

STUDENT VOICES CAMPAIGN

# THE LOCAL CONTROL FUNDING FORMULA PRIMER

# CREDITS

## **AUTHORS**

Dain Olsen

Sibyl O'Malley

## **ALLIANCE STAFF**

Joe Landon, Executive Director

Sibyl O'Malley, Senior Director, Advocacy and Communications

Jennifer Wong, Senior Director, Development and Operations

Amber Collins-Lopez, Bookkeeper & Office Manager

Melissa Njoo, Program Assistant

## **SPECIAL THANKS:**

Alameda County Office of Education, Arts for LA, LA County Arts for All, Cristina Pacheco, Ed Source, Talia Gibas and Sara Linton.

Generous support for this project provided by Sony Pictures Entertainment and California Arts Council

## **ABOUT THE CALIFORNIA ALLIANCE FOR ARTS EDUCATION**

The California Alliance for Arts Education advocates for high quality arts education for all students by providing policy expertise and by mobilizing a statewide network of advocates and allied partners.

The California Alliance is in its fifth decade of working to build a brighter future for our state by making the arts a core part of every child's education. A statewide leader and convener, the Alliance galvanizes California's educators and other experts in arts and culture to advocate for quality arts education for all students.

# THE LOCAL CONTROL FUNDING FORMULA PRIMER

In 2013, California passed a new law called the **Local Control Funding Formula (LCFF)** to decide the amount of money schools should receive every year.

## **What the “Local Control” part means:**

Instead of the state deciding how school districts should spend their school budgets, now it is decided locally, by the people who govern, work and go to local schools!

**School boards are required to hear directly from students, parents, teachers and other community members about what they feel is best for schools and students. This is where your voice and vision come in. You need to share what you think, and the school board needs to listen!**

## **SCHOOL EMPLOYEES:**

Teachers, Principals, Administrators, Classified Employees, etc.

## **Parents & Students:**

School-site and District-level Committees

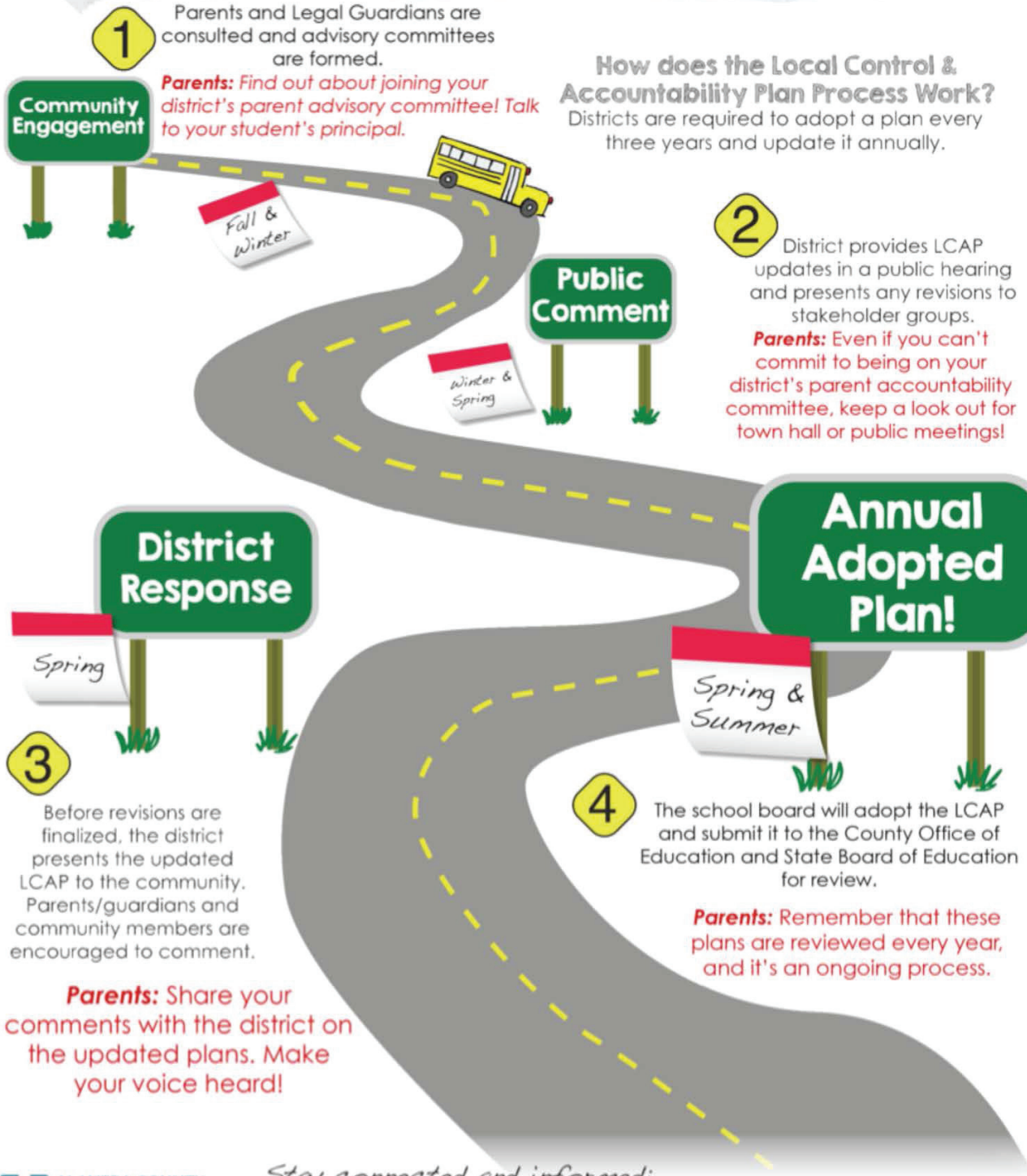
## **COMMUNITY ORGANIZATIONS:**

Advocates, agencies, programs, and services, etc.

## **WHO DECIDES:**

- **The School Board:** Made up of 5-7 adults who are elected every two years by voters in the school district to serve the students, schools and community. They are responsible for governing and making decisions to improve the district.
- **District Superintendent:** The school board supervises the superintendent on the direction of schools as well as the rules he or she needs to follow. The superintendent implements the school board’s vision by managing the principals who govern each school and its teachers.
- **Local Control Accountability Plan or “LCAP”:** A three-year plan updated each year that explains the goals, direction and budget for all the schools in the district. The school district goes through this decision-making process every year. The district’s school board has the power to vote to approve this plan.
- **The Community (You!):** School boards have to be very open and honest about their choices. They have to let the community know where the money is going, and explain what the results will be. Most importantly for the Student Voices Campaign, they need to involve the community, including students, parents and the public, in the decisions about what strategies and programs are the best and most important in helping students. The district is supposed to have community meetings, where everyone can give their opinions about what makes school a better place to learn.

# The **New Story** of Public Education (LCAP) Local Control & Accountability Plan

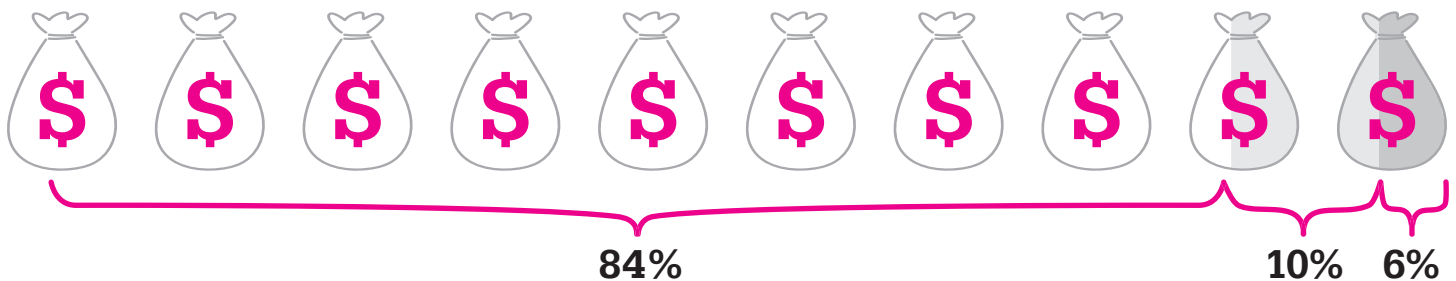


# WHAT THE “FUNDING FORMULA” PART MEANS

The LCFF gives each the school district the same basic amount of money according to the number of students enrolled. The LCFF provides additional funding to districts with high numbers of **low-income students, English Language Learners (ELL)** and **Foster Youth** to support specific strategies aimed at closing the achievement gap between high-needs students and their peers.

## HOW MONEY UNDER THE LOCAL CONTROL FUNDING FORMULA WILL BE DISTIBUTED

**Most money will be spent on base grants to all districts.**



Base Grant to All Districts



Supplemental Grant to All Districts with High-Needs Students



Concentration Grant to All Districts with Large Concentrations of High-Needs Students

SOURCE: EdSource.org Local Control Funding Formula Guide"

# LCFF'S 8 PRIORITIES

Schools get to decide on the best ways to spend this money to help all of their students, as well as help high-needs students succeed. Schools can spend it in any way they feel is effective to help students learn the required curriculum for graduation and to prepare for careers and college.

California has decided that there are “8 Priorities,” or most important items for schools to address. These are explained below.

## The LCFF's 8 Priorities

Although local districts are given the power to decide how to spend their budgets, they must invest in programs and services that will help them meet the law's eight priority areas.

These priorities are exciting because they go beyond simply measuring schools by the results of standardized tests to include a broad range of criteria, like how well a school is engaging its students, if it provides a happy, healthy climate and other vital aspects of student success.

### AREAS OF STATE PRIORITY:

1. Student Engagement
2. Other Student Outcomes
3. Parental Involvement
4. Course Access
5. Implementation of Common Core State Standards
6. Basic Services
7. School Climate
8. Student Achievement



# LCFF STATE PRIORITIES AND RELATED DATA ELEMENTS

## Pupil Achievement

- Performance on statewide standardized tests.
- Score on Academic Performance Index.
- Share of pupils that meet the requirements for entrance to the University of California and the California State University or complete career technical education sequences or programs.
- Share of English learners that become English proficient.
- English learner reclassification rate.
- Share of pupils that pass Advanced Placement exams with 3 or higher.
- Share of pupils determined prepared for college by the Early Assessment Program.

## Pupil Engagement

- School attendance rates.
- Chronic absenteeism rates.
- Middle school dropout rates.
- High school dropout rates.
- High school graduation rates.

## Other Pupil Outcomes

- Other indicators of pupil performance in required areas of study.

## School Climate

- Pupil suspension rates.
- Pupil expulsion rates.
- Other local measures.

## Parental Involvement

- Efforts to seek parent input.
- Promotion of parental participation.

## Basic Services

- Rate of teachers appropriately assigned and fully credentialed.
- Pupil access to standards-aligned instructional materials.
- Facilities maintained in good repair.

## Implementation of State Standards

- Implementation of State Board of Education adopted academic content and performance standards for all pupils, including English learners.

## Course Access

- Pupils access and enrollment in all required areas of study.

SOURCE: State Board of Directors

# YOUR VISION

## So, as a student, what is your vision to make school a better place to learn?

Where do you start? Since you are in school, and your experience and ideas really do matter, you should think about what stands out in school that makes it a better place for you. Think about your different subject areas. What subjects spark your creativity, imagination and passion in school the most? Which are most important or make the biggest difference in your understanding of the world, or how you feel about school? Which make you want to come to school, or make you excited about learning?

Think about what these subject areas need to run. Are there people involved? Are there books and materials? Is there training that teachers need? You might ask your classmates, your group members and your friends. You might ask students who may have a difficult time in school, and ask those who seem to do well. You might ask:

*“What is the best part of school? What makes it a great place to go? What helps students learn the things that are important to learn?”*

### A few examples of strategies and programs that one might support could include:

- Any subject area, including the arts
- Extra time or support for certain subjects
- Extracurricular events, experiences (sports, arts, field trips, special visitors, etc.)
- Teacher assistance
- Lower class size
- More of certain materials, or technology
- More help for certain people that need it, such as English Learners

## Does my district agree with me?

The next step is to find whether what you are asking for is already in the district and is supported well. It is all right to start by looking at your own experience. Do you see your idea in your classroom, or around the school? Do other students see it? Maybe you see some of your idea in the school, but you think there should be more. If it's not clear to you or the people around you, such as friends and family, you might ask your teacher, or an administrator, or a community member whether you are correct.

## Supporting an educational program with evidence

It is a good idea to support your idea or proposal with more information. Board members often want more than just an opinion about what is best. Is there “evidence” that will support your proposal? This would be researched evidence, or “data,” numbers and facts from scientific studies that show that your proposal actually does work and benefits students in the way you think it might. You can search for this kind of evidence on the Internet, for example by searching for something like, “Research for the educational benefits of \_\_\_\_\_”. You can also create your own evidence by conducting a poll or survey of as many people as you can, but you would need to describe how you came up with the numbers.

In the example on the next page, the California Alliance for Arts Education has assembled evidence to support arts in schools in a way that you may want to consider for your own idea.

*If you are advocating for more arts in schools, you are invited to include this information in your proposal, and in the video you produce.*


## The School Board is my Audience

Once you have developed your proposal and you have discovered whether you can support it with evidence, you must consider how you present this to your audience, who is the district school board. You might look up who is on the board. What kind of people are they? How might you best make your case to them?

# ARTS EDUCATION ADVOCACY EXAMPLE

In this example, we see the 8 Priorities for the LCFF in CAPITALS, and a statement based on research that follows. The research number refers to the research “source” below.

These are powerful statements about the value of arts education for learning. They may help you to support your own ideas.



**INVEST IN ARTS EDUCATION TO HELP ALL STUDENTS SUCCEED**

The Local Control Funding Formula (LCFF) offers a historic opportunity to invest in our children's future. Arts education aligns with LCFF goals and nurtures a set of unique skills and outcomes for students that help them succeed in school and in life.

GOALS OF LCFF	BENEFITS OF ARTS EDUCATION
STUDENT ENGAGEMENT	Higher attendance rates and lower drop out rates <sup>(1)</sup>
PARENTAL INVOLVEMENT	Increases parent and community involvement <sup>(2)</sup>
SCHOOL CLIMATE	Decreases disciplinary problems and encourages positive student attitudes about their classroom <sup>(2)</sup>
COMMON CORE STANDARDS	The arts have a central and essential role in achieving the finest aspects of the common core <sup>(3)</sup>
BROAD COURSE OF STUDY	Theater, dance, music and the visual arts are a valued part of a broad course of study, as set out in the state education code (51210, 51220)
STUDENT ACHIEVEMENT	Boosts test scores and achievement in literacy, math skills and ELA especially for English Language Learners and low-income students <sup>(1)</sup>
PUPIL OUTCOMES	Increases graduation rates; fosters 21st Century work skills like creativity, critical thinking and collaboration <sup>(1, 2, 4)</sup>
CREDENTIALLED TEACHERS	Credentialed arts teachers enrich standards-based learning in classrooms <sup>(2)</sup>

**SOURCES:**  
 (1) Preparing Students for the Next America-FINAL.pdf  
 (2) Barry, N. H. (2010). Oklahoma A+ Schools: What the research tells us 2002-2009. Volume three, quantitative measures. Oklahoma A+ Schools/University of Central Oklahoma.  
 (3) Coleman, David (2012). Architect of Common Core Speaks. <http://artsintegration.com/portal/architect-of-common-core-speaks/>  
 (4) Catterall, J. S., Dumais, S. A., & Hampden-Thompson, G. (2012). The arts and achievement in at-risk youth: Findings from four longitudinal studies. Washington, DC: National Endowment for the Arts.

**CALIFORNIA ALLIANCE FOR ARTS EDUCATION**

# SCHOOL BOARD FAQ

ADAPTED FROM INFORMATION  
FROM THE NATIONAL SCHOOL  
BOARD ASSOCIATION AND THE  
CENTER FOR PUBLIC EDUCATION.

## What is a school board?

A school board is a group of elected or appointed people who oversee a school district, supporting public education in the community. Most school board members are elected--less than 5% are appointed.

## Where do school boards get their authority?

School boards derive their power and authority from the state, and must comply with state and federal laws.

## Are school board members paid?

Most school board members are unpaid volunteers. School board members who work over forty hours a month usually receive a small salary.

## What are the responsibilities of the school board?

School boards work with their communities to improve student achievement. They are responsible for employing the superintendent and developing the district policies, curriculum, and budget.

## What kind of people usually serve on school boards?

- 44% of school board members are female
- 75% of school board members have a bachelor's degree or higher, and around half of school board members have an advanced degree
- Less than 20% of school board members have ever been affiliated with a teacher's union
- Nationally, 81% of school board members are white, 12% are African-American, and 3% are Hispanic

## How can you talk to your school board?

School board members engage with the community informally by:

- Talking to parents, the media, and local organizations
- Posting updates on school websites
- Encouraging community members to attend open school board meetings, where they can speak and ask questions during a public comment period

**As you are creating your video, keep them in mind. But also, keep these points in mind:**

- You are a very important part of this process. The school board is required to include your voice in their decisions.
- The school board will simply enjoy seeing what students can produce. Put effort into your work.
- Be creative! Come up with as many ideas as possible and go with the strongest one. And think creatively as you create the video.
- Seek the opinions of as many people as possible as you work, and definitely include people who are like the people on the school board.

# LCFF PRIMER QUESTIONS

**1.** Describe two things that the LCFF does.

---

---

---

**2.** What are two reasons a district might get extra money from the state?

---

---

---

**3.** How should districts spend the money they are given?

---

---

---

**4.** What is the LCAP, and what does it explain about the money?

---

---

---

**5.** What are some of the 8 Priorities the LCFF outlines for districts to focus on?

---

---

---

**6.** What is the “school board”?

---

---

---

**7.** What is the role of students in this process?

---

---

---

**8.** What are some things that you think make school better for you, or for other students?

---

---

---

**9.** What sparks your creativity, imagination and passion for school?

---

---

---

**10.** Does your idea or proposal relate to any of the 8 Priorities? Which one(s), and how?

---

---

---

**11.** Would you be able to present your proposal in pictures or video, or by creating a story about it for the camera? Describe what it might look like.

---

---

**12.** Could you find evidence to support your idea? What would it be and how would you present it?

---

---

---

