

What you need to know about The Local Control Funding Formula (LCFF)



The Education Trust-West




What is the Local Control Funding Formula?

In July 2013, California dramatically reformed the way we fund our schools. The new law, the Local Control Funding Formula (LCFF), replaces a system that was:

❌ Outdated

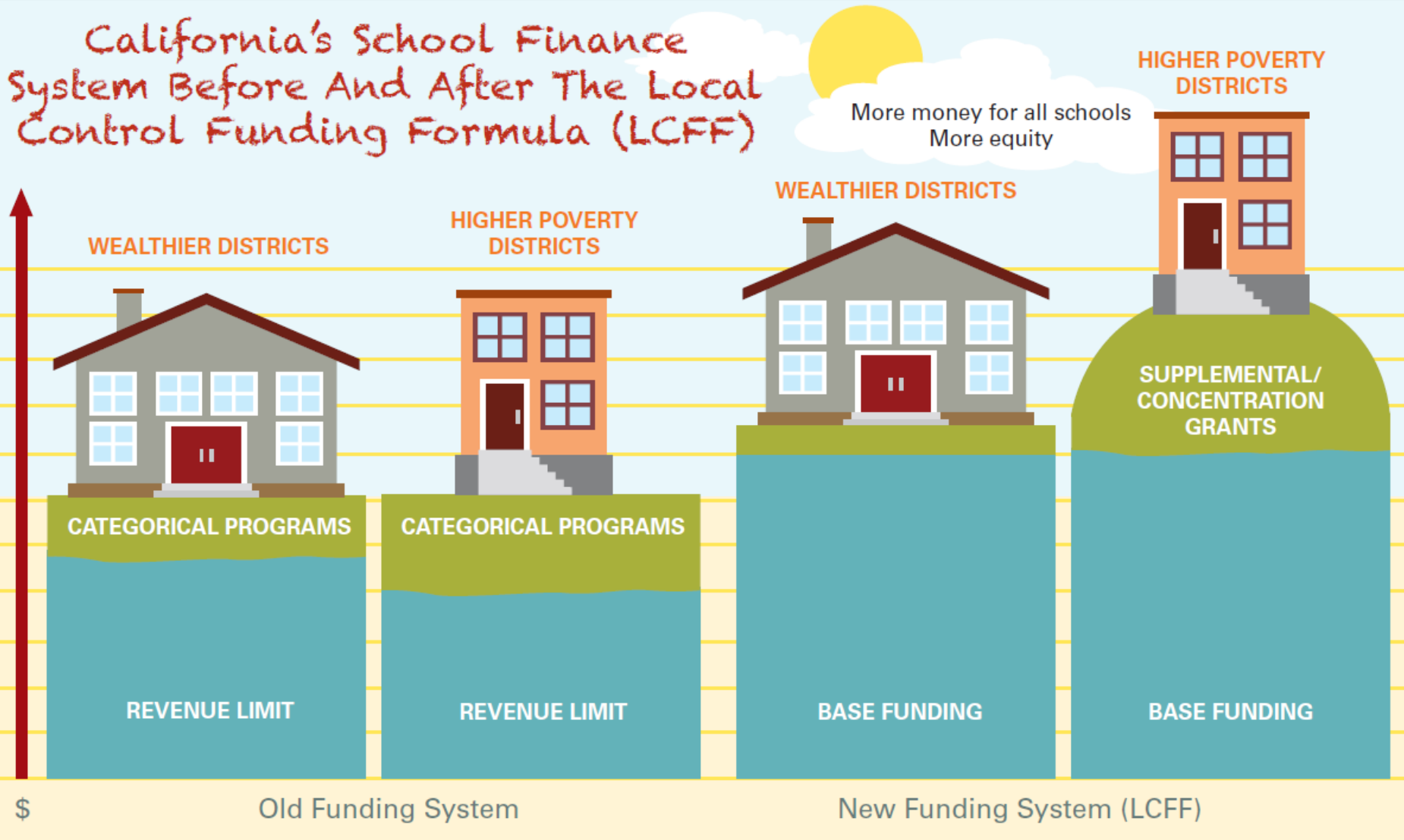
❌ Irrational

❌ Unfair



Many students who were low-income, English language learners and foster youth were receiving *fewer* state resources for their education than similar students in wealthier school districts.

California's School Finance System Before And After The Local Control Funding Formula (LCFF)



LCFF is About Equity

- “Equal treatment for children in unequal situations is not justice.” – Governor Jerry Brown, January 2013 State of the State speech
- LCFF recognizes that students with additional academic needs – low-income, English language learner, and foster youth students - also need additional financial resources to support their education
- LCFF is an important step toward close opportunity and achievement gaps that separate many students from their more advantaged peers.

LCFF Overall Basics

- It's the law as of July 1, 2013
- Most district funding from the state is now distributed through LCFF.
- Large investment by the state → \$2 billion for implementation for the first year
- Phase-in is over approximately 8 years, with full implementation expected by 2020-21
- Upon full implementation, every district will receive at least as much funding as it did in 2007-08
 - **No district will lose funding relative to that starting point.**

How does LCFF work?

1. **Base grants** provide districts with the bulk of their funding. These per-pupil grants vary by grade level and increase each year.

2013-14 Base Grants*

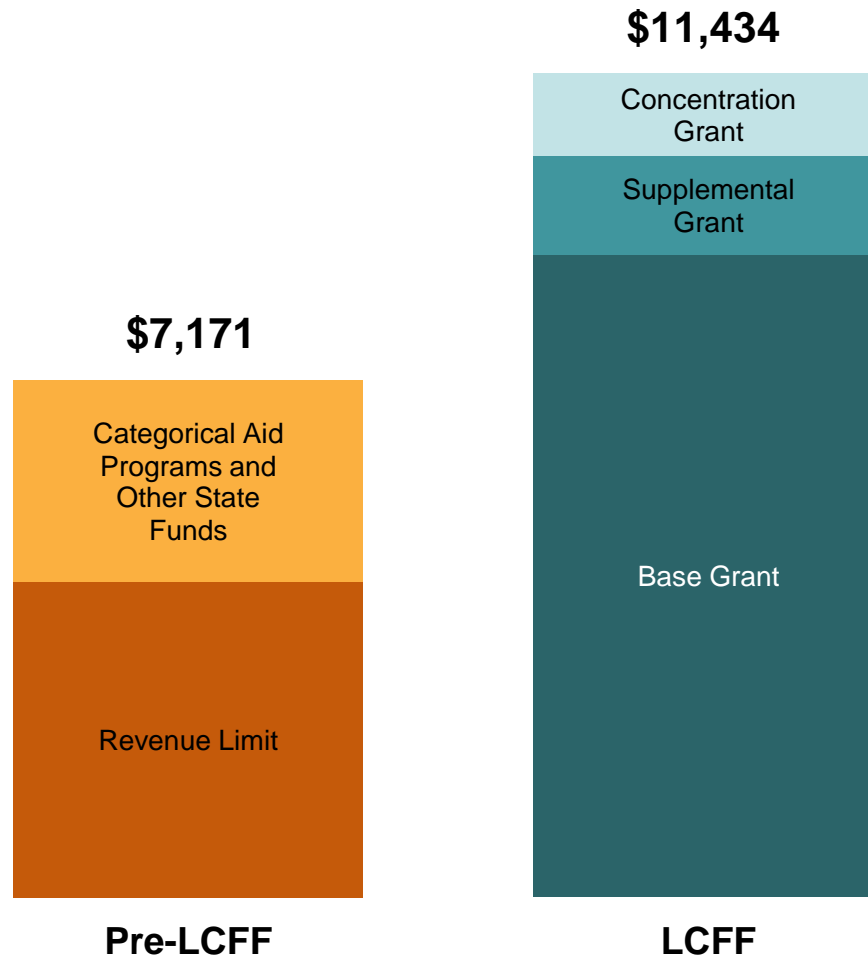
Grade Span	Base Grant
K-3	\$7,675
4-6	\$7,056
7-8	\$7,266
9-12	\$8,638

**Includes a 1.565% cost-of-living adjustment for 2013-14, 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 schools.*

2. **Supplemental grants** provide districts with 20% more funding for each student who is either low-income, English language learners, and/or in foster care (i.e. high-need).
3. In districts where at least 55% of students are high-need, **concentration grants** provide additional funding. For each low-income, English learner, or foster youth student above the 55% enrollment threshold, the district receives an additional 50% in funding.

Sample Per-Pupil Funding for a High-Need California District

(one that is 80% low-income, English language learner, and/or foster youth)



Note: These figures represent funding upon full implementation.

Critical Issues for Implementation

- 1 Assurances
- 2 Accountability
- 3 Transparency
- 4 Local Community Involvement

Critical Issue ①: Assurances

that LCFF funds will be spent as intended

- The funds generated through supplementary and concentration grants must be spent to “increase or improve services” for English learners, low-income students, and students in foster care.
- Districts should spend no less on disadvantaged students than they did in previous years, and they should add to this spending with new LCFF funds as they become available.
- Districts shouldn’t make financial commitments today that might prevent them from best serving these students in the future.

State Board of Education (SBE) Regulations

By Jan. 31, 2014, the SBE must adopt regulations that define how the supplemental and concentration grant funds may be spent to increase or improve services for low-income, English learner, and foster youth students.

Critical Issue 2:

Planning and Accountability

- Robust accountability is needed to ensure the money is invested in programs to improve student outcomes.
- Districts must each develop a Local Control Accountability Plan (LCAP) by July 1, 2014. This plan connects the districts goals and actions to its plan for spending LCFF dollars.
- County Offices of Education (COE) and the Superintendent of Instruction (SPI) will monitor district performance determine whether supports or intervention are needed.

State Board of Education (SBE) Regulations

- *By Mar. 31, 2014, the SBE must adopt regulations for the LCAP template.*
- *By Oct. 1, 2015, the SBE must adopt regulations for evaluation rubrics to be used by COEs and the SPI to evaluate district outcomes and determine whether supports or interventions are needed.*

Local Control and Accountability Plans: How They Are Created and Debated



District drafts a plan



- District presents proposed plan to parent advisory committee and English learner parent advisory committee for feedback
- District asks public for written feedback
- District asks for comments at a public hearing
- District consults with school employees, parents, and students



District responds in writing to feedback from the parent advisory committees



School board adopts plan in another public hearing

County Offices of Education must approve district LCAPs

A NEW 3-YEAR PLAN MUST BE ADOPTED BY JULY 1, 2014. THE DISTRICT MUST REVIEW PROGRESS AND MAKE UPDATES ANNUALLY.

Local Control and Accountability Plans: What They Must Include



EACH DISTRICT
AND EACH SCHOOL
MUST HAVE:

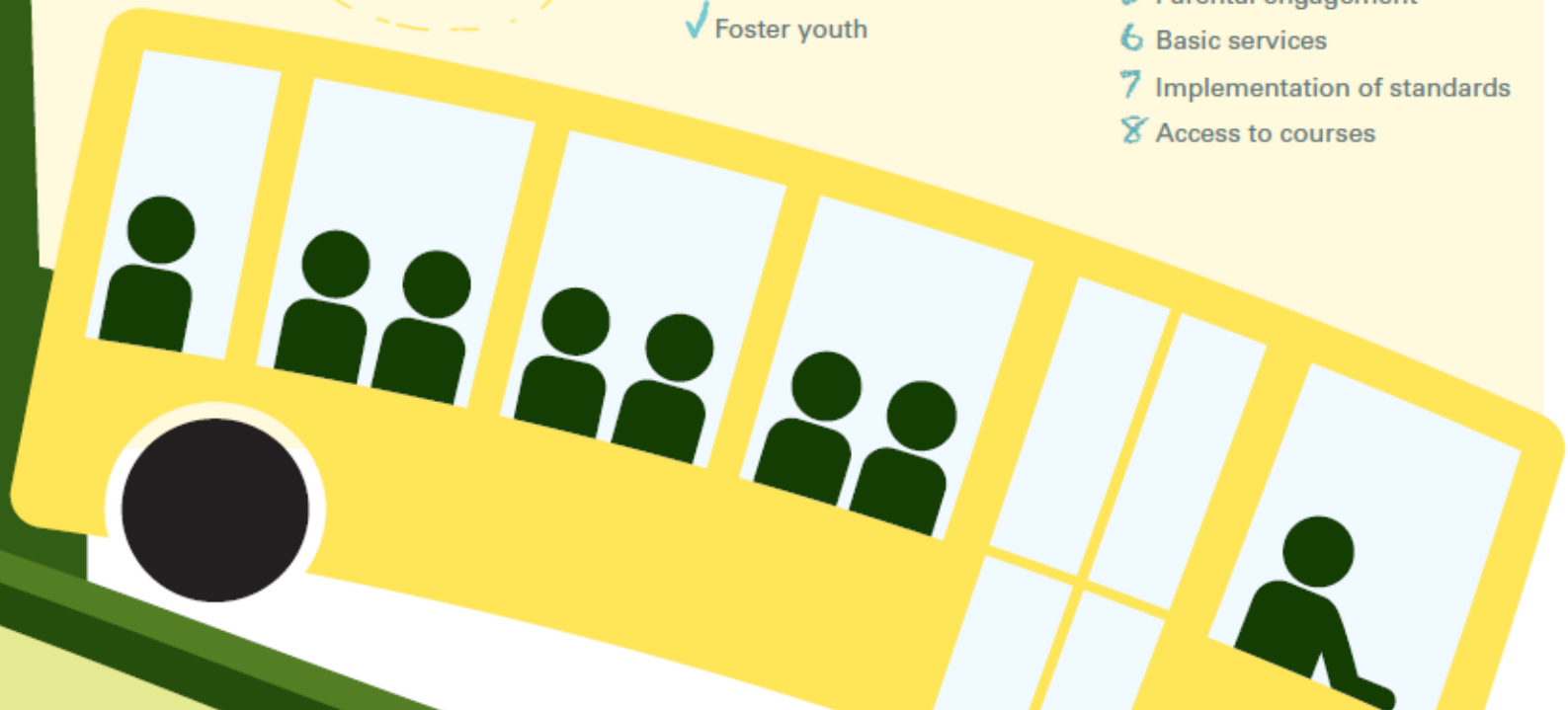
- ✓ Goals
- ✓ Actions
- ✓ Related budget

FOR EACH MAJOR
STUDENT GROUP:

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

ACROSS 8 PRIORITY AREAS:

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



Critical Issue 3:

Transparency

- The public has a right to know how the money is being spent.
- As part of LCFF, the LCAP shall list and describe how the expenditures a district has made will serve low-income students, foster youth, English learners, and reclassified English language learners.
- The LCAP will also list and describe how the expenditures made implement the actions documented in the LCAP.

Critical Issue 4:

Local Community Involvement

- The district must specify the actions it will take to increase parental involvement in the LCAP.
- The school board/county superintendent shall establish a parent advisory committee and an English learner parent advisory committee that must receive a presentation of the LCAP.
- We still need to ensure School Site Councils still have current powers and authority with LCFF dollars.

Local Advocacy – Next Steps

Make your voice heard! Talk to your district leaders. Request a meeting with your local school board members and district administrators.

Overarching question: How is the district spending the LCFF Funds?

Specific Questions for Your District

- How much did the district receive in supplemental and concentration grants in 2013-14, and how much will it receive over the next few years?
- How is the district planning to use these new funds to benefit low-income students, English learners, and foster youth?
- How does the district plan to involve parents and community members in LCFF?
- How are parent advisory committee members selected and trained, what are their roles and term limits, and how are they included as true partners in the planning process?
- What is the district calendar for developing its Local Control and Accountability Plan and budget, incorporating stakeholder input, and making final decisions?

Suggestions and Demands for Your District

- Propose specific programs that you would like to see the district support with supplementary and concentration grants.
- Recommend goals, metrics, and strategies for monitoring parental engagement.
- Request training for community members on school district budgeting and planning.
- Suggest a plan for how the community will monitor the district's efforts.



State Advocacy – Next Steps

- Tell state leaders and elected officials why community involvement in school spending decisions is so important.
- Attend a State Board of Education meeting and send a letter sharing your thoughts on draft regulations.
- Ask your local state elected official to host a community forum on LCFF.

For additional resources and to get involved
in our statewide campaign, go to:

www.fairshare4kids.org

