FosterEd

LCFF Overview
Local Control Funding Formula

• LCFF recognizes that students with additional learning needs cost more to educate. Districts serving large percentages of low-income and English learner students will see the greatest funding gains under the new system.

• However, upon full implementation, every district will receive at least as much funding as it did in 2007-08 (before the recession and associated budget cuts). No district will lose funding relative to that starting point.
Local Control Funding Formula

• Funding levels are expected to increase by $2,700 per student in the first five years.

• The program will be phased-in over the next 8 years, depending on state revenue. The state will calculate the gap between each district’s current funding and its new target. Then, funding will be increased until the target is reached.
Each district will receive a base grant per unit of average daily attendance (ADA), adjusted by grade level. This amount will increase each year.

K to 3: $6,845
4 to 6: $6,947
7 and 8: $7,154
9 to 12: $8,289
How much will a district get?

- Districts will receive an additional 20% **supplemental funding** for each of their pupils who are either low-income, English learners, and/or in foster care.

- Districts will receive an additional **concentration grant** if more than 55% of their students are low-income, English learners, or in foster care. The concentration grant equals an additional 50% in funding for each student above the 55% threshold.
Fresno Unified

- 66,494 ADA, 92% unduplicated low-income, EL, and/or foster youth
- 2012-13: $6,544
- 2013-14: $6,977
- Final, 2020-21: $12,264
Critical Issues

• **Assurances** that additional funding will be spent on high-need students.
  • By Jan 31, 2014, the SBE will adopt regulations on how the funds may be spent on low-income, English learner and foster youth students.
  • These regulations will include provisions that require the school district/COE/charter school to “increase or improve services” for EL/LI/FY youths “in proportion” to the additional money allocated based on the number of and concentration of EL/LI/FY.
  • The SBE must also develop regulations on how the money generated by EL/LI/FY can be used for school-wide, district-wide, county-wide or charter-wide purposes in a way that is not more restrictive than the restrictions in Title 1 of NCLB by January 2014.
Critical Issues

• **Robust Accountability** for improving student outcomes:

  • District must develop a Local Control Accountability Plan (LCAP) that includes:

    1. Goals for all student subgroup in “state priority areas”.
    2. Districts to develop goals and “specific actions” in those areas.
    3. The LCAP must be submitted to the local board and then the COE and approved.
Critical Issues

• Robust Accountability

• LCAP Goals must be in state priority areas:
  • Pupil achievement on statewide assessments
  • Pupil achievement on CAHSEE, or any subsequent/similar test
  • Completion of a-g, CTE courses and programs, or AP courses
  • Graduation rates and dropout rates
  • School attendance rates
  • Suspensions and expulsions
  • Parental involvement
Critical Issues

• **Public Transparency** and consistency around school and district-level revenues and expenditures:

  • Expenditures shall be classified using the California School Accounting Manual.

  • An LEA must update its LCAP each year, and this update shall include, among other things, “A listing and description of the expenditures for the fiscal year implementing the specific actions included in the LCAP...” and “A listing and description of expenditures for the fiscal year that will serve [unduplicated] pupils and pupils re-designated as fluent English proficient.”
Critical Issues

• **Local Community Involvement** in spending decisions:

  • The district must specify the actions it will take to increase parental involvement in the LCAP.

  • The school board/county superintendent shall establish a parent advisory committee and an EL parent advisory committee.

  • The district and county superintendent must present the LCAP plan or annual update to parent advisory and English Learner parent advisory committees for review and comment prior to submission to County.