

Local Control Funding Formula (LCFF)/Local Control and Accountability Plan (LCAP) Overview and Introduction

This document contains language and information from WestEd and the Legislative Analyst's Office (LAO). Links to their full reports – in addition to other helpful resources on LCFF and the LCAP – can be found at: www.scusd.edu/LCFF.

What is the Local Control Funding Formula (LCFF)?

In California, the amount of state funding that goes to support K-12 education depends on the overall size of the state budget. The formula to determine K-12 education's share of California revenue is Proposition 98, which as a general rule of thumb results in approximately 40% of state revenues going towards K-12 education. The passage of Proposition 30 in 2012 increased state revenue, which helped increase funding for K-12 education.

Another way to think about this is that Proposition 98 determines the size of the K-12 education funding pie. Prior to the passage of the Local Control Funding Formula, the state divided the pie into slices for local educational agencies—districts, charter schools, and county offices of education— into two categories: revenue limits and categorical programs. In effect, the state told districts through the former funding formula how big their slice was and what the filling would be.

Now with the Local Control Funding Formula the state slices the pie based on a relatively simple calculation, which funds districts the same amount per student with a handful of adjustments for grade levels and demographic characteristics such as low income students, English learners and foster youth. Also, under the Local Control Funding Formula, the state has largely handed over responsibility for determining the filling of each pie to districts. The expectation is that funding flexibility improves the ability of districts to meet student needs compared to the former system where the state tended to direct funding to specific activities.

A few important facts about LCFF:

1. LCFF is California's new formula for determining the level of state funding provided to districts to provide for their state-supported general and supplemental programs.
2. LCFF will provide districts with base funding – the same per pupil amount for *all students* – as well as supplemental and concentrations grants for specific populations.
3. LCFF is designed to provide districts with flexibility to direct resources to meet student needs, increase funding transparency and aid in a simple explanation of how funding is provided and used locally. It supports equity through a student-focused formula, and focuses attention on performance requiring that plans are in place to describe how resources are used prior to the passage of district budgets.
4. Implementation of LCFF will take time. At present the Department of Finance estimates that this process will take *eight years*, but if the economy grows faster this timeline may be shorter.
5. However, implementation of LCFF began with the 2013-14 year. Districts are now receiving funding based on a calculation for transitioning to LCFF. This means that districts have some increased funds in 2013-14 and are expected to begin developing the systems and structures to take advantage of the flexibility and meet accountability requirements.

The Local Control Funding Formula is a major change to how California has supported school districts. Through LCFF, the state is providing new decision-making power to districts to act based on the needs they see for students.

Key Changes to Sacramento City Unified School District (SCUSD) Projected Budget as a result of LCFF

Upcoming Budget Year (2014-15)

- SCUSD currently projects that LCFF will result in a \$332 per pupil increase in funding for the 2014-15 school year. This includes base funding, supplemental grants and concentration grants.
- These additional resources are offset by a projected increase in costs of \$12.9 million.
- The district is projecting another decline in enrollment for the 2014-15 school year, which impacts revenue.
- Governor Brown will release his initial 2014-15 state budget recommendation in January 2014, at which point projections will be adjusted.

Eight-year LCFF Projections for SCUSD

- At the end of eight years, the district's base per-student funding will rise from \$6,867 (2013-14) to \$9,648 (2020-21). In SCUSD, this will mean approximately an additional \$112 million at the end of eight years.
- The total increases over the eight-year period will only bring funding levels back to approximately where they were in 2007-08.
- The district's budget is made up of both revenues *and* expenses, so additional revenues will continue be offset by rising costs such as the cost of employee health benefits.
- SCUSD enrollment has declined dramatically over the past decade. Additional declines would reduce revenue increases.

What is the Local Control and Accountability Plan (LCAP)?

Complementing the changes to state funding made by the Local Control Funding Formula is a newly required Local Control and Accountability Plan. The LCAP is LCFF's vehicle for transparency and engagement. It is the way that school districts are expected to share performance data, needs, actions, and anticipated outcomes that guide the use of available LCFF funding. Before the start of the 2014-15 school year, all districts will need to have in place a Local Control and Accountability Plan prior to the adoption of their budget. State Board of Education approved templates will be available prior to March 2014.

According to Education Code section 52060, the LCAP must describe for each district and each school within the district the annual goals for all students including calling out details for low-income, English learners and foster youth that address state and local priorities. The LCAP must also describe the specific actions that the district will take to achieve the goals it has identified with budget details that show the level and type of state expenditures made to support these actions.

The state priorities are expressed as metrics for which districts are expected to develop performance measures to demonstrate how LCFF and the LCAP support student outcomes. The State priorities include:

Priority 1: Student Achievement

Pupil achievement as measured by multiple indicators including, but not limited to, assessment data, college readiness, and language proficiency.

“Required Data,” per the Legislative Analyst’s Office

- Performance on standardized tests
- Score on Academic Performance Index
- Share of students that are college and career ready
- Share of ELs that become English proficient
- EL reclassification rate
- Share of the students that pass Advanced Placement exams with 3 or higher
- Share of students determined prepared for college by the Early Assessment Program

Example(s) of relevant work in SCUSD:

- Grade level proficiency & student academic growth information
- California Measure of Academic Progress and Proficiency (CaMAPP)
- High school graduation rates & college acceptance rates
- Information on English-learner success & bilingual student achievement

Priority 2: Student Engagement

Pupil engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school), and high school graduation.

“Required Data,” per the Legislative Analyst’s Office

- School attendance rates
- Chronic absenteeism rates
- Middle school dropout rates
- High school dropout rates
- High school graduation rates

Example(s) of relevant work in SCUSD:

- Expanded Learning (For example: before school, afterschool, summer)
- Attendance/chronic absence support
- Youth and Family Resource Centers/Connect Center
- Social Emotional Learning
- Youth Voice
- Foster Youth/Homeless Services

Priority 3: Other Student Outcomes

Pupil outcomes, if available, in the subject areas comprising a broad course of study.

“Required Data,” per the Legislative Analyst’s Office

- Other indicators of student performance in required areas of study. May include performance on other exams.

Example(s) of relevant work in SCUSD:

- Information on the number of course patterns offered and students enrolled in those patterns (e.g., AP, Pathways, etc.)
- Standardized testing results: ACT, SAT, PSAT, CAHSEE Pass Rates
- Number of students successfully participating in career internships

Priority 4: School Climate

School climate as measured by multiple indicators including, but not limited to, pupil suspension and expulsion rates as well as other local measures assessing safety and school connectedness.

“Required Data,” per the Legislative Analyst’s Office

- Student suspension rates
- Student expulsion rates
- Other local measures

Example(s) of relevant work in SCUSD:

- School climate practices and curriculum
- Restorative justice practices
- Bullying prevention
- School climate data collection and analysis
- Comprehensive safety plans
- Student Behavior Review processes
- Climate task forces/advisories

Priority 5: Parental Involvement

Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

“Required Data,” per the Legislative Analyst’s Office

- Efforts to see parent input
- Promotion of parental participation

Example(s) of relevant work in SCUSD:

- Home visits through the Parent/Teacher Home Visit Project
- Academic Parent Teacher Teams
- Parent Resource Centers
- Parent as Partners
- Leadership Academy
- Various Advisory Committees

Priority 6: Basic Services

Demonstrating compliance with Williams Act requirements. This includes reporting appropriate teacher assignment, sufficient instructional materials, and facilities in good repair.

“Required Data,” per the Legislative Analyst’s Office

- Rate of teacher misassignment

- Student access to standards aligned instructional materials
- Facilities in good repair

Example(s) of relevant work in SCUSD:

- Recruit and support teachers with credentials matching high needs areas.
- Adequately staff schools and classrooms.
- Provide access to appropriate instructional materials.
- Provide a Beginning Teacher Support and Assessment (BTSA) Induction program to match new teachers with experienced teachers for ongoing support.
- Facilitate Uniform Compliant Procedure process to ensure that all complaints are acknowledged and addressed within the required timelines.
- Maintenance and upkeep of district facilities, including preventive Deferred Maintenance.

Priority 7: Implementation of Common Core Standards

Implementation of the academic content and performance standards adopted by SBE, including how the programs and services will enable English learners to access the Common Core academic content standards and the English Language Development standards.

“Required Data,” per the Legislative Analyst’s Office

- Implementation of CCSS for all students, including EL

Example(s) of relevant work in SCUSD:

- Building staff capacity for implementing the CCSS through a professional learning series for principals, teachers, instructional aides and staff.
- Developing and supporting new CCSS-aligned instructional materials.
- Piloting CCSS-aligned assessments within existing benchmark assessments and developing CCSS-aligned K-6 standards-based report cards outlining grade-specific expectations.
- Ensuring equity and access for students with disabilities, English learners, and low performing students with specific strategies embedded within professional learning sessions.
- Engaging with stakeholders through informational sessions and interactive workshops for parents, parent brochures, and a CCSS section on the district website.

Priority 8: Course Access

The extent to which pupils have access to, and are enrolled in, a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.), including the programs and services developed and provided to economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

“Required Data,” per the Legislative Analyst’s Office

- Student access and enrollment in all required areas of study

Example(s) of relevant work in SCUSD:

- SCUSD students are offered coursework that exceeds what is required for graduation (225 units).



- All students are given the required courses for graduation and may select to take more than the required coursework for graduation.
- All students have access to the A – G entrance requirements for entrance to college.
- SCUSD offers 128 sections of Advanced Placement courses district-wide.
- All high schools offer some level of career and technical coursework, most often in conjunction with a Linked Learning Pathway.
- SCUSD is a Linked Learning District and has 22 CTE/College Prep Pathways to offer students.