

Appendix B: Common Funding Sources

State Funding

[Local Control Funding Formula](#) (LCFF) creates funding targets based on student characteristics and provides flexibility to use these funds to improve student outcomes. For school districts and charter schools, the LCFF funding targets consist of grade span-specific base grants plus supplemental and concentration grants that are calculated based on student demographic factors. For county offices of education, the LCFF funding targets consist of an amount for COE oversight activities and instructional programs.

State Categorical Funding

[California Partnership Academies](#) (CPA) funding provides annual resources for the currently operating CPA programs included in the California state budget. CPAs are effective school-district-business partnerships providing integrated academic and career technical instruction to students who are at risk of dropping out of school or who are not motivated by traditional curricula. The CPA model, a school-within-a-school for students in the 10th through 12th grades, establishes viable partnerships with either the business community or the public sector, or both. Emphasis is placed on student achievement, attendance, and program accountability.

[Career Technical Education Incentive Grant](#) (CTEIG) is a state education, economic, and workforce development initiative to provide pupils in kindergarten through grade 12 with the knowledge and skills necessary to transition to employment and postsecondary education. CTEIG is administered as competitive grants.

[K–12 Strong Workforce Program](#) (SWP) is designed to support K–12 LEAs in creating, improving, and expanding career technical education courses, course sequences, programs of study, and pathways for students transitioning from secondary education to postsecondary education to living-wage employment.

Example Federal Funds

[Title I](#) of the federal Elementary and Secondary Education Act (ESSA) provides financial assistance to LEAs and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state.

1. Basic Grants provide funds to LEAs in which the number of children counted in the formula (formula children) is at least 10 and exceeds 2% of an LEA's school-age population.
2. Concentration Grants provide funds to LEAs that are eligible for Basic Grants and in which the number of formula children exceeds 6,500 or 15% of an LEA's total school-age population.

3. Targeted Grants are based on the same data used for Basic and Concentration Grants except that the data are weighted so that LEAs with higher numbers or higher percentages of children receive more funds. Targeted Grants are based on the same data used for Basic and Concentration Grants except that the data are weighted so that LEAs with higher numbers or higher percentages of formula children receive more funds. Targeted Grants provide funds to LEAs in which the number of formula children (without application of the formula weights) is at least 10 and at least 5% of the LEA's school-age population.
4. Education Finance Incentive Grants distribute funds to states based on factors that measure a state's effort to provide financial support for education compared to its relative wealth as measured by its per capita income, and the degree to which education expenditures among LEAs within the state are equalized.

[Title II, Part A—Supporting Effective Instruction of ESSA](#) intends to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.

[Title IV, Subpart 1—Student Support and Academic Enrichment Grants](#) is intended to improve students' academic achievement by increasing the capacity of states, LEAs, schools, and local communities to: 1) provide all students with access to a well-rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

The [Carl D. Perkins Vocational and Technical Education Act of 2006](#) makes federal funds available to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in CTE programs. In accordance with the statute, states must allocate at least 85% of the funds to eligible recipients, which include LEAs, two- and four-year colleges and universities that offer sub-baccalaureate CTE programs, area CTE centers, and postsecondary education institutions controlled by the Department of the Interior's Bureau of Indian Education.

Example Local Funds

[Measure N](#) is a \$120 per-parcel tax on each taxable parcel in the city of Oakland. Under Measure N, 90% of the funds (over \$12 million a year estimated, or \$1,000 per student) goes directly to school sites on a per-pupil basis. High schools use this money to create customized plans to place all students in high-performing career pathways. An independent commission of qualified experts approves and supports these plans and schools are held accountable for success through annual and three-year progress reports. In addition, Measure N is subject to annual independent financial audits.