

# **Why Teacher Librarians Need to Fully Engage in Local Control Funding Formula Planning**

## **What Is the LCFF**

The Local Control Funding Formula was a significant change to the way the state funds school districts beginning July 1, 2013. The new funding formula gives every school district a base apportionment and then funds every district based on a specific target that is predicated on the number of students that are English language learners, participants in the Free and Reduced Lunch program or are foster youth. Each district will be funded based on the unduplicated count of these students. The grant for these unduplicated students will be known as a supplemental grant. For districts where the total student population of unduplicated students is above 50%, there will also be additional funding known as the concentration grant the size of which will be based on the “concentration” of these unduplicated students. The formula will fund each district differently based on its unduplicated count over an 8 year period at which point each district should have reached its target level. The primary goal of the LCFF is to ensure that the district is providing “increased or improved services” to the unduplicated students in the district.

## **What is the LCAP**

On or before July 1, 2014, each school district and county offices of education is required to adopt a local control and accountability plan (LCAP) using a template adopted by the State Board of Education. The plan will be effective for 3 years, with an update prepared before July 1 of each year. The plan will require districts to adopt a plan of action for meeting the specific needs of its unduplicated student population by ensuring that there will be specific increases and/or improvements in services. The LCAP shall include the annual goals, for all pupils and each subgroup of pupils (as defined in the academic performance index) to be achieved for each of the 8 state and local priorities and the specific actions the school district or COE will take during each year of the plan.

## **Why it is Important for TLs to Get Involved in LCAP Planning**

The LCAP is the guiding document that the district will use to determine the funding priorities for the next three years. Because the bulk of new funding that will be coming to districts over the next 8 years will be targeted for improved services for English language learners, students of low socio-economic status, and students in foster care, it is critical that teacher librarians actively work to prioritize school library services and the expansion of teacher librarian and para-professional positions. The research is quite clear that a quality school library greatly enhances the opportunities for academic achievement regardless of ethnicity or socio-economic status of students. Additionally, school library and research skills are integral to the Common Core State Standards and digital literacy and citizenship. These are the components of the curriculum that are at the core of a teacher librarian’s training and expertise.

## **The LCAP Presents an Opportunity to Expand Library Services**

The expansion of school library services and the hiring of additional school library personnel is a justifiable expenditure of supplemental and concentration grant funds because those funds would be attributed to expansion of services for unduplicated students and is a legitimate expenditure of supplemental grant funds. Teacher librarians must work closely with teachers, parents and library supporters in the local community to advocate for the school library as a part of the community outreach effort that each district is required to have as a part of the development of its LCAP.

## **Reach Out to the Community and Library Supporters**

In order to effectively impact the district's LCAP, teacher librarians must combine forces with the teachers in the school and the district in support of spending on school libraries. Additionally, teacher librarians must reach out to those parents that are the strongest library supporters in the school. You must brief them on the importance of advocating for an enhanced school library as a priority for LCAP funding and you must ask each of them to also contact 10 friends to deliver the same message. The LCAP requires a number of public input sessions for the community to outline their own policy priorities. Having the parent community ready with key talking points on the value of the school library for at-risk students, Common core development and digital citizenship and safety will be critical.

## **Library Talking Points to Use with the Community**

As teacher librarians reach out to community leaders and parents, they can use the talking points below as a sample of the clear rationale for prioritizing funding:

- Today's school libraries are designed to provide college and career readiness and to equip students with the skills they need to succeed in a world that is becoming more global and hyper-connected.
- School libraries address curriculum and student learning needs, and are the best positioned to teach the fundamental skills essential for college and career readiness.
- Since 1965, more than 60 education and library studies have produced clear evidence that school libraries staffed by qualified librarians have a positive impact on student academic achievement.
- Good school library programs are essential to a good education. Students in schools with well-funded libraries and the presence of a full-time, certified school librarian scored 8.4% to 21.8% higher on ACT English tests and 11.7% to 16.7% higher on ACT Reading tests.

(adapted from <http://www.ala.org/advocacy/declaration-toolkit-talking-points>)

## **California PTA Supports School Libraries – Adopt Their Priorities**

The state PTA strongly believes in school libraries and teacher librarians must reinforce this with their own local parent groups. The PTA supports the following priorities, and local TLs must make sure that these elements are supported as LCAP priorities by their local parent organizations.

Every school library/media center should be staffed by qualified credentialed personnel who:

- Select appropriate materials and provide activities that support the instructional program;
- Assist students and staff to become effective users of ideas and information;
- Work closely with staff, students and the parent community;
- Meet the needs of all students by teaching the research skills necessary to obtain specific information;
- Maintain and update print and non-print collections and/or have access to existing information through the use of various technologies.

California PTA Advocacy Toolkit, p. 135

(<http://downloads.capta.org/pub/toolkit/04-advocacy-en.pdf>)

Source: Assembly Bill 97, Chapter 47, Statutes of 2013  
[www.leginfo.ca.gov](http://www.leginfo.ca.gov)