Claremont Unified School District
Frequently Asked Questions
Local Control Funding Formula / Local Control Accountability Plan

Q. What is the Local Control Funding Formula (LCFF)?
A: The Local Control Funding Formula represents the most significant change in California’s funding system for K-12 schools in four decades. It is the central feature of landmark legislation, Assembly Bill 97, currently being implemented in every California school district. It will affect every school in the state, including charter schools. One goal of the new law is to improve academic outcomes by providing more money to school districts that serve high-needs students. Another goal is to give local school districts and stakeholders more authority to decide how to spend education dollars, and also hold districts accountable for getting results.

Q. What is the Local Control Accountability Plan (LCAP)?
The LCAP is an important component of the LCFF. Under the LCFF all school districts and charter schools are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities. Like all other districts in the state, the Claremont Unified School Board has to adopt an LCAP on or before July 1, 2014.

Q. When did the Local Control Funding Formula (LCFF) start?
A: The LCFF began with the current school year, 2013-14. It includes “target” levels of funding that will be phased in gradually. Based on State revenue projections, districts will reach what is called “full funding” in eight years-in 2020-2021. Until full funding is reached, each year districts will get additional funds based on student attendance and the percentage of a district’s children who are low-income, English learners, and foster youth. However, this projection assumes that the state’s economy will improve each year at a healthy rate. If the economy falters, it could take longer to reach full funding. If the state’s recovery accelerates, it could be sooner.

Q. How will state funds be allocated to districts?
A: As in the past, funding will go to districts rather than individual schools. Most of the funds will consist of a base grant that districts will receive for every student in attendance. The base grant is funded by grade spans and is highest for high school students. The base grant, when full funding is achieved, will be $7,675 for students in grades K-3, $7,056 for students in grades 4-6, $7,266 for students in grades 7-8, and $8,638 for students in grades 9-12. The base grants will be adjusted upward each year to reflect cost-of-living increases. Districts will also receive a supplemental grant based on the number of high-needs students enrolled in each district. In addition, those with more than 55% high-needs students will get even more funds through what are called concentration grants. The new law effectively eliminates 32 “categorical” programs which dedicated funding for everything from supplemental support for struggling students, to building maintenance and principal training. Instead, the categorical funds have been folded into the LCFF funding districts will receive. Districts will have the option to continue to provide the services funded by the previous categorical funds, but they won’t be required to do so.
Q. How much in additional funding will districts get based on their enrollments of low-income students, English learners, and foster children?
A. Each district will get a supplemental grant of 20 percent of the base grant for every English learner, foster youth, and low-income student. If a student is in more than one of these categories e.g., if he or she is both a low income student and an English learner, districts will still receive only one supplemental grant of 20 percent for that student. The new model also recognizes that districts with large numbers of high-needs students face extra challenges and costs. Therefore, if more than 55% of a district’s students fall into the high-needs category, the district qualifies for an additional concentration grant for each high-needs student over the 55% threshold. Claremont Unified School District does not meet the 55% threshold for concentration grant funds.

Q. So will Claremont Unified School District receive more money?
A. As a result of an improving state economy and funds generated by Proposition 30 approved by voters in 2012, Claremont Unified should receive increases in revenue over the next eight years.

Q. What about funding for special education students?
A. The new formula makes no changes in how special education is currently funded.

Q. Does a district have to spend the additional funds it will receive on low income and other high-needs students?
A. The new law gives districts flexibility to spend their base grants as they choose. But districts must use the additional state funds (the supplemental and concentration grants) to “increase or improve services” for low-income students, English learners and foster children “in proportion to the increase in funds” they receive for these students.

Q. How will districts be held accountable for how they spend state funds?
A. The new law requires that information on how funds are spent be provided in a transparent way to the public. By July 1, 2014, each school board must adopt a Local Control and Accountability Plan (LCAP) that sets out its goals and priorities. The district must adopt a three-year plan and update it annually. The law requires that spending be aligned with eight state priority areas, which include student achievement, basic needs, school climate, student engagement, implementation of the Common Core State Standards, course access, parent involvement, and other student outcomes. County offices of education will be responsible for reviewing districts’ accountability plans and approving them.

Q. How is the community and school staff involved in the development of the LCAP effort?
A. The law requires that the district must consult with parents, community members, employees, and students. Claremont Unified School District has formulated an LCAP Advisory Council consisting of various stakeholder groups to seek advice on the LCAP. In addition a Community Forum was held in February to provide all stakeholders within the community an opportunity to provide input and the District English Language Advisory Council and District Advisory Council will be consulted at special meeting held in April 2014. The community may also provide input via a link on the District’s website at CUSD LCAP Parent/Community Input.