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| **2024-25 LOCAL CONTROL AND ACCOUNTABILITY PLAN REVIEW CRITERIA** |
| ***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 are 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* |
|  |  | (2a) LEA name, contact name, title, email address, and phone number are provided. |
|  |  | (2b) LCAP Year: Correct year (2024-25) is listed. |
|  |  | (2c) **General Information:** Includes brief description of the LEA, its schools, and its students in grades TK-12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include to enable a reader to more fully understand an LEA's LCAP. |
|  |  | (2d) The LEA identifies all schools receiving Equity Multiplier funding. |
|  |  | (2e) **Reflections: Annual Performance:** A reflection on annual performance based on a review of the California School Dashboard and local data. |
|  |  |  (2e.1) An LEA must identify the following, which will remain unchanged for the three-year LCAP cycle:* Any school with lowest performance level on one or more indicator on the 2023 Dashboard
* Any student group with the lowest performance level on one or more indicator on the 2023 Dashboard
* Any student group within a school with the lowest performance level on one or more indicator on the 2023 Dashboard
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|  |  |  (2e.2) LEA may include a reflection on successes and challenges identified by the LEA |
|  |  |  (2e.3) LEA is encouraged to highlight how they are addressing identified needs of student groups, and/or schools as part of this response. |
|  |  | (2f) **Reflections: Technical Assistance:** A summary of the work underway as part of technical assistance. |
|  |  |  (2f.1) LEA annually identifies the reason(s) the LEA is eligible for technical assistance. |
|  |  |  (2f.2) LEA provides a summary of the work underway as part of receiving technical assistance.* If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”
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| Comments/Follow Up Required: |
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| ***(3) Comprehensive Support and Improvement*** |
| *Yes* | *Page Ref#* | *Approval Criteria* |
|  |  | (3a) **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. |
|  |  | (3a.1) Schools Identified: LEA has identified schools identified for CSI. |
|  |  | (3a.2) Support for Identified Schools: Describes how the LEA supported identified schools in developing CSI plans that included a school-level needs assessment, selection of evidence-based interventions, and identification of any resource inequities to be addressed. |
|  |  | (3a.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* |
|  |  | (4a) Complete the table – Educational Partners: LEA identifies applicable educational partner(s) or group(s) engaged in developing the LCAP. Partners 4a.7, 4a.8, and 4a.9 are encouraged but not required for LEAs. |
|  |  | (4a.1) Parents |
|  |  | (4a.2) Students |
|  |  | (4a.3) Teachers |
|  |  | (4a.4) Principals and Administrators |
|  |  | (4a.5) Other School Personnel |
|  |  | (4a.6) Local Collective Bargaining Units, as applicable (not required for Charters) |
|  |  | (4a.7) Parent Advisory Committee, as applicable (not required for Charters) |
|  |  | (4a.8) English Language Parent Advisory Committee, as applicable (not required for Charters) |
|  |  | (4a.9) Special Education Local Plan Area Administrator, as applicable (not required for Charters) |
|  |  | (4b) Complete the table – **Process for Engagement:** The LEA describes the engagement process used to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA. |
|  |  |  (4b.1) A sufficient response will provide clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. |
|  |  | (4c) A description of how the adopted LCAP was influenced by the feedback provided by educational partners. The LEA describes any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to educational partner feedback.  |
|  |  |  (4c.1) An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the LCAP. |
| Comments/Follow Up Required: |
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| ***(5) Goals and Actions – Goal Types and Requirements*** |
| *Yes* | *Page Ref#* | *Approval Criteria* |
|  |  | (5a) Goals are numbered and all required fields have been completed. |
|  |  | (5b) **Focus Goal: \****LEAs receiving Equity Multiplier funding must include one or more Equity Multiplier focus goals for each school generating Equity Multiplier funding. An LEA may create a single goal for multiple Equity Multiplier school sites if those school sites have similar student groups performing at the lowest levels on similar performance indicators and similar issues with educators.* |
|  |  | (5b.1) Focus Goal Description: The description for a Focus goal must be specific, measurable, and time bound. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal. |
|  |  | (5b.2) Focus Goal Explanation: Explain why the LEA has chosen to prioritize this goal. Explanation must* Be based on Dashboard data or other locally collected data.
* Describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
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|  |  |  (5b.3) Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding Description: In addition to addressing the focus goal requirements described above (line 5b.1), LEAs must address the following:* All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
* Any underlying issues in the credentialing, subject matter preparation, and retention of the school
* Identify specific metrics for each identified student group, as applicable
 |
|  |  | (5b.4) Equity Multiplier Focus Goal Explanation: LEA explains why it has chosen to prioritize this goal.  Explanation must* Be based on Dashboard data or other locally collected data.
* Describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners
* Identify the school or schools to which the goal applies
 |
|  |  | (5c) **Broad Goal:** |
|  |  | (5c.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 description* Must be clearly aligned with the expected measurable outcomes included for the goal.
* Organizes the actions and expected outcomes in a cohesive and consistent manner.
* Is specific enough to be measurable in either quantitative or qualitative terms. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.
 |
|  |  | (5c.2) Broad Goal Explanation: For each Broad Goal, the LEA explains why the LEA developed the goal and how the actions and metrics grouped together will help achieve the goal. |
|  |  | (5d) **Maintenance of Progress Goal:** |
|  |  | (5d.1) Maintenance of Progress Goal Description: 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. |
|  |  | (5d.2) Maintenance of Progress Goal Explanation: For each Maintenance Goal, the LEA describes how the actions will sustain the progress exemplified by the related metrics. |
| Comments/Follow Up Required: |
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| ***(6) Goals and Actions – Measuring and Reporting Results*** |
| *Yes* | *Page Ref#* | *Approval Criteria* |
|  |  | (6a) LEA has completed the Measuring and Reporting Results section under each Goal in the LCAP. |
|  |  | (6b) **Metric #: LEA** identifies the metric number. |
|  |  | (6c) **Metric:** LEA identifies the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal. |
|  |  | (6d) **Baseline:** LEA provides baseline data for 2024-25. |
|  |  | (6e) **Year 1 Outcome:** Should be left blank. To be completed for the 2025-26 LCAP. |
|  |  | (6f) **Year 2 Outcome:** Should be left blank. To be completed for the 2026-27 LCAP. |
|  |  | (6g) **Target for Year 3 Outcome: LEA** enters the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.  |
|  |  | (6h) **Current Difference from Baseline:** Should be left blank. To be completed for the 2025-26 LCAP. |
| Comments/Follow Up Required: |
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| ***(7) Goal Analysis***  |
| *Yes* | *Page Ref#* | *Approval Criteria* |
|  |  | *When completing the 2024-25 LCAP, use the 2023-24 LCAP Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024-25 LCAP as “Not Applicable.”* |
| Comments/Follow Up Required: |
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| ***(8) Goals and Actions – Actions*** |
| *Yes* | *Page Ref#* | *Approval Criteria* |
|  |  | (8a) Complete the table – For each Action, the LEA provides the following: |
|  |  |  (8a.1) **Action #:** LEA provides an action number. |
|  |  |  (8a.2) **Title:** LEA provides a short title for each action. |
|  |  |  (8a.3) **Description:** LEA provides a brief description for each action.* For actions that contributed to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA’s goal for unduplicated students.
* 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 must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
* These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor effectiveness of the action and the action(s) that the metric(s) apply to.
 |
|  |  |  (8a.4) **Total Funds:** LEA provide the total amount of expenditures associated with each action. |
|  |  |  (8a.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). |
|  |  |  (8b) 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. |
|  |  | (8c) **Required Actions** |
|  |  |  (8c.1) For LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum: * Language acquisition programs provided to students, and
* Professional development for teachers
 |
|  |  |  (8c.2) For LEAs that have both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners. |
|  |  |  (8c.3) LEAs eligible for technical assistance must include specific actions related to the implementation of the work underway as part of technical assistance.  |
|  |  |  (8c.4) LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions.* The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard.
* Each student group and/or school that received the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 |
| Comments/Follow Up Required: |
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| ***(9) Goals and Actions – State Priorities and Required Metrics*** |
| *Yes* | *Page Ref#* | *Approval Criteria* |
|  |  | (9a) State Priority 1: Basic: LEA addresses this priority, whether through actions or metrics outlined in the LCAP, specifically addressing the following: |
|  |  | (9a.1) Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. |
|  |  | (9a.2) Every pupil has sufficient access to standards-aligned instructional materials. |
|  |  | (9a.3) School facilities are maintained in good repair. |
|  |  | (9b) State Priority 2: Implementation of State Standards: LEA addresses this priority, whether through actions or metrics outlined in the LCAP, specifically addressing the following: |
|  |  | (9b.1) Implementation of the academic content and performance standards adopted by the state board. |
|  |  | (9b.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. |
|  |  | (9c) 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: |
|  |  | (9c.1) Efforts the LEA makes to seek parent input in making decisions for the LEA and each individual school site. |
|  |  | (9c.2) How the LEA will promote parental participation in programs for unduplicated pupils. |
|  |  | (9c.3) How the LEA will promote parental participation in programs for individuals with exceptional needs. |
|  |  | (9d) State Priority 4: Pupil Achievement: LEA addresses this priority, whether through actions or metrics outlined in the LCAP, specifically addressing the following: |
|  |  | (9d.1) Performance on Statewide assessments. |
|  |  | (9d.2) Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU. |
|  |  | (9d.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. |
|  |  | (9d.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. |
|  |  | (9d.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. |
|  |  | (9d.6) English learner reclassification rate. |
|  |  | (9d.7) Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher. |
|  |  | (9d.8) Percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness. |
|  |  | (9e) State Priority 5: Pupil Engagement: LEA addresses this priority, whether through actions or metrics outlined in the LCAP, specifically addressing the following: |
|  |  | (9e.1) School attendance rates |
|  |  | (9e.2) Chronic absenteeism rates |
|  |  | (9e.3) Middle school dropout rates |
|  |  | (9e.4) High school dropout rates |
|  |  | (9e.5) High school graduation rates |
|  |  | (9f) State Priority 6: School Climate: LEA addresses this priority, whether through actions or metrics outlined in the LCAP, specifically addressing the following: |
|  |  | (9f.1) Pupil suspension rates |
|  |  | (9f.2) Pupil expulsion rates |
|  |  | (9f.3) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness |
|  |  | (9g) State Priority 7: Course Access: LEA addresses this priority, whether through actions or metrics outlined in the LCAP, specifically addressing the following: |
|  |  | (9g.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. |
|  |  | (9g.2) Programs and services developed and provided to unduplicated pupils |
|  |  | (9g.3) Programs and services developed and provided to individuals with exceptional needs |
|  |  | (9h) State Priority 8: Other Pupil Outcomes: LEA addresses this priority, whether through actions or metrics outlined in the LCAP, specifically addressing the following: |
|  |  | (9h.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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| ***(10) Increased or Improved Services for Foster Youth (FY), English Learners (EL), and Low-Income (LI) Students*** |
| *Yes* | *Page Ref#* | *Approval Criteria* |
|  |  | (10a) **Total Projected LCFF Supplemental and/or Concentration Grants:** LEA specifies the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students.This amount includes the Additional 15% LCFF Concentration Grant. |
|  |  | (10a.1) Amount agrees with the FCMAT LCFF Calculator. |
|  |  | (10b) **Projected Additional 15 Percent LCFF Concentration Grant:** LEA specifies the amount of additional LCFF concentration grant add-on funding (EC 42238.02) that the LEA estimates it will receive in the coming year. |
|  |  | (10c) **Projected Percentage to Increase or Improve Services for the Coming School Year:** LEA specifies the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7). |
|  |  | (10c.1) Percentage to increase or improve services agrees with FCMAT LCFF Calculator. |
|  |  | (10d) **LCFF Carryover – Percentage: LEA** specifies the LCFF Carryover Percentage identified in the LCFF Carryover Table or specifies 0.00% if no carryover is identified. |
|  |  | (10e) **LCFF Carryover – Dollar: LEA** provides the LCFF Carryover Dollar amount identified in the LCFF Carryover Table or specifies $0 if no carryover is identified. |
|  |  | (10f) **Total Percentage to Increase or Improve Services for the Coming School Year**: LEA provides a total 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 Proportional LCFF Required Carryover Percentage, pursuant to 5 CCR Section 15496(a)(7). |
| Comments/Follow Up Required: |
|  |
| ***(11) Increased or Improved Services for FY, EL, and LI Students – Required Descriptions*** |
| *Yes* | *Page Ref#* | *Approval Criteria* |
|  |  | (11a) **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 to an entire LEA or school, the LEA provides an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).* If the LEA has provided this required description in the Action Descriptions, state as such within the table. If stated, review the components in the Action Descriptions.
 |
|  |  | (11a.1) **Goals and Action #(s):** LEA identifies the goal and action number of each LEA-wide and schoolwide contributing action. |
|  |  | (11a.2) **Identified Need(s): LEA** provides an explanation of the unique identified need(s)of the LEA’s unduplicated student group(s) for whom the action is principally directed. The LEA explains the need(s), condition(s), or circumstance(s) of its unduplicated student group(s) identified through a needs assessment. |
|  |  | (11a.3) **How the Actions(s) are Designed to address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis:** LEA provides an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis |
|  |  | (11a.4) **Metric(s) to Monitor Effectiveness:** LEA identifies the metric(s) being used to measure the progress and effectiveness of the action(s). |
|  |  | (11b) **Limited Actions:** For each action being solely provided to one or more unduplicated student group(s), the LEA provides an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.* If the LEA has provided the required descriptions in the Action Descriptions, state as such. If stated, review the components in the Action Descriptions.
 |
|  |  | (11b.1) **Goal and Action #:** LEA identifies the goal and action number of each limited action. |
|  |  | (11b.2) **Identified Need(s)**: LEA explains the unique identified need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment.  |
|  |  | (11b.3) **How the Actions(s) are Designed to address Need(s):** LEA provides an explanation of how the action as designed will address the unique identified need(s) of the unduplicated student group(s) being served. |
|  |  | (11b.4) **Metric(s) to Monitor Effectiveness:** LEA identifies the metric(s) being used to measure the progress and effectiveness of the action(s). |
|  |  | (11c) **Planned Percentage of Improved Services:** For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, the LEA describes the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable. |
|  |  |  (11c.1) For each action with an identified Planned Percentage of Improved Services, the LEA identifies the goal and action number and describes the methodology that was used. |
|  |  |  (11c.2) When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded. |
|  |  | (11d) **Additional Concentration Grant Funding:** An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55% as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55%. * The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA.
* Classified staff includes custodial staff.
 |
|  |  | (11d.1) An LEA that does not receive the concentration grant add-on funding must indicate that a response to this prompt is not applicable. |
|  |  | (11d.2) The LEA identifies goal and action numbers of the 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 an enrollment of unduplicated students that is greater than 55%. |
|  |  | (11d.3) LEAs that do not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55%, must describe how it is using the funds to increase the number or credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.  |
|  |  | (11d.4) In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55%, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55%.  |
|  |  | (11e) **Staff to Student Ratios by Type of School and Concentration of Unduplicated Students** - LEAs that do not have comparison schools such as a single school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55% should indicate N/A. Complete the table as follows: |
|  |  | (11e.1) Staff-to-Student Ratio – Classified: LEA provides staff-to-student ratio of classified staff providing services to students with a concentration of unduplicated students that is 55% or less and the staff-to-student ration of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55%, as applicable to the LEA.* The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High School), as applicable to the LEA.
* The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
 |
|  |  | (11e.2) Staff-to-Student Ratio – Certificated: LEA provides staff-to-student ratio of certificated staff providing services to students with a concentration of unduplicated students that is 55% or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55%, as applicable to the LEA.* The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High School), as applicable to the LEA.
* The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students counted 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* |
|  |  | (12a) **Sufficient Expenditures in Budget to Implement LCAP:** LEA’s adopted budget for the coming school year (2024-25) includes expenditures sufficient to implement the specific actions and strategies included in LCAP (EC Section 52070(d)(2)). |
|  |  | (12b) **Adherence to SBE Expenditure Regulations:** 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. LEA’s descriptions address instructions for Limited Actions contributing to the Total Percentage to increase or improve services for the Coming School Year as applicable.  |
|  |  | (12c) **Calculation and Implementation of Carryover:** 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:** |
|  |