districtwide activities and are to be used for basic educational costs, such as teacher salaries.



Every student who is low-income, learning English, or in foster care generates 20% more funding above the base

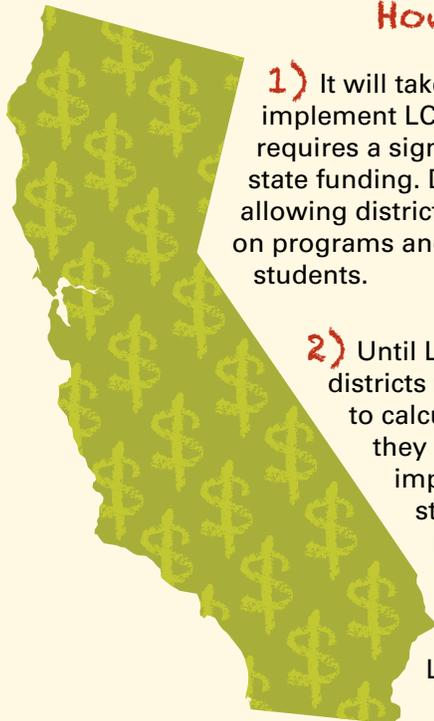


In districts where at least 55% of students are high-need, those high-need students above the 55% enrollment threshold generate an extra 50% of the base grant

The dollars generated by high-need students must be spent to increase or improve services for low-income students, English learners, and foster youth.

\*These base grants reflect 2013-14 levels but increase with cost-of-living over time. Base grants include a 10.4% incentive to reduce class sizes in early grades and a 2.6% addition to encourage career and technical education programs in high school.

## How LCFF Works During Phase-In Period



- 1) It will take several years to fully implement LCFF because the new formula requires a significant increase in overall state funding. During this time, the state is allowing districts to phase in their spending on programs and services for high-need students.
- 2) Until LCFF targets are reached, districts must use a standard formula to calculate the minimum amount they must spend to increase or improve services for high-need students. Districts must spend no less on disadvantaged students than they did in the previous year, and they must add to this spending as new LCFF funds become available.

How much must your district spend on services for low-income, English learner, and foster youth students?

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To find out how much your district must spend on high-need students, ask your district or use our Fair Funding Tool at <http://fairshare4kids.org/>.

# Spending requirements.

While districts now have more flexibility over spending decisions, there are still spending requirements:

- Supplemental and concentration grants must be used to increase or improve services for children in poverty, children learning English, and our state’s children—foster youth.
- These grants may also be used for schoolwide or districtwide programs if those programs are directed towards meeting goals for high-need students.
- In districts with fewer than 55% high-need students, those programs must also be the most effective use of funds for high-need students.

“Equal treatment for children in unequal situations is not justice.”

-Governor Jerry Brown’s  
State of the State Address, 2013



# Effective programs.

What might those effective uses be? In this table to the right, we propose some potential investments a district might make. There are also schoolwide and districtwide expenditures that, while important, would clearly not be most effective for high-need students. These include debt repayment, general facilities maintenance, and in most cases, across-the-board salary increases. Base funding must be used for those types of things.

Notes:

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# Areas for Potential Investment

	Targeted student services	Schoolwide programs	Districtwide programs
<b>ACADEMIC SUPPORTS</b>			
Individualized academic planning and counseling	X	X	
College counseling and support around college preparation, application, and placement	X	X	
Adding/expanding summer learning programs, with priority for English learners, low-income students, and students in foster care	X	X	X
Targeted and appropriate intervention services, both within and outside the classroom, such as Response to Intervention (RTI) programs and paraprofessional support	X	X	
Extending learning time by adding afterschool learning activities that complement school day instruction and engage students	X	X	X
English language development services	X	X	X
Individualized support for migrant, homeless, and foster youth to ensure they have the academic records, transportation, course enrollments, and advocacy they need to attend school and maintain progress toward graduation	X		
<b>SOCIO-EMOTIONAL SUPPORTS</b>			
Positive behavior management and youth development programs and strategies	X	X	X
Expanding access to counselors, social workers, and mental health services	X	X	X
Mentoring or other programs to build positive peer and adult relationships	X	X	
Programs to improve school climate and safety, such as restorative justice		X	X
<b>WRAP-AROUND &amp; OTHER SUPPORTS</b>			
Health, dental, and vision care, including access to school-based health clinics		X	X
Systems for monitoring and improving student attendance in order to increase attendance, reduce chronic absenteeism, and decrease truancy		X	X
Parent engagement programs in primary languages of high-need students		X	X
Preschool and transitional kindergarten targeted at low-income families			X
Education plans for foster youth, developed in collaboration with child welfare workers	X		
<b>EDUCATOR SUPPORTS</b>			
Professional development on English language development strategies, the unique educational needs of students in foster care, behavior management practices, or instructional strategies aimed at supporting struggling learners		X	X
Offering principals in high-need schools priority when it comes to hiring teachers			X
Offering incentives and supports to teachers and principals working at or willing to transfer to the highest need schools			X

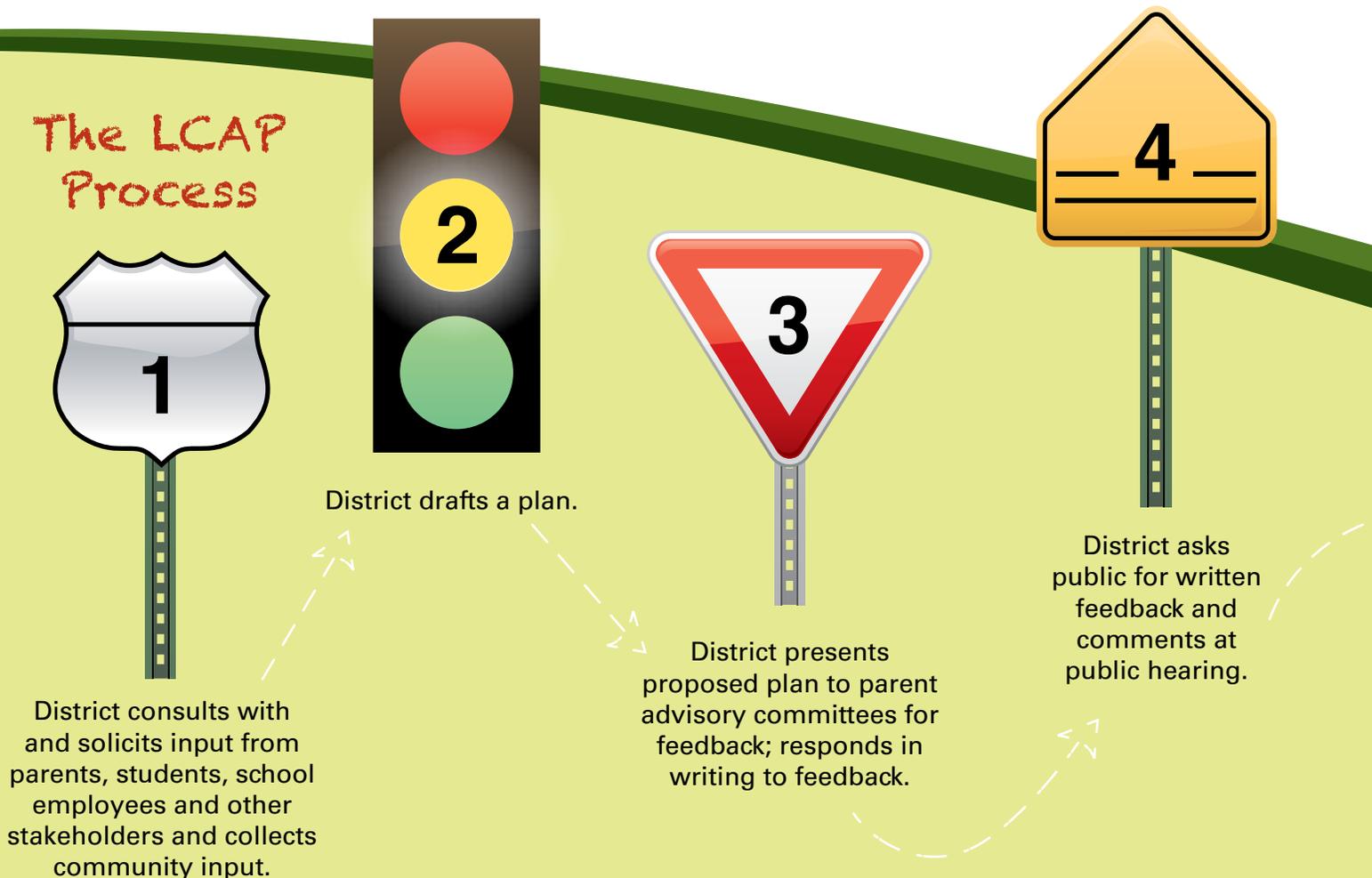
# The Local Control and Accountability Plan

A key component of the Local Control Funding Formula (LCFF), the LCAP is the district's 3-year plan for how it will use state funding to serve all students, including low-income students, English learners, and foster youth.

In the LCAP, the district presents its goals, actions, and expenditures. The district must describe what needs each goal addresses and the metrics being used to measure progress. In the following years, districts will report how the actions presented in the LCAP have improved outcomes for students.

The actions must address how each major student group will be served and must cover the 8 state priority areas, which are listed on the next page. County offices of education have to address two additional priorities related to instruction for expelled students and services for foster youth.

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## Local Control and Accountability Plans: What They Must Include



EACH DISTRICT  
AND EACH SCHOOL  
MUST HAVE:

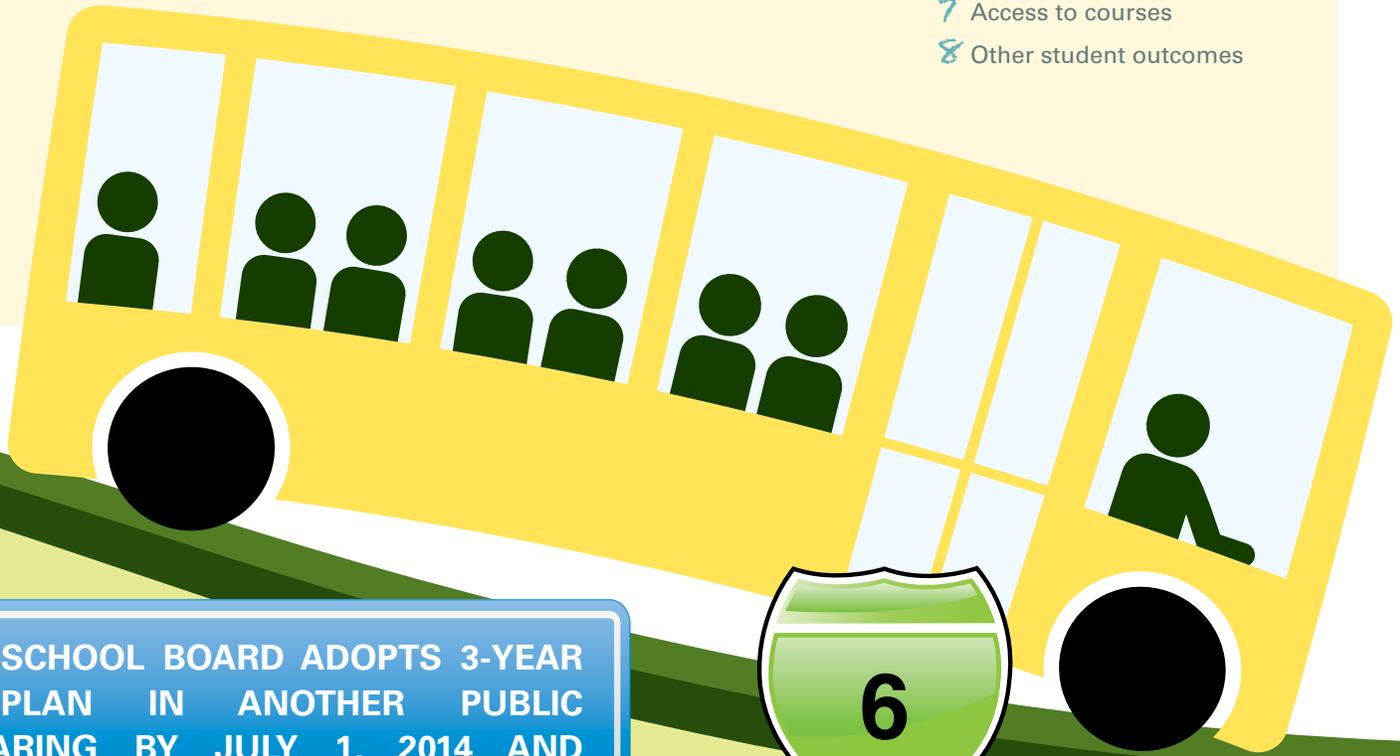
- ✓ Goals
- ✓ Actions
- ✓ Related budget

FOR EACH MAJOR  
STUDENT GROUP:

- ✓ Each race/ethnicity
- ✓ Low-income students
- ✓ English learners
- ✓ Students with disabilities
- ✓ Foster youth

ACROSS 8 PRIORITY AREAS:

- 1 Basic services
- 2 Implementation of standards
- 3 Parental engagement
- 4 Student achievement
- 5 Student engagement
- 6 School climate
- 7 Access to courses
- 8 Other student outcomes



**5** SCHOOL BOARD ADOPTS 3-YEAR PLAN IN ANOTHER PUBLIC HEARING BY JULY 1, 2014 AND EVERY 3 YEARS AFTER THAT. THE DISTRICT MUST REVIEW PROGRESS AND MAKE UPDATES ANNUALLY.



The county office of education reviews and approves district plans and budget.

# The LCAP Template

Districts must present their plan using a standard form that includes three main sections. The chart below lists the key components of this template.

## SECTION 1: Stakeholder Engagement

- Involvement process
- Impact on LCAP

## SECTION 2: Goals & Progress Indicators

### Identified Need and Metric

- List what needs have been identified and what metrics are used to measure progress

### Goals:

- List goals by student group and school, if applicable
- List goals by priority area(s)
- Identify 3-year goals and analyze progress each year

## SECTION 3: Actions, Services & Expenditures

### Actions and Services

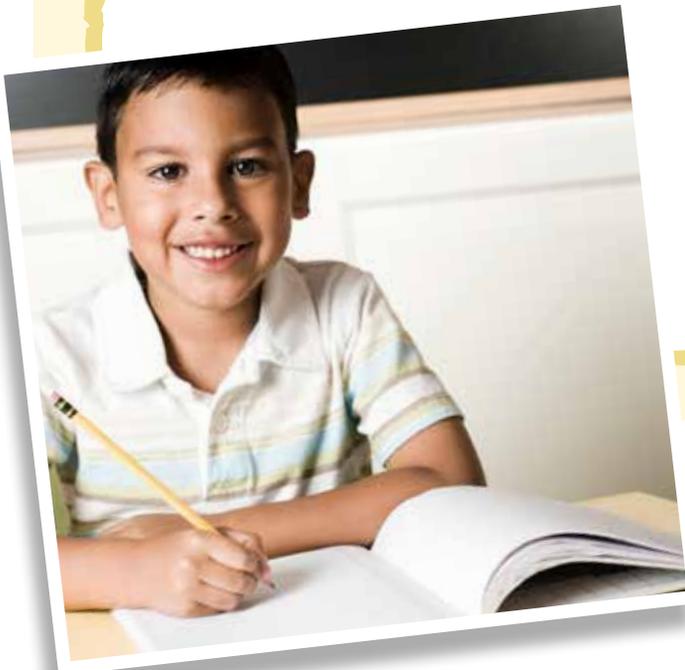
- List the actions and services that will help meet the district's goals
- Identify student groups served
- Indicate level of services (including whether schoolwide or districtwide)

### Expenditures and Funding Source

- List anticipated expenditures over 3 years
- Say where these expenditures can be found in the district's budget

### Spending on high-need students

- Provide description of funds generated by high-need students
- Include justification for use of funds schoolwide or districtwide and explanation of how they will increase or improve services for high-need students



# Stakeholder Engagement

Districts must engage a wide range of stakeholders in LCAP development. While there are minimum legal requirements, authentic engagement means doing more.



STAKEHOLDER	REQUIRED BY LAW	BEST PRACTICES
 <p>Parents</p>	<p>Districts must engage a parent advisory committee (PAC) that includes parents or guardians of high-need students. Districts that have at least 15% English language learners must also engage a separate committee that includes parents of English learners. Meetings must be open to public.</p>	<ul style="list-style-type: none"> <li>• Majority of parent committees should be parents, with strong representation of parents of high-need students</li> <li>• Committees should meet regularly, starting early in school year</li> <li>• Create a student advisory committee, with strong representation of high-need students</li> </ul>
 <p>Students</p>	<p>Must be consulted</p>	<ul style="list-style-type: none"> <li>• Post all meeting dates, agendas, minutes, and materials on district website translated in primary languages spoken in the community</li> </ul>
 <p>Teachers, principals, administrators, and other school personnel</p>		<ul style="list-style-type: none"> <li>• Share information about budget projections, including how much the district expects to receive in LCFF base, supplemental, and concentration funding</li> </ul>
 <p>Local bargaining units</p>		<ul style="list-style-type: none"> <li>• Share disaggregated academic data so parents can give informed feedback</li> </ul>
 <p>Community members</p>	<p>Districts must offer the public an opportunity to propose, in writing, actions and expenditures for the LCAP. The district must also solicit recommendations and comments in a public hearing.</p>	<ul style="list-style-type: none"> <li>• Gather authentic input from parents and other stakeholders and engage them BEFORE a draft LCAP is constructed</li> <li>• Conduct surveys, focus groups, and multiple public forums to solicit input and advice from all stakeholders, including students, parents, and the community</li> <li>• Seek input from SSCs early and train members on their role in the new process</li> </ul>
<p>School Site Councils (SSC)</p> 	<p>LCAPs must be consistent with school site plans developed by SSCs</p>	<ul style="list-style-type: none"> <li>• Partner with community-based organizations and local media to provide ongoing trainings and help spread the word</li> <li>• Ensure language accessibility of all communications with parents and community regarding LCFF and the LCAP</li> </ul>





**WHAT DO YOU THINK THE DISTRICT SHOULD DO?**

- What programs and services would you prioritize for low-income students, English learners, and foster youth?

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- How should the district measure and monitor parent and community engagement?

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**LEARN MORE AND GET INVOLVED:**  
[fairshare4kids.org](http://fairshare4kids.org)

Learn more about what is happening with LCFF. Find out how much money your district must spend on high-need students. And tell state leaders and elected officials why community involvement in school spending decisions is so important.

- What kind of training do parents and community members want and need around district planning and budgeting?

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- How can community groups and parents be truly engaged partners in developing and monitoring the district's plan?

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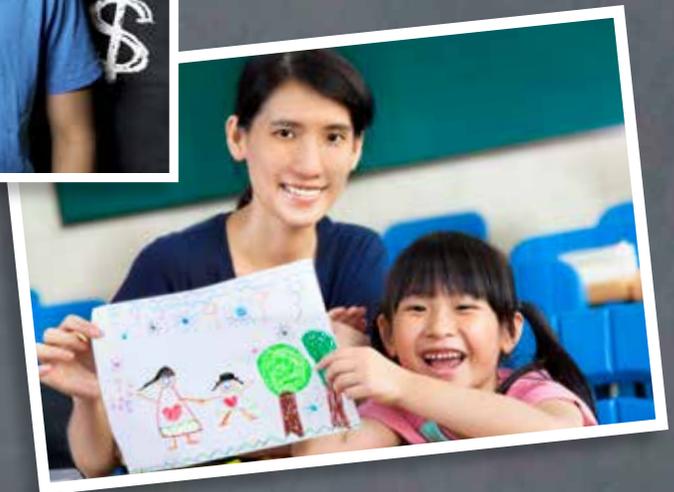
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# GET ENGAGED IN YOUR LOCAL SCHOOLS!



The Education Trust—West

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