



BUDGET TRANSPARENCY & LCAP ADVOCACY

In 2013, the way schools are funded in California changed dramatically with a new finance system called the Local Control Funding Formula (LCFF).¹ LCFF, requires school districts to tailor their funding decisions to support those students who face the most significant obstacles. LCFF asks districts to focus on three high-need student subgroups in particular – low income students, foster youth, and English language learners.

By July 1 of every year, each district must create a Local Control Accountability Plan (LCAP) to show how its money is being spent on eight state priorities – one of which is *school climate*.

The LCAP must describe a district's goals with respect to the priorities, the actions it will take to meet these goals, and the type and amount of funds to be used for each action. The goals and actions should also focus on specific subgroups of students who have been impacted differently by the district's practices: including different racial and ethnic groups and students with disabilities, as well as low income students, foster youth, and English language learners.

Districts receive one pot of funds from the state based on how many students they enroll every year, called "base funds," and an additional pot of funds based on how many high-need students they enroll, called "supplemental and concentration funds," or "S/C funds" for short.² *Generally, a district's LCAP must justify how its intended use of S/C funds are "principally directed" and "effective" in meeting the goals for high-need students.*³ In districts with less than 55% high-need students, districts must further demonstrate that its intended use of S/C funds is the most effective use of these funds to meet goals for the high-need students who generate those funds.

LCAP's must demonstrate how a district intends to meet goals related to school climate, reduce suspensions and expulsions,⁴ and increase or improve services for high-need students in particular.

ELEMENTS OF AN LCAP THAT IS STRONG ON SCHOOL CLIMATE

1. Ambitious goals that reduce suspension, expulsion, and student contact with law enforcement.
2. Clear baseline data and benchmarks set for individual student subgroups to easily measure progress.
3. Actions and funding allocations that can get the district to the goal line.

INFLUENCING YOUR DISTRICT'S LCAP

Most district LCAP's are released as a draft to the public in April or May, for discussion in June and final approval by the school board by July 1. These drafts are often available on the district's website and in board agendas when they are discussed. By law, your school district must obtain community input

on the LCAP before adopting it! At a minimum, the school district must obtain comments and feedback from:

A Parent Advisory Committee that can also include representatives of community-based organizations, students, and district staff, such as school psychologists;

An English Learner Advisory Committee if the district is 15% or more English learners;

From the community, in at least ONE public hearing before another meeting at which the school board votes to approve the LCAP; and

Students, through surveys, focus groups, student advisory committees, or other methods of obtaining feedback.⁴

Access a model school climate LCAP, and our LCAP Toolkit online at FixSchoolDiscipline.org

