



# LCAP EVALUATION CHECKLIST

This document is intended to help stakeholders review and evaluate a school district’s Local Control and Accountability Plan, or LCAP. This checklist is not meant to judge or evaluate the quality or likely effectiveness of a district’s proposed plans. Rather, it is focused on whether the plan is transparent, thoughtfully presented, and consistent with the letter and spirit of the law.

The guiding questions below are organized by each of the three LCAP sections: (1) Stakeholder Engagement, (2) Goals and Progress Indicators, and (3) Goals, Actions and Expenditures. With each of these sections are two sets of questions. First, a checklist of questions addresses the elements of the LCAP process that districts are legally required to complete. A second checklist of questions addresses potential best practices – those practices that go beyond the letter of the law but may be important to include in a thoughtful, coherent, and transparent LCAP.

## SECTION 1: STAKEHOLDER ENGAGEMENT

### Legal Requirements: Did the district meet minimum legal requirements?

- Is a parent advisory committee reviewing a draft of the LCAP and providing written comments? Is the superintendent answering in writing?
- Does the parent advisory committee include parents or guardians of students receiving free and reduced lunch, English language learners, and/or foster students?
- If the district’s student population is at least 15% English learner, is a district English learner parent advisory committee reviewing a draft of the LCAP and providing written comments? Is the superintendent answering in writing?
- Did the district consult with the following stakeholders in developing the LCAP?
  - Parents
  - Students
  - Teachers
  - Principals
  - Administrators
  - Other School Personnel
  - Local Bargaining Units
- Did the district share the LCAP with, and request input from, school site-level advisory groups, such as school site councils, ELACs, pupil advisory groups, etc.?

- If 15% or more of the students enrolled at any district schools speak a primary language other than English, were notices, reports, statements, and records related to LCFF/LCAP that were sent home to those students translated to the primary language?
- Did the district provide notice to the public of the opportunity to submit written comments on the actions and expenditures included in the LCAP?
- Did the school board hold a public hearing to solicit feedback and comments from members of the public? Did the school board provide 72 hours' notice for this meeting? Did the notice include the location of the LCAP for public inspection?
- Did the district adopt the LCAP at a public meeting that took place subsequent to the public hearing? Was the LCAP adopted at the same meeting during which the district approved the budget?
- Did the district post the school board-approved LCAP on its website?

**Beyond Minimum Requirements: Did the district make efforts to meaningfully engage stakeholders?**

- Did the district begin communicating with the public regarding LCFF and LCAP early in the school year?
- Did the district offer informational meetings to introduce the new funding formula?
- Were multiple stakeholders invited to these public meetings? List of invited stakeholders:  
\_\_\_\_\_.
- Were these meetings well-advertised? Means of informing public:  
\_\_\_\_\_.
- Did the district publicly share a timeline for the LCAP process?
- Did the district provide the public with timely and relevant information on LCFF/LCAP on its website?
- Did the district provide enough relevant information, such as data on student academic performance and budget projections for the next year, to help stakeholders prioritize their input?
- Did the district survey or interview stakeholders to gather relevant and meaningful input for the LCAP?
- Did the district hold community forums to gather input for the LCAP, and did it make every effort to let the community know about these meetings?
- Did the district explain how it planned to incorporate community input into the LCAP?
- Was the district transparent about how it chose members for advisory committees? Does the make-up of the advisory committees reflect the district's parent population? Are the advisory committees comprised primarily of parents?
- Did the district arrange for members of advisory committees to be trained on their role?
- Did the district engage and involve foster youth stakeholders, such as: county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, and education rights holders?

## SECTION 2: GOALS AND PROGRESS INDICATORS

### Legal Requirements: Did the district meet minimum legal requirements?

- Are all eight state priorities addressed by district goals?
- Do these goals address, at minimum, the metrics required for each priority area? (See Appendix for a listing of these metrics.)
- Did the district specify to which student subgroups each goal applies (e.g. all students, English learners, foster youth, low-income students, students with disabilities, ethnic subgroups, etc.)?
- Did the district incorporate school-specific goals from school site plans when constructing the district LCAP?

### Beyond Minimum Requirements: Did the district present goals that are logical, clear, measurable, and that directly address the state priority areas?

- Has the district created a flow from needs, to metrics, to goals that is easy to follow and that makes logical sense? Has it provided enough detail that stakeholders can track what the district is trying to accomplish and why it is important to accomplish these things?
- Do the goals meaningfully and directly address each of the state priority areas? (Or are they instead general and high-level, such that they could map to most or even all priority areas?)
- Are the goals specific enough that the district can measure progress toward achieving them?
- Is the expected progress toward the goal achievable but also sufficiently challenging? Is it clear how the district anticipates measuring progress against each goal?
- Does the district have a clearly stated vision for how it plans to improve student success?

## SECTION 3: GOALS, ACTIONS, AND EXPENDITURES

### Legal Requirements: Did the district meet minimum legal requirements?

- Do the actions listed in this section address all of the goals identified in the previous section?
- Does Section 3A include actions and services that meet goals for all students and non-unduplicated subgroups (e.g. ethnic subgroups and students with disabilities)?
- Does section 3B include actions and services above what is provided for all students that meet the district's goals for low-income students, English learners, foster youth, and students redesignated as fluent English proficient?
- Is it clear how much money has been budgeted for each action? Does the amount seem reasonable to implement the related action?

- Does the district clearly identify whether supplemental and concentration funds are used in a districtwide or school-wide manner?
- Has the district listed and described the expenditures necessary to implement the actions for all students and for unduplicated subgroups, including low-income students, English learners, foster youth, and reclassified English learner students?
- Does the district explain how supplemental and concentration grant expenditures meet the district's goals for high-need students in the state priority areas?
- Does the LCAP demonstrate that actions targeting unduplicated students will increase or improve services for these students?
- If the district has fewer than 55% low-income/English learner/foster youth students, does it explain how any districtwide uses of supplemental/concentration funds will be the most effective use of those funds for meeting goals for those student groups?
- Did the district describe how it arrived at the amount of spending it is required to use to increase and improve services to high-need students?
- Does the district account for all or nearly all of its LCFF funds in its LCAP? (This includes base, supplemental, and concentration grants, and total funds – not just the increase from the prior year.)

**Beyond Minimum Requirements: Did the district present actions likely to be effective in improving educational outcomes for students?**

- Are the proposed actions likely to help the district achieve the related goal(s)? Has the district explained whether and how its chosen actions may be effective in reaching district goals?
- Are the listed actions/services specific enough to convey exactly what the district will be doing/implementing?
- Has the district identified specific school sites that will receive school-wide expenditures?
- Do the actions listed in the LCAP seem to respond to the feedback offered by the parent advisory committees, community members, and other stakeholders?
- Are all 8 priority areas covered? Are the priority areas addressed meaningfully and discreetly, or has the district assigned most of its programs/services to all 8 priority areas?
- Does the district provide all the mathematical steps of its proportionality calculation?
- In its estimate of spending on high-need students from the previous year, does the district provide a written explanation of how it arrived at that number?
- When the district uses more than one funding source for an action or service, does it clearly identify how much of the expense is coming from each unique funding source?

## APPENDIX – REQUIRED METRICS FOR GOALS IN LCAP SECTION 2

Priority Area	Data Requested
1. Basic Services	Rate of appropriately assigned and credentialed teachers
	Availability of standards-aligned instructional materials
	Number and percent of facilities in good repair
4. Student Achievement	API scores
	STAR test scores (% proficient + advanced)
	EAP test scores (% college ready)
	CELDT scores
	English learner reclassification rates
	Long-term English learner rate
	A-G completion / “college readiness” rates
	AP course-taking rates and scores (% scoring 3+)
5. Student Engagement	Graduation rates
	High school dropout rates
	Middle school dropout rates
	Attendance rate
	Chronic absenteeism rate
6. School Climate	Suspensions
	Expulsions
	Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.