



LCFF talking points

The Local Control Funding Formula: A Historic Shift in California Public School Funding

Bringing Governance First to Local Communities

Local Governance Best Serves Students and Communities

The LCFF represents a historic shift in how California funds public schools. Instead of allocating funds for programs and services the state determines are a priority, the new funding formula gives local boards control over how to use funds and resources in a way that improves outcomes and opportunities for all students. The new funding model specifically addresses students with greater needs—such as English learners, low-income and foster youth—with input from the community and with specific student outcomes in mind.

LCFF presents a historic opportunity to focus on improving student outcomes, closing achievement gaps, and increasing the level of communication between our schools and our community.

The state's shift away from complex "categorical" funding will require school boards to be strategic and collaborative when investing resources and delivering instructional programs to best serve students.

Achievement Gaps

- » A major focus of LCFF is closing achievement gaps for the students in our state who are falling behind.
- » All students deserve a chance to succeed. Today more than one in five children in California live in poverty and one quarter of California's K-12 students are English learners. Low-income students, African-Americans, Latinos, and English learners are more likely to score lower than their peers on standardized tests.
- » LCFF gives us an important tool to tackle achievement gaps, not only by building back, but also by providing flexibility for our district to invest in programs and services that best meet the needs of our struggling students.

Community Involvement

- » LCFF requires greater involvement and input from all stakeholders, and we, as a district, will seek to create the best possible opportunities to engage parents, staff and the community.
- » Listening, learning and creative thinking are the foundation of effective local decision-making. To achieve LCFF's goals, we will begin having conversations now about improving student outcomes and the resources we have to allocate. These discussions will include parents, community groups, administrators and other school personnel, along with students themselves.
- » While the State Board of Education will release regulations regarding use of LCFF funds and the Local Control Accountability Plan (LCAP) early next year, we know the main priorities and will begin talking with parents and our community now.

Local Planning

- » The new funding formula creates the opportunity to begin planning for strategic investments while we wait for regulations to be released by the state early next year.
- » It is important that our district make informed decisions when investing in programs and services. This requires that we study data and research on effective programs, consider best practices from other districts, understand our own district's unique needs and assets, and determine how best to invest in our students with the resources available to us. Meanwhile, we need to retain flexibility for subsequent budget years as more details are developed.
- » The LCFF and LCAP are new opportunities to engage our community in a holistic discussion on the best strategies to improve achievement and meet the goals and expectations we all have for our students.

Budget Development

- » As locally elected school board members, we are in the best position to identify the needs of our community. Our district will soon begin holding community discussions to provide information about the new funding formula, the impact of the formula on our district's budget, and expectations for the budget development process.

- » As a board, we will have to balance the need to reinvest in overall school and district operations, instructional programs, staff, and salaries/benefits with the expectation of enhancing programs and services needed to help all students make progress towards state and local goals.
- » The LCFF and the LCAP call for our district to develop a budget that is aligned with plans for improving student outcomes and closing achievement gaps. The plan includes eight priorities, including:
 - › Student Achievement
 - › Student Engagement
 - › School Climate
 - › Basic Services
 - › Implementation of Common Core State Standards
 - › Parental Involvement
 - › Course Access
 - › Other Student Outcomes
- » Implementation of the funding side of LCFF will roll out over eight years and depends on many economic factors. It is our responsibility to plan for the long-term, make strategic decisions and maintain financial discipline.
- » This new budget planning may take longer, and involve more intensive conversations than it has in the past. But the end result will be a more involved community with a higher level of understanding about our priorities and our budget.
- » The new formula requires us to increase and/or improve the outcomes for English learners, low-income students and foster youth utilizing the new funds provided under LCFF. It requires all of us to understand clearly the conditions that affect student learning and which services are most effective at producing academic success.

Collective Bargaining Considerations

- » While we anticipate requests to restore previously reduced salaries, benefits and furloughs, careful planning is essential in order to achieve the most efficient, effective and ethical agreement with our various employee groups.
- » Bargaining goals will reflect the needs and expectations of all district stakeholders and constituent groups. The most successful planning models begin with governing boards determining goals for negotiations, and district leadership developing detailed plans to achieve those goals.
- » For our district to be successful, we need consistent and constant communication between district leadership and our employees.