



## The Local Control Funding Formula: An Opportunity for Early Childhood & Low-Income Students

According to the new Local Control Funding Formula (LCFF) law, most school districts in the state are responsible for using LCFF funds to improve outcomes for low-income students.<sup>1</sup> Each district has created a Local Control Accountability Plan (LCAP), the funding plan for LCFF. The LCAP is reviewed and revised annually by each district.

Early childhood programs have been proven to have the greatest impact on improving outcomes for children from low-income backgrounds. There is no other investment that has been proven to deliver as consistent an impact on students or as high as a return on investment as those made in support of high quality early childhood education.<sup>2</sup> Many districts have recognized this value and have included early childhood strategies in their LCAPs, while others have not. Here's a closer look at what the research has found.

### School Readiness

Regardless of their background, children's brains are wired to learn. Yet, research has shown that at 18 months, students from low-income backgrounds show signs of a significant learning gap in the form of a 30 million word deficit relative to their more affluent peers. This gap directly limits their ability to develop an age appropriate vocabulary and as a result struggle to achieve grade level literacy which places them behind their peers by the time they start their first day of kindergarten.

### The Scale

Low-income children make up a significant portion of the student population in California.

- Nearly a quarter (23%) of California children live below the federal poverty line<sup>3</sup>
- Black (59%), Hispanic (63%) and American Indian (51%) children are twice as likely to be living in low-income households as their White (25%) and Asian (30%) peers
- Almost half of the children living in poverty are under 6 years old (48%)<sup>4</sup>

Nearly  
**1** out of **4** CA children

live in poverty

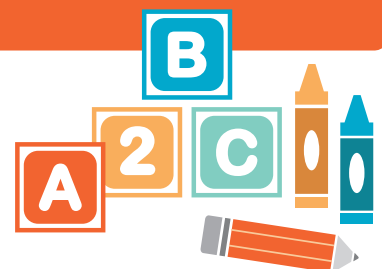
Afr. American, Latino &  
Amer. Indian kids are

**2X** as likely

to be living in  
low-income households  
as White & Asian kids

**48%**

of children living in  
poverty are under age 6



## Now What

Early childhood advocates can take an active role in urging their districts to include early childhood in their LCAP's. Here are three steps you can take:

- 1 Identify specific investments that your district could make to improve outcomes for low-income students  
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- 2 Bring your ideas forward to school officials through the LCAP Community Input sessions  
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- 3 Get to know your school board members and find your early childhood champions



## Contact

For additional information on how you can get involved, contact:



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1. School districts that are responsible for improving outcomes for low-income, dual language learner and foster youth students are those receiving additional Supplemental and Concentration funds through the Local Control Funding Formula.
2. J.J. Heckman (2012) Invest in early childhood development-reduce deficits, strengthen the economy
3. <http://datacenter.kidscount.org/data/tables/8693-children-living-in-poverty?loc=6&clct=2#detailed/2/any/false/868/217,757,107,436,172,4/17455>
4. [http://www.nccp.org/profiles/CA\\_profile\\_6.html](http://www.nccp.org/profiles/CA_profile_6.html)