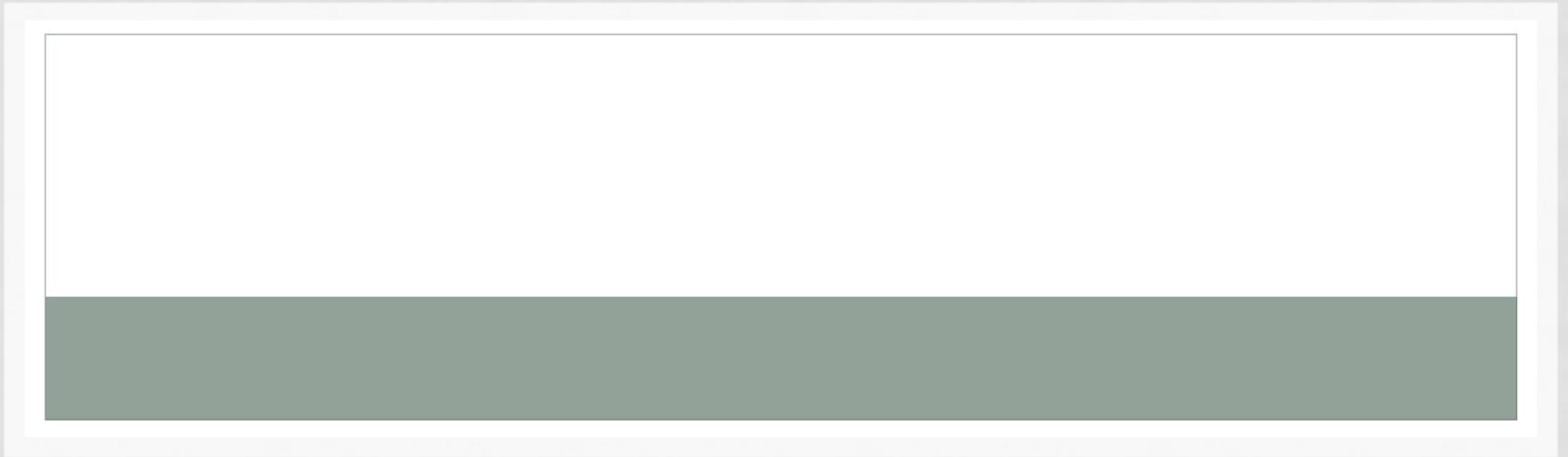


Local Control Funding Formula (LCFF)

LCFF: What Stakeholders Need to Know



LCFF INFORMATION FOR THE LGBT COMMUNITY

- The LCFF is a new system for funding California's public schools.
- LCFF is designed to:
 - Increase funding for student groups that have additional academic needs, and
 - Allow local districts to establish actions and services to address statewide priorities and create local priorities through local community input
- It is critical for our local LGBT community to understand the opportunities in the LCFF system to address the needs of LGBTQ students.

THE EQUITY INTENT SUPPORTING LCFF

- “Equal treatment for children in unequal situations is not justice”. Governor Jerry Brown, January 2013
- LCFF recognizes that students with additional academic needs (LI, ELL, FY) need additional financial resources to support their education
- LCFF is a step towards more equitable funding

WHAT IS LCFF?

- Funds based on enrollment for all schools – more for all, no district gets less
- Gives extra money to districts who enroll English Learners, low income and foster youth
- Gives extra funds to districts with large numbers of English Learners, low income and foster youth
- Eight year phase-in

WHAT IS LCFF?

LCFF changes the way state funding is given to local schools:

Formula → Higher funding for unduplicated pupils

Requirement → Provides for local decision making and parent involvement

WHAT IS LCFF?

- Who are unduplicated pupils under LCFF?
 - **English Learners** (EL) students
 - **Low income** students (eligible for free/reduced meal programs)
 - **Foster youth** students
- Unduplicated pupil: If a student meets more than one category, the student will only be counted once.

NOW - ELEMENTS OF LCFF:

- **Base Grant:** LCFF gives districts money based on enrollment for all schools in that district
- **Supplemental Grant:** LCFF gives extra money to districts for every student who is an English Learners, Low Income Students, or a Foster Youth (unduplicated pupil)
- **Concentration Grant:** LCFF gives additional money to districts who have *large numbers* of English Learners, Low Income students, and Foster Youth
- Supplemental and concentration grants amounts are calculated based on unduplicated pupils.

BASE
AMOUNT
PER
STUDENT*

SUPPLEMENTAL GRANT

Per English
Learner, low
income and foster
youth
(unduplicated)

+

= \$

CONCENTRATION GRANT

Large proportion of
English Learners,
low income or
foster youth



* *Grade level
differentiated*

*Grade level
Differentiated
Base Amount*

- K – 3: \$6,845
- 4 – 6: \$6,947
- 7 – 8: \$7,154
- 9 – 12: \$8,289

*Concentration
Grant*

On top of the supplemental grant, districts with over 55% of “unduplicated” students receive an additional 50% of base for those students over 55%

WHAT DOES LCFF DO?

- Use of supplemental and concentration funds:
 - District must use this funding to increase or improve services for EL/ LI/ FY “in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils.”

WHAT IS THE SAME?

- Some funding to important programs have NOT changed. For example:
 - Adult Education, After School Education and Safety, Assessments, Child Nutrition, Special Education, and other categorical programs
- Funding to federal programs has NOT changed. Title I and Title III remain supplemental to LCFF
- Repealed: Economic Impact Aid program; no more funding after 13-14

WHAT LCFF FUNDS ARE YOUR DISTRICT RECEIVING?

- Fair Share for Kids website allows you to see an estimate of your district's base, supplemental and concentration grant funds.
- <http://fairshare4kids.org>

LCFF'S LCAP DISTRICT REQUIREMENTS:

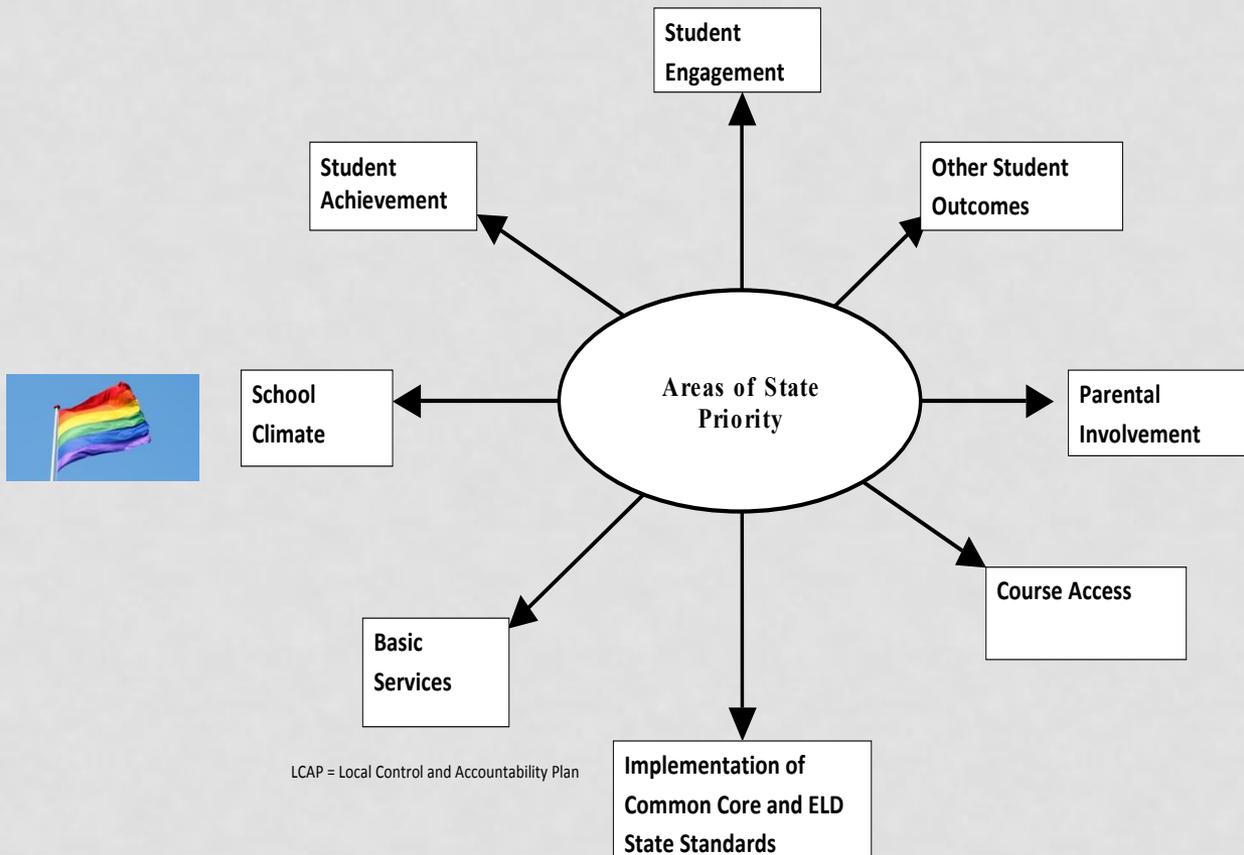
- Develop Local Control and Accountability Plans (LCAPs) to describe action, services, and expenditures to improve student achievement and meet the 8 state priorities
- Develop and approve a budget for LCAP activities
- Consult with parents, students and school staff in developing LCAPs
 - Ex. DELAC and PAC
- Hold at least one public hearing for members of the community to provide comment on the LCAPs

LCFF'S LCAP REQUIREMENTS:

- “High Quality Educational Program”
- In the LCAP, districts must set goals and evaluate programs in 8 areas:
 - School facilities & staff, parent involvement, student engagement, access to courses, common core and English language development state standards, student achievement, school climate, other student outcomes
 - Ex. School Climate: surveys of pupils, parents, and teachers on the sense of school safety and school connectedness
 - Local priorities (including goals and method for measuring progress towards achieving goals)
 - It is a 3 year plan with annual updates

8 STATE PRIORITIES

Eight Areas of State Priority Must Be Addressed in LCAPs



LCFF'S LCAP REQUIREMENTS:

- The LCAPs must include both district-wide goals and goals for each numerically significant pupil subgroup including:
 - Ethnic subgroups
 - Socioeconomically disadvantaged pupils
 - English learners
 - Pupils with disabilities
 - Foster youth
- Specified actions in the LCAPs must be aligned with the school district's adopted budget.
- Superintendent must respond in writing to the comments of the advisory committees.

LGBT OPPORTUNITIES IN LCFF

- The following requirements apply:
 - The LCAP must be created with community input.
 - That community input may include LGBT members of the community.
 - Each school district has the opportunity to establish local priorities based on community input.
 - The LCAP must address school climate issues.

LCFF'S LCAP REQUIREMENTS:

- Districts are required to notify the public that they may submit written comments regarding the specific actions and expenditures (budget) proposed to the LCAP.
- Districts must use SBE adopted LCAP template.

POTENTIAL IMPACT IN ONE DISTRICT

- The 2013-2014 California Healthy Kids Survey at Tracy Unified revealed that six percent of 9th and 11th graders identified as lesbian, gay or bisexual.
- One percent of 9th graders and two percent 11th graders at Tracy Unified identified as transgender.
- Given the enrollment rates at Tracy Unified in 2013-2014, this means that approximately 255 9th and 11th graders self-identify as LGBT.

HOW DOES LCFF IMPACT STATE AND FEDERAL LAWS?

- Important federal and state laws which impact EL students still are in place
- LCFF does not change:
 - Federal Law:
 - EEOA of 1974
 - Title I and Title III
 - State Law:
 - DELAC guidelines
 - Proposition 227
 - Other California State laws

WHAT'S HAPPENING RIGHT NOW? LOCALLY

- School Districts across the state are revising their 2014-2015 LCAPs updates
- School District for the most part must follow the same rules as discussed above
- This provides parents and students an opportunity to review their districts LCAP and recommend changes
- The deadline for LCAP updates is **July 1, 2015**

WHAT'S HAPPENING RIGHT NOW? LOCALLY

- Stockton Unified: LCAP Draft Release (5/13), Public Comments (5/22), Public Hearing (5/28), Board Vote (6/23)
- Linden Unified: Public Hearing (6/10) & Board Vote (6/17)
- Tracy Unified:

LCFF: NEXT STEPS

- Request a copy of the district's budget
- Find out the district's process for participation in the development, review, and update of the LCAP
- Join a LCAP Advisory Committee
- Ask to be put on the list to receive notices of LCAP meetings
- Monitor and attend School Board Meetings
- Establish relationships with school board members & key district staff & community leaders
- Know the 8 State Priorities & its impact on LGBT Youth
- Visit www.cde.ca.gov/be/ & <http://lcff.wested.org/>