

## LCFF and LCAP Points of Interest

### Review of LCFF Guidelines

#### Funding:

- LCFF consists of the entire California education budget
  - Districts get funding in three categories based on student composition:
    - Base: Four funding levels (TK-3, 4-6, 7-8, 9-12)
    - Supplemental: Additional funding equal to the percentage of unduplicated target students in the district
    - Concentration: Districts whose percentage of target students is greater than 55% get additional funding
  - The Governor's budget includes no additional targeted funding for implementation of CCSS
  - LCFF roll-out is expected to conclude in 2020-21. Districts can anticipate incremental increases in funding each year until LCFF is fully implemented.
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#### Priority Areas and Populations:

- Priority Populations: Foster Youth, English Language Learners, Low-Income Youth
  - The state has identified priority areas that must be addressed in the transition to LCFF:

Basic Services	Course Access	Student Achievement	Other Student Outcomes
School Climate	Common Core	Student Engagement	Parental Involvement
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#### Timeline:

On January 16, 2014, the State Board of Education (SBE) passed emergency spending regulations and LCAP guidelines. These regulations and guidelines will be reviewed and revised within the next 180 days. While districts develop their initial LCAPs, upcoming deadlines include:

- Annual budget deadlines; including submission of a final budget by July 1
  - LEA adoption of a three-year LCAP by July 1
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### Big Ideas of the LCAP

- **Proportionality:** LCAPs must demonstrate that annual increases in funding for target populations result in proportional increases in programs and services for target populations. What constitutes proportional increases continues to be a source of political debate.
  - **Consistency:** School and district plans must be consistent and reflect shared priorities; LCAPs document district and school use of Base, Supplemental, and Concentration funds.
  - **Alignment:** LCAPs must demonstrate the relationship between plans, funding use and outcomes for students.
  - **Flexibility:** Districts and schools can use Supplemental and Concentration grants on a districtwide and school-wide basis as long as they can demonstrate increased or improved services for target populations.
    - Districts with more than **55%** of unduplicated target pupils can spend Supplemental and Concentration grants for a districtwide purpose if they: (a) identify the services being provided with the funds and (b) explain how the services meet district goals.
    - Schools can spend Supplemental and Concentration fund school-wide under the same criteria as for districts, but with a **40%** unduplicated target pupil threshold.
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#### LCAP Regulations:

- The LCAP is a three-year plan.
  - This allows space for multi-year initiatives and planned implementation of programs beyond the first year.
  - Districts must demonstrate incremental adjustment to LCFF aligned with budget increases.
  - Districts **do not** need to address all 8 priority areas annually, but must cover all 8 within three years.
  - The LCAP is organized into three sections:
    - Stakeholder Engagement
    - Goals and Progress Indicators
    - Actions, Services, and Expenditures
- All Federally-funded program rules and regulations remain constant so LEAs must maintain systems for monitoring and reporting on programs like Title I and III, as well as submit LEA Plans and school site plans.