Local Control Funding Formula update
(Summary of regulations passed by State Board of Education on 1/16/2014)

LCFF emergency spending regulations

• Districts must use LCFF funds generated by students in need (low-income students, English Learners, and foster youth) to **improve and/or increase services for those students**.

• The increase and/or improvement in services must be **proportional to the additional LCFF funding received by a district for students in need**.

• Districts must track three pieces of information to demonstrate they are sufficiently increasing or improving services for students in need. This information should be shared with the public:

  1. **The estimated target level of funding for students in need**. (This is the level of funding districts are expected to receive when LCFF is fully implemented in the 2020-2021 school year.)

  2. **How much the District spent in the previous year on students in need**.

  3. **The progress that the state has made** toward funding full LCFF target levels. (In 2014-2015, this progress level is expected to reach 28% of full implementation.)

• When districts spend LCFF funds on district-wide services, they must demonstrate how those services help to meet the District’s goals for students in need under eight state priority areas:

  1. **Student Achievement** (includes performance on statewide assessments / tests, Academic Performance Index, English Learner reclassification, and college readiness)

  2. **Student Engagement** (includes attendance, dropout, and graduation rates)

  3. **School Climate** (includes suspension and expulsion rates)

  4. **Parental Involvement** (including efforts districts make to seek parents’ input for individual schools and the whole district)

  5. **Basic Educational Necessities** (includes sufficient instructional materials / textbooks, qualified teachers, and safe, clean Facilities)

  6. **Common Core State Standards** (new state educational standards for kindergarten through 12th grade in English language arts and mathematics)

  7. **Access to a Broad Curriculum**

  8. **Other Student Outcomes** (in all subject areas)

A basic overview video of this information is available at: [http://lcff.wested.org/lcff-channel/episode-7-local-control-funding-formula-spending-regulations/](http://lcff.wested.org/lcff-channel/episode-7-local-control-funding-formula-spending-regulations/)

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**A major concern of equity groups, grassroots organizations, and statewide advocates is that the regulations for district-wide uses of supplemental and concentration LCFF funds are too broad. Districts with more than 55% students in need may use these funds for any purpose that addresses the District’s goals for students in need. The current regulations allow goals for students in need to be no different than the District’s goals for all students. This creates a significant potential loophole, as it allows a considerable portion of the additional dollars generated by students in need to be spent on increasing or improving services for non-needy students.**
Local Control and Accountability Plan (LCAP) template

• Starting in July 2014, Districts must approve and annually update a Local Control and Accountability Plan. The LCAP must describe **goals and specific actions to achieve those goals for all students and each subgroup of students**, including students with disabilities, **for each of the state priorities and any locally identified priorities**. The LCAP must describe these goals for the school district and each school within the district.

• The LCAP is intended to be a comprehensive planning tool and must be consistent with school site plans.

• The LCAP must address each of the eight state priorities and can be categorized into three broad areas:
  1. **Conditions of Learning** (including Basic Conditions, such as appropriately assigned teachers and access to learning materials; Implementation of State Standards; and Course Access)
  2. **Student Outcomes** (including Student Achievement; and Other Student Outcomes)
  3. **Engagement** (Parental Involvement, including efforts to seek parent input in decision making, promotion of parent participation in programs for students in need and special need subgroups; Student Engagement, including attendance, graduation, and dropout rates; and School Climate, including suspension and expulsion rates and surveys of students, parents, and teachers)

**NOTE:** The LCAP template includes student engagement in LCAP and budget process for districts. The first “guiding question” under Stakeholder Engagement requires Districts to answer:

  “How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?” (emphasis added)

Under the “Goals and Progress Indicators” section of the LCAP, Districts must describe:

• **Annual goals and expected and actual progress toward meeting goals** for all of the state priorities and any locally-identified priorities

• How the **unique needs of individual school sites** have been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)

• **Unique goals for subgroups of students** (including low-income students, English Learners, foster youth, ethnic subgroups, and students with disabilities) that are different from the District’s goals for all students

*The Education Code defines a numerically significant student subgroup as one that consists of at least 30 students, each of whom has a valid test score. For foster youth, a subgroup is defined as 15 or more students.*

The full text of the emergency spending regulations and LCAP template are available at: [https://www.documentcloud.org/documents/1002109-lcff-revisedregs-formula-amp-template010414.html](https://www.documentcloud.org/documents/1002109-lcff-revisedregs-formula-amp-template010414.html)