Local Control and Accountability Plan (LCAP) Compliance Checklist

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Reviewed: \_\_\_\_\_\_\_\_

| CONSULTANT DIRECTIONS: In the column to the right, indicate a finding of Y (yes), N (no), U (unknown), or NA (not applicable).  This is a full list of LCAP requirements; however, it is intended that the documents be skimmed for alignment with the *LCAP Instructions* for legal compliance. The reviewer may slow down for a more detailed review in areas of concern; however, the review should be completed in approximately two (2) hours. Store review notes according to procedure by September 30, annually. CCAP will generate a draft letter to the authorizing agency for distribution on their letterhead. | | | | | |
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| A. | T TIMELY AND ACCURATE SUBMISSION | |  | |  |
| 1. | Did the charter school submit the LCAP by July 1st? | | | |  |
| 2. | Did the charter school use the approved SBE LCAP template? | | | |  |
| 3. | Did the charter school include all required components of the LCAP (BoP, Update, LCAP, Instructions)? | | | |  |
| 4. | Are the school name, CDS Code, and contact information current? | | | |  |
| B. | GENERAL INFORMATION INSTRUCTIONS ALIGNMENT | | | | |
| 1. | Does the charter school describe its school and the students served? | | | |  |
| 2. | Does the charter school identify receipt of Equity Multiplier funding, as applicable? | | | |  |
| C. | REFLECTIONS: ANNUAL PERFORMANCE INSTRUCTIONS ALIGNMENT | | | | |
| 1. | Does the charter school reflect on CA Dashboard successes and/or challenges to identify future needs? | | | |  |
| 2. | Does the charter school identify the following, which are required to remain unchanged for the three-year cycle: | | | | |
| *a.* | *Any state indicator on the most recent CA Dashboard with the lowest performance level* | | | |  |
| *b.* | *Any student group with the lowest performance level on any state indicator on the most recent CA Dashboard* | | | |  |
| 3. | As applicable, the charter school included a summary of work underway as part of technical assistance, including the reason(s) the charter school is eligible for or has requested technical assistance consistent with EC §47607.3, 52071, 52071.5, 52072, or 52072.5 | | | |  |
| 4. | As applicable, charter schools identified for Comprehensive Support and Improvement (CSI): | | | | |
| *a.* | *Disclosed that it has been identified for CSI* | | | |  |
| *b.* | *Described how the LEA has or will support the school in developing CSI plans* | | | |  |
| *c.* | *Described how it will monitor and evaluate the plan to support student and school improvement* | | | |  |
| D. | EDUCATIONAL PARTNER ENGAGEMENT INSTRUCTIONS ALIGNMENT | | | | |
| 1. | Did the charter school consult with the following educational partners on developing the LCAP (E.C. §47606.5(e))? | | | | |
| *a.* | *Teachers* | | | |  |
| *b.* | *Principals* | | | |  |
| *c.* | *Administrators* | | | |  |
| *d.* | *Other school personnel* | | | |  |
| *e.* | *Parents* | | | |  |
| *f.* | *Students* | | | |  |
| 2. | Did the charter school summarize the process of engaging educational partners in developing the LCAP? | | | |  |
| 3. | Did the charter school describe how LCAP development was influenced by educational partner feedback? | | | |  |
| 4. | If the charter school received Equity Multiplier funds, were the educational partners generating Equity Multiplier funds explicitly consulted in developing the required focus goal for the school? | | | |  |
| 5. | If the charter school uses the LCAP as the School Plan for Student Achievement (SPSA), did it meet the requirements of EC §52062(a) before Board approval? This EC applies to Districts only. However, if a school uses its LCAP for federal compliance reporting (the SPSA), locate the SPSA template and review the instructions against the LCAP. | | | |  |
| 6. | Was the LCAP shared with, and did the school request input from, school site-level advisory groups, as applicable, to facilitate alignment between various plan goals? | | | |  |
| 7. | Before approving the LCAP, did the charter school governing board hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP or the Annual Update to the LCAP? | | | |  |
| 8. | Was the agenda for the public hearing posted at least 72 hours in advance? | | | |  |
| 9. | Was the LCAP made available for public inspection at each site operated by the school? | | | |  |
| E. | GOALS AND ACTIONS INSTRUCTIONS ALIGNMENT | | | |  |
| 1. | Did the charter school prioritize goals, specific actions, and related expenditures included in the LCAP with one or more state priorities? | | | |  |
| 2. | Did the charter school consider performance on the state and local indicators when determining how to prioritize LCAP goals? | | | |  |
| 3. | Did the charter school address all required prompts in the instructions related to goal development, including | | | | |
| *a.* | *Identifying the type of goal being implemented?* | | | |  |
| *b.* | *Identifying all state priorities that a goal is intended to address?* | | | |  |
| *c.* | *Do the narrative descriptions provided by the charter school meet the specific requirements outlined in the LCAP Instructions for that type of goal (e.g., focus goal, broad goal, Maintenance of Progress Goal? Refer to LCAP Instructions for details.* | | | |  |
| 4. | Did the charter school address, at a minimum, all state priorities and associated metrics articulated in E.C. §52060(d) and 52066(d) as applicable to the LEA? | | | | |
| *a.* | *Priority 1: credentials, materials and facilities* | | | |  |
| *b.* | *Priority 2: academic standards, incl. EL* | | | |  |
| *c.* | *Priority 3: parental involvement* | | | |  |
| *d.* | *Priority 4: pupil achievement* | | | |  |
| *e.* | *Priority 5: pupil engagement* | | | |  |
| *f.* | *Priority 6: school climate* | | | |  |
| *g.* | *Priority 7: course of study* | | | |  |
| *h.* | *Priority 8: other pupil outcomes* | | | |  |
| 5. | Do the metrics include all the following: | | | | |
| *a.* | *Numbered metrics* | | | |  |
| *b.* | *A standard of measure used to determine progress toward the goal and/or to measure the effectiveness of one or more actions associated with the goal?* | | | |  |
| *c.* | *Was the most current baseline data used?* | | | |  |
| *d.* | *Are the data labeled with the corresponding school year?* | | | |  |
| *e.* | *The baseline data remains unchanged for the three-year LCAP unless computation inaccuracies are corrected, as reflected in the Goal Analysis prompt on LCAP changes/ updates.* | | | |  |
| *f.* | *Year 3 Target Outcomes are input for all metrics (one- and two-year outcomes apply to one- and two-year LCAPS).* | | | |  |
| *g.* | *Year 1 and Year 2 Outcomes are completed in the corresponding year for all metrics. All data is labeled with the corresponding year.* | | | |  |
| *h.* | *Are differences between baseline and yearly outcomes noted? This would not apply to one-year LCAPs.* | | | |  |
| F. | ACTIONS, SERVICES, INCREASED/IMPROVED SERVICES & EXPENDITURES INSTRUCTIONS ALIGNMENT | | | | |
| 1. | Are the actions numbered, and do they contain a short title? | | | |  |
| 2. | Does the charter school provide a brief description of each action? | | | |  |
| 3. | Each action contributing to meeting the increased or improved services requirement includes | | | | |
| *a.* | *Is the unduplicated student group identified appropriately?* | | | |  |
| *b.* | *For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students, and 2) being provided on an LEA-wide basis, the LEA identifies one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.* | | | |  |
| *c.* | *Did the school complete the narrative field demonstrating how it is increasing or improving services (e.g., growing services in quality and/or increasing services in quantity) for its unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the charter school (EC §42238.07[a][1], 52064[b][8][B] and 5 CCR* §*15496[a])?* | | | |  |
| *d.* | *If actions are identified as ‘LEA or schoolwide,’ does the charter school describe the unique identified need(s) of the charter school’s unduplicated student group(s) for whom the action(s) is/are principally directed, and does it demonstrate how an action(s) is/are principally directed towards an unduplicated student group(s) identified through a needs assessment and how the action addresses them?* | | | |  |
| 4. | If the charter school has 30 or more English learners and/or 15 or more long-term English learners, did it include specific actions in the LCAP related to, at a minimum | | | | |
| *a.* | *Which language acquisition programs, as defined in EC* §*306, are provided to students?* | | | |  |
| *b.* | *The professional development provided for teachers.* | | | |  |
| *c.* | *If the charter school has 30 or more English learners and 15 or more long-term English learners, it includes both EL and LTEL actions.* | | | |  |
| 5. | If the charter school is eligible for technical assistance under EC §47607.3, 52071, 52071.5, 52072, or 52072.5, does the LCAP include specific actions related to the implementation of the work related to technical assistance? | | | |  |
| 6. | Are all Red Dashboard indicators (overall and student group) addressed in one or more actions within the LCAP? | | | |  |
| 7. | Are the total expenditures associated with the action entered by the funding source? | | | |  |
| 8. | The charter school completed the tables as follows: | | | | |
| *a.* | *The charter school specified the amount of LCFF supplemental and concentration grant funds it estimates it will receive in the coming year based on the number and concentration of foster youth, English learners, and low-income students, including the Additional 15% LCFF Concentration Grant.* | | | |  |
| *b.* | *The charter school specified the amount of additional LCFF concentration grant add-on funding, as described in EC* §*42238.02, that the LEA estimates it will receive in the coming year.* | | | |  |
| *c.* | *The charter school specified the estimated percentage by which services for unduplicated pupils must be increased or improved compared to those provided to all students in the LCAP year as calculated under 5 CCR* §*15496(a)(7).* | | | |  |
| *d.* | *The charter school specified the LCFF Carryover Percentage and dollar amount identified in the LCFF Carryover Table. If a carryover percentage/ dollar amount was not identified in the LCFF Carryover Table, the charter school specified 0.* | | | |  |
| *e.* | *The charter school added the projected percentage to increase or improve services for the coming school year, the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated under 5 CCR* §*15496(a)(7).* | | | |  |
| 9. | Are the following action tables complete: | | | | |
| *a.* | *Total Planned Expenditures Table (for the coming LCAP Year)* | | | |  |
| *b.* | *Contributing Actions Table (for the coming LCAP Year)* | | | |  |
| G. | GOAL ANALYSIS/ ANNUAL UPDATE INSTRUCTIONS ALIGNMENT | | | | |
| 1. | Is the LCAP year entered for the Goal Analysis? | | | |  |
| 2. | Did the charter school use actual annual measurable outcome data, including data from the Dashboard, to analyze whether the planned actions effectively achieved the goal? “Effective” means the degree to which the planned actions successfully produced the target result. | | | |  |
| 3. | Did the charter school describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with the implementation? | | | |  |
| 4. | Did the charter school include any instance where it did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the approved LCAP? | | | |  |
| 5. | The charter school explained material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required. | | | |  |
| 6. | Did the charter school describe the effectiveness or ineffectiveness of the specific actions to date in progressing toward the goal? “Effectiveness” means the degree to which the actions successfully produced the target result, and “ineffectiveness” means that the actions did not make any significant or targeted result. Not all actions in a goal will be intended to improve performance on all metrics associated with the goal. The charter may address this requirement by grouping similar actions and metrics. | | | |  |
| 7. | Beginning with the development of the 2024–25 LCAP, did the charter school change actions that have not proven effective over three years? | | | |  |
| 8. | Did the charter school describe changes made to each goal, including expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable? For actions identified as ineffective, the charter school identified the ineffective action(s). It included a description of 1) the reasons for the ineffectiveness and 2) How changes to the action will result in a new or strengthened approach. | | | |  |
| 9. | Are the following tables complete: | | | | |
| *a.* | *Annual Update Table (for the current LCAP Year)* | | | |  |
| *b.* | *Contributing Actions Annual Update Table (for the current LCAP Year)* | | | |  |
| *c.* | *LCFF Carryover Table (for the current LCAP Year)* | | | |  |
| H. | | BUDGET OVERVIEW FOR PARENTS (BoP) COMPLETION | | | |
| 1. | | Are the school’s name, CDS Code, and contact information current? | |  | |
| 2. | | Did the charter school populate all dollar amount fields? As applicable, do the dollar amounts match the applicable LCAP (e.g., LCFF Supplemental & Concentration Grants, Total Budgeted Expenditures)? | |  | |
| 3. | | Did the charter school complete the required prompts? | |  | |
| Brief comments for CCAP inclusion in the *Feedback Letter* and consultant inclusion in the *Annual Performance Progress Report.* CCAP must be able to interpret notes to draft a letter for the authorizing agency. | | | | | |
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| *California Education Code §47604.32 states: “Each chartering authority, in addition to any other duties imposed by this part, shall … ensure that each charter school under its authority complies with all reports required of charter schools by law, including the annual update required under* §*47606.5.”* | | | | | |