

Local Control Funding Formula

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Agenda

1. What is the Local Control Funding Formula
 - Background
2. Critical Issues
3. Local Advocacy – Next Steps for Community and Parent Groups

Why LCFF?

- Previous school funding system was
 - Old
 - Irrational
 - **Inequitable**

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 learning needs – low-income, English Learner and foster youth students - also need additional financial resources.

LCFF Overall Basics

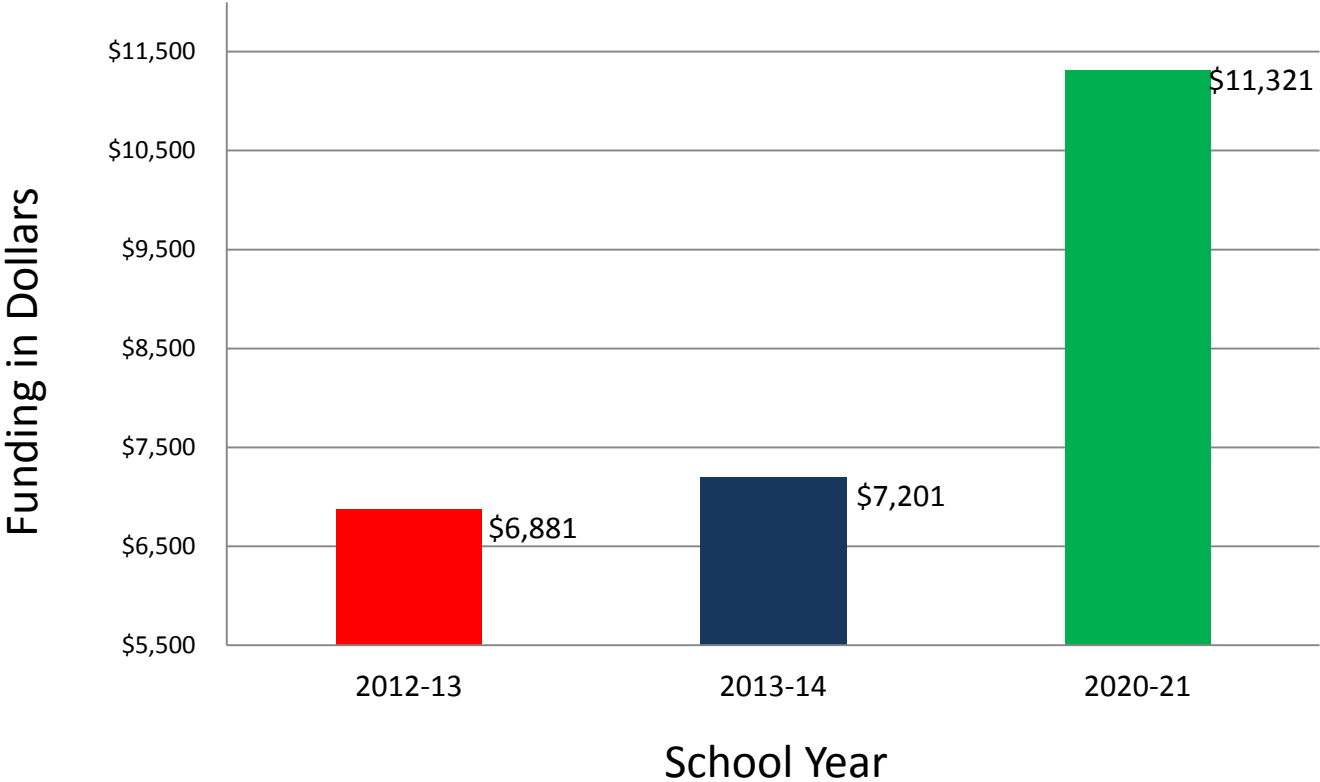
- It's the law and took effect on July 1, 2013
- Large investment by the state → \$2 Billion dollars for implementation
- Phase-in is over a total of 8 years, with full implementation by FY 2020-21
- Upon full implementation, every district will receive at least as much funding as it did in 2007-08. **However, no district will lose funding relative to that starting point.**

How does LCFF work?

1. **Base grant** of about \$6,345-8,289 per pupil, depending on grade span. This grant will increase each year.
2. There is an additional 20% **supplemental grant** for each of the district's students who are either low-income, English learners, or in foster care.
3. There is an additional **concentration grant** if more than 55% of district's students are low-income, English learners, or in foster care. For each student above the 55% threshold, the district receives an additional 50% in funding for that student.

What does this mean for San Diego Unified?

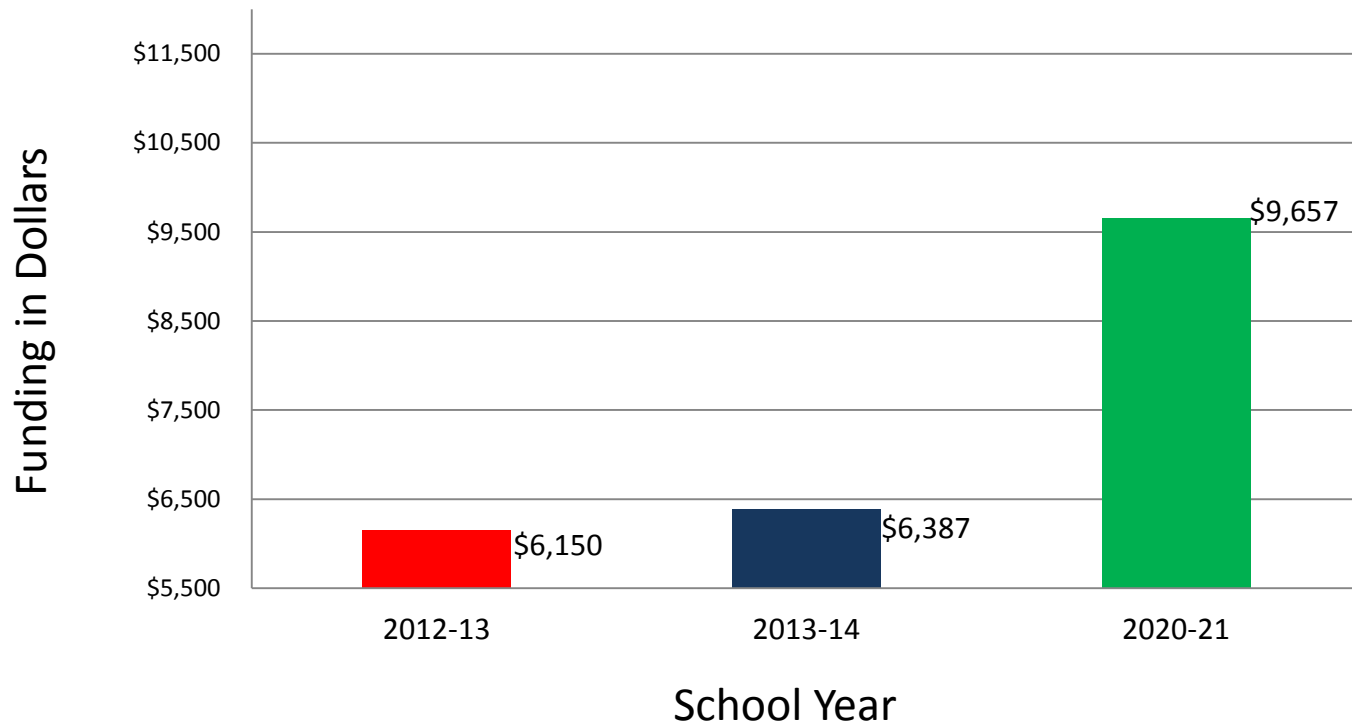
2012-13 to 2020-21 Estimated Funding Increases



Source: CA Department of Finance, 2013

What does this mean for Chula Vista Elementary?

2012-13 to 2020-21 Estimated Funding Increases



Source: CA Department of Finance, 2013

LCFF Funds

- All the money from the state is LCFF
- Districts should minimally spend on disadvantaged students this year what they spent on them last year.
- As school districts receive more money, they should continue to plan and determine how to spend those additional dollars on disadvantaged students.
- Districts shouldn't make financial commitments today that might encroach on their future obligations to these students.

Critical Issues To Be Addressed

- Assurances
- Accountability
- Transparency
- Local Community Involvement

Critical Issue: Assurances

- **Supplemental dollars generated by low-income, English Learner and foster youth should be spent for their benefit.**
- By Jan 31, 2014, the SBE will adopt regulations on how the funds may be spent on low-income, English learner and foster youth students, which includes defining the “increase or improvement of services” these students will receive based on their count and how the money they generate can be used for school-wide, district-wide, county-wide or charter-wide purposes.

Critical Issue: Accountability

- **Robust accountability is needed to improve student outcomes.**
- District must develop a Local Control Accountability Plan (LCAP) that includes:
 - **Goals for all student subgroups in “state priority areas” and “specific actions” for those areas.**
 - The LCAP must be presented to parent advisory/EL advisory committees, submitted to the local board and then the COE for approval.

Critical Issue: Accountability cont.

- LCAP Goals must be in state priority areas:
 - Pupil achievement on statewide assessments
 - Pupil achievement on CAHSEE, or any subsequent/similar test
 - Completion of a-g, CTE courses and programs, or AP courses
 - Graduation rates and dropout rates
 - School attendance rates
 - Suspensions and expulsions
 - Parental involvement

Critical Issue: 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 school district has made will serve low-income, English Learner, foster youth and reclassified English Learners.
- The LCAP shall also list and describe how the expenditures made implement the actions listed in the LCAP.

Critical Issue: 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 EL parent advisory committee that must receive presentation of LCAP.
- Need clarification to ensure school-site governing bodies still have current powers and authority.

Key role of parents and local advocates

It's historic that LCFF passed, but the work isn't done yet!

Make sure the voices of parents, students, community members are part of regulatory and “clean-up” process.

Local Advocacy – Next Steps

- 1. Schedule a meeting with your school district Superintendent or Chief Financial Officer**

Overarching question: how is the district spending its LCFF Funds?

Key date: September 2013

Local Advocacy - Next Steps

Four additional key questions:

1. How much did district receive in Supplemental and Concentration Grant Funding?
2. How were these new funds allocated? (Ask for detail--by program, category, school site.)
3. How will these choices advance the academic achievement of the targeted students?
4. What is the district's plan for involving parents, students, community in planning and decision making for 2014-15?

Local Advocacy – Next Steps

Parental Engagement Is Measurable, Attainable and Relevant

To consider:

- Create parent engagement indicators*
- Increase functionality of parent councils and committees*

Local Advocacy - Next Steps

2. Attend Regional Stakeholder Meeting

Goal: Share input and ideas to inform LCFF implementation

First of only three meetings: August 8, 2013

Live in LACOE, Remote Location in SDCOE

Local Advocacy – Next Steps

3. **Get involved, send letters and attend a State Board of Education hearing**
 - **September 4-5, 2013**
 - **November 6-7, 2013**

 - **January 15-16, 2014:** State Board of Education must approve rules that govern allocation of supplemental and concentration funding to benefit high-need students.

 - **March 12-13, 2014:** State Board of Education must approve template Local Control and Accountability Plans (LCAPs).

 - **By October 2015:** State Board of Education must adopt the guidelines for evaluating Local Control and Accountability Plans.

Local Advocacy – Next Steps

4. Attend LCFF Implementation Working Group meeting

- Group of stakeholders brought together to help the SBE think through the regulations, templates
- First meeting on July 23, 2013
- Upcoming: August 22, 2013

Local Advocacy – Next Steps

5. Stay in contact with your local state representative

- SB 344 (Padilla) → August 14th Hearing
- Your representative can share and ask CDE/SBE key questions

Local Advocacy - Summary

1. Meet with your District Superintendent to ask how they're planning to use the money for disadvantaged students
2. Attend a Regional Stakeholder Meeting
3. Attend a State Board of Education meeting to impact the regulations on how to spend the money and how districts should be held accountable
4. Attend LCFF Implementation Working Group Mtg
5. Stay in contact with local state representative

Questions and Comments

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

www.fairshare4kids.org

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