

## School Funding

1. Statements that the school has no money or funding are not true. Early in the school year, the exact amount of the allocation may not be known due to delays in the political process. This happens almost every year. Usually, around January or February the specific funding balances are known at the school site. However, the planning for school spending begins earlier.
2. Most of the school's funding is decided through the Single School Plan. The School Site Council, school site administrators, and district officials develop the plan during the 1st semester of the school year.
3. The SSC includes elected staff members, students, and parents. Much of the funding decisions for the campus are made within this body collaboratively. Remember, apathy and lack of participation are the enemies of the democratic process. A lack of engagement can lead to poor school funding decisions.
4. The LCFF is similar to the other sources of school funding in so far as it requires a collaborative process for planning and spending decisions. See the information below from the California PTA. Its goals are similar to but not the same as Title One.

## Funding Requests

1. School funding requests should be given to the School Site Council chairperson (Bill Hawley) in order to be placed on the agenda for the next SSC meeting.
2. The SSC meets the second Thursday of each month. All requests must be submitted by the 1<sup>st</sup> Friday of the month. SSC rules require that the agenda be posted for public comment on the Monday before the meeting.
3. Funding requests should include the following:
  - a. A description of the item(s) to be purchased
  - b. The individual price and total price plus 18%
  - c. The vendor, their address, phone numbers, any catalog number
  - d. How do these items meet the specific requirements of the funding sources below?

## EIA

The Economic Impact Aid (EIA) program is a state categorical program for kindergarten through grade twelve. This program is no longer funded. LEAs with carryover EIA funds must continue to meet the intent of original requirements:

1. Additional English language acquisition programs, support and services for Limited English Proficient students (LEP) and,
2. State Compensatory Education (SCE) services for Educationally Disadvantaged Youth (EDY) as determined by the local educational agency (LEA).

From the California Department of Education Website

## Title One

A school-wide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.

In general, a Title I school may operate as a school-wide program only if a minimum of 40 percent of the students in the school, or residing in the attendance area served by the school, are from low-income families. *[Section 1114(a)(1) of Title I of ESEA].*

Whereas Title I targeted assistance programs only provide educational services to identified individual students, school-wide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in school-wide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. School-wide programs maximize the impact of Title I. Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is **owned by the entire school community and tailored to its unique needs.**

### Core Elements of School-wide Programs

The school-wide approach is based on the premise that comprehensive reform strategies rather than separate, add-on services are most effective in raising academic achievement for the lowest achieving students in a school. A well-designed and implemented school-wide program touches all aspects of the school's operation and offers an appropriate option for high-poverty schools seeking to improve achievement for all students, particularly the lowest achieving. The three main core elements of a school-wide program are *(34 CFR 200.26)*:

- A school operating a school-wide program must conduct a comprehensive needs assessment that identifies the school's strengths and challenges in key areas that affect student achievement *[Section 1114(b)(1)(A) of Title I of ESEA].*
- The school must develop a comprehensive school-wide plan that describes how it will achieve the goals it has identified as a result of its needs assessment *[Section 1114(b)(1)(B-J) and (34 CFR 200.27) of Title I of ESEA].* The school-wide plan must:
  - ❖ Identify reform strategies, aligned with the needs assessment, that are research-based and provide opportunities for all children to meet the State's proficient or advanced levels of academic achievement;
    - ▶ Provide instruction by highly qualified teachers;

- ▶ Offer high-quality, ongoing professional development;
- ▶ Create strategies to attract highly qualified teachers;
- ▶ Create strategies to increase parental involvement;
- ▶ Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs;
- Identify measures to include teachers in decisions regarding the use of academic assessments;
- Conduct activities to ensure that students who experience difficulty attaining proficiency receive effective, timely, additional assistance; and
- Coordinate and integrate Federal, State and local services and programs.

Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated if it chooses to consolidate funds from Title I, Part A, and other Federal education program funds and resources without maintaining separate fiscal accounting records by program, or meeting most statutory requirements of those programs. *(34 CFR 200.29(b)(1))*

The school must evaluate annually the outcomes and the plan's implementation to determine whether the academic achievement of all students, and particularly of low-achieving students, improved, whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written *(34 CFR 200.26)*.

From the California Department of Education Website

## LCFF and LCAP

Important new ways for parents to engage in decision-making

What is the Local Control and Accountability Plan (LCAP)?

The LCAP is a critical part of the new Local Control Funding Formula (LCFF).

Each school district **must engage parents, educators, employees and the community to establish these plans**. The plans will describe the school district's overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals.

The LCAPs must focus on eight areas identified as state priorities. The plans will also demonstrate how the district's budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes.

What are the eight state priority areas that must be addressed in the plans?

There are eight areas for which school districts, with parent and community input, must establish goals and actions.

This must be done both district-wide and for each school. The areas are:

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
2. Implementation of California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education and physical education standards.
3. Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.
4. Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.
5. Supporting student engagement, including whether students attend school or are chronically absent.
6. Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.
7. Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.
8. Measuring other important student outcomes related to required areas of study, including physical education and the arts.

In addition to these eight areas, a district may also identify and incorporate in its plan goals related to its own local priorities.

From the California PTA