| **2022-23 LOCAL CONTROL AND ACCOUNTABILITY PLAN REVIEW CRITERIA** | | |
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| ***Instructions to reviewer:*** *Mark the Yes box next to each criterion to indicate whether the criteria are met based on the review of the LCAP and related documents. If criteria are not met and follow-up is required, use the space provided after each section. The Page Reference box may be used to help track where the criteria is met (or not met) in the document. Note: Unless otherwise indicated, all criteria fall under COE Approval Criteria EC 52070(d)(1) – Adherence to the template adopted by the state board.* | | |
| ***(1) Use of Template*** | | |
| *Yes* | *Page Ref#* | *Approval Criteria* |
|  |  | (a) The LCAP adheres to the template adopted by SBE and includes instructions. |
| Comments/Follow Up Required: | | |
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| ***(2) Plan Summary*** | | |
| *Yes* | *Page Ref#* | *Approval Criteria* |
|  |  | (a) LEA name, contact name, title, email address, and phone number are provided. |
|  |  | (b) LCAP Year: Correct year (2022-23) is listed. |
|  |  | (c) General Information: Includes brief description of the LEA, its schools and students. |
|  |  | (d) Reflections: Successes: Includes a description of successes and/or progress based on a review of performance on the state and local indicators, progress toward LCAP goals, local self-assessment tools, and input from educational partners. |
|  |  | (e) Reflections: Identified Need: Identifies areas that need significant improvement based on a review of Dashboard and local data. |
|  |  | (e.1) Identifies indicators where overall performance was in the "Red" or "Orange" categories or for which LEA received a “Not Met” or “Not Met for Two or More Years” rating in Evaluation Rubrics, and any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. However, the 2021 Dashboard was not published with color performance indicators, so COEs should verify that the LEA uses available state and local data as a basis to identify areas of greatest need and describe how they will be addressed in the LCAP. |
|  |  | (e.2) Describes steps LEA is planning to take to address the areas of low performance and performance gaps. |
|  |  | (f) LCAP Highlights: Identifies and summarizes key features of LCAP for the current year. |
| Comments/Follow Up Required: | | |
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| ***(3) Comprehensive Support and Improvement*** | | |
| *Yes* | *Page Ref#* | *Approval Criteria* |
|  |  | (a) Comprehensive Support and Improvement: Identifies schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act (ESSA) and describes LEA plans to address needs of school sites. |
|  |  | (a.1) Schools Identified: LEA has identified schools identified for CSI. |
|  |  | (a.2) Support for Identified Schools: Describes how the LEA supported identified schools in developing CSI plans that include a school-level needs assessment, selection of evidence-based interventions, and identification of any resource inequities to be addressed. |
|  |  | (a.3) Monitoring and Evaluating Effectiveness: Describes how the LEA will monitor and evaluate the implementation and effectiveness of CSI plans. |
| Comments/Follow Up Required: | | |
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| ***(4) Engaging Educational Partners*** | | |
| *Yes* | *Page Ref#* | *Approval Criteria* |
|  |  | (a) Summary of Engagement Process: Summarizes how educational partner engagement was considered before finalizing the LCAP. |
|  |  | (b) Includes required description of how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the LEA, and describes engagement with the following: |
|  |  | (b.1) Parents |
|  |  | (b.2) Students |
|  |  | (b.3) Teachers |
|  |  | (b.4) Principals and Administrators |
|  |  | (b.5) Other School Personnel |
|  |  | (b.6) Local Collective Bargaining Units, as applicable |
|  |  | (b.7) Parent Advisory Committee, as applicable |
|  |  | (b.8) English Language Parent Advisory Committee, as applicable |
|  |  | (b.9) Special Education Local Plan Area Administrator, as applicable |
|  |  | (b.10) Includes required general information about the timeline of the process and meetings or other engagement strategies with educational partners. |
|  |  | (c) Summary of Feedback: Summarizes the feedback provided by specific educational partners. |
|  |  | (c.1) Includes ideas, trends, or inputs that emerged from an analysis of feedback received from educational partners. |
|  |  | (d) Aspects of the LCAP influenced by input from educational partners: Provides clear and specific information about how the engagement process influenced the development of the LCAP. |
|  |  | (d.1) Includes required description of specific aspects of the LCAP that were influenced by or developed in response to partner feedback. |
| Comments/Follow Up Required: | | |
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| ***(5) Goals and Actions – Goal Types and Requirements*** | | |
| *Yes* | *Page Ref#* | *Approval Criteria* |
|  |  | (a) Goals are numbered and all required fields have been completed. |
|  |  | (b) Focus Goal: |
|  |  | (b.1) Focus Goal Description: Each Focus Goal includes a description which the LEA has included elements which make the goal specific, measurable, and time-bound. |
|  |  | (b.2) Focus Goal Explanation: For each Focus Goal, LEA provides an explanation regarding why the goals have been prioritized, the explanations are based on Dashboard or locally-collected data, and the LEA describes how the LEA identified the goals for focused attention. |
|  |  | (c) Broad Goal: |
|  |  | (c.1) Broad Goal Description: Each Broad Goal includes a description of what the LEA plans to achieve through the actions included in the goals. The descriptions must be clearly aligned with the expected measurable outcomes included for the goals. |
|  |  | (c.2) Broad Goal Explanation: For each Broad Goal, LEA provides an explanation of why the LEA developed the goal and how the actions and metrics grouped together will help achieve the goal. |
|  |  | (d) Maintenance of Progress Goal: |
|  |  | (d.1) Maintenance of Progress Goal: Each Maintenance Goal includes a description of how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. |
|  |  | (d.2) Maintenance of Progress Goal Explanation: For each Maintenance Goal, LEA provides a description of how the actions will sustain the progress exemplified by the related metrics. |
|  |  | (e) Consistently Low-performing Student Group(s) Goal: LEA meets the criteria for consistently low-performing student groups and is required to include a goal focusing on improving the performance of the student group(s). |
|  |  | (e.1) Consistently Low-performing Student Group(s) Goal Description: LEA describes outcomes it plans to achieve to address the needs of, and improve the outcomes of, the student group(s) that led to LEA eligibility for Differentiated Assistance. |
|  |  | (e.2) Consistently Low-performing Student Group Goal Explanation: LEA provides an explanation regarding why the LEA is required to develop the goal, identifies the student group(s) that lead to LEA being required to develop the goal, how the actions and associated metrics differ from previous efforts to improve outcomes for these students, and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description. |
|  |  | (e.3) All LEA student groups meeting consistently low-performing criteria are addressed in the goal. |
|  |  | (f) Low-performing School(s) Goal: LEA has one or more schools meeting the low-performing school(s) criteria and is required to include a goal focused on disparities in performance between schools and LEA as a whole. |
|  |  | (f.1) Low-performing School(s) Goal Description: LEA describes outcomes it plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the LEA as a whole. |
|  |  | (f.2) Low-performing School(s) Goal Explanation: LEA provides an explanation regarding why the LEA is required to develop the goal, how the actions and associated metrics differ from previous efforts to improve outcomes for the school(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description. |
|  |  | (f.3) All LEA schools meeting the low-performing criteria are addressed in the goal. |
| Comments/Follow Up Required: | | |
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| ***(6) Goals and Actions – Measuring and Reporting Results*** | | |
| *Yes* | *Page Ref#* | *Approval Criteria* |
|  |  | (a) LEA has completed the Measuring and Reporting Results section under each Goal in the LCAP. |
|  |  | (b) Metric: LEA identifies the specific metric to be used to track progress (may be quantitative or qualitative). |
|  |  | (c) Baseline: LEA provides baseline data for each metric and is unchanged from prior LCAP. |
|  |  | (d) Year 1 Outcome: LEA provides the most recent data available for each metric and indicates the school year to which the data applies. |
|  |  | (e) Year 2 Outcome: Should be left blank. To be completed for the 2023-24 LCAP. |
|  |  | (f) Year 3 Outcome: Should be left blank. To be completed for the 2024-25 LCAP. |
|  |  | (g) Desired Outcome for 2023-24: LEA provides desired outcome for each metric the LEA expects to achieve by the end of the 2023-24 LCAP year and is unchanged from prior LCAP. |
| Comments/Follow Up Required: | | |
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| ***(7) Goals and Actions – State Priorities and Required Metrics*** | | |
| *Yes* | *Page Ref#* | *Approval Criteria* |
|  |  | (a) State Priority 1: Basic: LEA addresses this priority, whether through actions or metrics outlined in the LCAP, specifically addressing the following: |
|  |  | (a.1) Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. |
|  |  | (a.2) Every pupil has sufficient access to standards-aligned instructional materials. |
|  |  | (a.3) School facilities are maintained in good repair. |
|  |  | (b) State Priority 2: Implementation of State Standards: LEA addresses this priority, whether through actions or metrics outlined in the LCAP, specifically addressing the following: |
|  |  | (b.1) Implementation of the academic content and performance standards adopted by the state board. |
|  |  | (b.2) How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. |
|  |  | (c) State Priority 3: Parent Involvement and Family Engagement: LEA addresses this priority, whether through actions or metrics outlined in the LCAP, specifically addressing the following: |
|  |  | (c.1) Efforts the LEA makes to seek parent input in making decisions for the LEA and each individual school site. |
|  |  | (c.2) How the LEA will promote parental participation in programs for unduplicated pupils. |
|  |  | (c.3) How the LEA will promote parental participation in programs for individuals with exceptional needs. |
|  |  | (d) State Priority 4: Pupil Achievement: LEA addresses this priority, whether through actions or metrics outlined in the LCAP, specifically addressing the following: |
|  |  | (d.1) Performance on Statewide assessments. |
|  |  | (d.2) Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU. |
|  |  | (d.3) Percent of pupils who have successfully completed courses that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks. |
|  |  | (d.4) Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and career technical education sequences or programs of study. |
|  |  | (d.5) Percentage of English learner pupils who make progress toward English proficiency; or any subsequent assessment of English proficiency, as certified by the state board. |
|  |  | (d.6) English learner reclassification rate. |
|  |  | (d.7) Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher. |
|  |  | (d.8) Percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness. |
|  |  | (e) State Priority 5: Pupil Engagement: LEA addresses this priority, whether through actions or metrics outlined in the LCAP, specifically addressing the following: |
|  |  | (e.1) School attendance rates |
|  |  | (e.2) Chronic absenteeism rates |
|  |  | (e.3) Middle school dropout rates |
|  |  | (e.4) High school dropout rates |
|  |  | (e.5) High school graduation rates |
|  |  | (f) State Priority 6: School Climate: LEA addresses this priority, whether through actions or metrics outlined in the LCAP, specifically addressing the following: |
|  |  | (f.1) Pupil suspension rates |
|  |  | (f.2) Pupil expulsion rates |
|  |  | (f.3) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness |
|  |  | (g) State Priority 7: Course Access: LEA addresses this priority, whether through actions or metrics outlined in the LCAP, specifically addressing the following: |
|  |  | (g.1) Extent to which pupils have access to and are enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable. |
|  |  | (g.2) Programs and services developed and provided to unduplicated pupils |
|  |  | (g.3) Programs and services developed and provided to individuals with exceptional needs |
|  |  | (h) State Priority 8: Other Pupil Outcomes: LEA addresses this priority, whether through actions or metrics outlined in the LCAP, specifically addressing the following: |
|  |  | (h.1) Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable. |
| Comments/Follow Up Required: | | |
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| ***(8) Goals and Actions – Actions*** | | |
| *Yes* | *Page Ref#* | *Approval Criteria* |
|  |  | (a) For each Action, LEA provides all of the following: |
|  |  | (a.1) Action #: LEA provides an action number in the space provided. |
|  |  | (a.2) Title: LEA provides a short title for each action. |
|  |  | (a.3) Description: LEA provides a clear description for each action. |
|  |  | (a.4) Total Funds: LEA provide the total amount of expenditures associated with each action. |
|  |  | (a.5) Contributing: LEA indicates whether each action contributes toward meeting the increased or improved services requirement as described in the Increased or Improved Services section (Y or N). |
|  |  | (b) Actions for English Learners: LEA has included specific actions in the LCAP related to, at a minimum, the language acquisition programs provided to students and professional development activities specific to English learners. REQUIRED for LEAs whose English learner subgroup is numerically significant. |
|  |  | (c) Actions for Foster Youth: LEA has included specific actions in the LCAP designed to meet the needs specific to Foster Youth students. ENCOURAGED for LEAs whose Foster Youth subgroup is numerically significant. |
| Comments/Follow Up Required: | | |
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| ***(9) Goal Analysis*** | | |
| *Yes* | *Page Ref#* | *Approval Criteria* |
|  |  | (a) LEA has completed the Goal Analysis section for each Goal being carried over from the prior LCAP. |
|  |  | (b) Implementation: LEA describes the overall implementation of actions within the goal. |
|  |  | (b.1) LEA discusses relevant challenges and successes experienced in implementing the actions |
|  |  | (b.2) LEA addresses any actions that were not implemented or implemented an action in a manner that differs substantially from what was described in LCAP. |
|  |  | (c) Differences: LEA explains material differences between Budgeted Expenditures and Estimated Actual Expenditures for actions and between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. |
|  |  | (d) Effectiveness: LEA describes the effectiveness of specific actions to achieve the articulated goal as measured by the LEA using metrics outlined in the Measuring and Reporting section for the goal. |
|  |  | (e) Changes: LEA describes any changes made to the goal, expected outcomes, metrics, or actions to achieve the goal as a result of this analysis. |
| Comments/Follow Up Required: | | |
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| ***(10) Increased or Improved Services for Foster Youth (FY), English Learners (EL), and Low-Income (LI) Students*** | | |
| *Yes* | *Page Ref#* | *Approval Criteria* |
|  |  | (a) Projected LCFF Supplemental and/or Concentration Grants: LEA identifies total estimated apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students. |
|  |  | (a.1) Amount agrees with the FCMAT LCFF Calculator. |
|  |  | (b) Projected Additional LCFF Concentration Grant (15 percent): Estimated amount of additional LCFF concentration grant add-on funding (EC 42238.02) is provided. |
|  |  | (c) Projected Percentage to Increase or Improve Services for the Coming School Year: Percentage by which services for unduplicated pupils must be increased or improved as compared to services provided to all pupils in the LCAP year is identified for LCAP year as calculated pursuant to 5 CCR 15496(a)(7). |
|  |  | (c.1) Percentage to increase or improve services agrees with FCMAT LCFF Calculator. |
|  |  | (d) LCFF Carryover – Percentage: LEA provides the LCFF Carryover Percentage identified in the LCFF Carryover Table or specifies 0.00% if no carryover is identified. |
|  |  | (e) LCFF Carryover – Dollar: LEA provides the LCFF Carryover Dollar amount identified in the LCFF Carryover Table or specifies $0 if no carryover is identified. |
|  |  | (f) Total Percentage to Increase or Improve Services for the Coming School Year: LEA provides a projected percentage to increase or improve services which is equal to the sum of the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover Percentage. This Total Percentage is calculated / included in the LCFF Contributing Actions Table. |
| Comments/Follow Up Required: | | |
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| ***(11) Increased or Improved Services for FY, EL, and LI Students – Required Descriptions*** | | |
| *Yes* | *Page Ref#* | *Approval Criteria* |
|  |  | (a) LEA-wide and Schoolwide Contributing Actions: For each action in the Goals and Actions section identified as contributing to the increased or improved services requirement being provided on a LEA-wide or schoolwide basis, the LEA demonstrates how the action is principally directed towards and effective in meeting the LEA’s goals for unduplicated pupils by explaining: |
|  |  | (a.1) How the LEA considered the needs, conditions, or circumstances of its unduplicated pupils |
|  |  | (a.2) How the action or aspect of the action is based on these considerations |
|  |  | (a.3) How the action is intended to help achieve an expected measurable outcome of the associated goal |
|  |  | (a.4) LEA-wide Actions for LEA with less than 55% Unduplicated Pupils Percentage: LEA provides a description of how the actions are the most effective use of funds to meet goals for its unduplicated pupils, providing the basis for the determination, including alternatives considered, supporting research, experience, or educational theory. |
|  |  | (a.5) Schoolwide Actions for Schools with less than 40% enrollment of Unduplicated Pupils: LEA provides a description of how these actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities. |
|  |  | (b) Description of Increased or Improved Services: LEA provides a description of how services for foster youth, English learners, and low income students are being increased or improved by the percentage required as compared to the services provided for all students in the LCAP year. |
|  |  | (b.1) LEA includes all actions provided on a limited (only to unduplicated pupils), schoolwide, or LEA-wide basis in the Goals and Actions sections marked as contributing toward the requirement to increase or improve services. |
|  |  | (b.2) For any contributing action for which the LEA identified a Planned Percentage of Improved Services, a description of the methodology the LEA used to determine the contribution of the action is provided. |
|  |  | (c) Use of Additional Concentration Grant Add-on Funding: LEA provides a description of how additional concentration grant add-on funds will be used to increase the number of staff providing direct services to students at schools with high concentration of foster youth, English learners, and low-income students, as applicable: |
|  |  | (c.1) LEA is not receiving concentration grant or add-on funding (< 55%) and indicates that the prompt is not applicable. |
|  |  | (c.2) LEA identifies goals and actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff providing direct services to students at schools with 55%+ unduplicated pupil enrollment. |
|  |  | (c.3) LEA provides a description of how concentration grant add-on funds are being used to increase the number of staff providing direct services to students at selected schools. |
|  |  | (c.4) LEA provides a description of how concentration grant add-on funds will be used to retain staff at a school with 55%+ unduplicated pupil enrollment if the additional concentration grant add-on funding insufficient to increase staffing. |
|  |  | (d) Staff-to-Student Ratios: LEA provides staff-to-student ratios for both classified and certificated staff |
|  |  | (d.1) LEA provides classified staff-to-student ratios for schools with unduplicated student enrollment of 55% or less based on number of full-time equivalent (FTE) staff and student enrollment on the first Wednesday in October of each year. |
|  |  | (d.2) LEA provides classified staff-to-student ratios for schools with unduplicated student enrollment of more than 55% based on number of full-time equivalent (FTE) staff and student enrollment on the first Wednesday in October of each year. |
|  |  | (d.3) LEA provides certificated staff-to-student ratios for schools with unduplicated student enrollment of 55% or less based on number of full-time equivalent (FTE) staff and student enrollment on the first Wednesday in October of each year. |
|  |  | (d.4) LEA provides certificated staff-to-student ratios for schools with unduplicated student enrollment of more than 55% based on number of full-time equivalent (FTE) staff and student enrollment on the first Wednesday in October of each year. |
| **Comments/Follow Up Required:** | | |
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| ***(12) Additional County Superintendent Approval Criteria*** | | |
| *Yes* | *Page Ref#* | *Approval Criteria* |
|  |  | (a) LEA’s adopted budget for the coming school year (2022-23) includes expenditures sufficient to implement the specific actions and strategies included in LCAP. |
|  |  | (b) LEA’s LCAP adheres to the expenditure requirements pursuant to 5 CCR 15497, and the descriptions provided by LEA for all LEA-wide or schoolwide services fully demonstrate that it will increase and/or improve services for unduplicated pupils by the Total Percentage to Increase or Improve Services for the Coming School Year. |
|  |  | (c) LEA’s LCAP includes calculations pursuant to EC 42238.07(c), indicates the total planned and estimated actual percentage of improved services, identifies the required carry-over percentage and dollar amount as applicable, and describes how the use of these funds satisfy the requirements for contributing to increased or improved services. |
| **Comments/Follow Up Required:** | | |
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