



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:

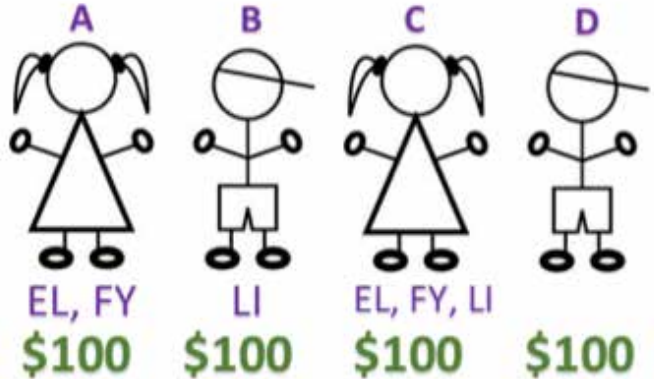
- Low-income: those who are eligible for free or reduced lunch
- English Learners: those who identify another language other than English as the primary language spoken at home upon registration for school and who score below “early advanced” on their initial language assessment test
- Foster Students: 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.

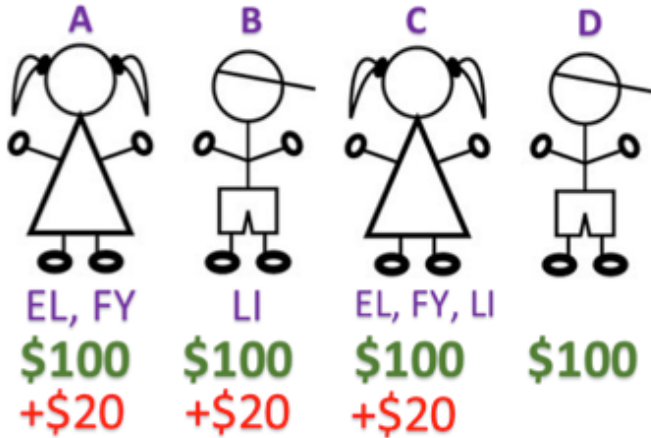
Let’s calculate ABC School District’s funds for four of their students:

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 one hundred dollars for every student enrolled. That’s a total of four-hundred dollars for four students.



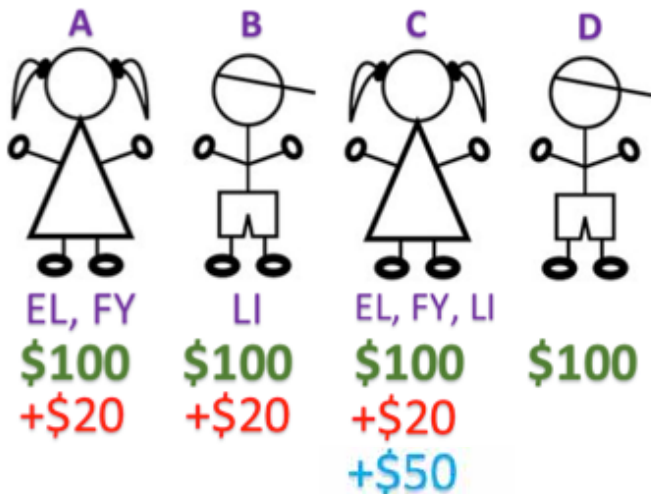
Next, the district can receive an extra twenty percent of the grant, so twenty percent of one hundred, or twenty dollars in this case, for every student that is low income, an English Learner or a Foster Youth. It is important to remember that a student can be more than one category, meaning, he or she 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 four-hundred and sixty 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 fifty percent of the base grant if more than fifty-five percent of their students fall under one of the three high needs categories. Having a student population made of more than fifty five 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 fifty-five percent of students enrolled that fall under one of the three high needs categories. The total amount ABC School District will receive will be five-hundred and ten 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 that pass Advanced Placement Exams, that reclassify from being English Learners, or succeed in core curriculum

Districts may also create and deal with local priorities in addition to the 8 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 a diverse population
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>		<input checked="" type="checkbox"/> All <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____	
<u>Location(s)</u>		<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____	
OR			
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
<u>Location(s)</u>		<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____	
<u>Scope of Services</u>		<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
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	Amount	Amount	Amount
A) \$7,870	A) \$8,036	A) \$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!

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

- 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



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.

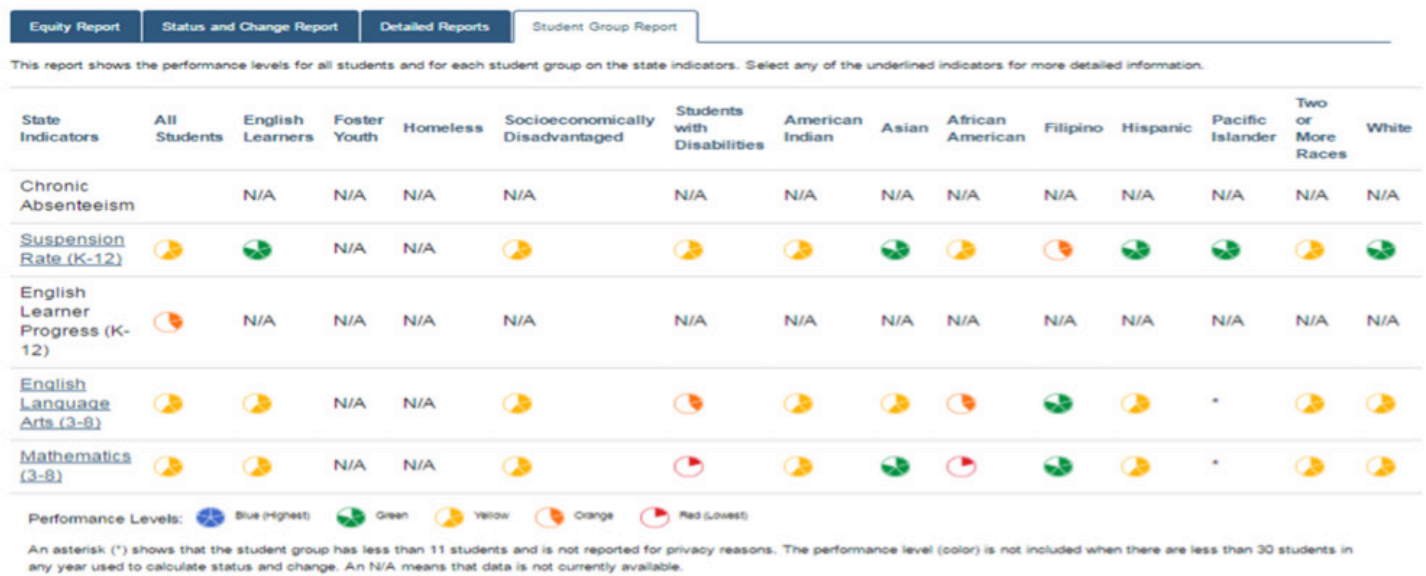
K. The California School Dashboard

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.

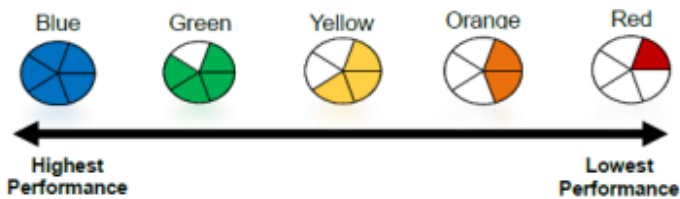
Translated materials regarding the Dashboard are available at www.cde.ca.gov/ta/ac/cm/.

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.

Below is an example of the kind of reports you can see using the Dashboard:



The above example is a “Student Group Report” which provides performance levels for all students and for each student group on the state indicators.



Performance is reported as different colored circles that are partially or fully colored in:

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.

Other reports include:

- Equity Report – shows the performance levels for all students on all state indicators and the total number of student groups that received a performance level for each indicator and the total number of student groups that received a red/orange color
- Status and Change Report – shows how students performed in the current year and whether they improved over the past year
- Other Detailed Report – provides more details regarding the indicators used to determine academic performance in the Dashboard and displays some of the data in graph form

L. The Dashboard Alternative School Status

The California Department of Education is currently developing measures for alternative schools for implementation in the Fall of 2018. 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/. ■