

LCAP

LOCAL CONTROL & ACCOUNTABILITY PLAN

The **Local Control Funding Formula (LCFF)** directs more resources to CA's highest-need students. It requires districts to develop **Local Control and Accountability Plans (LCAPs)** that establish annual goals for all students, describe what actions will be taken to achieve these goals, and detail how funds will be spent to increase or improve services.

STATE PRIORITIES

Districts must set annual goals in **8 State Priority areas**

- **Basic Necessities** Qualified and properly assigned teachers, sufficient instructional materials, facilities in good repair
- **Implementation of Common Core State Standards**
- **Parental Involvement**
- **Student Achievement** Statewide assessments, API, EL reclassification rate, college preparedness, etc.
- **Student Engagement** Attendance rates, dropout rates, graduation rates, etc.
- **School Climate** Suspension and expulsion rates, etc.
- **Access to Courses**
- **Other student outcomes in subject areas**

LOCAL PRIORITIES

Districts can also establish local priority areas

Districts must adopt LCAPs by **July of every year**. LCAPs cover 3 years, are updated annually, and must be aligned with the district budget

GOALS are set under each priority area, for all students and for subgroups.

SPECIFIC ACTIONS are described for each goal.

Progress towards goals and effectiveness of actions are reviewed annually.

Goals and actions are detailed for all students and for student subgroups at the district and school level.



Questions? Go to www.aclunc.org/lcff for more information

PARENT ADVISORY COMMITTEES

Districts must establish **Parent Advisory Committees** to advise school boards and superintendents on LCFF implementation. These committees must include parents and guardians of students that are eligible for free or reduced-price meals, English learners, or foster youth. Furthermore, if English learners make up at least 15% of a district's enrollment and the school district enrolls at least 50 English learners, it must establish a **District English Learner Advisory Committee** which must include parents/guardians. Districts must present their LCAPs to these advisory committees for review and comment.

STUDENT SUBGROUPS

Districts must set distinct goals for all **numerically significant** subgroups (at least 30 students, or 15 for foster youth).

Racial / Ethnic Subgroups:

- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or more races

Other Subgroups:

- Socioeconomically disadvantaged
- English learners
- Students with disabilities
- Foster youth

EXPENDITURES

Districts must list and describe the expenditures implementing the **specific actions** for each fiscal year.

Districts receive **supplemental** and **concentration** funds for English learner, low-income, and foster youth students. Districts must use this money to increase or improve services for these high-need students in proportion to the increase in funds they receive.