How to Use LCFF & LCAPs to Advance English Learner Equity

California Association of Bilingual Educators Conference
The Education Trust – West is an Oakland-based statewide educational policy, research, and advocacy organization that works for the high academic achievement of all students at all levels, pre-K through college. We expose opportunity and achievement gaps that separate students of color and low-income students from other youth, and we identify and advocate for the strategies that will forever close those gaps.
Local Control Funding
Formula
Game
Question 1

Why did we make the change to Local Control Funding Formula or LCFF?
A new funding formula

In July 2013, California dramatically reformed the way it funds school districts. The new law, the Local Control Funding Formula (LCFF), replaced a system, dating back to the 1970’s, that was:

- Outdated
- Irrational
- Unfair

School districts serving more low-income and English learner students often received fewer state resources than school districts serving wealthier communities.
LCFF is About Equity

“Equal treatment for children in unequal situations is not justice.” – Governor Jerry Brown, January 2013 State of the State speech

- LCFF recognizes that students with additional academic needs – low-income, English language learner, and foster youth students - also need additional financial resources to support their education.

- LCFF is an important step toward closing opportunity and achievement gaps that separate many students from their more advantaged peers.
California’s School Finance System Before And After The Local Control Funding Formula (LCFF)

Higher poverty districts receive more dollars.

WEALTHIER DISTRICTS

HIGHER POVERTY DISTRICTS

WEALTHIER DISTRICTS

CATEGORICAL PROGRAMS

CATEGORICAL PROGRAMS

BASE FUNDING

SUPPLEMENTAL/CONCENTRATION GRANTS

$ Old Funding System

New Funding System (LCFF)
Sample Per-Pupil Funding for a High-Need California District
(one that is 80% low-income, English language learner, and/or foster youth)

Before LCFF

Revenue Limit
$7,171

Categorical Aid Programs and Other State Funds

LCFF Around 2020-21*

$11,434

Concentration Grant – 50% above Base

Supplemental Grant – 20% above Base

Base Grant

*The state is projected to reach full LCFF implementation around 2020-21, although this date could change based on many factors.
Question 2

What 3 grants make up LCFF?
How does LCFF work?

1. **Base grants** provide districts with the bulk of their funding. These per-pupil grants vary by grade level. Target base grants range from about $7,000 in grades 4-6 to about $8,600 in grades 9-12 (these targets are adjusted each year for cost-of-living).

2. **Supplemental grants** provide districts with 20% more funding for each student who is either low-income, English language learners, and/or in foster care (i.e. high-need).

3. In districts where at least 55% of students are high-need, **concentration grants** provide additional funding. For each low-income, English learner, or foster youth student above the 55% enrollment threshold, the district receives an additional 50% in funding.
Question 3

What groups of students generate extra funding?
How does LCFF work?

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Question 4

Can you name the eight state priorities under LCFF?
Eight State Priorities

- Basic
- Implementation of State Standards
- Parent Involvement
- Student Achievement
- Student Engagement
- School Climate
- Course Access
- Other Student Outcomes
Question 5

What is the Local Control Accountability Plan?
The LCAP Template

Districts must present their plan using a standard form that includes three main sections. The chart below lists the key components of this template.

<table>
<thead>
<tr>
<th>SECTION 1: Stakeholder Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Involvement process</td>
</tr>
<tr>
<td>• Impact on LCAP</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECTION 2: Goals &amp; Progress Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified Need and Metric</td>
</tr>
<tr>
<td>• List what needs have been identified and what metrics are used to measure progress</td>
</tr>
<tr>
<td>Goals:</td>
</tr>
<tr>
<td>• List goals by student group and school, if applicable</td>
</tr>
<tr>
<td>• List goals by priority area(s)</td>
</tr>
<tr>
<td>• Identify 3-year goals and analyze progress each year</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>SECTION 3: Actions, Services &amp; Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions and Services</td>
</tr>
<tr>
<td>• List the actions and services that will help meet the district’s goals</td>
</tr>
<tr>
<td>• Identify student groups served</td>
</tr>
<tr>
<td>• Indicate level of services (including weather schoolwide or districtwide)</td>
</tr>
<tr>
<td>Expenditures and Funding Source</td>
</tr>
<tr>
<td>• List anticipated expenditures over 3 years</td>
</tr>
<tr>
<td>• Say where these expenditures can be found in the district’s budget</td>
</tr>
</tbody>
</table>

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<tr>
<th>Spending on high-need students</th>
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<tbody>
<tr>
<td>• Provide description of funds generated by high-need students</td>
</tr>
<tr>
<td>• Include justification for use of funds schoolwide or districtwide and explanation of how they will increase or improve services for high-need students</td>
</tr>
</tbody>
</table>
Question 6

Name three stakeholder groups that must be consulted in developing the LCAP.
Stakeholders Consulted during LCAP Development

- Parents
- Students
- Teachers, principals, administrators, and other school personnel
- School Site Councils (SSC)
- Community members
- Local bargaining units
Question 7

By when does the LCAP need to be adopted each year?
The Local Control and Accountability Plan

**The LCAP Process**

1. District consults with and solicits input from parents, students, school employees and other stakeholders and collects community input.

2. District drafts a plan.

3. District presents proposed plan to parent advisory committees for feedback; responds in writing to feedback.

4. District asks public for written feedback and comments at public hearing.

5. School board adopts 3-year plan in another public hearing by July 1, the district must review progress and make updates annually.

6. The county office of education reviews and approves district plans and budget.
Promising English Learner Services in LCAPs
Partner Reflection: Your District LCAP

**Guiding Questions:** Have you read your district’s LCAP? How does your district LCAP support EL services?

1. Find an elbow partner.

2. Take turns describing your district LCAP to your partner.

3. Voluntary group share out.
District Example #1: Mt. Diablo USD
Contra Costa County, Northern CA

<table>
<thead>
<tr>
<th>EL Family Engagement</th>
<th>ELD Standards Implementation &amp; PD</th>
<th>EL Programs &amp; Course Access – Actions &amp; Services</th>
<th>EL Outcome Measures &amp; Data</th>
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<tr>
<td>✓ Hiring bilingual outreach staff.</td>
<td>✓ Hire more bilingual paras.</td>
<td>✓ Seal of Biliteracy.</td>
<td>✓ Monitoring of LTEls progress on CELDT.</td>
</tr>
<tr>
<td>✓ Bilingual workshops on CCSS.</td>
<td>✓ ES &amp; HS teachers are developing bilingual CCSS curriculum.</td>
<td>✓ Bilingual counselors.</td>
<td>✓ EL data is monitored for progress toward academic proficiency.</td>
</tr>
<tr>
<td>✓ Participation in CABE-possibly home visit program.</td>
<td>✓ New LTEl class being developed.</td>
<td>✓ Spanish language class for educators.</td>
<td></td>
</tr>
<tr>
<td>✓ Engagement of ELAC &amp; DELAC.</td>
<td>✓ EL staff participated in PD to support EL inclusion- “Constructing Meaning.”</td>
<td>✓ Full implementation of CCSS and ELD standards by 2016.</td>
<td></td>
</tr>
<tr>
<td>✓ Assess translation needs- increasing hours for translators.</td>
<td></td>
<td>✓ Board policy on reclassification to be shared w/ site admin.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Develop a plan to increase EL access to electives, A-G &amp; AP courses.</td>
<td></td>
</tr>
</tbody>
</table>
# District Example #2: Santa Ana USD  
Orange County, Southern CA

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<tr>
<th>EL Family Engagement</th>
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<th>EL Programs &amp; Course Access – Actions &amp; Services</th>
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</tr>
</thead>
<tbody>
<tr>
<td>✓ Ensure parent access to ESL &amp; computer classes online and through community college.</td>
<td>✓ ELD/ELA framework alignment.</td>
<td>✓ Newcomer and EL summer academy.</td>
<td>✓ Year 1- 65% of ELs will be redesignated within 5 years of entering EL program.</td>
</tr>
<tr>
<td>✓ Home language translations of the district website.</td>
<td>✓ Quality Teaching for ELs lesson design &amp; PD.</td>
<td>✓ Afterschool LTEL tutoring for 3rd -8th grade.</td>
<td>✓ Increase in redesignation measure by 10% each year.</td>
</tr>
<tr>
<td></td>
<td>✓ Academic language module PD.</td>
<td>✓ Vietnamese heritage enrichment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ LTEL teacher training.</td>
<td>✓ RFEP students are monitored and receive additional academic supports.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Inside Language and EDGE training provided for secondary teachers of ELs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### District Example #3: Calexico USD
Imperial County, USA/Mexico Border

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<thead>
<tr>
<th>EL Family Engagement</th>
<th>ELD Standards Implementation &amp; PD</th>
<th>EL Programs &amp; Course Access – Actions &amp; Services</th>
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</tr>
</thead>
<tbody>
<tr>
<td>*65% of students are ELs</td>
<td>✓ EL Committee will work with ELA adoption committee to work on the EL Master Plan &amp; ELA/ELD textbook adoption committee. ✓ Provide teachers with professional development on ELD standards. ✓ Fund full time office assistant to EL Coordinator. ✓ CELDT assessment - explore having staff administer the CELDT with the exception of the oral assessment. Provide professional development for teachers on the CELDT. ✓ Purchase related instructional materials to support students ELD skills.</td>
<td>✓ Expand Seal of Biliteracy Pathway. ✓ Elementary level- continue to implement Systematic ELD supplemental program for EL students. ✓ Provide summer school opportunities for EL students to support mastery of the core content areas. ✓ Continue to use supplementary programs at the secondary level to address the needs of LTELs. ✓ Hire 2 EL Specialists at the secondary level to support LTELs and Newcomers.</td>
<td>✓ 51.4% ELs will demonstrate annual progress in learning English with one year of growth per year.</td>
</tr>
</tbody>
</table>
How do these 3 examples compare to your district?

Did you hear about ideas that you want to take back to advocate for in your district?

What would support your efforts and ideas?
Local English Learner
LCAP Advocacy

Laura Diaz, CABE Parent Specialist
Year 1: LCAP Parent Engagement

- California Association for Bilingual Education (CABE) (Project 2 Inspire), Californians Together and Loyola Marymount University LMU set up a series of workshops throughout California, giving information focused on the parents of English Learners.

- The Parents learned
  - What was LCFF and LCAP;
  - Why it was so important for them to be involved in the creation of their LCAP.
  - How can they advocate for more opportunities to EL, LI and Foster students.
Year 1: Challenges

• The parents were afraid that districts didn’t do a good job in protecting the interest of the unduplicated students.

• It was concerning to see district representatives in the audience trying to catch the information, and to get a better understanding of the process.

• It was alarming for the parents to come back to their school sites and see that they weren’t included in the LCAP meetings.

• The preparation of the LCAP in many districts only had the input of a few parents (the district leaders, DELAC, and DAC).

• Worst of all, there was too much confusion between one district and another, so every district tried to do their best and interpreted of their LCAP requirement differently.
Year 2: LCAP Parent Engagement 2014-2015

• The districts had to review their LCAPs, and make some changes.
• The parents were more knowledgeable about the LCAP and started to ask to be included in the preparation of the LCAP.
• The districts started to implement more parent participation.
• The parents learned how they could advocate for their kids’ needs.
• The parents started to participate as Action Team partners with their schools and brought ideas about how they could participate more actively in their children’s education.
• The schools started to appreciate the parents as partners.
Year 2: Challenges

• Many parents felt left behind in some districts.
• The parent involvement was sometimes limited to answering survey questions; there wasn’t real parent input in the LCAP.
• There were a few parents who really did participate in making LCAPs at their districts.
• The districts had a hard time trying to reach the parents and explain LCFF.
Year 3: Parent Engagement In Progress 2015-2016

• Now the districts are learning to evaluate their own LCAP, and also to include the parents as partners.
• The parents are working to review their LCAPs through the rubrics that CABE, LMU, Californians Together designed to help their students receive the programs they need.
• They review whether the money was used were it was supposed to be used for unduplicated students.
• The parents continued working hand-in-hand with their school sites to help their students succeed.
Advocating for robust, meaningful EL services & resources

*Whip Around:* What are 1-2 things you will do to advocate for ELs in your district LCAP process?
LCFF/LCAP Resources

www.fairshare4kids.org
Find out how much supplemental & concentration funding your district must spend, and get LCFF advocacy tools & publications

www.lcapwatch.org
Find LCAPs for all California school districts, and find more LCAP resources

www.edtrustwest.org
Please contact us:

Veronica Flores Malagon, Senior Practice Associate
vflores@edtrustwest.org

Natalie Wheatfall, Policy Analyst
nwheatfall@edtrstwest.org

Laura Diaz, CABE Parent Specialist
ldiaz@bilingualeducation.org