



The Education Trust—West

MORE TO BE DONE

California's Local Control Funding Formula After a Decade

TEN YEARS OF LCFF

When the Local Control Funding Formula (LCFF) was adopted, it ushered in a landmark overhaul of California's education funding and accountability systems. After several years of advocacy, education equity advocates and policymakers successfully moved the state to an equity-based, weighted funding model. Doing so acknowledged through policy that California's education system had been designed to create opportunities for some students and barriers for others. California leaders' support of LCFF demonstrated a meaningful acknowledgment that closing persistent equity gaps required a funding formula that sent more money to districts with higher numbers and concentrations of students living in poverty, students learning English (referred to as English learners in LCFF), and youth involved in the foster care system. Also, by requiring district leaders to engage community members in financial decision-making in new ways, LCFF signaled a new path to forge meaningful relationships between district leaders and students, parents, and other education stakeholders.

Although this policy change presented a significant opportunity to close racial equity gaps in California's TK-12 education system, 10 years after LCFF's implementation, this opportunity remains missed. Despite several amendments to the laws that make up the funding and accountability system, we still see the same racial inequities in student outcomes that existed before LCFF. A persistent lack of transparency in district spending makes it unclear whether supplemental funding for LCFF-targeted students is following them to their schools. By excluding student racial groups from the formula, policymakers have failed to leverage LCFF to address the lack of support for Black students' academic success in particular, thereby perpetuating their marginalization. For LCFF to successfully address persistent inequities in student outcomes, decision-makers must make changes to include all marginalized student groups in the funding model and ensure districts are spending supplemental funding on the most effective strategies to improve outcomes for under-supported students. **No single solution alone will address longstanding gaps in opportunities and outcomes. It will take a holistic approach to enhancing LCFF to make an impact, one that uses insights from these first 10 years to significantly strengthen the formula's equity provisions.**

This brief highlights the outcomes and shortcomings of LCFF and offers key principles and possible policy changes that state decision-makers should apply to center the most marginalized students in further changes to LCFF. These holistic principles are based on The Education Trust–West's analysis of student outcomes since LCFF's initial adoption, review of the almost 10 years of research on LCFF, and monitoring of LCFF's implementation and the policy changes made to modify it. In considering further changes to LCFF, we urge policymakers to:

- ▶ Modify the funding model to better target student racial groups.
- ▶ Prioritize results for marginalized students.
- ▶ Improve community engagement and shared decision-making.
- ▶ Increase the transparency of district spending decisions.

Keeping these principles in mind, we urge the state's political and education leaders to make more substantial policy changes to LCFF that advance outcomes for our system's most marginalized students. The legislature should call hearings on this important anniversary to determine what changes to LCFF will most effectively address persistent racial inequities in California's TK-12 system.



POSITIVE IMPACT OF LCFF

In the decade since LCFF passed, the law's implementation has had two specific positive effects: (1) districts with larger proportions of students in poverty receive more state funding and (2) outcomes for students living in poverty have modestly improved.

Districts With More Students Experiencing Poverty Receive More Funding

Since implementing LCFF, the state has distributed funding more equitably across districts. Between 2012 and 2022, the highest-need districts increased spending by about \$10,000 per student while the lowest-need districts increased per-student spending by roughly \$6,500.¹

Although not directly attributable to LCFF, the state in the past decade also increased overall TK-12 state spending. From the mid-1980s until after 2013, California ranked between 25th and 35th in per-pupil spending. However, by 2019, California ranked 19th in per-pupil spending, surpassing the national average.² Among other positive developments, this increase in TK-12 resources and its weighted allocation have contributed to increasing salaries and lowering class sizes in high-poverty districts.³

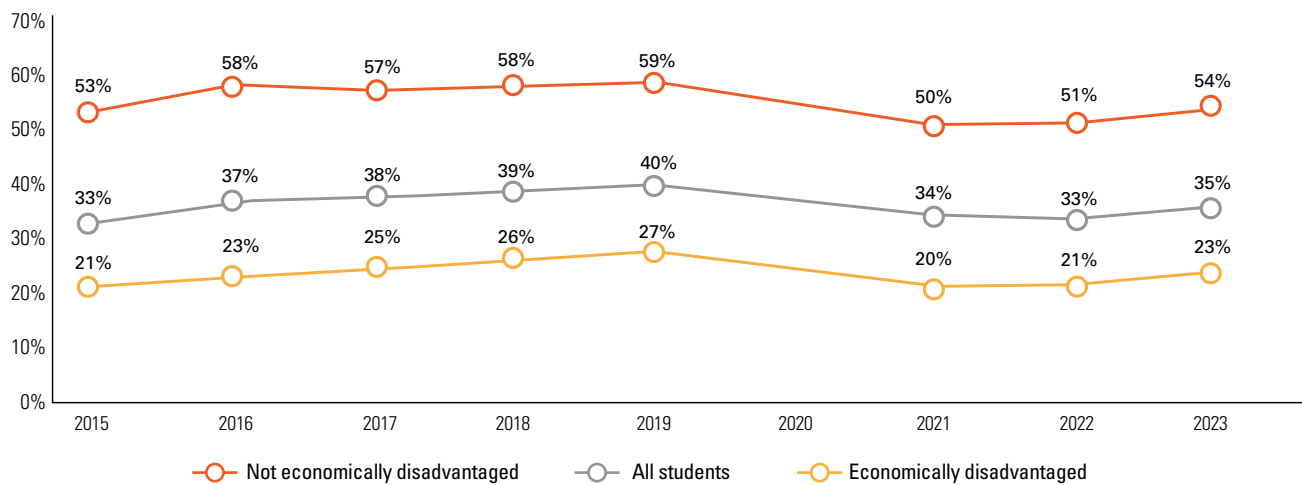
Modest Improvement in Academic Outcomes for Students Experiencing Poverty

Research repeatedly demonstrates that significant, sustained, equitable increases in funding enable improvements in student outcomes, from assessments and attendance rates to graduation and college-going rates.⁴ Specific to LCFF, a recent Learning Policy Institute study found that in districts with the highest concentrations of weighted LCFF funding, students experienced notable improvements in graduation rates and math and English test scores.⁵ However, while outcomes have improved for these specific districts, progress has been slow overall, and gaps between student groups have seen only minimal narrowing, far from the closure of equity gaps our students deserve.

For students in poverty, statewide outcomes for math and English language arts modestly improved in the years after LCFF implementation. From 2015 to 2019, the percentage of these students meeting or exceeding grade-level standards across all grades increased by about eight percentage points for English language arts assessments and by six percentage points in math. However, between 2019 and 2023, the portion of students testing at or above grade level dipped by four percentage points in both math and English, a regression likely connected to the impact of learning disruptions caused by the COVID-19 pandemic (Figures 1 and 2).⁶ Although academic outcomes improved for students in poverty before the pandemic, these improvements existed for all student groups and therefore did not result in a closing of outcome gaps between students in poverty and their wealthier peers.

FIGURE 1

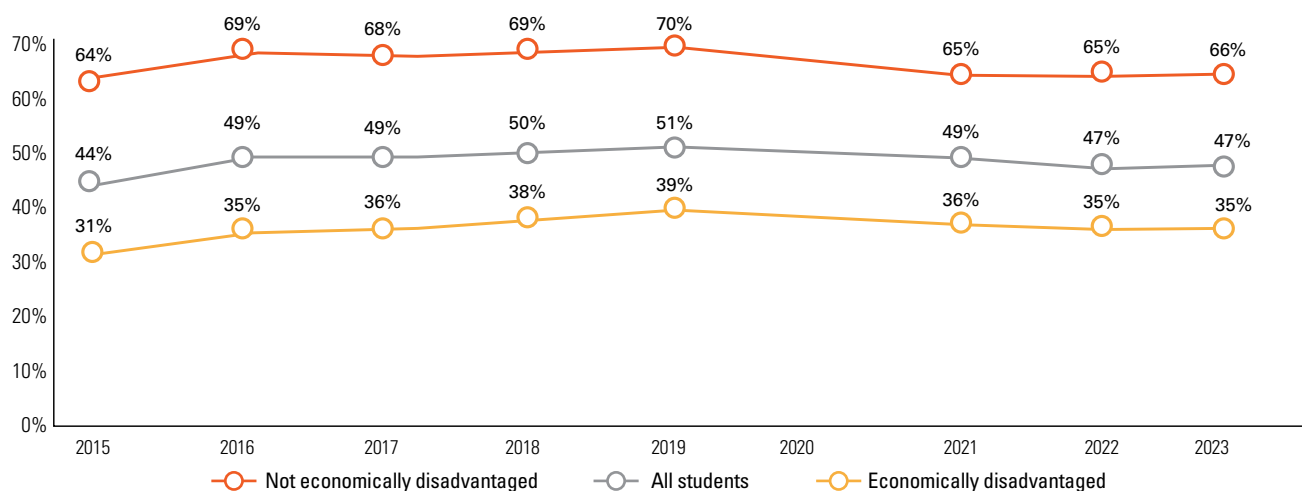
Percentage of Students Meeting or Exceeding Standards on CAASPP Math Assessment, 2015-2023⁷



Source: The Education Trust–West analysis of California Assessment of Student Performance and Progress data, California Department of Education (2023).



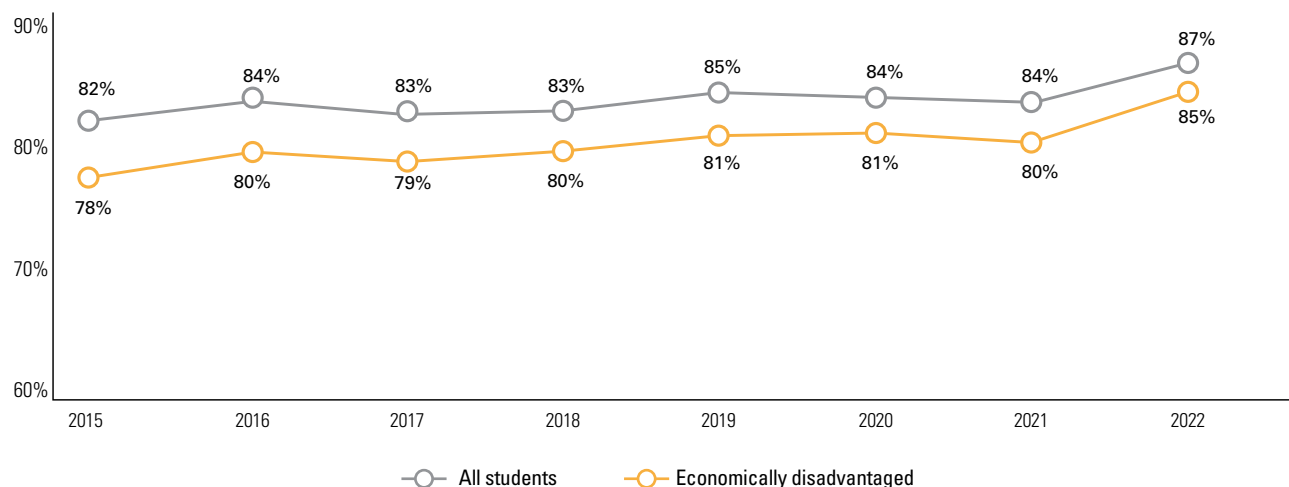
FIGURE 2 Percentage of Students Meeting or Exceeding Standards on CAASPP English Language Arts Assessment, 2015-2023⁸



Source: The Education Trust–West analysis of California Assessment of Student Performance and Progress data, California Department of Education (2023).

Students in poverty also experienced improvements in graduation rates since LCFF began. Between 2015 and 2022, the graduation rates for students in poverty rose by seven percentage points. Despite a slight dip in graduation rates during the pandemic, students in poverty have experienced slow but steady improvement despite the pandemic (Figure 3). Students in poverty also narrowed the gap between their graduation rates and rates overall by two percentage points by 2022.⁹

FIGURE 3 Four-Year Cohort Graduation Rates, 2015-2022¹⁰



Source: The Education Trust–West analysis of four-year adjusted cohort graduation rate data, California Department of Education (2022).

While it is important to acknowledge improvements in student academic outcomes since LCFF implementation, California must recognize the hard truth that equity gap closure post-LCFF has been either slow or nonexistent. California must do much more to leverage the state’s funding model to increase academic achievement in ways that close these persistent gaps in opportunities and outcomes that disadvantage students living in poverty, students of color, and students learning English.



CONTINUED SHORTCOMINGS OF LCFF

After a decade, we are seeing the results of those significant shortcomings: continued equity gaps; low academic outcomes for marginalized students, especially Black students; and inequitable LCFF spending within districts.

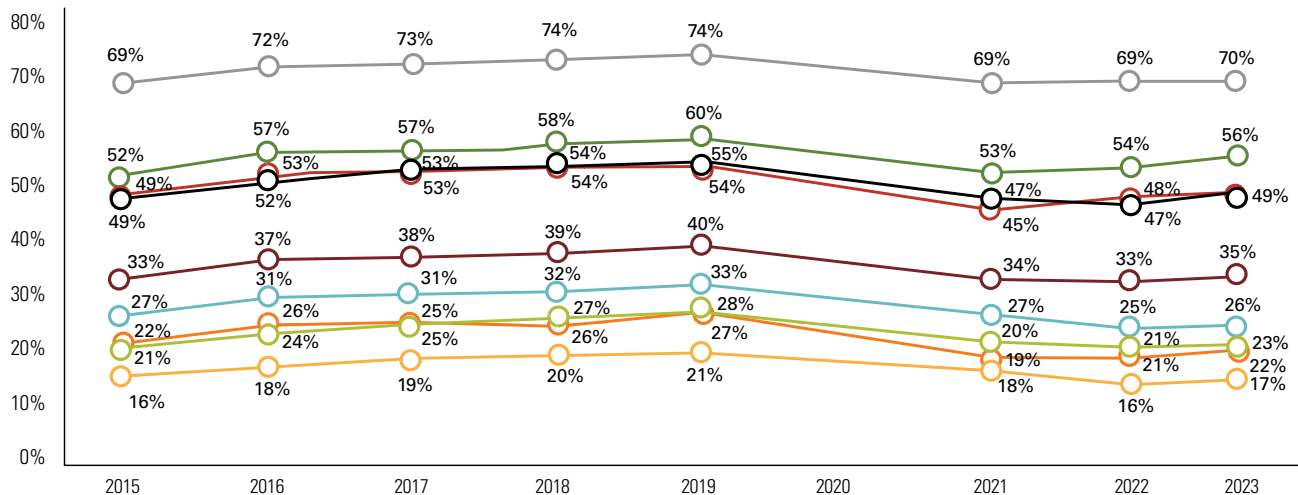
Funding Model Limitations Perpetuate Racial Inequities

Persistent gaps exist in the academic outcomes for marginalized students of color that the LCFF funding model does not address. The formula does not include additional funding for student groups by race because of Proposition 209 concerns. State leaders have hesitated to pursue proxies for identifying students by race — like providing additional funding for the student group with the lowest academic performance — even when these proxies are tailored to address unmet student needs rather than race. The inability to target educational resources to student groups of color through the formula, particularly Black students, has made it more difficult for local education leaders to invest in targeted, evidence-based instructional practices that would support them in thriving academically, even though they are some of the students most marginalized by the TK-12 education system.

The underinvestment in Black students is clear when considering how different student groups fare on math and English language arts assessments. While 80% of Black students attend districts receiving the highest levels of additional funding,¹¹ districts are not required to spend it on efforts to increase Black student success. As such, LCFF does little to address the fact that Black students have had lower rates of meeting math and English standards than any other student racial group (Figures 4 and 5).¹²

FIGURE 4

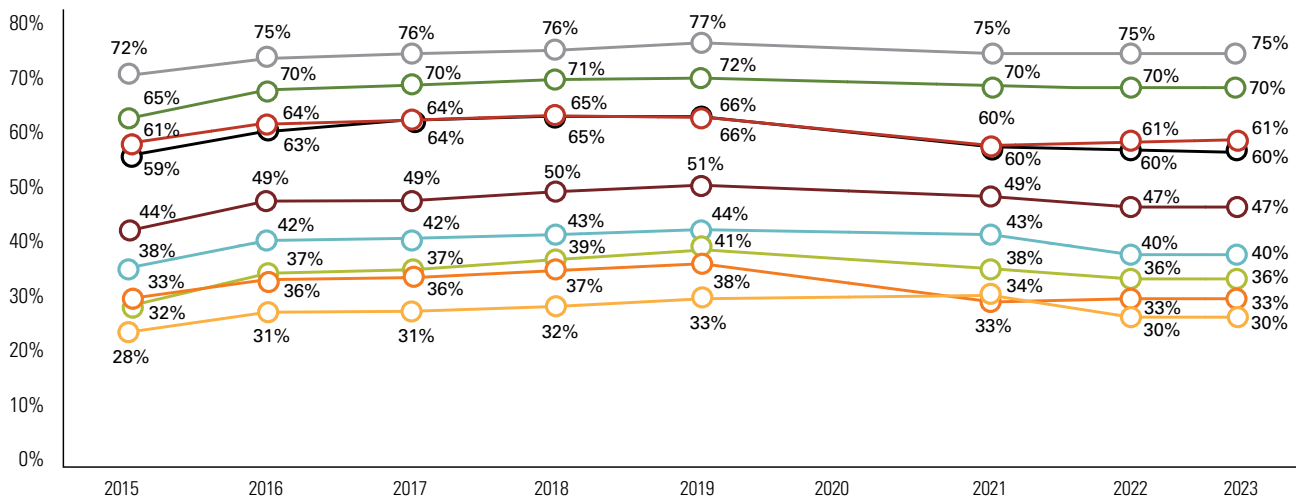
Percentage of Students Meeting or Exceeding Standards on CAASPP Math Assessment, 2015-2023¹³



Source: The Education Trust–West analysis of California Assessment of Student Performance and Progress data, California Department of Education (2023).

FIGURE 5

Percentage of Students Meeting or Exceeding Standards on CAASPP English Language Arts Assessment, 2015-2023¹⁴



Source: The Education Trust–West analysis of California Assessment of Student Performance and Progress (CAASPP) data, California Department of Education (2023).

- State average
- White
- Hispanic or Latinx
- Black or African American
- Native Hawaiian or Pacific Islander
- American Indian or Alaska Native
- Two or more races
- Asian
- Filipino

As with Black students, outcomes for Latinx, Native American, and Pacific Islander or Native Hawaiian students have remained lower than state averages (Figures 4 and 5).¹⁵ Because LCFF does not allow for student racial groups to generate funding or to require districts to plan targeted investments for these students, leaders have not explicitly leveraged the funding law to address these racial equity gaps. Without changes that prioritize racial equity, the state will continue to underinvest in Black, Latinx, Native American, and Pacific Islander or Native Hawaiian students.

Encouragingly, the 2023-2024 state education budget includes additional Local Control and Accountability Plan (LCAP) accountability provisions to reinforce a focus on improving student outcomes. These new provisions require districts to identify actions to improve outcomes for any student group, including racial groups, that have the lowest performance rating on any of the California School Dashboard indicators. The new LCAP accountability requirements go into effect in January 2024.

We are heartened to see an additional focus on improving outcomes for marginalized student groups. However, having dedicated resources specifically for the student groups with the lowest outcomes and a requirement to spend those resources on evidence-based strategies specific to those groups would likely be more effective at closing gaps.

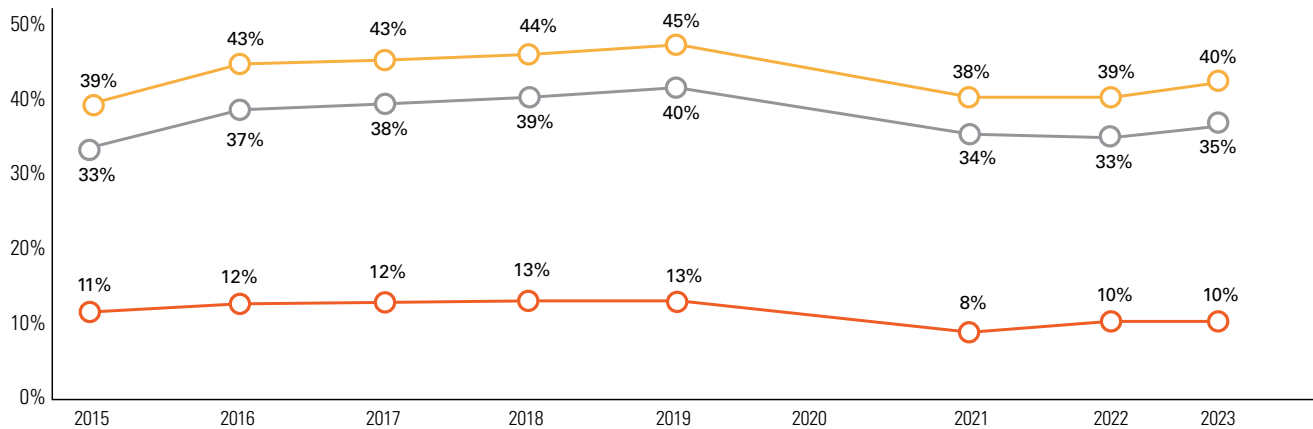
Investing dedicated funding in student racial groups is a necessary change to LCFF. The state must also take additional steps to ensure districts are actually spending dedicated funding in the most effective ways to support student success.

The lack of improvement in outcomes for students learning English, explained in the next section, is a clear example that funding alone, without spending transparency and accountability for student success, does not effectively meet marginalized students' needs or result in improved outcomes.

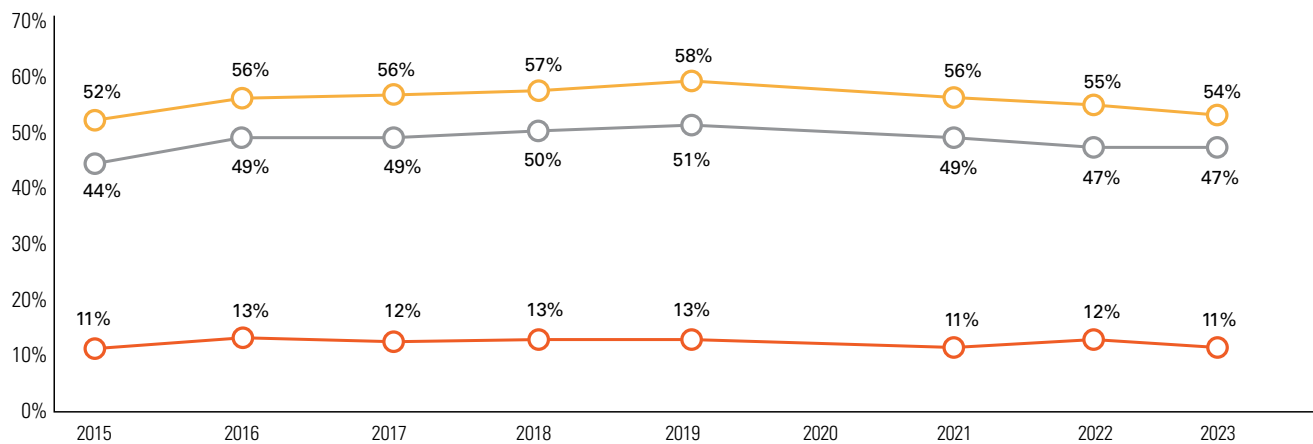
Limited Accountability Contributes to Alarmingly Stagnant Outcomes for Students Learning English

Unlike students of color, students learning English are incorporated into LCFF's weighted funding structure. However, academic outcomes for students learning English remain stagnant.¹⁶ In fact, in 2023, a smaller share of English learners was at or above grade level in math than in 2015. English learners are still under-supported to reach their academic potential despite generating additional LCFF funding. The requirements for districts to include actions in the LCAP that have been proven effective for specific student groups have been insufficient for ensuring English learners are actually receiving the support to which they are entitled. Moreover, there is minimal oversight of the implementation and effectiveness of LCAP actions. In a recent Californians Together report, researchers concluded that the low outcomes for English learners could be the result of state leaders not requiring districts to set academic growth targets in the LCAP for English learners, which would support accelerating English learners' improvement and would close gaps in outcomes. The report also points to a lack of monitoring of LCAP implementation as a possible contributing factor to the lack of support for English learner success.¹⁷

English learners have received insufficient support to progress academically. On both state math and English language arts assessments, English learners have had up to only a two-percentage-point increase in students meeting or exceeding standards year-to-year since the implementation of LCFF. Between 2015 and 2023, the percentage of English learners meeting or exceeding standards in math has decreased by one percentage point and has remained the same for English (Figures 6 and 7).¹⁸ This stagnation in support and outcomes for students learning English has also resulted in gaps widening between these students and their peers who are proficient in English.

FIGURE 6**Percentage of Students Meeting or Exceeding Standards on CAASPP Math Assessment, 2015-2023¹⁹**

Source: The Education Trust–West analysis of California Assessment of Student Performance and Progress (CAASPP) data, California Department of Education (2023).

FIGURE 7**Percentage of Students Meeting or Exceeding Standards on CAASPP English Language Arts Assessment, 2015-2023²⁰**

Source: The Education Trust–West analysis of California Assessment of Student Performance and Progress data, California Department of Education (2023).

—○— English learner —○— All students —○— Fluent English proficient and English only

In addition to the new requirement to include actions in the LCAP for student groups in the lowest performance level, the 2023-2024 education budget includes a new requirement for districts to evaluate whether LCAP actions were effective in meeting the related goal. Furthermore, if actions have not been effective for a three-year period, districts must change them. Given the stagnant outcomes for students learning English, additional funding alone is insufficient to move the needle for marginalized students. As such, this is a positive step toward increased accountability in the LCAP for districts to make concrete improvements for English learners and other marginalized students. However, the impact of this new requirement is contingent on how effectively it is implemented and enforced.

Limited Requirements for Spending Transparency and Accessibility of Information Impede Equitable Spending Within Districts

Despite the law's intention that additional resources be used to improve outcomes for marginalized students and to close gaps, districts are not required to report how they spend the funding generated by the student groups targeted in the funding model. As a result, researchers have shown that since LCFF was implemented, district leaders have adopted inconsistent practices in allocating dollars equitably across high- and low-poverty schools.²¹ Some districts have spent more on their high-poverty schools, and others have spent more on their low-poverty schools since LCFF.

Further, where researchers have found increased spending on high-poverty schools within a district, those increases have been modest and insufficient to meet the needs of students in high-poverty schools.²² Researchers have analyzed school-level spending to gain insights into district spending decisions, but without statewide action to make data on how districts spend additional LCFF funding transparent and accessible for communities, understanding where equitable funds are going is significantly limited in inequitable ways.

Community Members Are Insufficiently Engaged in Decisions Affecting Them and Their Students

California's districts continue to experience challenges in engaging communities to develop solutions for closing gaps in outcomes and opportunities. A recent report from Public Advocates and ACLU of Southern California found that most districts met statutory engagement requirements, but in 85% of LCAPs they analyzed, community members expressed dissatisfaction with the accessibility of district engagement efforts.²³

The firsthand accounts from a California parent and teacher here illustrate the frustrations district stakeholders experience while trying to engage with their districts. These accounts also show the benefits districts miss when stakeholders are unable to engage as partners in decision-making.

Fabiola,* a parent of a high school student, has felt underprepared by her district to provide informed, authentic feedback on district decisions. "When the district engages parents, they do presentations in which they use a lot of vocabulary that parents don't understand, and then they ask for our feedback. Parents can't provide feedback because no one has built their capacity to understand how a school or school district works, or what commonly used acronyms or education jargon words mean."

Additionally, as a monolingual Spanish speaker, Fabiola has felt excluded from meetings because of a lack of translation and interpretation. "I've been in meetings when the school asks for feedback, but there is no interpretation. I'm not able to give any feedback at all if I can't understand what is being discussed. I approached the school to urge them to provide interpretation at public meetings, but they have yet to do anything about it."

Olivia,* a 5th grade teacher, has witnessed the ineffective use of resources when her district has not focused on the implementation of LCAP actions. "School sites are allocated funding, but they're not using the funds correctly. We've seen a lot of money go into tutoring, but the school just pays additional money to district teachers to tutor without any guidance, training, or models for scaffolding tutoring time to address the specific needs of students."

She has also experienced a lack of intentional engagement of teachers in district decision-making. "Very few, if any, of the teachers I know in the district are even aware of LCFF and LCAP. When we do hear about meetings where the district is asking for our feedback, they're often scheduled at times we're not available."

*Both names have been changed to ensure anonymity and Fabiola's statements have been translated into English.

EQUITY PRINCIPLES FOR LCFF CHANGES

As our state's education leaders consider additional statewide changes to LCFF, they should be laser-focused on how to best support students who continue to be under-supported by our education system. Policymakers must change LCFF to include under-supported students who are currently left out of the funding model, coupled with refining LCFF policies to make sure districts are held accountable for implementing them in the most effective ways possible to close gaps. We offer these principles for decision-makers to follow to ensure the most marginalized students are centered in the refinements to LCFF.

LCFF Shortcomings	Equity Principle to Improve LCFF
Funding model limitations perpetuate racial inequities	Modify the funding model to better target student racial groups
Limited Accountability Contributes to Alarming Stagnant Outcomes for Students Learning English	Prioritize results for marginalized students
Limited requirements for spending transparency and accessibility of information impede equitable spending within districts	Increase the transparency of district spending decisions
Community members are insufficiently engaged in decisions affecting them and their students	Improve community engagement and shared decision-making





Modify the Funding Model to Better Target Student Racial Groups

Although more work must be done to effectively implement LCFF to benefit prioritized students and to improve transparency, state leaders need to ensure excluded student groups, who are arguably the most under-supported in our system, are included in the funding formula. For example, Black students score below the state average on math and English language arts assessments — lower than any other racial group. California’s funding formula should recognize these disparities and should send additional dollars to the student groups most lacking the support they need for academic success. Additional resources, coupled with stronger requirements to improve outcomes for these students, will support closing equity gaps.

Possible approach: During the development of the 2023-2024 education budget, the Black In School Coalition advocated for allocating funding based on student group performance levels to provide additional resources to marginalized student groups excluded from the LCFF funding model. The coalition’s proposal would have significantly increased funding for Black and Native American students because these two student groups score at the lowest levels on math and English language arts assessments. The state ultimately did not adopt this proposal, but state leaders should reconsider this approach to address racial inequities in how funding is allocated to districts.

Possible approach: To target student racial groups beyond LCFF’s current limitations, Los Angeles-based advocates led by Community Coalition, InnerCity Struggle, and Catalyst California successfully advocated for the Los Angeles Unified School District to use an index of indicators to determine the allocation of LCFF weighted funding. This index includes the demographics in the LCFF weighted funding model along with indicators that better approximate students’ needs, such as neighborhood asthma rates and levels of severity, exposure to gun violence and rates of nonfatal gunshot injuries, and COVID cases and death rates. By including additional indicators like these in allocation determinations, district leaders are better able to target resources to the schools in the Los Angeles Unified School District with the students most heavily affected by racial disparities. State leaders should use these types of indicators to expand the groups of students who are prioritized in districts’ LCAPs and to generate additional funding.

Prioritize Results for Marginalized Students

State leaders should hold districts accountable for implementing programs and practices that are proven effective at improving academic outcomes for marginalized students. Additionally, districts should be held accountable for producing results for students who have been perpetually under-supported. When districts are not moving the needle for the most marginalized students, the state should provide clear guidance on changing course in ways that will positively affect the most under-supported students.

Possible approach: The State Board of Education and the California Department of Education are currently working to implement the new accountability requirements enacted in the 2023-2024 education budget. Although these new requirements are promising, districts will truly be held accountable for improving outcomes only if the State Board of Education and the California Department of Education ensure that districts specifically identify student groups and schools in the lowest performance ratings in the LCAP and include targeted actions and expenditures for these groups. Moreover, the California Department of Education should provide guidance on the types of programs and services that effectively improve outcomes for specific student groups as districts determine how to support students scoring in the lowest performance rating. State leaders must also provide guidance to county offices of education on holding districts accountable to meaningfully evaluate the effectiveness of planned actions as they approve district LCAPs.

Increase the Transparency of District Spending Decisions

To fully understand whether the money distributed under LCFF is being allocated appropriately to support schools with higher numbers and concentrations of low-income students, students learning English, and foster youth, we must be able to clearly track how districts spend these dollars. California needs a tracking system that requires reporting in a standard way and allows for analysis across districts and aggregation of common expenditures at the state level. State-level decision-makers, advocates, and researchers should be able to access this information to track trends in spending and to see whether such spending can be correlated to improved outcomes for marginalized students. Local stakeholders should have access to transparent, easy-to-understand information that clearly communicates how their district leaders use funding to address performance gaps across student groups.

Possible approach: Some districts, like Sacramento City Unified and Madera Unified School Districts, have implemented an accounting code to track how they spend the weighted LCFF funds generated by targeted student groups. Having a specific code for LCFF supplemental and concentration grant fund expenditures allows these districts to evaluate whether they are spending these weighted dollars on programs and services that directly benefit the students identified for additional support in LCFF. If the state adopted an accounting code for weighted LCFF funding, stakeholders across California would better understand how their districts use resources to improve outcomes for marginalized students. It would also support district leaders in being mindful of how they allocate resources to school sites and address any inequities in the distribution of resources across schools.

Possible approach: If district LCAPs were clearer and easier to navigate — on a dynamic, web-based platform rather than as a static PDF document — these cumbersome, inaccessible documents would be replaced by approachable, easy-to-navigate tools with rich information that would support community understanding, engagement, and increased equity in district spending. Stakeholders could more easily identify information on how districts spend weighted funding across schools and would be better equipped to contribute to the decisions on how to spend these dollars.

Improve Community Engagement and Shared Decision-Making

The students and families most affected by systemic disparities have the best insights on solutions for those disparities. Local education leaders must build trusting relationships and must share information with all students and families, particularly the most marginalized. Education leaders must regard students, parents, teachers, and members of the community as partners and collaborators in decision-making and must commit to meaningfully engaging them in the LCAP process. For this to be a reality, the state must invest in providing local education leaders, parents, students, and community stakeholders with the training necessary for this crucial engagement work.

Possible approach: Expanding the state's Community Engagement Initiative to reach all districts could foster school-home partnerships and enable shared decision-making in ways that normalize meaningful engagement as a crucial element of school culture in California. The state has invested more than \$113 million in a Community Engagement Initiative focused on building the capacity of district leaders to engage and build relationships with their school and district communities.²⁴ This initiative has demonstrated some positive outcomes,²⁵ but only 30 to 40 districts are currently engaged in this professional learning opportunity. While a recent expansion of the program will extend its positive impact to additional districts, California has nearly 1,000 districts, many with leaders and community members who would benefit from opportunities to receive training in community engagement. Indeed, training to authentically engage school and district community members should be considered necessary for all local education stakeholders rather than as an additional, optional learning opportunity.



A CALL TO ACTION: LEGISLATIVE HEARINGS AND EQUITY-CENTERED LCFF REFORMS

After a decade of observing the benefits and challenges of LCFF, now is the time for legislators and the governor to take bold action to ensure LCFF delivers on its potential of eliminating racial equity gaps in California's education system. In addition to adhering to the principles outlined, we urge the legislature to hold a series of hearings to evaluate and discuss LCFF's lingering equity challenges, culminating in a legislative package that comprehensively refines the ability of LCFF to close gaps in outcomes that disadvantage marginalized students. With 10 years of data and learning, state policymakers can access many stakeholders' insights and experiences. In hearing directly from a broad representation of people invested in LCFF, policymakers would have the information they need to put these principles into action and to meaningfully center the students furthest from opportunity.

CONCLUSION

Although LCFF has not yet lived up to its promise of fully closing opportunity and outcome gaps for the most under-resourced districts and most marginalized students, we believe that it still can. California's leaders must evaluate and improve LCFF by addressing funding, accountability, transparency, and engagement issues together because addressing any of these issues in isolation would be insufficient. We see the 10 years' worth of data and the additional longitudinal insights that will come with the forthcoming launch of the state's Cradle-to-Career data system as a remarkable opportunity to yet again be at the forefront of the nation in innovative, equitable approaches to education funding systems. Policymakers should use these insights to adjust the formula in ways that not only ensure the state's original goals are met but also leverage the formula as a strong tool for racial equity.

For LCFF to truly support marginalized students and advance racial equity, state lawmakers must act boldly and commit to providing support specifically to students who are the furthest from educational opportunities. The passage of LCFF is evidence that this type of meaningful transformation is within our reach and capability so long as all of us, especially those with decision-making power, make an authentic and demonstrable commitment to racial equity.

ENDNOTES

- 1 Lafortune, J., Herrera, J., & Gao, Niu (2023). *Examining the reach of targeted school funding*. Public Policy Institute of California. <https://www.ppic.org/publication/examining-the-reach-of-targeted-school-funding/>
- 2 Lafortune, J., & Herrera, J. (2022). *Financing California's public schools*. Public Policy Institute of California. [https://www.ppic.org/publication/financing-californias-public-schools/#:~:text=In%202018%E2%80%9320\(the%20most,nation%20\(%2413%2C831%20per%20student](https://www.ppic.org/publication/financing-californias-public-schools/#:~:text=In%202018%E2%80%9320(the%20most,nation%20(%2413%2C831%20per%20student)
- 3 Johnson, R. C., & Tanner, S. (2018). *Money and freedom: The impact of California's school finance reform*. Learning Policy Institute. https://learningpolicyinstitute.org/media/150/download?inline&file=Money_Freedom_CA_School_Finance_Reform_BRIEF.pdf
- 4 Lafortune, J. (2022). *Understanding the effects of school funding*. Public Policy Institute of California. <https://www.ppic.org/publication/understanding-the-effects-of-school-funding/#:~:text=A%20clear%20consensus%20has%20emerged,2021%5D%20for%20a%20review>
- 5 Johnson, R. (2023). *School funding effectiveness: Evidence from California's local control funding formula*. Learning Policy Institute. https://learningpolicyinstitute.org/media/4109/download?inline&file=CA_LCFF_School_Funding_Effectiveness_BRIEF.pdf
- 6 California Assessment of Student Performance and Progress, California Department of Education. (2023). English Language Arts/Literacy and Mathematics research files, 2022–23 [Data set]. <https://caaspp-elpac.cde.ca.gov/caaspp/Default>
- 7 In 2021, local educational agencies (LEAs) had the option to use local assessments instead of the CAASPP statewide assessment. Therefore, not all LEAs are included in the 2021 results in this figure.
- 8 In 2021, LEAs had the option to use local assessments instead of the CAASPP statewide assessment. Therefore, not all LEAs are included in the 2021 results in this figure.
- 9 California Department of Education DataQuest. 2021–22 four-year adjusted cohort graduation rate. <https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?cds=00&agglevel=state&year=2021-22>
- 10 The California Department of Education changed the method of calculating the adjusted cohort graduation rate beginning with the 2016–2017 graduation cohort.
- 11 Lafortune, J., Herrera, J., & Gao, Niu (2023). *Examining the reach of targeted school funding*. Public Policy Institute of California. <https://www.ppic.org/publication/examining-the-reach-of-targeted-school-funding/>
- 12 California Assessment of Student Performance and Progress, California Department of Education. (2023). English Language Arts/Literacy and Mathematics research files, 2022–23 [Data set]. <https://caaspp-elpac.cde.ca.gov/caaspp/Default>
- 13 In 2021, LEAs had the option to use local assessments instead of the CAASPP statewide assessment. Therefore, not all LEAs are included in the 2021 results in this figure.
- 14 In 2021, LEAs had the option to use local assessments instead of the CAASPP statewide assessment. Therefore, not all LEAs are included in the 2021 results in this figure.
- 15 California Assessment of Student Performance and Progress, California Department of Education. (2023). English Language Arts/Literacy and Mathematics research files, 2022–23 [Data set]. <https://caaspp-elpac.cde.ca.gov/caaspp/Default>
- 16 A note about the English learner classification and standardized assessment scores: By definition, English learners are likely to underperform on tests conducted in English. Therefore, analyzing progress for English learners is challenging because students who demonstrate English proficiency are reclassified as Fluent English-Proficient and are no longer included in the English learner category. With this challenge in mind, we believe it is important for educators and policymakers to continue to monitor the progress of all language proficiency groups to better understand how to improve specific practices and policies aimed at improving outcomes for English learners and closing gaps.
- 17 Lavadenz, M., Armas, E. G., & Jáuregui Hodge, S. (2022). *In search of equity for English learners: A review of the 2021–2024 Local Control and Accountability Plans (LCAPs)*. Californians Together. <https://californiantogether.org/wp-content/uploads/2022/09/21024-LCAP-2022-Report-FINAL.pdf>
- 18 California Assessment of Student Performance and Progress, California Department of Education. (2023). English Language Arts/Literacy and Mathematics research files, 2022–23 [Data set]. <https://caaspp-elpac.cde.ca.gov/caaspp/Default>
- 19 In 2021, LEAs had the option to use local assessments instead of the CAASPP statewide assessment. Therefore, not all LEAs are included in the 2021 results in this figure.
- 20 In 2021, LEAs had the option to use local assessments instead of the CAASPP statewide assessment. Therefore, not all LEAs are included in the 2021 results in this figure.
- 21 Roza, M., Coughlin, T., & Anderson, L. (2017). *Did districts concentrate new state money on highest-needs schools? Answer: depends on the district*. Edumomics Lab. https://edumomicslab.org/wp-content/uploads/2017/12/Paper-2_Final.pdf
- 22 Lafortune, J. (2022). *Understanding the effects of school funding*. Public Policy Institute of California. <https://www.ppic.org/publication/understanding-the-effects-of-school-funding/#:~:text=A%20clear%20consensus%20has%20emerged,2021%5D%20for%20a%20review>
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