

Local Control and Accountability Plan (LCAP) Compliance Review Template

LEA Name		Hearing Date:	
Submission Date:		Adoption Date:	
LCAP Version:		{COE Use}	
Reviewer(s):		{COE Use}	
Review Date(s):		{COE Use}	

2025-26 LCFF BUDGET OVERVIEW FOR PARENTS 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 LCFF budget Overview for Parents. 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.

(1) General Information

Yes	Page Ref#	Approval Criteria
		(a) Budget Overview adheres to the template adopted by the SBE.
		(b) (Row 2) Local Educational Agency (LEA) name provided.
		(c) (Row 3) CDS code: LEA-provided; enter 14-digit district CDS code.
		(d) (Row 4) LEA contact information: LEA provided contact name, phone number and email address.
		(e) (Row 5) Coming School Year: Correct year (2025-26) is provided.
		(f) (Row 6) Current School Year: Correct year (2024-25) is provided.

Comments/Follow-up Required:

(2) Projected General Fund Revenue for the 2025-26 School Year

Yes	Page Ref#	Approval Criteria
		(Row 9) Total LCFF Funds, including supplemental and concentration grant, is equal to the amount listed on SACS Form 01, Column F, Row A.1 (LCFF Sources).
		(Row 10) Supplemental/Concentration Grant Funds for LEA agree with the amount in the FCMAT LCFF Calculator.
		(Row 12) All other state funds for LEA is equal to the amount listed in SACS Form 01, Column F, Row A.3 (Other State Revenue).
		(Row 13) All local Funds for LEA is equal to the amount listed in SACS Form 01, Column F, Row A.4 (Other Local Revenue).
		(Row 14) All federal Funds for LEA is equal to the amount listed in SACS Form 01, Column F, Row A.2 (Federal Revenue).
		(Row 15) The total of the Projected General Fund Revenue should equal the amount indicated on SACS Form 01, Column F, Row A.5 (Total Revenues).

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Comments/Follow-up Required:

(3) Total Budgeted Expenditures for the 2025-26 School Year

Yes	Page Ref#	Approval Criteria
		(Row 17) Total Budgeted General Fund Expenditures for LEA is equal to the amount listed in SACS Form 01, Column F, Row B.9 (Total Expenditures).
		(Row 18) Total Budgeted Expenditures in LCAP is equal to the amount listed in the Total Funds field of the 2025-26 Total Planned Expenditures Table of the submitted LCAP.
		(Row 19) Total Budgeted Expenditures for High Needs Students in the LCAP is equal to the amount listed in the Total Planned Contributing Expenditures field of the 2025-26 Contributing Actions Table of the submitted LCAP.
		(Prompt 1 Narrative Response, if applicable) If Total Budgeted Expenditures for High Needs Students in the LCAP is less than Supplemental / Concentration Grant Funds for LEA, LEA provides a brief description of additional actions it is taking to meet its requirement to increase or improve services for high needs students.
		(Row 20) Total expenditures not included in the LCAP is equal to the difference between Total Budgeted General Fund Expenditures and Total Budgeted Expenditures in LCAP.
		(Prompt 2 Narrative Response, if applicable) LEA provides a brief description of any General Fund Expenditures for the coming school year that are not included in the LCAP.

Comments/Follow-up Required:

(4) Expenditures for High Needs Students in the 2024-25 School Year

Yes	Page Ref#	Approval Criteria
		(Row 22) Total Budgeted Expenditures for High Needs Students in the 2024-25 LCAP is equal to the amount listed in the Total Planned Contributing Expenditures field of the Contributing Actions Annual Update Table of the submitted LCAP.
		(Row 23) Total Estimated Actual Expenditures for High Needs Students in the 2024-25 LCAP is equal to the amount listed in the Total Estimated Actual Expenditures for Contributing Actions field of the Contributing Actions Annual Update Table of the submitted LCAP.
		(Prompt 3 Narrative Response, if applicable) If Total Estimated Actual Expenditures for High Needs Students is less than Total Budgeted Expenditures for High Needs Students in the 2024-25 LCAP, LEA provides a brief description of how the difference in actual spending impacted the actions and services and overall increased or improved services in the current school year and explains that the carryover obligation has been included in the expenditures for the coming LCAP year.

Comments/Follow-up Required:

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2025-26 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
<input type="checkbox"/>		(1a) The LCAP adheres to the template adopted by SBE and includes instructions.
Comments/Follow-up Required:		

(2) Plan Summary

Yes	Page Ref#	Approval Criteria
<input type="checkbox"/>		(2a) Provides LEA name, contact name, title, email address, and phone number.
<input type="checkbox"/>		(2b) LCAP Year: Lists correct year (2025-26).
<input type="checkbox"/>		(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 an LEA wishes to include to enable a reader to more fully understand an LEA's LCAP. LEAs may provide information about their strategic plan, vision, etc.
<input type="checkbox"/>		(2d) Identifies all schools receiving Equity Multiplier funding.

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		(2e) Reflections: Annual Performance: Provides reflections on annual performance based on a review of the California School Dashboard and local data.
		(2e.1) LEA may include a reflection on successes and challenges identified by the LEA.
		(2e.2) LEA is encouraged to highlight how they are addressing identified needs of student groups, and/or schools as part of this response.
		(2e.3) An LEA must identify the following, which will remain unchanged for the three-year LCAP cycle: <ul style="list-style-type: none"> - Any school with lowest performance level on one or more state indicators on the 2023 Dashboard. - Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard. - Any student group within a school in the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.
		(2e.4) An LEA must identify whether or not it has unexpended LREBG funds for the applicable LCAP year. <ul style="list-style-type: none"> o If the LEA has unexpended LREBG funds, the LEA must provide: <ul style="list-style-type: none"> ▪ The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and ▪ An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include: <ul style="list-style-type: none"> • An explanation of how the action is aligned with the allowable uses of funds. • An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment. • Actions may be grouped together for purposes of these explanations. • The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
		(2f) Reflections: Technical Assistance: Provides a summary of the work underway as part of technical assistance, if applicable. If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."
		(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.
Comments/Follow-up Required:		

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(3) Comprehensive Support and Improvement

Yes	Page Ref#	Approval Criteria
		(3a) Comprehensive Support and Improvement: Lists schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act (ESSA) and describes LEA plans to support eligible schools and to monitor and evaluate the CSI plan(s) to support improvement.
		(3a.1) Schools Identified: Lists schools identified for CSI.
		(3a.2) Support for Identified Schools: Describes how the LEA is supporting 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.
		(3a.3) Monitoring and Evaluating Effectiveness: Describes how the LEA will monitor and evaluate the implementation and effectiveness of CSI plan(s).

Comments/Follow-up Required:

(4) Engaging Educational Partners

Yes	Page Ref#	Approval Criteria
		(4a) Complete the table – Educational Partners: Identifies applicable educational partner(s) or group(s) that must be consulted when developing the LCAP. Note: Before adopting the LCAP, school districts and COEs must share it with the applicable committees, such as Parent Advisory Committee (PAC), (D)ELAC, Student Advisory Committees (as applicable), so consultation with these partners is encouraged. School districts and COEs serving middle or high school students must either include two student members on the parent advisory committee or must operate a student advisory committee. For charter schools there should be consultation with schoolsite-level advisory groups, such as school site councils, ELAC, student advisory groups, etc.
		(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) Special Education Local Plan Area Administrator (not required for Charters)
		(4a.8) Educational partners at schools generating Equity Multiplier funds (as applicable)
		(4b) Complete the table – Process for Engagement: 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.

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		(4b.1) A sufficient response must include general information about the timeline of the process and meetings or other engagement strategies with partners. A response may include information about an LEA's philosophical approach to educational partner engagement.
		(4.b.2) An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds, specifically in the development of the required focus goal for each applicable school.
		(4c) Influence of Educational Partner Engagement on Development of LCAP: Describes how the adopted LCAP was influenced by the feedback provided by educational partners. The LEA describes any goals, goal analyses, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to educational partner feedback.
		(4c.1) A sufficient response will provide clear, specific information about how the engagement process influenced the LCAP. A response may include a description of how the LEA prioritized requests of partners in the context of budgetary resources or prioritized areas of focus within the LCAP.
		(4c.2) 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 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.1) Focus Goal Explanation: Explain why the LEA has chosen to prioritize this goal. Explanation must: <ul style="list-style-type: none"> - 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.
		(5b.2) 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 schoolsites if those schoolsites have similar student groups performing at the lowest levels on similar performance indicators and similar issues with educators.

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		<p>(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:</p> <ul style="list-style-type: none"> - address all student groups that have the lowest performance level on one or more state indicators on the Dashboard, and - address any underlying issues in the credentialing, subject matter preparation, and retention of the school, if applicable and - Identify specific metrics for each identified student group, as applicable. <p>If an LEA created a single goal for multiple Equity Multiplier schoolsites, the goal must:</p> <ul style="list-style-type: none"> - identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing, or - the common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.
		<p>(5b.4) Equity Multiplier Focus Goal Explanation: LEA explains why it has chosen to prioritize this goal.</p> <p>Explanation <u>must</u>:</p> <ul style="list-style-type: none"> - 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, and - identify the school or schools to which the goal applies.
		<p>(5c) Broad Goal:</p>
		<p>(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:</p> <ul style="list-style-type: none"> - 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, and - 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.
		<p>(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.</p>
		<p>(5d) Maintenance of Progress Goal:</p>
		<p>(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.</p>
		<p>(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.</p>

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Comments/Follow-up Required:

(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: Provided 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: Provided for the 2025-26 and the 2026-27 LCAPs.
		(6i) Required Metrics
		<p>(6i.1) Required metrics for LEA-wide contributing actions: For each action identified as 1) contributing toward 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.</p> <ul style="list-style-type: none"> - These required metrics may be identified in 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 the effectiveness of the action and the action(s) that the metric(s) apply to.
		<p>(6i.2) Required metrics for Equity Multiplier goals: For each Equity Multiplier goal, the LEA must identify:</p> <ul style="list-style-type: none"> - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

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(6i.3) Required metrics for actions supported by LREBG funds: To implement the requirements of EC Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

- The metrics being used to monitor the impact of each action funded with LREB funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Comments/Follow-up Required:

(7) Goal Analysis

Yes	Page Ref#	Approval Criteria
		<i>(7a) LEA describes the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with the implementation process, and 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 adopted LCAP.</i>
		<i>(7b) LEA provides an explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable.</i>
		<i>(7c) LEA describes the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle.</i>
		<i>(7d) LEA describes any changes made to the goal, expected outcomes, metrics, desired outcomes, or actions as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.</i>
		<i>(7d.1) For actions that have been identified as ineffective, LEA identifies the ineffective action and includes a description of the reason(s) for the ineffectiveness and how changes to the action will result in a new or strengthened approach.</i>

Comments/Follow-up Required:

(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.

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		<p>(8a.3) Description: LEA provides a brief description for each action.</p> <p>Note:</p> <ul style="list-style-type: none"> - 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 toward and effective in meeting the LEA’s goal for unduplicated students. - For each action identified as 1) contributing toward 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 in 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.
		<p>(8a.4) Total Funds: LEA provides the total amount of expenditures associated with each action.</p>
		<p>(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).</p>
		<p>(8b) Actions for Foster Youth: LEA includes 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.</p>
		<p>(8c) Required Actions</p>
		<p>(8c.1) 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:</p> <ul style="list-style-type: none"> - Language acquisition programs provided to students, and - Professional development for teachers.
		<p>(8c.2) LEAs that have both 30 or more English learners and 15 or more long-term English learners must include specific actions for ELs and additional separate actions for LTELs.</p>
		<p>(8c.3) LEAs eligible for technical assistance must include specific actions related to the implementation of the work underway as part of technical assistance.</p>

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		<p>(8c.4) LEAs that have Red indicators on the 2023 Dashboard for (1) a school in the LEA, (2) a student group in the LEA, and/or (3) a student group in any school in the LEA must include one or more specific actions.</p> <ul style="list-style-type: none"> - 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.
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		<p>(8c.5) LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.</p> <ul style="list-style-type: none"> - LREBG funds must be used to implement one or more of the purposes articulated in EC Section 32526(c)(2). - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must: <ul style="list-style-type: none"> ▪ Identify the action as an LREBG action; ▪ Include an explanation of how research supports the selected action; ▪ Identify the metric(s) being used to monitor the impact of the action; and ▪ Identify the amount of LREBG funds being used to support the action.
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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:

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		(9b.1) Implementation of the academic content and performance standards adopted by the SBE.
		(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 schoolsite.
		(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 University of California (UC) or California State University (CSU) systems.
		(9d.3) Percent of pupils who have successfully completed courses that satisfy requirements for career technical education (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 systems 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.

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		(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 EC Section 51210 and EC 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 EC Section 51210 and subdivisions (a) to (i), inclusive of EC Section 51220, as applicable.
Comments/Follow-up Required:		
(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 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 compared to services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

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	(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 that 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
		<p>(11a) LEA-wide and Schoolwide Contributing Actions: For <u>each action</u> 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-wide 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).</p> <ul style="list-style-type: none"> - If the LEA has provided this required description in the Action Descriptions, state this in 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 school wide 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 providing the action LEA-wide or schoolwide.

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		(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 provided solely 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 this. 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 as identified through the LEA's needs assessment.
		(11b.3) How the Action(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 action's contribution toward 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 used.
		(11c.2) When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology it used to determine the action's contribution toward 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 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 at which the enrollment of unduplicated students is greater than 55% compared to the number of staff who provide direct services to students at schools which the enrollment of unduplicated students 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.

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		(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 where the enrollment of unduplicated students is greater than 55%.
		(11d.3) An LEA that does not have comparison schools that allow it 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 unduplicated student enrollment 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) If a concentration grant add-on is not sufficient to increase staff providing direct services to students at a school where the enrollment of unduplicated students is greater than 55%, the LEA must describe how it is using the funds to retain staff providing direct services to students at that school.
		(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 which the enrollment of unduplicated students is greater than 55%, should indicate N/A. Complete the table as follows:
		<p>(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 ratio 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.</p> <ul style="list-style-type: none"> - 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.
		<p>(11e.2) Staff-to-Student Ratio – Certificated: LEA provides staff-to-student ratio of certificated staff providing services to students where the concentration of unduplicated students 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.</p> <ul style="list-style-type: none"> - 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.

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Comments/Follow-up Required:

(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 satisfies the requirements for contributing to increased or improved services.

Comments/Follow-up Required:

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2025-26 LOCAL CONTROL AND ACCOUNTABILITY PLAN ACTION TABLE 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 2024-25 LCAP Action Tables. 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.

(1) Use of Template and Required Tables

Yes	Page Ref#	Approval Criteria
		(1a) Action tables submitted with LCAP adhere to the template adopted by SBE.
		(1b) LEA provides the following tables, at a minimum:
		(1b.1) 2025-26 Total Planned Expenditures Table.
		(1b.2) 2025-26 Contributing Actions Table.
		(1b.3) 2024-25 Annual Update Table.
		(1b.4) 2024-25 Contributing Actions Annual Update Table.
		(1b.5) 2024-25 LCFF Carryover Table.

Comments/Follow-up Required:

(2) 2025-26 Total Planned Expenditures Table

Yes	Page Ref#	Approval Criteria
		(2a) Correct year (2025-26) is provided.
		(2b) The summary fields at the top of the table are populated. <i>(Recommendation: Test one or more totals for accuracy).</i>
		(2b.1) Total for LCFF Funds does not exceed total LCFF Sources on SACS Form 01, Column F, Row A.1.
		(2b.2) Total for All Other State funds does not exceed total Other State Revenue on SACS Form 01, Column F, Row A.3.
		(2b.3) Total for Local Funds does not exceed total Other Local Revenue on SACS Form 01, Column F, Row A.4.
		(2b.4) Total for Federal Funds does not exceed total Federal Revenue on SACS Form 01, Column F, Row A.2.
		(2b.5) Total Personnel does not exceed total of Certificated Salaries plus Classified Salaries plus Employee Benefits on SACS Form 01, Column F, Rows B.1, B.2, and B.3.
		(2b.6) Total Non-Personnel does not exceed Total Expenditures on SACS Form 01, Column F, Row B.9 minus Total Personnel (the total of Rows B.1, B.2, and B.3 calculated above).
		(2c) Goal # and Action # are included for each item in the table and are aligned with the Goals and Actions section.

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	(2d) Action Title has been provided for each item in the table and is aligned with the Goals and Actions section.
	(2e) Student Group(s) has been provided for each item, either listed as "All" or as one or more specific student groups, and is in alignment with the Goals and Actions section.
	(2f) Funding source(s) is (are) provided.
	(2g) Total funds equal the sum of all funds listed.
	(2h) Total funds match the total funds for the Action listed in the Goals and Actions section.

Comments/Follow-up Required:

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(3) 2025-26 Contributing Actions Table

Yes	Page Ref#	Approval Criteria
		(3a) Correct year (2025-26) is provided.
		(3b) The summary fields at the top of the table are populated and include correct projected funds. <i>(Recommendation: Test one or more totals for accuracy.)</i>
		(3b.1) Projected LCFF Base Grant matches the LEAs LCFF Calculator.
		(3b.2) Projected Supplemental and/or Concentration Grants matches the LEAs LCFF Calculator.
		(3b.3) Projected Percentage to Increase or Improve Services for the Coming School Year matches the LEA's LCFF Calculator.
		(3b.4) LCFF Carryover – Percentage (Percentage from the Prior Year) matches the LCFF Carryover – Percentage calculated on the 2024-25 LCFF Carryover Table.
		(3c) Goal #, Action #, and Action Title are included for each item in the table and are aligned with the Total Planned Expenditure Table (and Goals and Actions section).
		(3d) Contributing to Increased or Improved Services: All actions in the table are marked "Yes."
		(3e) Scope: LEA provides a scope for each action that is LEA-wide (i.e., Districtwide or Charter-wide), Schoolwide, or Limited.
		(3f) Unduplicated Student Group(s): LEA identifies one or more unduplicated student groups to be served by each action in the table. "All" in this field indicates that Foster Youth, English Learner, and Low-Income students are being served by the action.
		(3g) Location: LEA identifies the location for each action, which may include All Schools, Specific Schools, or Specific Grade Spans.
		(3g.1) If specific schools or grade spans are listed, LEA provides the individual schools, grade spans, or school types.
		(3h) LEA has provided one of the following for each action in table:
		(3h.1) Planned Expenditures for Contributing Actions (LCFF Funds): LEA specifies the amount of LCFF funds for each action.

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		(3h.2) Planned Percentage of Improved Services (%): LEA specifies the percentage of planned quality improvement anticipated for each action where no LCFF funds are specified.
		(3h.2.1) Actions which include a Planned Percentage of Improved Services have a scope of "Limited" (Required).
		(3i) LCFF Carryover — Percentage: LEA provides the LCFF Carryover — Percentage identified in the 2024-25 LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, the percentage specified should be zero (0.00%).

Comments/Follow-up Required:

(4) 2024-25 Annual Update Table

Yes	Page Ref#	Approval Criteria
		(4a) Correct year (2024-25) is provided.
		(4b) The summary fields at the top of the table are populated (<i>Recommendation: Test one or more totals for accuracy</i>).
		(4c) The following columns are populated, and match information provided in the 2024-25 LCAP (note that actions that were not in the original LCAP and that have been added are allowed):
		(4c.1) Goal # and Action #.
		(4c.2) Prior Action/Service Title.
		(4c.3) Contributing to Increased or Improved Services.
		(4c.4) Last Year's Planned Expenditures (Total Funds).
		(4d) Estimated Actual Expenditures (Input Total Funds): LEA must provide estimated actual amounts for each item.

Comments/Follow-up Required:

(5) 2024-25 Contributing Actions Annual Update Table

Yes	Page Ref#	Approval Criteria
		(5a) Correct year (2024-25) is provided.
		(5a.1) Goal # and Action #.
		(5a.2) Prior Action/Service Title.
		(5a.3) Contributing to Increased or Improved Services.
		(5a.4) Last Year's Planned Expenditures (LCFF Funds).
		(5b) The summary fields at the top of the table are populated (<i>Recommendation: Test one or more totals for accuracy</i> .)
		(5c) Estimated Actual LCFF Supplemental and/or Concentration Grants: LEA provides the total amount of LCFF supplemental and concentration grants it estimates it will actually receive in the current school year.

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	(5c.1) Amount agrees with FCMAT LCFF Calculator.
	(5d) Contributed to Increased or Improved Services: All actions in the table are marked "Yes."
	(5e) Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds): LEA provides amounts for each action item in table, if applicable.
	(5f) Estimated Actual Percentage of Improved Services (Input Percentage): LEA provides percentages for any action identified as contributing, being provided on a Limited basis to unduplicated students, and which does not have funding associated with the action.

Comments/Follow-up Required:

(6) 2024-25 LCFF Carryover Table

Yes	Page Ref#	Approval Criteria
		(6a) Correct year (2024-2025) is provided.
		(6b) Table fields are populated. <i>(Recommendation: Test one or more totals for accuracy.)</i>
		(6c) Estimated Actual LCFF Base Grant: LEA provides the total amount of LCFF funding it estimates it will receive for the current school year, excluding the supplemental and concentration grants and add-ons for Targeted Instructional Improvement Grant and Home to School Transportation programs.
		(6c.1) Amount agrees with the FCMAT LCFF calculator.
		(6d) Estimated Actual LCFF Supplemental and/or Concentration Grants: LEA provides the amount of LCFF Supplemental and Concentration grant funding it estimates it will receive for the current school year.
		(6d.1) Amount agrees with the FCMAT LCFF calculator.
		(6e) LCFF Carryover — Percentage (Percentage from the Prior Year): LEA provides the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior year's LCAP.

Comments/Follow-up Required: