



The Education Trust-West

## CALIFORNIA'S NEW EDUCATION FUNDING FORMULA:

What is it?  
Who benefits?

What does it mean  
for students?



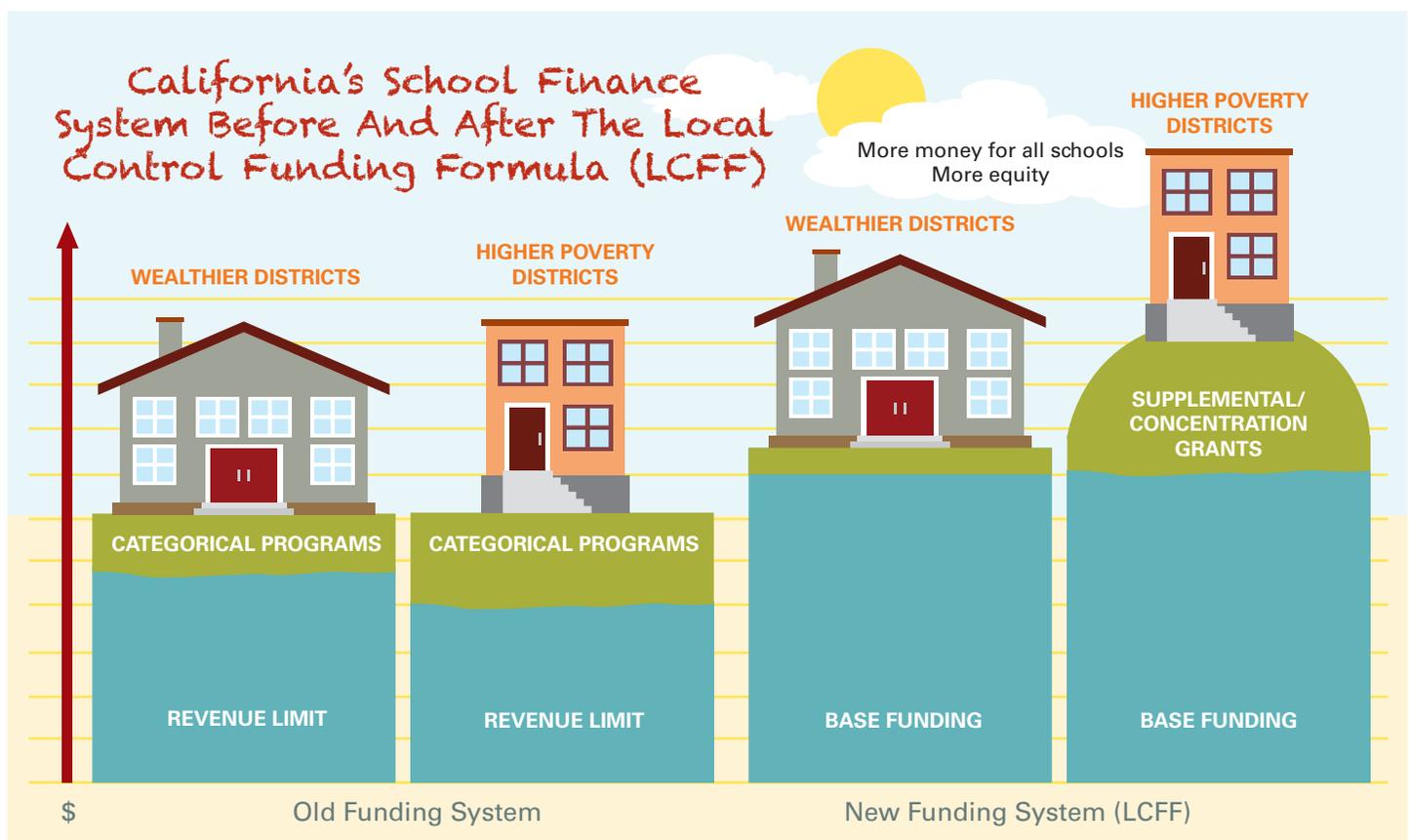
How can I get involved?

In July 2013, California dramatically reformed the way we fund our schools. The new law, the Local Control Funding Formula (LCFF), replaces an outdated and unfair education funding system. In this guide, we provide parents and community leaders with the information they need to ensure that LCFF is not just about local control and flexibility, but also—and most importantly—about educational justice.

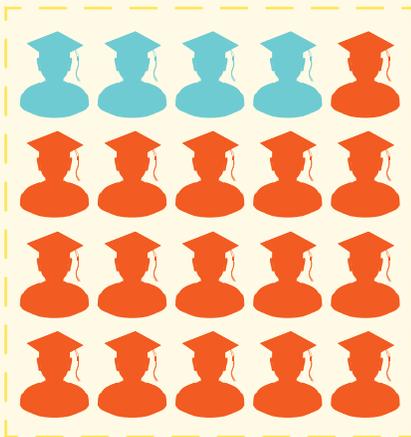
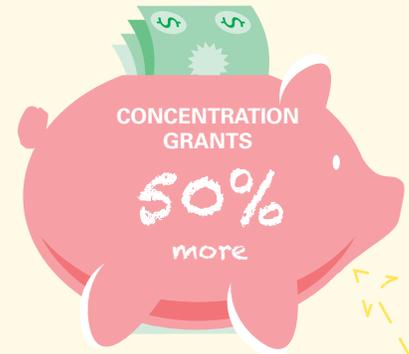
### What is the Local Control Funding Formula?

In updating and simplifying the old school finance model, California combined dozens of separately funded “categorical” programs designated for specific purposes and moved spending decisions from the state to local school districts. The overarching goal was to provide more money to districts based on how many low-income students, English learners, and foster youth they serve. This was critically important because under the old system, wealthier school districts actually received more local and state dollars than the poorest school districts.

This new law holds the promise of improved educational outcomes for California’s most underserved learners. That promise, however, will only be realized if the law is implemented, as it was created, with equity and fairness in mind. Over 3.7 million students in California are either low-income, English learners, or in foster care—representing about 60 percent of the school-age population. Meeting the educational needs of these students and ensuring they are on a path toward college and career success demands that their parents and guardians be true partners in decisions about their schooling.

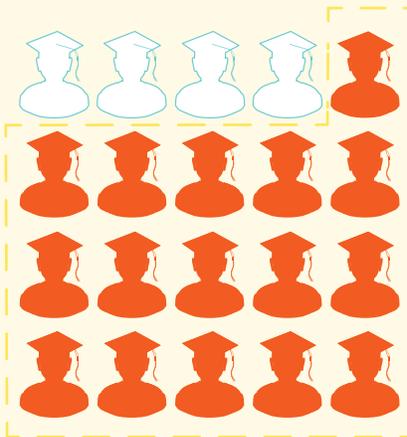


## How LCFF Works

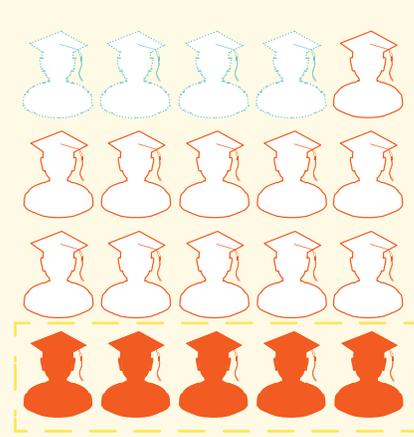


Every student generates a base grant, which varies by grade level

These funds are meant to support all students and district wide activities and are to be used for basic educational costs, such as teacher salaries.



Every student who is low-income, learning English, or in foster care generates 20% more funding above the base



In districts where at least 55% of students are high-need, those high-need students above the 55% enrollment threshold generate an extra 50% of the base grant

The dollars generated by high-need students must be spent to increase or improve services for low-income students, English learners, and foster youth.

Example for a district where 80% of students are low-income, learning English, or in foster care



Student is low-income, learning English, and/or in foster care



Student does not meet these criteria



\*Base grants include 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.

## What Does LCFF Mean for Students?

While districts now have more flexibility over spending decisions, there are still spending requirements. Most important of these, in terms of ensuring equity, is that 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.

Parents and the broader community should ask their local school districts to do, at minimum, the following three things in order to ensure students receive appropriate educational resources:

### **1. CONTINUE TO SUPPORT LOW-INCOME, ENGLISH LEARNER, AND FOSTER YOUTH STUDENTS**

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.

### **2. INCREASE AND IMPROVE SERVICES**

Districts should improve or expand effective programs and create new programs or services that serve low-income students, English learners, and/or foster youth.

### **3. WHEN IN DOUBT, USE BASE FUNDING**

Base funding is intended to support the district’s general educational program. For this reason, district wide expenses that benefit all students should be paid for using base grant funds.

## EFFECTIVE PROGRAMS AND SERVICES FOR LOW-INCOME, ENGLISH LEARNER, AND FOSTER CARE STUDENTS

The LCFF rightly recognizes that there is no one-size-fits-all approach to serving students. There are different ways in which districts may choose to use their supplementary and concentration grant funds to increase or improve services for underserved students. We suggest three ways in which districts might structure their spending of these targeted dollars to better support children in poverty, children learning English, and our state’s children—foster youth: (1) targeted student services, (2) schoolwide programs, and (3) districtwide programs.

### **1. TARGETED STUDENT SERVICES**

Supplementary and concentration grant funds can be used to provide individual low-income, English learner, and foster youth students with a range of supports and services necessary to be successful in school.

### **2. SCHOOLWIDE PROGRAMS**

In some cases, the law allows districts to spend supplementary and concentration grants on schoolwide programs. When doing this, we advise schools to spend the money on programs that supplement the basic educational program already provided and that primarily benefit the most underserved students. Programs with the highest impact will be designed to close opportunity and achievement gaps and build a safe, positive school environment.

### **3. DISTRICTWIDE PROGRAMS**

In some cases, districts may use supplementary and concentration grant funds to develop districtwide programs. When considering using supplementary and concentration grants for districtwide programs, we urge state and district leaders to specify that these programs are supplementary and are intended to primarily benefit low-income students, English learners, or students in foster care.

## Areas for Potential Investment

	Targeted student services	Schoolwide programs	Districtwide programs
<b>ACADEMIC SUPPORTS</b>			
Individualized academic planning and counseling	X	X	
College counseling and support around college preparation, application, and placement	X	X	
Adding/expanding summer learning programs, with priority for English learners, low-income students, and students in foster care	X	X	X
Targeted and appropriate intervention services, both within and outside the classroom, such as Response to Intervention (RTI) programs and paraprofessional support	X	X	
Extending learning time by adding afterschool learning activities that complement school day instruction and engage students	X	X	X
English language development services	X	X	X
Individualized support for migrant, homeless, and foster youth to ensure they have the academic records, transportation, course enrollments, and advocacy they need to attend school and maintain progress toward graduation	X		
<b>SOCIO-EMOTIONAL SUPPORTS</b>			
Positive behavior management and youth development programs and strategies	X	X	X
Expanding access to counselors, social workers, and mental health services	X	X	X
Mentoring or other programs to build positive peer and adult relationships	X	X	
Programs to improve school climate and safety, such as restorative justice		X	X
<b>WRAP-AROUND &amp; OTHER SUPPORTS</b>			
Health, dental, and vision care, including access to school-based health clinics		X	X
Systems for monitoring and improving student attendance in order to increase attendance, reduce chronic absenteeism, and decrease truancy		X	X
Parent engagement programs in primary languages of high-need students		X	X
Preschool and transitional kindergarten targeted at low-income families			X
Education plans for foster youth, developed in collaboration with child welfare workers	X		
<b>EDUCATOR SUPPORTS</b>			
Professional development on English language development strategies, the unique educational needs of students in foster care, behavior management practices, or instructional strategies aimed at supporting struggling learners		X	X
Offering principals in high-need schools priority when it comes to hiring teachers			X
Offering incentives and supports to teachers and principals working at or willing to transfer to the highest need schools			X

# ENGAGING PARENTS AND COMMUNITY MEMBERS IN THE PLANNING PROCESS

The “local control” aspect of LCFF does not mean that the district alone is responsible for making these changes. The new funding formula presents many opportunities for you to get involved. In particular, parents should be engaged in the development of Local Control and Accountability Plans (LCAP). And, districts must create parent advisory committees and English learner parent advisory committees if they do not already have them. Here’s what you need to know about the plans and the process.

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



District drafts a plan



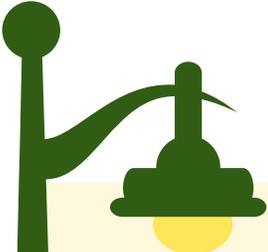
- District presents proposed plan to parent advisory committee and English learner parent advisory committee for feedback
- District asks public for written feedback
- District asks for comments at a public hearing
- District consults with school employees, parents, and students



District responds in writing to feedback from the parent advisory committees



School board adopts plan in another public hearing



## Local Control and Accountability Plans: What They Must Include



EACH DISTRICT  
AND EACH SCHOOL  
MUST HAVE:

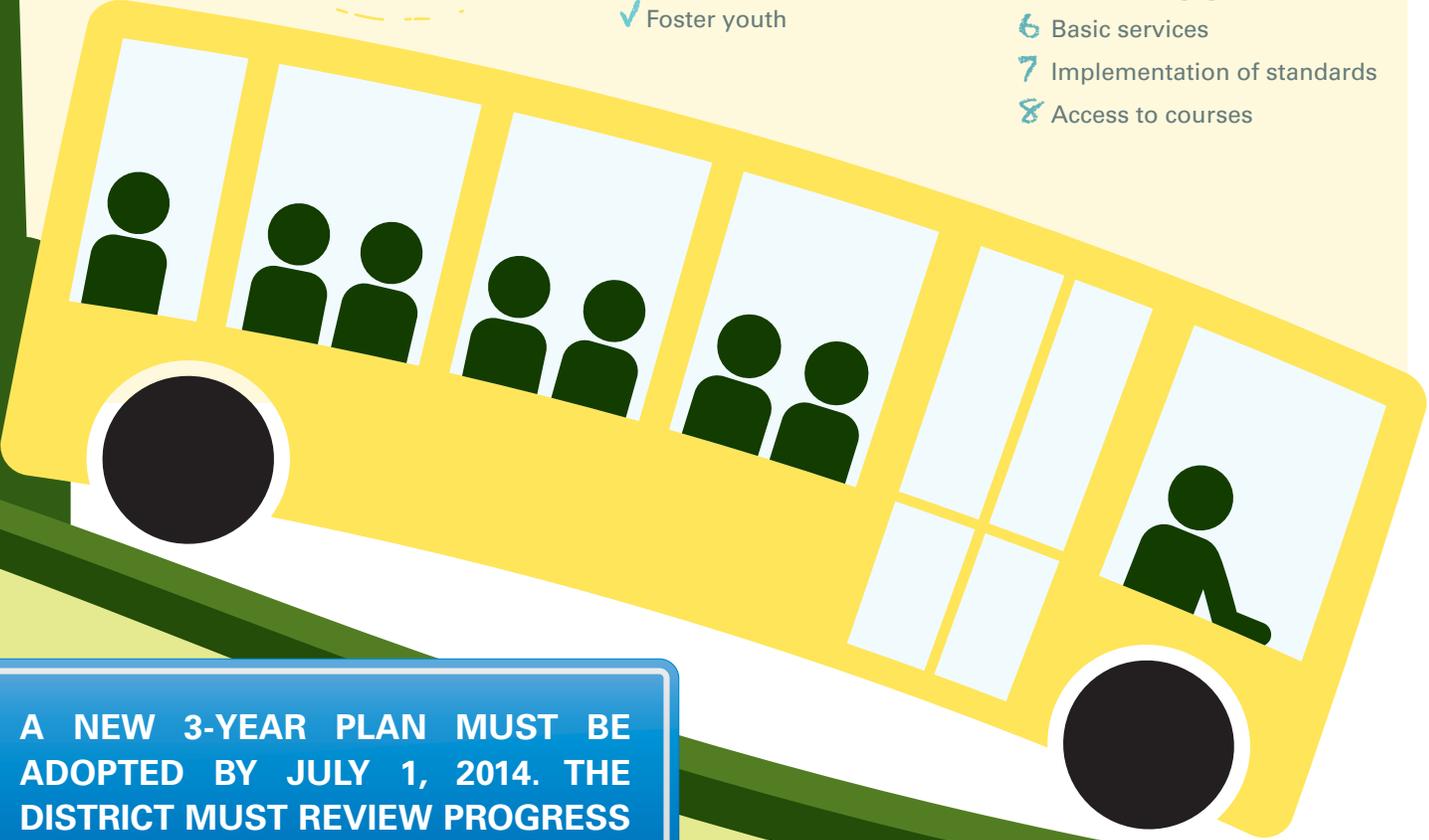
- ✓ Goals
- ✓ Actions
- ✓ Related budget

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



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

# NOW THAT YOU KNOW MORE, HOW DO YOU GET INVOLVED?

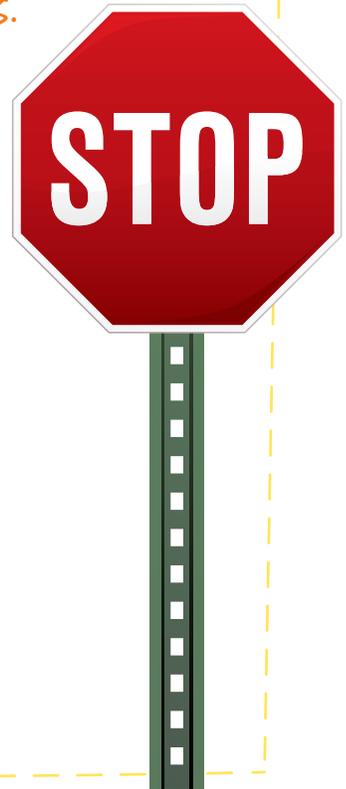
*Make your voice heard! Talk to your district leaders.*

## ASK QUESTIONS

- 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?

## MAKE SUGGESTIONS AND DEMANDS

- Propose specific programs that you would like to see the district support with supplementary and concentration grant monies.
- 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.



Fair Share  
**4Kids!**

LEARN MORE AND  
GET INVOLVED:  
[fairshare4kids.org](http://fairshare4kids.org)

Tell state leaders and elected officials why community involvement in school spending decisions is so important. Ask them to host a community forum on LCFF. And find out how much funding your district will be receiving for high-need students.



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