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Local Control Funding Formula

Steven Amick, Director of Policy and Partnerships

BOOST Conference, May 1, 2014

LCFF Simplifies Funding Process

- Under old system, districts received “revenue limits” plus over 50 categorical grants for specific purposes
- Under new system, districts receive a “base grant,” plus a “supplemental grant” for every unduplicated high need student (20% of base)
 - Eligible for meal subsidy (low-income)
 - English learner
 - Foster youth
- Districts where at least 55% of students are high need receive “concentration grants” which provide additional funding for those students (50% of base), above 55% of enrollment



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Grade Span Funding at Full LCFF Implementation (FY 2020/21)

Grade Span	Base Grant	K-3 CSR and 9-12 CTE Adjustments	Average Assuming 0% High-Need Youth	Average Assuming 25% High-Need Youth	Average Assuming 50% High-Need Youth	Average Assuming 100% High-Need Youth
K-3	\$6,845	\$712	\$7,557	\$7,935	\$8,313	\$10,796
4-6	\$6,947	N/A	\$6,947	\$7,294	\$7,642	\$9,899
7-8	\$7,154	N/A	\$7,154	\$7,512	\$7,869	\$10,194
9-12	\$8,289	\$216	\$8,505	\$8,930	\$9,355	\$12,119

<http://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp>



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FORMULA TARGETS HIGH-NEEDS STUDENTS

Districts with high concentrations of high-needs students will get substantially more money.

District	Funds per Student Received in 2012-13	*Projected per Student Funds for 2020-21	Projected per Student Increase
Lafayette Elementary School District in Contra Costa County with 5 percent low-income and English learners	\$5,769	\$8,813	\$3,044
Sierra Sands Elementary School District in Kern County with 51 percent low-income and English learners	\$6,272	\$9,996	\$3,724
King City Union Elementary School District in Monterey County with 90 percent low-income and English learners	\$6,226	\$11,616	\$5,392

Source: California Department of Finance

*Includes base, supplemental and concentration grants plus estimated annual cost-of-living adjustments.

edsources.org



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Add-Ons and Remaining Categoricals

- Home-to-School Transportation
- Targeted Instruction Improvement Grant
- Special Education
- QEIA
- Assessment
- **After School**
- State Preschool
- Partnership Academies
- Indian Education Centers
- Adults in Correctional Facilities
- Early Childhood Education
- Child Nutrition

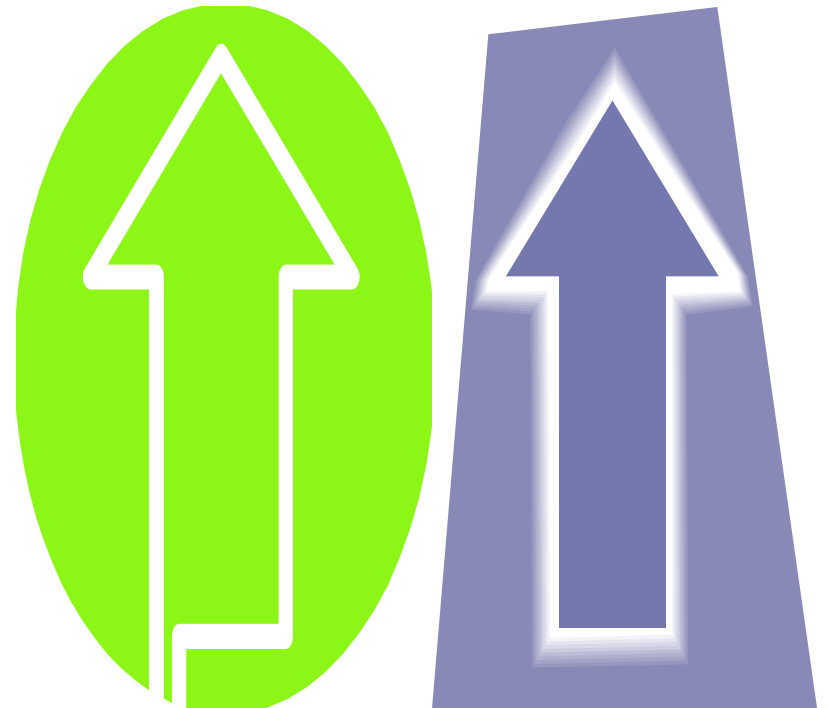


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Spending Regulations - Proportionality

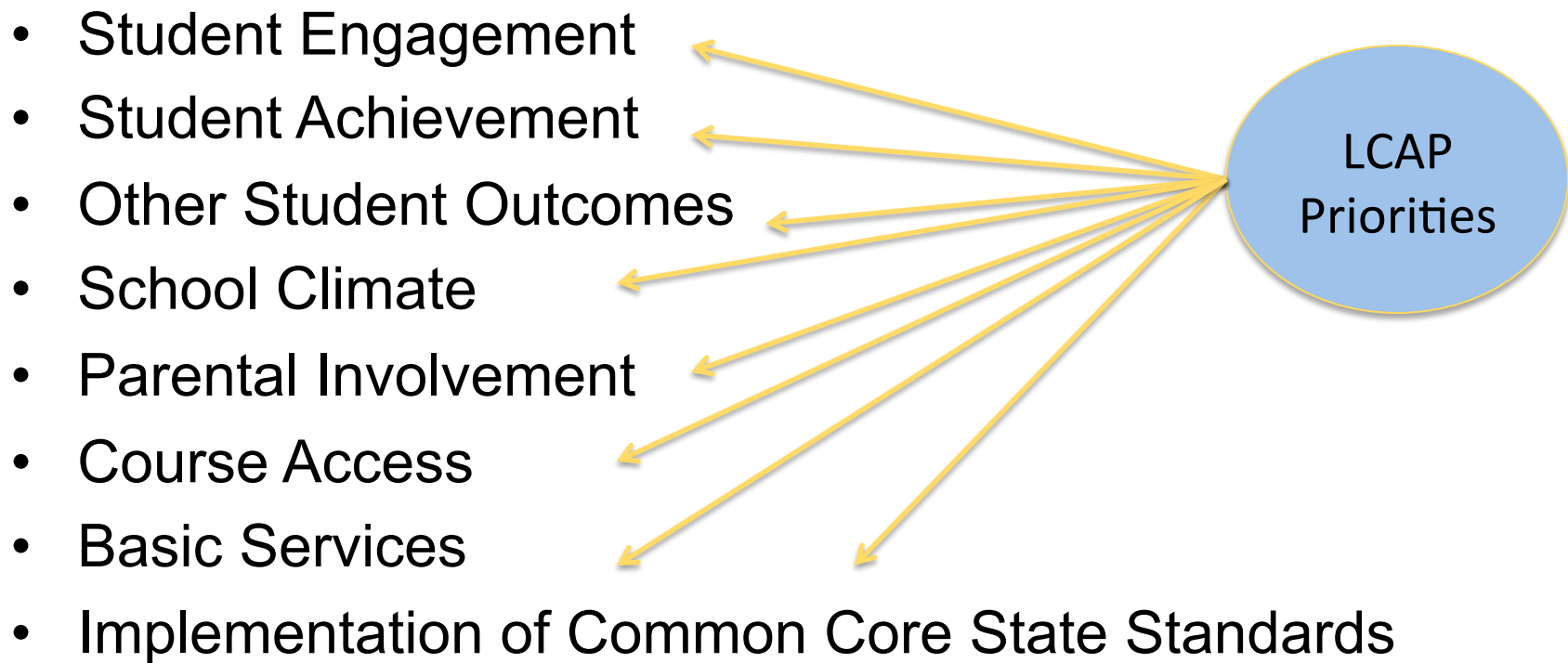
- Districts must increase the quantity or improve the quality of services and spending to targeted students in proportion to the increase in funding received for supplemental and concentration grants



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Local Control and Accountability Plan Eight Areas of State Priority



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LCAP Accountability Metrics

- Student Engagement
 - Attendance, Absenteeism, Dropout and Graduation Rates
- Student Achievement
 - Standardized Test Scores, API, Share of College/Career Ready, EL Reclassification Rates, English Proficiency, Advance Placement Exams,
- Other Student Outcomes
 - Other Indicators of Student Performance in Required Areas of Study
- School Climate
 - Suspension and Expulsion Rates
- Parental Involvement
 - Efforts to Seek Parent Input, Promotion of Parental Participation
- Course Access
 - Student Access and Enrollment in Required Areas of Study
- Basic Services
 - Teacher Misassignment. Standards-Aligned Materials, Facilities in Good Repair
- Implementation of Common Core State Standards



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Legislative Analyst's Office

ASES Impacts on Priority Areas

- After School Education and Safety Programs have the potential to impact six of the eight LCAP priority areas:
 - Student Engagement
 - Parental Involvement
 - School Climate
 - Student Achievement
 - Other Student Outcomes
 - Implementation of CCSS

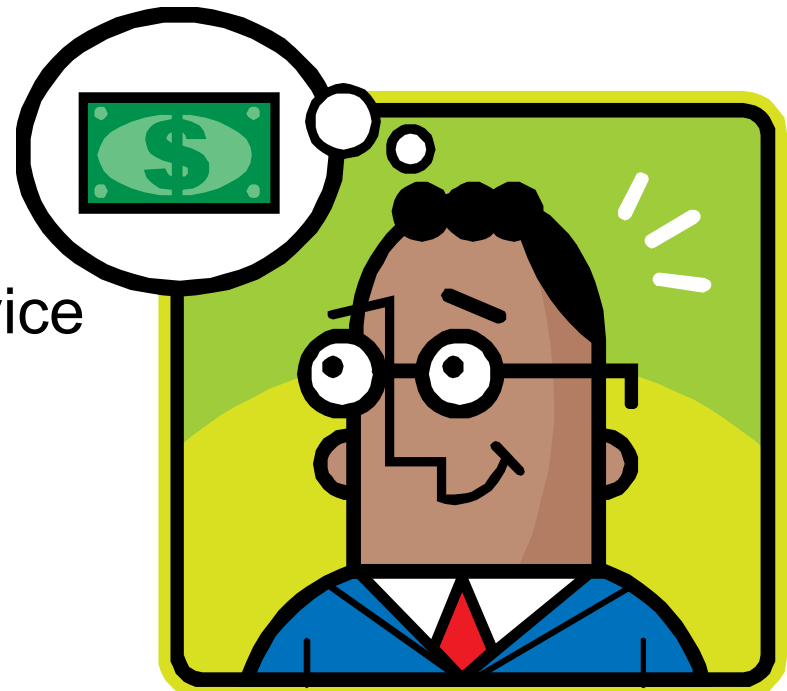


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Possible Uses of LCFF Funding

- Add waitlisted students to an existing ASES/21st CCLC program
- Add days of service to existing program during intercession, Saturdays or summer
- Initiate expanded learning service to an unfunded school
- Augment parent engagement efforts, or offer family literacy
- Improve program quality with additional materials and services



LCAP Timeline

- By June 30, 2014, districts must:
 - Form and consult parent advisory groups
 - Draft and circulate an LCAP
 - Solicit public input and hold a public hearing
 - Align budget and board policies to LCAP
 - Adopt LCAP and budget



California School Boards Association



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Opportunities for Involvement

- School Districts are currently holding community meetings to solicit and gather stakeholder input in the development of their LCAPs
- Find out where and when these meetings will take place and participate in the process



Town Hall Meeting
LCAP
(Local Control Accountability Plan)
Stakeholders Input

Charter Oak Unified School District

Superintendent, Dr. Mike Hendricks, will hold a community town hall meeting to gain input for the multiple year budget plan. The Superintendent would greatly appreciate input from District and community stakeholders. Among the topics for input will be the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP).

There are 8 priority areas to be discussed:

- student achievement
- student engagement
- course access
- other student outcomes
- parental involvement
- school climate
- basic services
- implementation of Common Core Standards

DATE:
THURSDAY, FEBRUARY 13, 2014

TIME:
7:00 P.M. - 8:30 P.M.

LOCATION:
CEDARGROVE ELEMENTARY - CAFETERIA
1209 N. GLENDORA AVE., COVINA, CA 91724



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What's Happening in Your Community?

- How is your district planning to use new LCFF funds to benefit high-need students?
- How are parents and community members being engaged?
- How will proportionality be measured?
- What ideas would you propose for increasing and improving services to high-need students?



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