

LCAP OVERVIEW

THE LOCAL CONTROL FUNDING FORMULA is California's new system of funding its public schools. LCFF increases school funding and directs more resources to California's high-need students: low-income, foster youth, and English Learner students. To learn more, read [our LCFF handout on the new structure](#).

THE LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) sets out how a district plans to spend its LCFF funds to meet annual goals for its students.

- Each school district must set annual goals for its students in [8 state priority areas](#): (1) basic necessities (2) implementation of common core state standards (3) parental involvement (4) student achievement (5) student engagement (6) school climate (7) access to courses and (8) other student outcomes in subject areas.
- Each school district must also establish a parent advisory committee (PAC). Districts where more than 15% of the students are English Learners must also establish a district English Learner advisory committee (DELAC). These committees give input to the district as the LCAP is being written.
- Who should care about the LCAP? [Parents](#), [students](#), everyone! Learn more on [our overview page](#).


LCAP Sections

LCAP Section 1: Stakeholder Engagement

In Section 1, each district must describe how parents, students, and community members participated in the LCAP process and explain how community feedback was included in the LCAP. To learn more, read our handout on Section 1.

LCAP Section 2: Goals, Actions, Expenditures, and Progress Indicators

In Section 2, each district must describe specific goals that address each of the 8 LCFF state priorities listed above. For each goal, the LCAP must list the actions that it will take to meet that goal, including goals specifically directed to high-need students. The district must also list how much money it plans to spend on each action and where that money came from. Any "supplemental or concentration" ("S&C") LCFF money must be used on programs that are "principally directed towards and effective in" helping low-income, English Learner, and foster youth students. To learn more, read our handout on Sections 2 and 3.



*Find more information about
LCFF, LCAPs, and community
engagement at
www.aclunc.org/LCFF.*

LCAP Annual Update

The Annual Update is intended for districts to review the effectiveness of their goals for the prior school year and to make appropriate changes in future LCAPs. Districts must include goals from the previous year and state which LCFF funds the district spent to meet those goals. To learn more, read our handout on the Annual Update.

Section 3: Use of Supplemental and Concentration Grant Funds and Proportionality

Section 3.A: Supplemental and concentration (S&C) funds allocated to the school district for the current school year.

Districts get S&C funds based on how many high-need students they have. **In Section 3.A, each district must identify the amount of S&C funds it will receive from the State.** S&C money must be used in a way that is “principally directed towards and effective in” helping high-need students. Districts are allowed to use S&C money on programs that benefit ALL students, but in Section 3.A, the district must explain how using that money on a program that benefits all students still “principally benefits” high-need students. For example, a district can use S&C funds for afterschool programs, but it must explain in Section 3.A how the afterschool programs especially benefit high-need students.

Section 3.B: Improvements in services for high-need students

The minimum proportionality percentage (MPP) is the minimum percentage that the district must increase or improve services for its high-need (low-income, foster youth, or English Learner) students. In Section 3.B, the district must list the actions from Section 2 that increase or improve services for high-need students. To learn more, read our handout on Sections 2 & 3.

TIMELINE FOR AN LCAP

January – May: Stakeholders give input to districts about LCAPs for next school year, and review draft LCAPs (including budgets) from district.

June – July: LCAPs for coming school year submitted for approval to School Board and County Offices of Education. Important time for final comments from stakeholders.

August – December: Districts make final revisions to previous school year LCAP, stakeholders review data from previous school year and engage with districts about next year’s LCAP.

DIFFERENT PLACES STAKEHOLDERS CAN BE INVOLVED

- Developing an LCAP
- Public Comment and Public Hearings
- Feedback on Annual Update
- Feedback to Counties, School Districts, and Advocates About LCAP Implementation
- File Uniform Complaint Procedure (UCP) Complaints Regarding the District’s LCAP

Need help? To get involved, contact the ACLU of California

Abre’ Conner: ACONNER@ACLUNC.ORG

Northern CA: www.aclunc.org
Southern CA: www.aclusocal.org
San Diego: www.aclusandiego.org



*This handout is current as of
April 2016*