The Local Control Funding Formula (LCFF) Guide
Understanding California’s Education Funding System

LCFF Overview
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.

How LCFF Works
• LCFF provides a base grant for each student, which varies by grade level, providing an additional $748 per student in grades K-3 to cover costs associated with class size reduction and $227 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 above the 55 percent threshold.

Local Accountability & Engagement
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, with the consultation and input of parents, students, teachers, staff, and community. LEAs are required to increase/improve services for the students who generate additional resources in proportion to the amount of new funding the LEA receives.

Late Summer-Fall
District engages the community to solicit input on the LCAP. Assess student needs using the CA School Dashboard.
Suggested

Winter
District creates first draft of updated LCAP, includes community input. Analyze data from CA School Dashboard.
Suggested

Spring
District presents proposed plan to parent advisory committees for feedback and input.
Suggested

Spring
District responds in writing to feedback from parent advisory committees and incorporates feedback into plan.
Suggested

July 1
School board adopts plan by July 1st in a public hearing.
Required by Statute

October 8
County office of education must approve district LCAPs by October 8th.
Required by Statute

2018 Base Grant with Add-Ons by Grade Levels

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grant Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-3</td>
<td>$8,235</td>
</tr>
<tr>
<td>4-6</td>
<td>$7,571</td>
</tr>
<tr>
<td>7-8</td>
<td>$7,796</td>
</tr>
<tr>
<td>9-12</td>
<td>$9,269</td>
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</tbody>
</table>

Quick Note: The Base Grants for Grades K-3 receives a 10.4% increase for smaller average class sizes and Grades 9-12 receives 2.6% increase for CTE costs.
8 State Priorities

In the Local Control and Accountability Plan (LCAP), school districts, in consultation with their communities, must develop goals and specific actions, as well as measurable student outcomes, for each of the eight statewide priorities and any additional locally defined priorities.

**Priority 1 – Basic Services:** Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards and safe, properly maintained school facilities.

**Priority 2 – Implementation of State Standards:** Ensuring school programs and services enable all students, including English learners, to access California’s academic content and performance standards, including California’s State Standards for English language arts and math, and Next Generation Science Standards and English Language Development Standards.

**Priority 7 – Course Access:** Ensuring all students have access to a broad course of study in all required subject areas including math, social science, science, visual and performing arts, health, P.E., and CTE, that prepare them for college and careers.

**Priority 5 – Student Engagement:** Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.

**Priority 3 – Parent Involvement:** Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that target the needs of their students.

**Priority 6 – School Climate:** Factors both inside and outside the classroom that impact student success such as health, safety, student discipline and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers, and parents.

**Priority 4 – Student Achievement:** Improving achievement and outcomes for all students as measured in multiple ways such as test scores, English proficiency and college- and career-readiness.

**Priority 8 – Other Student Outcomes:** Measuring other important indicators of student performance in all required areas of study.

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

**California School Dashboard**

**10 Indicators of School Success**

**State Performance Indicators**

1. Academic Performance
2. College & Career Preparation
3. High School Graduation Rate
4. English Learner Progress
5. Chronic Absenteeism
6. Suspension Rate

**Local Performance Indicators**

1. Basic Conditions of Learning
2. Implementation of Academic Standards
3. School Climate Surveys
4. Parent Involvement & Engagement

**Who Holds Districts Accountable?**

- District staff, parents, student community stakeholders: provide input and feedback on district’s priorities.
- District Board of Education: adopt LCAP/Annual Update and budget, requests technical assistance.
- County Office of Education: approves or disapproves LCAP and provides technical assistance.
- California Collaborative for Educational Excellence (CCEE): provide technical assistance and support to school districts, county superintendents of schools, and charter schools.
- State Superintendent of Instruction (SPI): intervene in districts that fail to improve outcomes of 3 or more student subgroups in 1 or more priorities in 3 out of 4 school years.