



CHAPTER 8: School Funding & LCAP

A. What is the Local Control Funding Formula (LCFF)?

The Local Control Funding Formula is a law that was passed in California in 2013. This law changed the way in which public schools in the state receive a large portion of their funds. What makes it so different is that it provides more money to school districts that have a large amount of disadvantaged students, and gives school districts the authority to decide how to use their money to serve these students. Even more importantly, school districts are **REQUIRED** to seek input from parents, students, and community members on how the money should be used yearly.

B. Who is considered a high needs student under LCFF?

LCFF funds are calculated based on the number of high needs students within each school district. Each student can only be counted once and must fall under one of three categories:

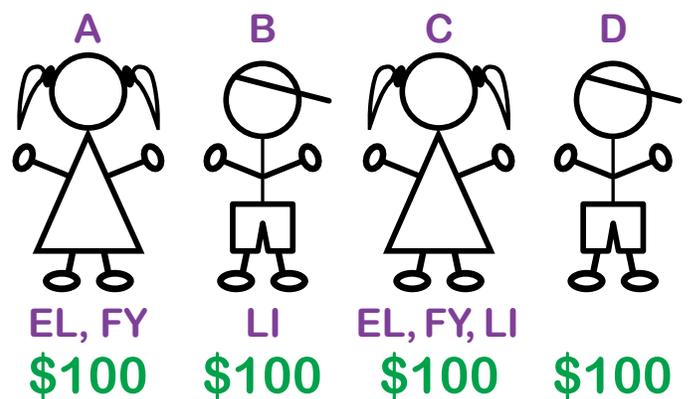
- **Low-income:** those who are eligible for free or reduced lunch
- **English Learners:** those who identify another language other than English as the primary language spoken at home upon registration for school and who score below “early advanced” on their initial language assessment test
- **Foster Students:** any youth, regardless of where they live, with either an open dependency/foster care or a delinquency/probation case

C. How is money distributed to school districts under LCFF?

With the Local Control Funding Formula (LCFF), school districts receive three different grants that are awarded to them based on the number of students that fall within each of the three high needs categories.

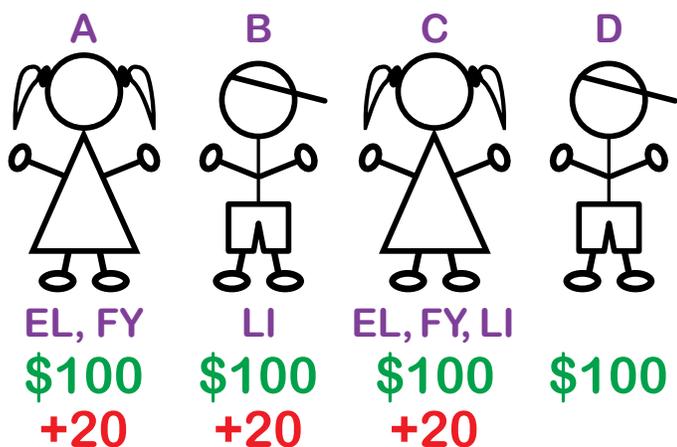
Let’s calculate ABC School District’s funds for four of their students:

First, we will calculate the base grant. All districts receive a base grant for each student, as an example, let’s say the ABC School District receives 100 dollars for every student enrolled. That’s a total of 400 dollars for four students.



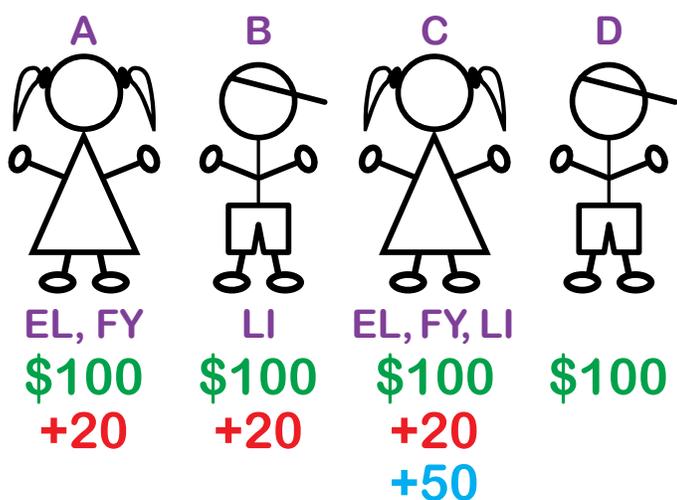
Next, the district can receive an extra 20 percent of the grant, so 20 percent of 100, or 20 dollars in this case, for every student that is low income (LI), an English Learner (EL), or a foster youth (FY). It is important to remember that a student can be more than one category, meaning, he or she could be low income and

an English Learner, or foster youth, but the school can only count that student once, no matter how many categories he or she falls under. So, in the example below, the district would receive a total of 460 dollars. The district will not receive the extra twenty dollars for Student D because he or she does not fall under any of the high needs categories (LI, EL or FY).



Finally, the district can receive an extra 50 percent of the base grant if more than 55 percent of their students fall under one of the three high needs categories. Having a student population made of more than 55 percent high needs students means the district has larger needs, so the formula is advantageous to the school district because it NEEDS more funds and it will RECEIVE more funds than other school districts in more affluent areas or with lower numbers of high needs students.

Let's pretend ABC School District has more than 55 percent of students enrolled that fall under one of the three high needs categories. The total amount ABC School District will receive will be 510 dollars total. See the image below.



In summary the grants are distributed as follows:

- **Base Grant:** the minimum amount of money school districts receive per every student
- **Supplemental Grant:** an extra 20% of the base grant amount for students who are low-income, English learners, or foster youth
- **Concentration grant:** an extra 50% of the base grant for school districts with more than 55% students enrolled that are low-income, English Learners, or foster youth

The LCFF formula not only decides how much money school districts will receive, it also requires openness to the community on how the money will be used.

There are eight priority areas under which a school district may spend LCFF funds and the money must be spent under one of these priority areas, which include:

1. Basic services: to ensure good teachers and facilities
2. Common Core implementation: to provide standards-aligned materials and teaching
3. Parent engagement: to encourage parent involvement in decision making
4. Student achievement: to improve student performance on standardized tests and increase rates of college readiness
5. Student engagement: to improve dropout, suspension, expulsion and attendance rates
6. School climate: to promote school safety and bringing students together
7. Course access: to provide access to challenging and different types of courses
8. Other student outcomes: to increase the percentage of students who pass Advanced Placement Exams, who reclassify from being English Learners, or succeed in core curriculum

Districts may also create and deal with local priorities in addition to the eight listed above.

County offices of education have an additional two priorities including:

- 9. Expelled youth: addresses coordination of instruction of expelled students.
- 10. Foster youth: coordination of services with welfare agencies, probation, and courts, responding to the needs of the juvenile court system to ensure appropriate educational placement and transfer records.

D. How does each school district decide how to spend its money?

School districts have to plan their budget every year. This budget is called the **Local Control and Accountability Plan (LCAP)**. It is a report that school districts will submit to the state every year outlining how they will be spending the funds received from LCFF. The LCAP must include goals based on state priorities as well as local priorities identified with the help of community members such as parents, students, educators and others.

E. What are some requirements for LCAP under the law?

- A public review of the LCAP
- A hearing where the public can comment on the plan.
- If a district has at least 15% of its students who are English Learners, it will need to work with an English Learner advisory committee (ELAC) who can help provide input for the LCAP
- The superintendent of each district must notify the community about opportunities to comment on the proposed LCAP.
- The district also has to solicit input from a parent advisory committee (PAC) composed of parents of English Learners, low-income students, and foster youth.
- Written comments from the ELAC and PAC require a response from the superintendent in writing.

F. What does the LCAP look like?

Part of a school districts' LCAP may look something like this:

Action 8 **Cultural Awareness** **Implement cultural awareness training, as needed, to develop strategies for meeting the needs of diverse population**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1. Professional development will be offered at the site and district level to improve teacher-student relationships and school-community trust	1. Professional development will be offered at the site and district level to improve teacher-student relationships and school-community trust	1. Professional development will be offered at the site and district level to improve teacher-student relationships and school-community trust

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$7,870	Amount: \$8,036	Amount: \$8,229

School districts have to describe the type of action they will be taking with each amount of funds they allocate. In this example, the school district seeks to invest \$7,870.00 on Cultural Awareness efforts for the year 2017-2018, then more for the two following years. The school district must also identify the group of students that will be served by these funds as well as the schools that will be receiving the funds. If the school district decides to make any changes, they must be carefully tracked and the impact of each investment must be analyzed year after year. These findings must be recorded in the form of a comprehensive report within each LCAP to ensure that funds are being used in a way that maximizes the benefits for high needs students. The purpose of outlining all this information and reporting the impact is to help make school districts accountable for the success of students, and specifically, low income, English Learners and Foster Youth because they are the students who should be benefitting the most!

- Create focus groups with other parents to give input to teachers and school administrators,
- Search your school district’s website for any online LCFF surveys that you can complete,
- Attend the yearly LCFF/LCAP forum(s) at your school district to share your input.
- Attend the yearly LCAP board meeting at your school district to make a public comment.

I. What is the timeline for LCAP?

The California Collaborative for Educational Excellence suggests that school districts align four phases of developing the LCAP with the four seasons of the year.

Fall: Preparing

Winter: Sketching

Spring: Finalizing

Summer: Reflecting



G. How can I differentiate between a good investment my school district is making and a poor one?

Ask yourself the following questions:

- Is this a top priority in our schools?
- Was the community consulted on this decision?
- Is the money primarily serving the educational needs of high needs students?

H. What can I do to have a say in how the money is spent?

- Find out what your school district is doing to engage you and all parents.
- Identify key people. Some districts have specific school administrators who hold responsibility for the LCAP process.
- Share your ideas directly with administrators and school board members, and submit your comments/ideas in writing when you do.
- Attend an ELAC, DELAC, SCC, or PTA meeting or volunteer to serve on a committee.
- Talk with your children’s teachers and principal about LCFF.

A good note to remember is that school districts typically begin collecting community input in the winter or spring and the LCAP is finalized and adopted usually around the last week of June every year.

J. What can I do if the district does not spend LCFF funds properly or if I am dissatisfied with the LCAP?

If you are dissatisfied with your district’s LCAP or feel that they did not follow the law with respect to development, review, or updating the LCAP, you may file an administrative complaint with the district using the Uniform Complaint Procedure. **See Chapter 9: Administrative Complaint Procedures and Appendix for a Sample LCAP based UCP Complaint.** If you are dissatisfied with the district’s final decision regarding your UCP complaint, you may appeal that decision to the California Department of Education.

K. The California School Dashboard

The California School Dashboard (Dashboard) is the state accountability system for California’s public school system. It is an online tool that is available to parents and the general public on the California Department of Education website at www.caschooldashboard.org/#/Home.

Translated materials regarding the Dashboard are available at www.cde.ca.gov/ta/ac/cm/.

By simply typing in the name of any school, school district, or county office of education, you can use the Dashboard to see how your local schools and districts are performing on various indicators and whether specific student groups are making adequate progress. The reports available through the Dashboard are based on data that is collected from all schools, districts, and county offices in the state on six state measures:

- High School Graduation Rate
- Academic Performance
- Suspension Rate
- English Learner Progress
- College/Career Readiness
- Chronic Absenteeism

Schools and districts receive one of five color-coded performance levels on each of the six state measures. Blue is the highest performance level followed by green, then yellow, then orange, and lastly red. Orange and red are the two lowest performance levels meaning that serious improvement is needed.

The Dashboard includes results for all districts, schools, and defined student groups, including racial groups, low income, English learners, homeless, foster youth, and students with disabilities. The Dashboard's Equity Reports are available for each state measure. Equity Reports show the number of student groups in each performance level (color) for that measure. They shine a light on achievement and outcome differences for different groups of students.

L. The Dashboard Alternative School Status

Alternative schools participating in the Dashboard Alternative School Status (DASS) will have their information displayed on the same dashboard as traditional or non-alternative schools and will be measured on the same set of indicators. However, modified measurement systems may be used for alternative schools. You can find more information

regarding DASS on the California Department of Education website at www.cde.ca.gov/ta/ac/dass.asp.

M. Every Student Succeeds Act

The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act. Under ESSA, states must get input from parents and community members as they develop their state accountability systems and plans. ESSA requires states to collect data and report the performance of all students and student subgroups. As described above, the Dashboard is the state accountability system established by California to collect and publicly report school performance data for all students and by student group. You can find information regarding California's plan to implement ESSA including State Board of Education Agenda Items related to ESSA and stakeholder outreach efforts on the California Department of Education website at www.cde.ca.gov/re/es/. ■