

How to Read the LCAP to Track Equity



A Local Control Accountability Plan, or LCAP, is a strategic plan that California school districts and charters produce to explain how they plan to spend money to meet student needs and close equity gaps. Every year, school districts and charters must provide a report on the previous year and create an updated plan for the next year. The LCAP provides critical information that community members should use to track equity priorities.

The Five Sections of the LCAP

Annual Update

Purpose

- Provide updates on implementation of programs and services
- Provide actual expenditures for previous years (2019-20 and 2020-21)
- Discuss the successes/challenges and "lessons learned" from previous years
- Explain why the district didn't meet certain goals and explain what it will do differently to meet those goals moving forward



Check to See:



- Were any actions or services in the previous LCAP not implemented? If so, what were the funds budgeted for those services used for?
- How were different groups of students (i.e., English Learners, foster youth, etc.) affected by the pandemic?
- Are there specific measurable outcomes for each student group?

Stakeholder Engagement

Purpose

- Describe how the district engaged with the community and meaningfully elicited feedback from stakeholders (including parents and caregivers, students, staff, and community members) to develop the LCAP
- Explain how this feedback influenced the LCAP



Check to See:



- Does the LCAP explain how feedback of various stakeholders, including students, families, teachers, principals, and unions, influenced the LCAP?
- Did the Parent Advisory Committee and the District English Learner Advisory Committee (if applicable) review and comment on the draft as required by law?

Goals and Actions

Purpose

- Identify goals to address student needs and actions and spending to advance those goals
- Show year-to-year progress on goals
- Analyze whether actions were effective in meeting goals (starting in 2022-2023 LCAP)



Check to See:



- Do you agree with how progress on goals is being measured? Are outcomes ambitious enough for students with greatest needs?
- Are the descriptions of actions specific enough for stakeholders to understand what services the district is planning to provide?
- Are actions that are unrelated improperly bundled together?

Increased or Improved Services

Purpose

- Demonstrate whether the district is meeting its equity obligation to increase and improve services for high-need students (defined as low-income students, foster youth, and English learners)
- Explain how actions are designed to effectively meet the needs of high-need students or have been effective in meeting those needs (if the action is continuing from previous years)



Check to See:



- Does the district specifically explain how district-wide or school-wide actions are primarily directed toward high-need students?
- Does the district describe how the actions or services are designed to meet the needs, conditions, or circumstances of high need students?
- Does the district clearly explain how the action will help achieve an outcome tracked in the LCAP to meet the district's goals for high-need students?

Expenditure Tables

Purpose

- Describe how much money is being spent on each action, the source of funding, and whether that action is contributing to the district's equity obligation to increase and improve services for high-need students
- Identify the scope (districtwide, schoolwide, or limited to certain student groups), location (all schools, specific grades like all elementary schools, or specific schools), and target student groups (low-income, foster youth, English learners) for each action
- The amount of money actually spent in the previous year for each action



Check to See:



- Do the expenses in the Contributing Expenditures Table add up to the total equity dollars (LCFF S&C funds) received?
- Are the investments sufficient enough to create transformative change?
- Looking at the Annual Update Table, did the district actually meet its equity obligation last year (i.e. do the actual expenditures add up to the LCFF S&C funds received last year)? If not, is it carrying over that obligation to the current LCAP?



Reading for Specific Priorities

1

Look at the student **NEEDS** identified in the LCAP



- Are your priority needs listed in the LCAP?
- What are the annual measurable outcomes for these needs?

2

Look at the district's **GOALS** for addressing your priority needs

- Are these goals designed to address your priority needs?
- Given the needs, do you think these are good goals?
- If not, what should the goals be?
- Remember, districts can now make focus goals to concentrate their resources on their greatest challenges.

3

How is the district **MEASURING PROGRESS** toward these goals?



- Are these the right metrics to measure progress on the goal?
- Are the three-year outcomes sufficiently ambitious?
- Are the metrics and outcomes sufficiently disaggregated by student group?

4

Look at the **ACTIONS** that the district is planning to take to meet the goals

- What do you like? What do you dislike?
- What is missing?
- Is there sufficient investment?
- Are high need students prioritized?
- What additional information do you need?



5

Did the district **LISTEN TO COMMUNITY** in identifying the needs, goals, metrics, and actions?



- Did you feel seen and heard in this process?
- What would make you feel seen and heard?