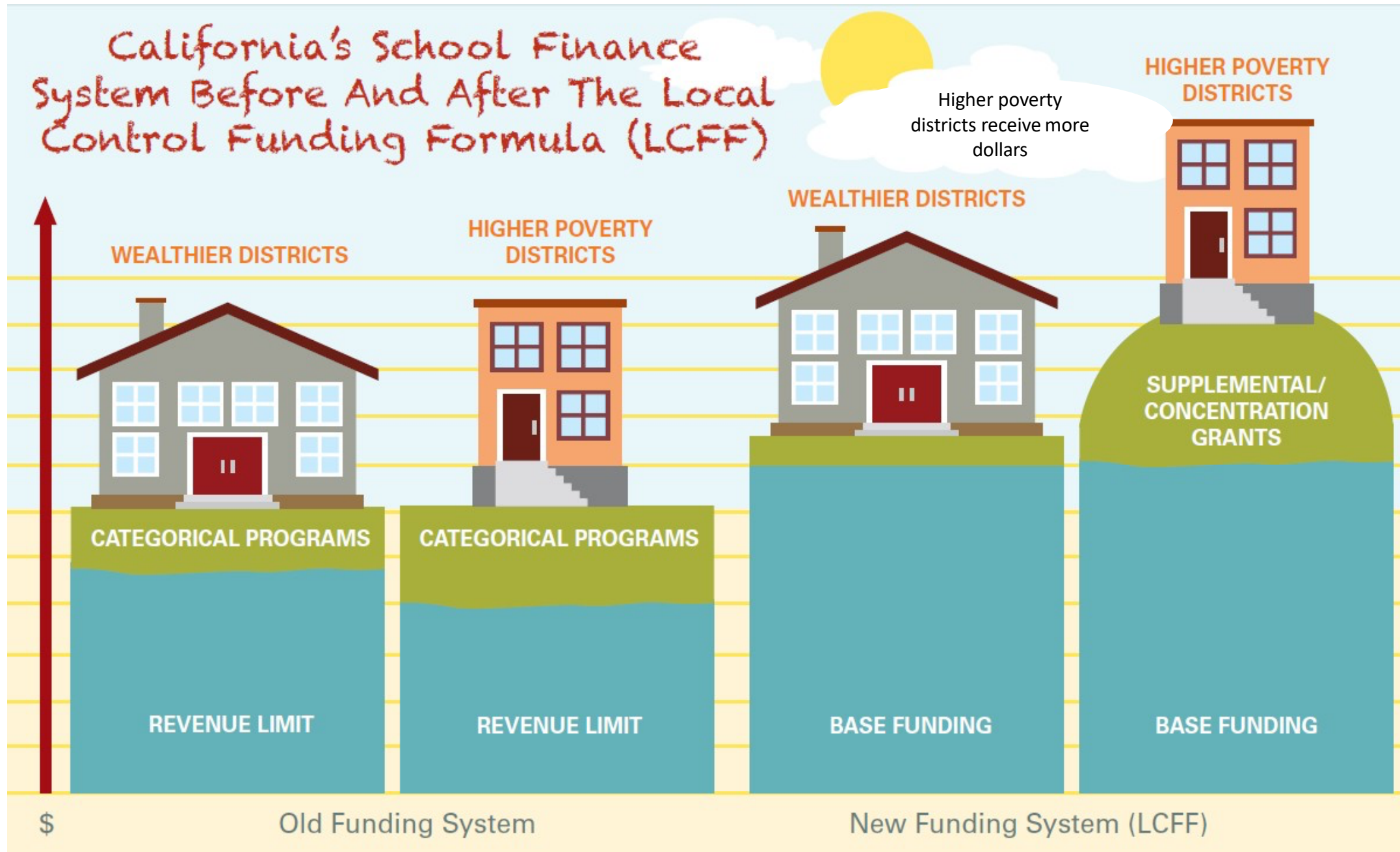



# California's School Finance System Before And After The Local Control Funding Formula (LCFF)




# Local Control Funding Formula

- In 2013, Governor Brown signed the Local Control Funding Formula into law, along with a new accountability system, based on two principles to 1) provide resources more equitably to students with learning and socio-economic barriers, and 2) provide greater flexibility for educators to serve and respond to their students' needs.



GRANTS


Every student generates a base grant, which funds basic educational costs, such as teacher salaries, retirement costs, instructional materials, etc.



SUPPLEMENTAL GRANTS

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

These funds must be spent on increasing and improving services for these high-need student groups in order to improve their achievement.



CONCENTRATION GRANTS

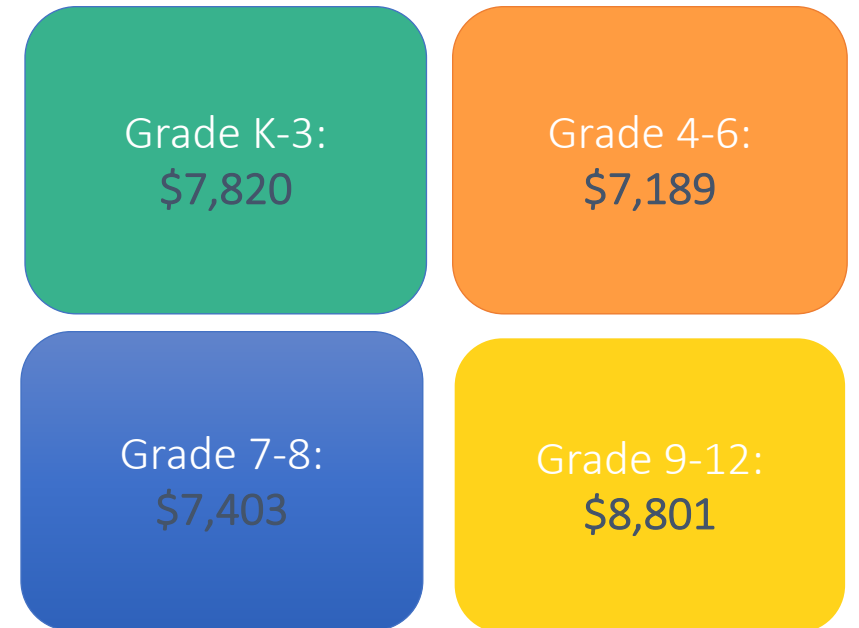
In districts where at least 55% of students are high-need, those high-need students above the 55% enrollment threshold generate an extra 50% of the base grant.

These funds must also be spent to increase or improve services for high-need students in order to improve their achievement.

# How LCFF Works

- LCFF provides a **base grant** for each student, which varies by grade level, providing an additional \$737 per student in grades K-3 to cover costs associated with class size reduction and \$223 per student in grades 9-12 to reflect the cost of providing career and technical education.
- **Supplemental grant** is provided to school districts based on how many low-income, English-learners, and foster youth they serve, generating 20 percent more funding above the base grant.
- **Concentration grant** is provided to school districts where at least 55 percent of students are high-need, generating an additional 50 percent of the base grant, for each student in excess of the 55 percent threshold.

## 2016 Base Grant with Add-Ons by Grade Levels



**Quick Note:** The state is projected to reach full LCFF implementation around 2020-21, although this date could change based on many factors.

# THE LOCAL CONTROL & ACCOUNTABILITY PLAN (LCAPS)

All school districts must adopt a Local Control & Accountability Plan (LCAP), a 3-year plan for how districts will use state funds to serve all students.



Each district's LCAP must include the following:

- ✓ Goals
- ✓ Actions
- ✓ Related expenditures



LCAPs must include services that target each major student subgroup, including:

- ✓ Racial/ethnic subgroups
- ✓ Low-income students
- ✓ English learners
- ✓ Students with disabilities
- ✓ Foster youth
- ✓ Homeless youth

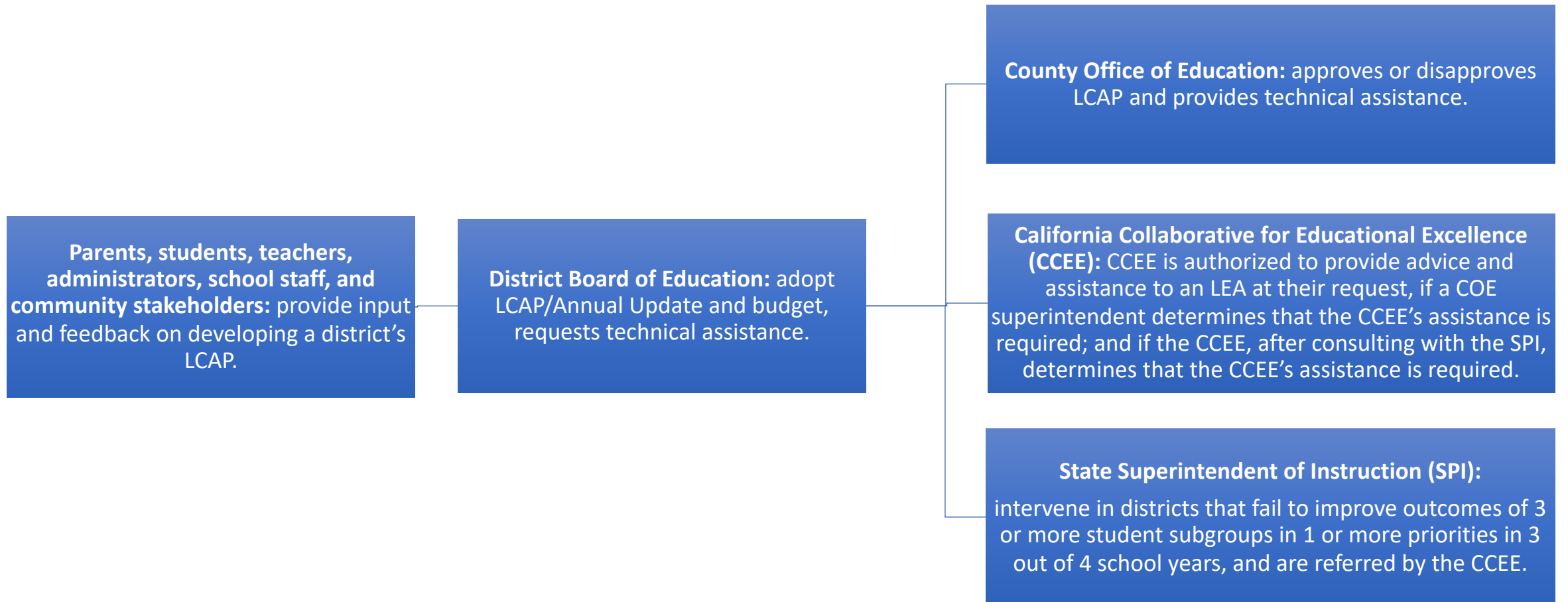


LCAPs must address the 8 State Priorities\*:

1. Basic Services
2. Implementation of standards
3. Parental engagement
4. Student achievement
5. Student engagement
6. School climate
7. Access to courses
8. Other student outcomes

\* For county offices of education there are 2 additional priorities: (9) Instruction for Expelled Youth and (10) Foster Youth Services

# Who Holds Districts Accountable?



# The Evaluation Rubrics

The Local Control Funding Formula (LCFF) has required the State Board of Education (SBE) to develop an accountability tool, known as the evaluation rubrics, that:

- Includes state and local performance indicators for **ALL** Local Control Funding Formula state priorities.
- Assists local educational agencies in identifying strengths, weaknesses, and areas in need of improvement for LEAs and schools.
- Identifies a process for using the performance standards to identify LEAs in need of additional assistance or intervention.

The screenshot shows the California Department of Education's evaluation rubric dashboard for West Chavez Unified School District. The page includes a header with the CDE logo and navigation links. Below the header, the district name is displayed, along with key statistics: Enrollment (2,500 students), Socioeconomically Disadvantaged (8.8%), Grade span (K-12), and Charter School (N). A color-coded legend (Blue, Green, Yellow, Orange, Red) is shown above a 'Top-level Display' section. This section contains two buttons: 'Indicator Cluster Report' and 'Status Change Report'. Below these buttons is a table of State Indicators with columns for the indicator name, a rating icon, the number of All Student Groups, and the number of Red/Orange groups. The table lists indicators such as Chronic Absenteeism, Suspension Rate, English Learner Proficiency, Graduation Rates, College & Career Readiness, English Language Arts Assessment, and Math Assessment. Below the State Indicators table is a section for Local Performance Indicators, which includes Basics (Teachers, Instructional Materials, Facilities), Implementation of Academic Standards, Parent Engagement, and Local Climate Survey, each with a rating icon.

State Indicator	Ratings	All Student Groups	Red/Orange
Chronic Absenteeism		11	2
Suspension Rate		1	1
English Learner Proficiency		5	5
Graduation Rates		5	4
College & Career Readiness		7	5
English Language Arts Assessment		7	6
Math Assessment		12	7

Local Performance Indicator	Ratings
Basics (Teachers, Instructional Materials, Facilities)	
Implementation of Academic Standards	
Parent Engagement	
Local Climate Survey	

# Purpose of LCFF Evaluation Rubrics

- 1. Measure LCFF State Priorities.** The evaluation rubrics is the state's new accountability tool that includes state and local performance standards for all LCFF priorities.
- 2. Multi-dimensional Picture.** The new accountability system will provide a more complete picture of what contributes to a positive educational experience for students and promotes equity by clearly identifying where there are disparities among student groups.
- 3. Identify Need for Technical Assistance & Intervention.** The evaluation rubrics will assist LEAs in identifying strengths, weaknesses, and areas in need of improvement for LEAs and schools.

# Interaction between LCAP & Rubrics

## Local Control Funding Formula

### Local Control & Accountability Plans

The LCAP & Annual Update requires school boards to adopt plans with stakeholder input, addressing both state and local priorities.

#### LCFF 8 State Priorities

1. Basic Services
2. Implementation of Standards
3. Parental Engagement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Access to Courses
8. Other Student Outcomes

## Evaluation Rubrics



The rubrics will provide a multi-dimensional view of LEA's progress based on State Performance Indicators, which align to the federal Every Student Succeeds Act (ESSA) requirements.

1. Academic Indicators
2. College & Career Indicator
3. Graduation Indicator
4. English Learner Indicator
5. Chronic Absence Indicator
6. Suspension Rate Indicator

## Assistance & Support



For a LEA that does not meet performance standards for more than 1 state priority for 1 or more pupil subgroups, it will receive assistance as follows:

- School district
- County Office of Education
- CCEE

For a LEA that does not meet performance standards for 3 or more pupil subgroups in more than 1 state priority in 3 out of 4 years:

- County Office of Education
- CCEE
- State Superintendent of Public Education



Questions?

gpcadvisors