

LCFF LOCAL CONTROL FUNDING FORMULA

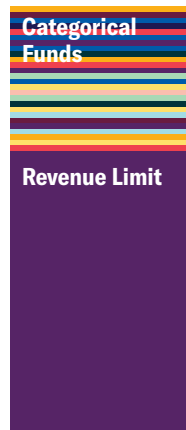
The LCFF is a funding formula that directs more resources to California's highest-need students. It is up to parents and students to make sure LCFF funds are used responsibly.

HOW IT WORKS

Old

Districts used to receive money through **categorical funds** that could only be spent on specific programs. There were over 40 of these categorical programs, the majority of which have been eliminated under LCFF.

The rest of the money, called the **revenue limit**, was given out using a complicated and outdated formula. The calculation was different for each district, and did not take the needs of students into account. Districts could use these funds at their discretion.



New

Base Grant: The LCFF establishes uniform per-student base grants, with different rates for different grade spans. These differences are intended to recognize the higher costs of education at higher grade levels.

Grade Span	Base Grant
K-3	\$8,141 *
4-6	\$7,484
7-8	\$7,707
9-12	\$9,163

*As of 2019

Supplemental Grant: The LCFF acknowledges that English learner, low-income, and foster youth (“high-need”) students have greater needs that require more resources to address. For each high-need student, districts receive an **additional 20%** of the adjusted base rate per student.

Concentration Grant: On top of the supplemental grant, districts that have a high proportion (over 55%) of high-need students receive an **additional 50%** of the adjusted base rate per student for each student above 55% of enrollment.

No districts receive less money than they would have under the old system. **Most districts receive more.**

WHY IT MATTERS

Districts get more money, and more freedom to spend it.

The LCFF increased California’s education spending by billions of dollars. School districts are getting more money and more freedom to spend it how they want. Though the old system’s categorical programs were problematic, they did ensure that districts had to spend money on certain important priorities. Now school districts have more flexibility about how they spend state education dollars.

Districts are deciding how to use these funds right now.

The State Board of Education set rules regarding how LCFF funds can be spent. The LCFF requires districts to develop Local Control and Accountability Plans (LCAPs) that establish annual goals for all students, describe what will be done to achieve these goals, and detail how funds will be spent to increase or improve services for high-need students. Every school district who spends supplemental and concentration dollars on district-wide programs must explain how those dollars are “principally directed and effective in” meeting the needs of high-need students. Where high-need students are less than 55% of the district’s student population, the requirement is even stricter: the district must explain how its supplemental and concentration funds are being spend on programs that are the “most effective use” to increase or improve services for high-need students.

WHAT YOU CAN DO

Talk to your local school board

Ask administrators and board members: How much do they estimate they will receive in supplemental and concentration funds? How are they planning to use these funds to increase or improve services for high-need students, as required by the LCFF? How will these funds be divided between the school district and the individual school sites that have a lot of high-need students? How will the district coordinate with existing school site councils, English Learner Advisory Committees, and other parent and student advisory committees? How will they ensure that parents and students have a substantial and meaningful role in making decisions for the school district and for individual schools, as the law requires?

Learn and Advocate

The LCFF is intended to provide greater discretion to local communities to determine how to best meet the educational needs of their children. For this to work, parents, teachers, administrators, and board members need to be engaged in meaningful conversations about goals and strategies and allocations of resources to implement them. Stay informed and participate when your district begins developing its Local Control and Accountability Plan (LCAP). State law requires districts to establish Parent Advisory Committees (PACs) that must include parents and guardians of high-need students. If ELs make up at least 15% of a district's enrollment or if the district enrolls at least 50 students who are ELs, it must establish a District English Learner Parent Advisory Committee (DELAC).

Every year, districts must:

- Present proposed LCAP or annual update to the PAC for review & comment, and respond in writing to any comments;
- Present proposed LCAP or annual update to the DELAC for review & comment, and respond in writing to any comments;
- Provide an opportunity for members of the public to submit written comments regarding the specific actions and expenditures proposed in the LCAP or annual update;
- Hold a public hearing at a school board meeting to solicit comments and recommendations from the public regarding the specific actions and expenditures proposed in the LCAP or annual update; and
- Adopt the LCAP or annual update in conjunction with the district's budget in a subsequent public meeting of the school board.

TIMELINE FOR AN LCAP

January – May

Stakeholders give input to districts about LCAPs for next school year, and review draft LCAPs (including budgets) from district.

June – July

LCAPs for coming school year submitted for approval to School Board and County Offices of Education. Important time for final comments from stakeholders.

August – December

Districts make final revisions to previous school year LCAP, stakeholders review data from previous school year and engage with districts about next year's LCAP.