WHY SECTIONS 2 & 3 OF THE LCAP ARE IMPORTANT

Section 2 of the LCAP

- Helps stakeholders (like students, parents, and other community members) understand what the district's goals are for students, how the district plans to pay for services to meet those goals, and the actions the district will take to meet its goals.
- Helps stakeholders understand whether money is going to a specific school or to all schools in the district, and if all or only some students (like high-need students: low-income, English Learner, or foster youth students) will benefit from the district's goals, actions and services.
- Helps stakeholders figure out whether and how the district's goals for its students, especially high-need students, are being met.

Section 3 of the LCAP

- Helps stakeholders understand how the district plans to use its "supplemental and concentration" ("S&C") funds to improve educational programs and services specifically for high-need students.

SECTION 2 Goals, Actions, Expenditures, and Progress Indicators

> ***The LCAP instructions state the district must include a "description of the annual goals for all pupils and each subgroup of pupils to be achieved for each of the state priorities."***

- In Section 2, the district has to describe its plan to meet goals for its students in each of the eight state priority areas.
- Stakeholders should be involved in this process by reviewing the district's current goals and comparing them to goals from previous years.
- If you attended an LCAP meeting where the district discussed its goals for students, Section 2 should reflect those conversations. Stakeholders should also review which groups of high-need students are listed for each goal to ensure that the district is setting goals that meet the needs of those students.

The district must list the actions it plans to take and identify and describe expected results for students.

- It is not enough for the district to just state a goal. The district must also explain how it plans to meet those goals. If the actions are not specific, this may be an area to review with your district.

The district must describe "budgeted expenditures."

- "Budgeted expenditures" means the money the district plans to spend to meet its goals for students. This means that the district must list the LCFF funds it plans to spend.
- Stakeholders should double-check the funding sources to make sure the district is being transparent about how it is spending its LCFF funds.

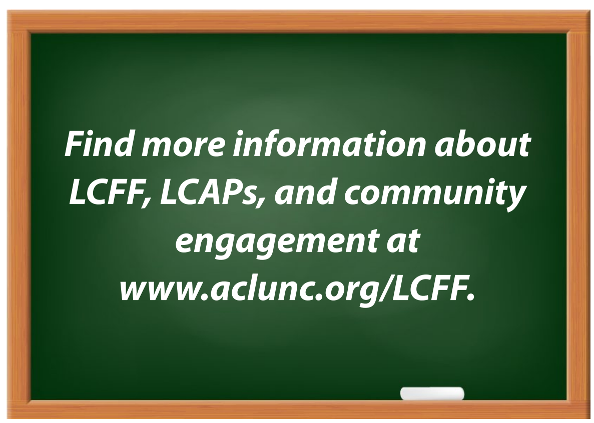
SECTION 3 Supplemental and Concentration Funding

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

- **In Section 3.A, the district must list the total amount of supplemental and concentration ("S&C") funds it will receive for that school year.** Keep this number in mind when reviewing the budgeted costs in Section 2. If the total S&C funds listed in Section 3 do not add up to its S&C funds listed in Section 2, ask your district why.
- **Districts must describe any S&C funds that they plan to use in a districtwide or schoolwide manner.** Each district must describe in the LCAP how it will use its S&C funds. The State gives S&C funds to districts to use principally for high-need students (low-income, English Learner, and foster youth students). If the district uses S&C money for programs intended for all of the students in the district, it is required to justify that use in Section 3.
- **Districts must describe how S&C funds that are being spent on ALL students (for example, on a program for all students in the district) are "principally directed and effective in" meeting the needs of high-need students.** Even if a majority of students in a district are high-need students, districts still must justify using S&C money on programs that are intended for all of its students (rather than programs aimed specifically at high-need students). If the reasoning is not clear in Section 3.A, stakeholders should ask districts to clarify how a program for all students especially benefits high-need students.
- ***There are even stricter requirements for districts where less than 55% of the students are high-need students.*** These districts must explain why programs paid for with S&C funds, but intended for all students in the district (rather than just high-need students), are the "most effective use" of S&C funds to increase or improve services for high-need students.

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

- **In Section 3.B**, a district must provide its *minimum proportionality percentage:* the percentage that the district must increase or improve services for its high-need students. The district must list the actions from Section 2 that increase or improve services for high-need students.
- Stakeholders should hold districts accountable for increasing and improving services by this percentage.
- Use this percentage as a starting point to review Sections 2 and 3.A, especially when reviewing your district's budgeted expenditures for high-need students. If a district is not spending any S&C money on services specifically for high-need students, that is an issue to raise with district staff.



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

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This handout is current as of April 2016