

# LCAP

## LOCAL CONTROL & ACCOUNTABILITY PLAN

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The **Local Control Funding Formula (LCFF)** increases school funding and 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**

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

## LOCAL PRIORITIES

Districts can also establish local priority areas

## 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.

**DISTRICTS MUST ADOPT LCAPS BY JULY 2014. LCAPS COVER 3 YRS, ARE UPDATED ANNUALLY, & 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 & ACTIONS ARE DETAILED FOR ALL STUDENTS AND FOR STUDENT SUBGROUPS AT THE DISTRICT AND SCHOOL LEVEL**

## 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.

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