Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
JCS-Manzanita	Sheryl McKay Principal	smckay@jcs-inc.org 619-303-4344

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

JCS - Manzanita is an independent study TK-12 charter school sponsored by San Diego County Office of Education. JCS-Manzanita serves approximately 215 students throughout San Diego County. Currently, JCS-Manzanita has two learning centers in La Mesa, one that houses a K-4 academy and another that houses a 5-8 academy, each of which students attend four days per week. Our home study program serves students TK-12. The learning centers have space for educational facilitators (EFs) to meet with Home Study students and space for special education services.

The mission of JCS-Manzanita is to value the individual, guiding each learner along an educational journey toward a meaningful life. Our vision is to partner with our students, families, and communities in a personalized learning program that embraces innovative educational opportunities, practices habits of success, and builds a confident culture of lifelong learners. We are dedicated to excellence and committed to nurturing passionate lifelong learners. Core values include:

- Creativity and Innovation: Envision and explore rich teaching and learning opportunities.
- Commitment: Educate students to their full potential and uphold the greater good of the school.
- Choice: Empower individual paths and goals through personalized learning.
- Excellence: Foster a climate of high expectations, quality, and accountability.
- Integrity and Compassion: Model honesty, dignity, fairness, and responsibility while demonstrating respect and understanding.

Students at JCS-Manzanita are part of an independent study education model and are generally referred to as being in the Home Study

program or the Academy program. Daily instruction of TK-12 home study students is done by the parent-teacher under the supervision of an Educational Facilitator (EF). TK-12 Home Study students are offered daily synchronous instruction with school staff and they have the opportunity to receive in-person instruction from one of our Educational Enrichment Partners (EEPs). Students at our academy programs are taught by a certificated teacher less than 74% of the time and by a parent-teacher more than 26% of the time.

Our student population at JCS-Manzanita consists primarily of white students (49%) and Hispanic (49%) students. Black/African American students comprise 9% of our population. Our special education population is larger than most districts, with an overall percent of 20%. This is in part due to our overall small population. Due to the nature of independent study, our English language learner population is fairly small (8%), since for at least a portion of the week the parent is the teacher of the student. Our socioeconomically disadvantaged population is 55%, and our homeless and foster youth make 6% of the population. While we don't have a migrant population in the traditional sense, we do have a somewhat transient population. Some families decide that independent study is not the right "fit" for them, while others move back and forth between different charter schools looking for different resources and schedules.

Students come to JCS-Manzanita for various reasons: some are looking for an option other than their local school because they aren't happy with what their local school has to offer; some are drawn to the academy because of its project-based program or smaller classes; and others like the balance of home school and classroom-based instruction. While JCS-Manzanita strives to support all learners in meeting their potential, we are very aware of our struggling and at-risk learners and their diverse needs and are constantly striving to provide additional support.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The 2023 CA School Dashboard was released in December 2023 and revealed areas of academic performance and engagement where JCS-Manzanita is improving or declining. This information allows us re reflect on the effectiveness of actions/services in the 23/24 LCAP and emphasizes areas where JCS-MZ should focus actions/services in the 24/25 LCAP, especially related to equity for disadvantaged subgroups of students. For a number of engagement indicators and state-required metrics, data is not publicly available for JCS-MZ students due to small enrollment numbers; therefore, we used local data and calculations to determine overall performance and equity gaps.

ELA Performance Analysis: Overall, 40.3% of all JCS-Manzanita students met/exceeded the standard in ELA on the 2023 CAASPP. According to the CA Schools Dashboard, Distance from Standard (DFS) is 20.8 points below standard, a significant decline from the 2022 ELA CAASPP performance. This has placed JCS-Manzanita in the "orange" performance category. JCS-Manzanita's achievement on the ELA performance indicator is also lower than the state's; therefore, improving ELA achievement and identifying effective actions/services to do so is an undeniable need.

From an equity lens, there are some significant gaps among disadvantaged students. Our socio-economically disadvantaged (SED) population performed below the overall population and only 26.47% of SED students met/exceeded the standard in ELA. There is a difference of 28.1% between SED students and non-SED students, representing an equity gap of -28.1. The equity gap between Students with Disabilities (SwD) and non-SwD is even greater: -42.6. Only 6.9% of the SwD population met/exceeded the standard in ELA in 2023.

Another subgroup of students who perform below the overall population are Hispanic students. 29.82% of the Hispanic students at JCS-MZ who took the CAASPP met/exceeded the standard in ELA. There is an equity gap of -9.7 when comparing Hispanic and non-Hispanic students. Moving forward and planning for our 24/25 LCAP, we will identify specific actions/services to close these equity gaps.

Math Performance Analysis: According to the CA Schools Dashboard, JCS-Manzanita students performed higher than the state in Math on the 2023 CAASPP. Even so, JCS-MZ was placed in the "orange" performance category due to a DFS of 38.5 points below standard, a decline of 8.7 from 2022. 35.34% of all JCS-MZ students met/exceeded the standard in Math on the 2023 CAASPP. Socio-economically disadvantaged (SED) students and Students with Disabilities (SwD) performed significantly lower in Math than the overall population with equity gaps of -27.2 for SED students and -32.0 for SwD. Hispanic students had an equity gap of -9.7.

CAST Performance Analysis: JCS-Manzantia's overall performance on the CAST shows that 33.3% of students met/exceeded science standards, which is on par with both the county and the state. Similar to ELA and Math, significant equity gaps are present for SwD and SED subgroups. 20.69% of SED students met/exceeded the standard and 0% of SwD met/exceeded the standard. We are proud that our Hispanic students outperformed the overall population of students who took the CAST last year with 41.67% of Hispanic students meeting/exceeding science standards.

EAP Performance Analysis: In 2023, JCS-Manzanita's population of 11th-grade students was small, less than 11 students; therefore, there is no public data for MZ students related to the EAP College Ready Rate. Our own calculation using the rata data file from the state tells us that 67% of our 11th graders met/exceeded the standard in both ELA and Math. This is significantly higher than the state (26% ELA, 12% Math) and the county (29.7% ELA, 14.2% Math).

EL Performance Analysis: Due to small student numbers, no public data is available for JCS-MZ related to the ELPAC Reclassification Rate. Internal data and calculations tell us that 74% of EL students maintained or grew at least one ELP level. We were able to reclassify 7% of students based on their Spring 2023 ELPAC performance and other criteria related to reclassification. Although this rate of reclassification does not meet our desired outcome, it is similar to the state's EL reclassification rate.

In 2023-2024, we started using a new online ELD curriculum, SummitK12, for all students in grades K-3 and students in grades 4-12 with a Level 1 or 2 ELPAC score. EL Students in grades 4-12 with a Level 3 ELPAC score continued to use Achieve3000, another fully online curriculum. In addition to completing personalized ELD assignments with the online curriculum, all students met regularly with the school's designated EL teacher for speaking/listening activities. Students who participated regularly made significant gains in their Lexile scores and benefitted greatly from the additional interactions with a teacher. With the shift in ELD curriculum programming and the increased opportunities to engage in synchronous listening/speaking instruction with the ELD teacher, we hope RFEP rates and ELPI improvement rates will continue to increase.

The only student engagement indicators that populated the 2023 CA Schools Dashboard for JCS-Manzanita were Chronic Absenteeism and Suspension Rate. JCS-Manzanita was placed in the "orange" performance level for status and change on the Chronic Absenteeism indicator on the 2023 CA Schools Dashboard. Our Chronic Absenteeism DFS for all students is 15.2%. Our SwD subgroup was also placed in the "red" or lowest performance category, requiring a specific action/service for improvement in the 24/25 LCAP. According to the 2023 CA Schools Dashboard, 29.8% of SwD are chronically absent which is a 4.8% increase from 2022. 21.6% of SED, 26.7% of ELs, and 38.5 of FHY are also chronically absent, indicating an equity gap that we will address through actions and services in the 24/25 LCAP.

JCS-MZ was placed in the "green" performance level for suspension rate for a status of 0.4%, representing a 0.4% increase from 2022. The JCS-MZ expulsion rate in 2023 was 0% for all students and subgroups. We will continue to monitor this data and promote strong SEL and leadership programs that increase student engagement and support behavior interventions.

JCS-MZ does not populate the Graduation Rate indicator on the CA Dashboard due to small enrollment numbers, but internal data and calculations reflect a graduation rate of 78% and a dropout rate of 11%.

On the 2023 CA School Dashboard, the College and Career Indicator is not available for JCS-MZ. Regardless, preparing students for post-secondary experiences is a priority for the school and we have dedicated resources to increasing the % of students who meet a-g requirements and/or complete college credit courses over the next two years to better prepare students for college and career pathways. As a result, 50% of our high school students in Spring 2023 had completed a college credit course. Largely, this is a result of our partnership with Grossmont College and our support and encouragement of students to take Grossmont classes such as ASL and History of Rock. Sadly, we have seen the % of students who meet a-g requirements decline over the last LCAP cycle; therefore, we will continue to focus on improving a-g completion rates.

We administered the Holistic Student Assessment (HSA) to students in 3-12th grade this year and observed that the % of students placed in Tier 3 (most significant SEL needs) has increased dramatically from 19% in 2022 to 34% in 2023. This indicates an increased need to support students with SEL programs and professionals. In 2024, we hope to address the SEL needs of our students with the Leader in Me leadership program.

The 2023/2024 school year also introduced the Beyond SST program aimed at bringing more structure, consistency, and accountability to our MTSS efforts. The Beyond SST roll-out and subsequent professional training opportunities have allowed the school to continue working with teachers on clarifying processes and support available to students while holding more routine SST meetings, implementing research-based intervention, and monitoring progress. Across all programs, we continue to emphasize the importance of participation in local common benchmark assessments to obtain valid growth data and identify students in need of tiered support.

An analysis of the 23/24 LCAP Update and Local Indicators highlights the need for improvement in the following areas related to LCFF Priority 2 (Implementation of Academic Standards):
- Development of Instructional Materials Science and History-Social Science Standards
- Collaborative practices to identify weaknesses and improve the delivery of standards-based instruction in all areas
- Implementation of standards-based instruction for Career and Technical Education, Health and Physical Education, and Visual and Performing Arts.

Based on the LEA's self-reflection, most of these identified needs are in the initial implementation phase and we would like to see them move into the full implementation phase. The implementation of Career and Technical Education standards is rated "beginning development" and we will focus on improving CTE implementation through partnerships with educational providers such as Edgenuity, BYU, and community colleges.

LCFF Priority 3 (Parent and Family Engagement) is an area we will address in the 24/25 LCAP. Although parent and staff partner feedback

has indicated the school is in the "full implementation" stage of development for Building Relationships between School Staff and Families, Building Partnerships for Student Outcomes, and Seeking Input for Decision-Making we have identified several areas for improvement. For instance, parents state they would like more opportunities to socialize with the community and build quality relationships that would result in higher retention from year to year. We should also focus on increasing participation and engagement in school events, on surveys, at School Site Council meetings, at board meetings, and at other decision-making opportunities. On a parent survey given in Spring 2024, we received 30 responses, representing approximately 14% of our parent population.

To Improve Parent and Family Engagement related to building partnerships for student outcomes, our school can focus on continuing to improve and update resources to support student learning at home; this is an ongoing focus, especially for our home study program. Parents, students, and staff continue to provide feedback that they value choice and want more curriculum options to attend to the personalized needs and approaches of homeschooling. Additionally, our staff recognizes the need for curriculum options that are rigorous, more closely aligned to standards, and engaging. We can also improve our partnership with parents for student outcomes by providing increased training for new home study students and parents to help them understand the intricacies of learning at home (ex. videos to help families access the essential and supplemental platforms and websites available).

We can improve the engagement of underrepresented families by decreasing the roster size of the teachers with the highest rosters so they have a larger capacity for personalizing education. Additionally, our SED, EL, and FHY families in the Home Study program have expressed the need for more structured and straightforward curricula, allowing for more student learning independence since many underrepresented families are non-traditional homeschoolers. We look forward to aligning our Home Study program in the future to evaluate recommended curriculum options and create the capacity for more synchronous support opportunities with staff and tutoring with educational enrichment partners. We also plan to increase support for our ELs and Homeless/Foster Youth by meeting with them individually and in small groups to better understand their needs and address them. Additionally, when language is a barrier, the school will utilize bilingual features of communication channels such as ParentSquare or Google Docs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

JCS-Manzanita does not meet the requirements for Technical Assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A - JCS-Manzanita is not eligible for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents, Students, and Staff (Teachers, Principals, Administrators, and other School Personnel)	School Site Council Meetings (Group Discussion/Open Forum)
Parents, Students, and Staff (Teachers, Principals, Administrators, and other School Personnel)	Two-Minute Conversation Campaign (Direct, two-way conversations around selected questions)
Parents, Students, and Staff (Teachers, Principals, Administrators, and other School Personnel)	Spring Surveys

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Since this has been an LCAP development year and the LEA was challenged with writing new goals for focused school improvement over the course of the next 3 years, we sought to develop a comprehensive plan for getting partner input. This included structured group forums/discussions around school improvement needs at the School Site Council meetings in January and May 2024, a two-minute conversation campaign (2MC) encouraging staff to gather direct, synchronous feedback to a "Question of the Month" as they interacted with parents, students, and colleagues (including teachers, principals, administrators, and other school personnel) from January - April, and staff/parent/student feedback surveys consisting of multiple choice responses, scaled rating responses, and short answer responses in April. Here is a summary of the partner feedback that was received:

School Site Council Discussion:
Parents, students, and staff suggest several ways in which JCS could better support students to achieve at high levels and foster a passion for lifelong learning. They advocate for continued opportunities for differentiation, helping students make connections and see relevance in their learning, providing fun activities for higher achievement and opportunities for extension and enrichment, such as home connections. Additionally, they recommend offering more experiences like Project Week and Research Day, where students can explore their interests and delve into their burning questions. Suggestions include conducting interest inventories at the beginning of the year, establishing a resource bank for teachers, and organizing events like a Living History Museum to further engage students in their learning journey. These

recommendations aim to enhance student engagement, motivation, and academic success while nurturing a love for learning that extends beyond the classroom.

Parents, students, and staff are aware of some opportunities offered by other schools that JCS currently does not provide. These include student versions of TedTalks, clubs, and interest groups for Fridays or after school, such as Lego and Mad Science clubs, as well as parent-run activities like co-ops. These suggestions highlight the desire for additional extracurricular and enrichment activities that can enhance students' learning experiences and provide opportunities for exploration and personal development beyond the traditional classroom setting.

Some parents express concerns about the future of JCS, particularly regarding enrollment. They suggest that families who are satisfied with their child's experience at the school should be encouraged to promote it through word of mouth, indicating a desire to maintain or increase enrollment levels. This recommendation underscores the importance of positive experiences and satisfied families in sustaining the school's growth and ensuring its long-term viability.

Two-Minute Conversation Campaign:
Between January 2024 and April 2024, 59 responses from parents, students, and staff at JCS-Pine Hills asked questions to elicit values, opinions, and information related to school improvement. Overall, feedback from parents and students about JCS indicates a mix of positive experiences and areas for improvement. Many students enjoy attending school and appreciate aspects such as small class sizes, supportive teachers, and the opportunity to improve academically. Some parents express satisfaction with the school's schedule and the extra help their children receive, while others highlight concerns about student behavior and the need for more diverse extracurricular activities, such as art options. Suggestions for improvement include implementing peer learning groups, providing more art and music options, enhancing communication between teachers and parents, and organizing more school-wide events to build community spirit. Some students also express a desire for additional academic support, such as in-person tutoring or more thorough explanations of assignments. Despite these challenges, many parents and students express overall satisfaction with JCS and appreciate the individualized attention and support provided by the school staff.

When asked about how the school should focus its LCFF dollars on school improvement, partner feedback indicates that JCS-Manzanita should consider purchasing more curriculum materials, establishing a high school academy, expanding the school building to include amenities like an indoor gym and separate dining area, hiring more staff, upgrading technology such as smart boards and computers, and improving restroom facilities.Other suggestions focus on enhancing the overall school experience, such as buying more playground equipment, providing better quality food, organizing school-wide events like pizza parties or providing VR headsets and new computers, acquiring new property for sports facilities, and increasing support for teachers through better compensation and additional resources for classroom management and student support. Additionally, there are suggestions for expanding enrichment options, offering more electives, providing more support for students with special needs, increasing teacher salaries, and finding a larger facility to accommodate the entire school and its programs, including proper facilities for physical education. Overall, these suggestions highlight a desire for improvements across various aspects of the school to enhance the learning environment and overall experience for students, staff, and families.

Feedback focused on improving post-secondary outcomes for students highlighted a desire for a more comprehensive educational approach that goes beyond traditional academics. This includes teaching basic life skills such as budgeting, job applications, and car buying, alongside organizational skills crucial for success in high school and college. The desire is to raise academic expectations while incorporating courses on finance, goal setting, mindset, positive thinking, and media literacy. Additionally, there's an emphasis on instilling problem-solving, critical

thinking, collaboration, and empathy as essential life skills. Suggestions also include updating books and offering courses focused on financial literacy and life skills starting from middle school through high school. Overall, the aim is to equip students with the practical knowledge and skills necessary for success both in and out of the classroom.

Overall, families appreciate the supportive and nurturing environment at JCS and are satisfied with their experiences, citing various reasons for choosing JCS over other schools. These reasons include proximity, recommendations from neighbors or friends, the flexibility offered for health reasons, the hybrid approach combining home study and site-based options, and the availability of resources like EEPs (Educational Enrichment Programs) that suit their family's needs. Other factors contributing to their choice include smaller class sizes, individualized attention, the absence of major tests, and a sense of community within the school. Some parents also appreciate the flexible curriculum and vendor accessibility.

Parent Feedback Survey:
In April 2024, 30 parents (including parents/guardians, grandparents, parents of students with a disability, parents of English Learners, and volunteers) participated in a spring survey asking them to share their concerns and provide feedback for school improvement. Parents express a range of concerns regarding their child's development and achievement at JCS-Manzantia. Readiness for college, limited extracurricular options, the need for more comprehensive language arts instruction, IEP compliance, and challenges in accessing evaluation and diagnosis services for children with potential developmental needs are some of the main concerns expressed via survey. To address these concerns, parents suggest measures such as early college readiness support, expanded counseling services, improved classroom management, transparent progress reporting, and enhanced collaboration with external support programs.

Parents express various suggestions for how JCS could better support their children across multiple subjects, including ELA, math, science, social studies, and P.E. They emphasize the importance of preventing students from slipping through the cracks and stress the need for a solid foundational education rather than solely focusing on standardized testing. Parents also request more activities to reinforce learning at home, clearer guidance for homeschooling parents in accessing resources, and increased support for parents serving as educators. Specific concerns include the lack of adapted exams for students with special needs, the need for improvement in math instruction, and the desire for ELA to receive equivalent instructional time as other subjects. Recommendations for improvement include providing differentiated instruction, offering additional academic support programs, incorporating hands-on learning experiences, ensuring access to diverse resources, and promoting physical activity and wellness through engaging P.E. programs.

Parents offer various suggestions for improving the school's ability to support their child's social-emotional wellness, emphasizing the importance of integrating curricula that specifically address emotional well-being and social skills. They advocate for topics such as self-regulation, empathy, screen time limits, growth mindset, adaptability, and breathwork techniques to be incorporated into classroom discussions and activities. Additionally, parents suggest closer teacher-student relationships, the implementation of semester tests to detect mental and learning problems, and the teaching of calming techniques like meditation and social skills. They also highlight the significance of addressing challenges during the middle school years and recommend providing oversight and counseling to navigate potential problem situations. Recommendations for improvement include implementing regular social-emotional learning programs, providing access to trained counselors, fostering a supportive school culture, offering resources for parents, and addressing bullying through positive peer interactions.

Staff Feedback Survey: In April 2024, 3 staff members (Academy teachers and Home Study Educational Facilitators) participated in a spring survey. Staff expressed concerns related to the mental health of students and the overall school climate and culture. Staff suggestions for

improvements consist of providing daily interactions with home study students, conducting an SEL check-in with students and families during EF meetings, and updating middle school curriculum.

Student Feedback Survey: In April 2024, 68 students were surveyed about the school. Students express a variety of desires for improvements or additions to their school. These include more physical education items, additional books, a leather football, a larger play area, better lunch options, more unique and interesting classes, increased kindness among students, improved playground equipment, more field trips, better support and assistance, cleaner bathrooms, sports programs, larger outdoor areas for activities, fixed lunch tables, swings, new equipment for recess, and more opportunities for students to engage in art. Additionally, some suggest the introduction of classroom jobs, class president positions, daily physical education classes, and lockers. These desires reflect a wide range of needs and preferences among the school community.

The LEA has internalized this feedback and embraced it within the development of the 2024/2025 Local Control Accountability Plan. The goals included in this LCAP are aligned to the state priorities and a majority of the metrics are required but the actions and services are inspired by our educational partners.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities and equipment, as well as robust standards-aligned instructional materials and resources.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Feedback from partners suggests that students, parents, and staff generally express positive sentiments about JCS-Manzanita citing small class sizes, supportive teachers, and the opportunity to improve academically with access to educational materials and curriculum choices. Suggestions for improvement include purchasing more curriculum materials, upgrading technology, and improving facilities (ex. restroom repairs). The need for facility improvements is also evidenced through our annual FIT tool, which rated "Good" in 2023 due to deficiencies such as leaks causing interior damage, warped floor panels, broken tiles, and deterioration of exterior cement. Additionally, our 23/24 local indicators tell us our school can focus on continuing to improve and update resources to support student learning at home. Parents, students, and staff provided feedback that they value choice and want more curriculum options to attend to the personalized needs and approaches of homeschooling. Staff also recognizes the need for curriculum options that are rigorous, more closely aligned to standards, and engaging. Providing more engaging/creative assignments, enhanced technology, and increasing support for students with disabilities and socio-economically disadvantaged students were also called out in SSC group discussions, survey data, and the conversation campaign. This need is also evidenced through equity gaps on the CA Schools Dashboard. Within the metrics, actions, and services below, we aim to maintain many basic services through tracking systems while attending to improvements in curriculum, resources, and facilities for all students and support services for students with special needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of "Clear" FTE/appropriately assigned teachers as measured by CALSASS	2022/2023 - 100%			2025/2026 - 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Percentage of students with access to standards-aligned instructional materials (including print and electronic) for use at school and at home as measured by local tracking systems	2023/2024 - 100%			2027/2028 - 100%	
1.3	Percentage of EL students with access to ELD standards-aligned instructional materials (including print and electronic) for use at school and at home as measured by local tracking systems	2023/2024 - 100%			2027/2028 - 100%	
1.4	School Facility Rating as measured by the FIT Tool	Fall 2023 - Good			Fall 2026 - Good	
1.5	Report Rating(s) for Local Indicator Priority 2 Self-Reflection Tool	Spring 2024 0% Full Implementation and Sustainability 52% Full Implementation 43% Initial Implementation 4% Beginning Development 0% Exploration and Research Phase			Spring 2027 >75% Full Implementation	
1.6	Report Rating(s) for ELD within the Local Indicator	Spring 2024 Professional Learning - Level 4			Spring 2027 Level 4 or 5 for all ELD standards	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 2 Self-Reflection Tool	Instructional Materials - Level 4 Staff Support/Feedback - Level 3				
1.7	Report Rating(s) for Programs and Services within the Local Performance Priority 7 Self-Reflection Tool for all students, unduplicated student groups, and students with exceptional needs	Spring 2024 100% of all students including SwD and unduplicated students have access to programs and services.			Spring 2027 100% of all students including SwD and unduplicated students have access to programs and services.	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Teachers	Continue to monitor teacher credentialing and assignments through CALPADS and CalSAAS to ensure all students have appropriately assigned, highly qualified teachers.	$2,500.00	No
1.2	Standards-aligned Curriculum & Materials	Ensure all students have access to standards-aligned curriculum in ELA, Math, Science, and Social Studies by continuing to replenish standards-aligned core curriculum, creating hands-on supplements, evaluating curriculum accessibility, adopting new recommended curriculums as needed, building the capacity for staff to develop curriculum maps, and training staff & parents to use standards-aligned resources with fidelity.	$50,000.00	Yes
1.3	Physical Education	Provide curriculum, materials, resources, and professional development to enhance standards-aligned physical education. Promote and provide resources for sports and clubs related to maintaining a healthy lifestyle.	$5,000.00	No
1.4	ELD Curriculum and Materials	Continue to replenish ELD curriculum to ensure English Learners are using a designated ELD curriculum aligned to the ELD framework.	$2,000.00	Yes
1.5	Technology, Internet, and Instructional Materials	Provide technology (devices) and internet in home for SED, EL, and FHY along with copies of materials that need to be printed, as needed.	$12,000.00	Yes
1.6	Technology Support	Tech Support Services to ensure student and staff technology is functional, well-maintained, repaired, and replaced as needed.	$20,000.00	No
1.7	Physical Safety	Maintain safe, clean, and functional school facilities by assessing physical spaces on campuses and ensuring janitorial services, necessary repairs, building improvements, etc. so students and staff are safe.	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Programs and Services	Continue to provide programs & services for Unduplicated Pupils and Students with Disabilities such that students have access to a broad course of study, quality services, and personalized supports/resources to meet their needs and goals (ex. schedules, curriculum, services, etc.)	$10,000.00	Yes
1.9	Professional Development - Induction	Provide a school-funded induction program for teacher and administrators needed to clear their credentials.	$20,000.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide high-quality, equitable, and responsive instruction so that ALL students can reach their full academic potential and be well-prepared for post-secondary experiences.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on the school's Academic Performance and College and Career Readiness Indicators on the 2023 CA Dashboard, as well as partner input, we've determined the school needs to dedicate resources, time, and attention to providing high-quality, equitable, and responsive instruction so all students can succeed at high levels. Declining achievement at the end of the last 3 year LCAP cycle and failure to meet desired outcomes related to academic performance indicate that all students must continue increasing communication and critical thinking skills in Language Arts, Math, and Science. This is especially important for unduplicated students who have lower performance levels on the CA School Dashboard. Additionally, secondary students need increased opportunities to be prepared for life after graduation and considered College and Career Ready including a-g course access, dual enrollment, and career-technical education (CTE) opportunities. Through a lens of equity, the school will focus on the needs of ALL students ensuring significant subgroups and unduplicated groups have comparable student outcomes. This includes the school's ability to support English Learners on their path to becoming fluent English proficient. We will monitor growth and make instructional decisions to impact achievement in differentiated areas of need throughout the school year using the NWEA MAP assessment. The identified metrics below will help us measure growth and tell us if the actions/services identified are making an impact and enabling us to address areas of student need authentically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP ELA DFS (CA Dashboard)	Spring 2023 All: -20.8 (Orange) SED: -62.4 (Orange) SwD: -93.0 (Red) Hispanic: -37.2 (Orange)			Spring 2026 All: > -5 (Green) SED: > -53.4 (Yellow) SwD: > -70 (Yellow) Hispanic: > -28.2 (Yellow)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	CAASPP Math DFS (CA Dashboard)	Spring 2023 All: -38.5 (Orange) SED: -75.2 (Orange) SwD: -117.7 (Red) Hispanic: -57.9 (Orange)			Spring 2026 All: > -25.0 (Green) SED: > -66.2 (Yellow) SwD: > -102.7 (Orange) Hispanic: > -48.9 (Yellow)	
2.3	% of 11th Grade students who Met/Exceeded Standard in ELA to be considered EAP ready (CAASPP Data via CDE website)	Spring 2023 All: 67%			Spring 2026 All: > 65%	
2.4	% of 11th Grade students who Met/Exceeded Standard in Math to be considered EAP ready (CAASPP Data via CDE website)	Spring 2023 All: 67%			Spring 2026 All: > 50%	
2.5	Average achievement & growth percentile on the NWEA MAP Reading Test (NWEA MAP)	Fall23 Achievement: 50th Percentile Spring24 Achievement: 54th Percentile Fall23-Spring24 Growth: 52nd Percentile			Spring27 Achievement: >50th Percentile Fall26-Spring27 Growth: >50th Percentile	
2.6	Average achievement & growth percentile on the NWEA MAP Math Test (NWEA MAP)	Fall23 Achievement: 43rd Percentile Spring24 Achievement: 56th Percentile Fall23-Spring24 Growth: 76th Percentile			Spring27 Achievement: >50th Percentile Fall26-Spring27 Growth: >50th Percentile	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	% of SST students meeting CAASPP growth goal (21+ points)	2023 CAASPP to 2024 CAASPP ELA: 86% Math: 67%			2023 CAASPP to 2024 CAASPP ELA: 60% Math: 60%	
2.8	% of SST student meeting NWEA MAP growth goal	Spring 2024 ELA: 61% Math: 82%			Spring 2027 ELA: 60% Math: 60%	
2.9	% of RTI Tier II students who are referred back to Tier I as a result of intervention success	Baseline to be determined in Spring 2025.			Spring 2027 ELA: 50% Math: 50%	
2.10	CAST (Science) % Met/Exceeded (CDE)	Spring 2023 All: 33.3% SED: 20.7% SwD: 0% Hispanic: 41.7%			Spring 2026 All: > 45% SED: > 30% SwD: > 20% Hispanic: > 45%	
2.11	% of English Learner students reclassified as Fluent English Proficient (Local Calculation)	Fall 2023 EL: 7%			Fall 2026: EL: > 20%	
2.12	% of continuously enrolled English Learner students who grew one ELPI level from Spring to Spring (Local Calculation)	Spring 2023 EL: 74%			Spring 2026 EL: > 75%	
2.13	% of College and Career Ready graduating students (SIS)	Spring 2024 All: 60%			Spring 2026 All: > 50%	
2.14	% of graduating students who have met "a-g"	Spring 2023 All: 75%			Spring 2026 All: > 50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	UC/CSU Entrance Requirements (CA Dashboard)					
2.15	% of students who have completed at least one Career and Technical Education (CTE) pathway (CA Dashboard)	Spring 2023 All: 0%			Spring 2026 All: > 10%	
2.16	% of students who have met "a-g" UC/CSU Entrance Requirements and at least one CTE Pathway (CA Dashboard)	Spring 2023 All: 0%			Spring 2026 All: > 5%	
2.17	% of enrolled students who have completed at least one AP exam with a score of 3 or higher (Local Calculation)	Spring 2023 All: 0%			Spring 2026 All: 0%	
2.18	% of students who have completed at least 1 college credit course in high school (SIS)	Spring 2024 Overall: 39% 20/21 Cohort: 60% 21/22 Cohort: 50% 22/23 Cohort: 33% 23/24 Cohort: 22%			Spring 2027 Overall: 50%	
2.19	% of students who have completed 2 or more college credit courses in high school (SIS)	Spring 2024 Overall: 30% 20/21 Cohort: 40% 21/22 Cohort: 50% 22/23 Cohort: 33% 23/24 Cohort: 11%			Spring 2027 Overall: 40%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	PD & PLCs - Collaborative Tier I Practices for Academic Outcomes	Provide staff with ongoing professional development, support, collaboration time, and coaching to support high quality Tier I instruction. This includes substitute teacher coverage for instructional rounds, ensuring the high-quality implementation of academic standards, data analysis, use of formative assessment practices, response to intervention, and other best practices to improve student academic outcomes.	$30,000.00	Yes
2.2	NWEA MAP	Ongoing assessment of student learning in English Language Arts and Math and data analysis to determine differentiated student needs.	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Tier II Instructional Support in ELA & Math	Provide the staffing, professional development, instructional resources, and support services to support expanded learning opportunities for students based on need through SST/intervention processes.	$100,000.00	Yes
2.4	ELA and Math Tutoring	Provide access to educational enrichment partners for math and ELA tutoring support for Home Study.	$10,000.00	Yes
2.5	Beyond SST	Utilize Beyond SST to align practices and procedures related to MTSS, house student documents so they are available to the staff, and ensure accountablity to time-sensitive deadlines related to student growth achievement and measurement.	$2,000.00	Yes
2.6	Collaboration with SELPA	Collaborate with SELPA to close equity gaps for SwD.	$2,500.00	No
2.7	SwD Professional Development	Provide professional development and other learning opportunities for staff working with SwD related to disproportionality, instructional strategies, serving independent study students, performance indicator process, etc.	$500.00	No
2.8	EL Coordinator & ELD Teacher	Provide EL coordinator to identify, track, and coordinate services for supporting English Learners including, but not limited to, communicating with staff and parents, adhering to state assessment training and requirements, coordinating designated ELD instruction, assessing the effectiveness of EL curriculums, monitoring compliance with master agreements and work sample collection, attending ELD related professional development and coordinating training for others, and collaborating with supporting teachers of record to ensure the growth and success of English Language Learners. Provide EL teacher(s) with the ability to communicate, guide, monitor progress, and provide instruction aligned to state requirements and the adopted ELD curriculum.	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	ParsecGo	Utilize ParsecGO data platform to analyze achievement data related to metrics for all student groups and re-evaluate programs, systems, and actions as needed.	$900.00	Yes
2.10	High School Counselor	Fund high school counselor to improve college/career readiness for all students by counseling students in college/career paths and requirements, developing programs and opportunities for students to meet CCR requirements, ensuring courses are a-g approved, analyzing transcript data, providing professional development to teachers in transcript analysis, and looking for new strategies to increase CCI outcomes and promote College/Career Readiness.	$10,000.00	No
2.11	Bound for Blue	Actively promote our Bound for Blue program for students in grades 8+ to incentivize A-G completion through emails, flyers, counseling and EF meetings.	$7,000.00	No
2.12	A-G Courses: Current, Culturally Relevant Curriculum	Increase access to current, culturally relevant, and engaging A-G curriculum by 1) reviewing and updating a-g approved courses and 2) adopting and replenishing new curriculum.	$20,000.00	Yes
2.13	High School Electives	Add, improve, and expand elective choices that will increase a-g completion, emphasize vocational/life skills, and engage learners and support critical thinking.	$10,000.00	No
2.14	College Course Credit Access	Increase student access to college credit course access by educating parents, students, and teachers about the benefits of college course credit, paying for the cost of the class and materials, supporting students through the registration process, and providing student support systems and collaboration through the coursework.	$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.15	CTE Access	Provide CTE courses that align to form CTE pathways, in partnership with educational partners, and provide any necessary resources and materials aligned to the courses	$2,000.00	Yes
2.16	Naviance	Provide and promote the use of Naviance so high school students, specifically SwD and SED, may explore their personal interests and skills and apply that to their postsecondary aspirations following graduation.	$5,000.00	Yes
2.17	ACCESS	Continue ACCESS program for students with mod/severe disabilities, providing a collaborative team to support in-person instruction and home study curriculum. This includes, but is not limited to, a dedicated SAI teacher, dedicated EF, supporting SLPA, consultation with EFs, and additional support providers as needed.	$150,000.00	No
2.18	ACHIEVE	Continue the ACHIEVE program for students with mild/mod disabilities with a designated special education teacher to provide targeted instruction on IEP goals while completing general education assignments. Support co-teaching opportunities to bridge the gap for SwD in the general education environment.	$90,000.00	No
2.19	Learning Acceleration	Reduce student numbers in Home Study in order to increase student outcomes, provide personalized support, improve progress monitoring, and allow for the mentorship of new staff.	$80,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Foster a welcoming and inclusive environment for all students, staff, parents, families and educational partners in support of all students' success in school.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Feedback from stakeholders shows that overall our students and parents feel connected to and supported by their teachers and that the school provides a safe and nurturing environment. An analysis of data from the state and some local tools such as our school information system affirms this, demonstrating low and equitable suspension, expulsion, and drop-out rates for all students. JCS-Manzanita was placed in the "orange" performance level for status and change on the Chronic Absenteeism indicator on the 2023 CA Schools Dashboard. Our Chronic Absenteeism DFS for all students is 15.2% and our SwD subgroup was also placed in the "red" or lowest performance category, requiring a specific action/service for improvement. According to the 2023 CA Schools Dashboard, 29.8% of SwD are chronically absent which is a 4.8% increase from 2022. 21.6% of SED, 26.7% of ELs, and 38.5 of FHY are also chronically absent, indicating an equity gap that needs to be addressed. Additionally, an analysis of the 23/24 Holistic Student Assessment (HSA) results shows that the % of students placed in Tier 3 (most significant SEL needs) has increased dramatically from 19% in 2022 to 34% in 2023. This indicates an increased need to support students with SEL programs and professionals. To increase engagement, staff, students, and parents shared the following suggestions via survey: explicit tiered SEL support such as counseling services, music/art instruction, leadership opportunities, interest-based electives, and basic needs provisions such as free meals. Research shows that many of these factors contribute to students feeling happy, secure, and engaged in a learning environment and behaving in ways that promote confidence, community, and integrity. Through the actions/services below, we will continue to monitor, maintain, and improve student engagement outcomes. These efforts serve to benefit our current students and grow/solidify our school by attracting increased enrollment. We will also address parent engagement since only 63.3% of parents indicated on a survey that they believe the school finds ways to involve them in decision-making 10% did not think the school included them in decision-making and 26.6% were unsure.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of Tier I & II students (combined) on HSA	Fall 2023 All: 66.3%			Fall 2026 All: >80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 66.2% SwD: 61.5% Hispanic: 69.7%			SED: >75% SwD: >70% Hispanic: >80%	
3.2	P2 ADA (Local SIS Attendance Rate)	Spring 2024: 100%			Spring 2027: > 97%	
3.3	Chronic Absenteeism Rate (CA Dashboard)	2022/2023 All: 15.2% (Orange) SED: 21.6% (Orange) SwD: 29.8% (Red) Hispanic: 15.1% (Yellow)			2025/2026 All: < 10.0% (Green or Blue) SED: < 10.0% (Green or Blue) SwD: < 20% (Yellow) Hispanic: < 10.0% (Green or Blue)	
3.4	Suspension Rate (CA Dashboard)	2022/2023 All: 1% (Blue) SED: 0.6% (Blue) SwD: 1.1% (Green) Hispanic: 0.7% (Green)			2025/2026 - Maintain Baseline All: < 1% (Green or Blue) SED: < 1% (Green or Blue) SwD: < 1% (Green or Blue) Hispanic: < 1% (Green or Blue)	
3.5	Expulsion Rate (DataQuest)	2022/2023 All: 0%			2025/2026 - Maintain Baseline All: < 2%	
3.6	Middle School Drop-out Rate (Local SIS)	2022/2023 All: 0%			2025/2026 - Maintain Baseline All: 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	High School Drop-out Rate (DataQuest)	2022/2023 All: 11%			2025/2026 All: < 5%	
3.8	High School Graduation Rate (SIS)	2022/2023 All: 78%			2025/2026 All: 90%	
3.9	School Enrollment as of P2 (SIS)	2023/2024 All: 213 students			2026/2027 All: 240 students	
3.10	Student Retention Rate (SIS)	Spring 2023 - Fall 2023 All: 75%			Spring 2023 - Fall 2023 All: 85%	
3.11	Report Rating(s) for Local Indicator Priority 3 Self-Reflection Tool (Parent Involvement)	Spring 2024 (1-5 Rating Scale for Parent Engagement) All: 4 out of 5			Spring 2027 All: > 4 out of 5	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Leader in Me	Implement an evidence-based model focused on leadership, culture, and academics that equips students, educators, and families with essential leadership and life skills, preparing them to excel. This includes staff training, curriculum materials, and teaching/learning resources.	$20,000.00	No
3.2	HSA & SEL Support Services	Administer Holistic Student Assessment annually to assess students' social-emotional well-being. Collaborate with staff to analyze HSA data and provide tiered levels of SEL support. As needed, provide SEL support services in collaboration with general education staff.	$5,000.00	No
3.3	PD - SEL & Engagement	Provide ongoing PD to staff in best practices for improving school climate, de-escalation strategies, transformative SEL, and effective re-engagement strategies.	$10,000.00	No
3.4	Online Safety: Securly	Promote the social-emotional safety of all students by utilizing a cloud-based student safety device management tool that helps our school leaders and educators keep students safe, secure, and ready to learn.	$3,500.00	No
3.5	Arts & Music Programing	Increase Arts and Music Programing for all students.	$35,000.00	No
3.6	FHY Liaison	Provide Foster/Homeless Youth Liaison who will complete a needs assessment of services, identify and support F/HY, including the development and implementation of an Individualized Learning Plan (ILP), Communicate resources and educational opportunities to families as available, and provide resources/training to all staff as needed.	$10,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Student Engagement: Absenteeism & Attendance for SwD & Unduplicated Pupils	Seek to address chronic absenteeism rates for SwD, SED, FHY, and ELs by providing daily engagement opportunities, assessing the conditions and needs of student subgroups to understand why they have significantly higher rates, and collaborating with SEL support staff to provide additional support/services including public transportation to school, as needed.	$5,000.00	Yes
3.8	Student Engagement: Suspension, Expulsion, and Drop-out Rates	Continue to maintain current rates of suspension, expulsion, and drop-outs for all students by monitoring data and re-evaluating programs and systems as needed.	$2,500.00	No
3.9	Field Trips	Enhance opportunities for students to engage in real-world experiences and hands-on learning by increasing the amount of field trips students may access.	$20,000.00	No
3.10	Family Events	Host events that engage families in the school community such as Science Nights, Project Colloquiums, Park Meet-ups, Dances, and School Celebrations.	$2,000.00	No
3.11	Student Recognition and Incentives	Increase opportunities for students to be recognized for high quality performance and engagement through awards ceremonies, academic competitions, and incentive programs.	$5,000.00	No
3.12	Parent Engagement & Communication	Recruit/encourage parent participation representative of all student subgroups in school decision-making processes such as School Site Council. Increase parent participation and engagement by developing monthly communication via school newsletters, communication with parents, and school's online presence. Provide ongoing surveys for parents of SwD, EL, FHY, and SED to inform curriculum, programming and supports. Continue to provide a question of the month for staff to engage parents and elicit feedback used in decision making.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.13	Enrollment	Increase student enrollment through effective marketing strategies and professional support.	$15,000.00	No
3.14	Retention	Retain students by providing high quality programs and support, building supportive learning communities and authentic relationships, and providing valuable extracurricular opportunities. Collect data related to withdrawals (ex. exit interviews) to assess and determine the reasons students choose to leave our school.	$5,000.00	No
3.15	PD-Leadership	Support the development of leaders through professional consultation, coaching, and collaboration in order to create healthy, thriving culture of students, staff, and families.	$20,000.00	No
3.16	Meals (NSLP)	Increase meal program to two meals/day and become an NSLP school.	$5,000.00	Yes
3.17	EL Parent Engagement	Allocate Educational Facilitors, by region, to support ELs, increase parent engagement, and provide additional support for Home Study.	$90,000.00	Yes
3.18	Expanded Learning	Provide expanded learning opportunities including after school care and enrichment with educational partners.	$50,000.00	Yes
3.19	Perfect Attendance Awards for SwD and Unduplicated Students	Increase attendance and decrease chronic absenteeism by incentivizing and promoting perfect attendance for SwD and Unduplicated Students.	$5,000.00	Yes
3.20	CAASPP Video Score Reports	Utilize CAASPP Video Score Reports to increase Parent Engagement around their student's academic progress and outcomes.	$300.00	No

Action #	Title	Description	Total Funds	Contributing
3.21	Standards-Based Report Card	Develop a Standards-Based Report Card to increase parent engagement and support parents in understanding their child's progress towards meeting grade-level standards.	$2,500.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$357,838	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
13.358%	0.000%	$0.00	13.358%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions
For each action being provided to an entire LEA or school, provide 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).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Standards-aligned Curriculum & Materials **Need:** An analysis of the CA Dashboard equity report highlighted lower performance levels for two subgroups on the ELA and Math indicators: Students with Disabilities (SwD) and socio-economically disadvantaged students (SED). Additionally, qualitative data from our staff tells us many parents are homeschooling for non-	Based on this data, along with feedback from educational partners, especially teachers, we determined the need to prioritize structured core and supplemental learning resources. We will maintain updates and access to other curriculum while we focus our resources on research-based ELA and Math conducive to a homeschooling environment. Our instructional staff understands the challenges homeschool families are facing; therefore, they are in the best position to develop curriculum maps and pacing guides conducive and	1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	traditional reasons, and many are first-time homeschoolers. These challenges result in disparities in the support students receive while homeschooling, demonstrated through lower academic achievement for our low income students and students with disabilities. Traditional homeschoolers want choice and flexibility and non-traditional Home Study parents want more structure. **Scope:** LEA-wide	supportive to our student and parent population. Although the updated curriculum will be available to all students, we hope achievement levels will increase for our students with disabilities and low-income students by providing better access and consistency in our curriculum and resources and removing barriers, like assumptions about the materials and resources found in the home.	
1.5	**Action:** Technology, Internet, and Instructional Materials **Need:** Survey data from our staff and parents indicates that SED, FHY, and EL students are faced with barriers to their learning including limited access to technology and the Internet. This can be evidenced through equity gaps in ELA and Math performance on the CA Schools Dashboard. **Scope:** LEA-wide	We know access to technology and online materials will allow our students greater access to online resources that are aligned to CCSS, NGSS, ELD standards, or tiered interventions. While all students will benefit from having access to more online resources with greater technology, our hope is our SED, FHY, and EL students will have improved academic achievement. This action also ensures our students are full participants in a broad course of study while getting support (e.g. tiered intervention), and/or that they have access to quality CCSS-aligned instruction online if homeschool parents are not able to provide this. We expect increasing our technology will lead to growth in achievement, student engagement, increased English proficiency, and more favorable post-secondary outcomes for SED, FHY, and EL students.	1.2
1.8	**Action:** Programs and Services **Need:**	We believe that through collaborative efforts of support staff, coordinators, and the teacher of record our EL students, Students with Disabilities, and At-Risk students will have full course access	1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	As a non-classroom-based charter school, we have greater flexibility in programming, curriculum options, and scheduling. Currently, all EL students, Students with Disabilities, and At-Risk students have the same course access as other students and they all receive programs and services intended for their needs (e.g. designated instruction, intervention, and special education services). **Scope:** LEA-wide	and specialized programs and services. We expect that by continuing to personalize programming, services, and, grade grade-level CCSS curriculum our students will have full access, improved academic achievement, and greater outcomes.	
2.1	**Action:** PD & PLCs - Collaborative Tier I Practices for Academic Outcomes **Need:** After reviewing our CAASPP data we found that our students with disabilities and low-income students achieve far below all students. **Scope:** LEA-wide	Based on this we've determined that staff need ongoing support to improve teaching practices based on the varied needs of their students. By increasing our staff's capacity to serve students better in the Tier I teaching and learning environment, we hope to increase ELA and math performance for our SwD and low-income students and close the performance gap.	2.1-2.6, 2.10
2.2	**Action:** NWEA MAP **Need:** After reviewing our CAASPP data we found that our students with disabilities and low-income students achieve far below all students.	Based on this we've determined that assessing with MAP early in the year will allow us to identify which students need intervention early, and assessing twice more throughout the year will help us monitor growth more readily than CAASPP. Although we will assess all students 3x a year with MAP for early identification and monitoring, we hope to increase ELA and math performance for our low-income students and close the gap in	2.1-2.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	performance through intervention. We expect that by assessing students 3 times a year we will continue to refine our identification, monitoring, and intervention for low-income students and see greater growth for them in ELA and Math.	
2.3	**Action:** Tier II Instructional Support in ELA & Math **Need:** After reviewing our CAASPP data we found that our low-income students achieve far below all students. **Scope:** LEA-wide	We have determined the ongoing need to prioritize Tier 2 targeted intervention by funding an Intervention Coordinator to oversee this research-based instructional approach and increasing Tier 2 instructional tools/programs. Although Tier 2 Intervention will be available to all students who demonstrate need, we believe this strategy will increase the performance levels of our low-income students while also improving our overall achievement levels. We expect that using a tiered model of intervention, backed by research, will result in increased academic achievement for our low-income students.	2.1-2.9
2.4	**Action:** ELA and Math Tutoring **Need:** SED students achieved below our overall student population on the 2023 CAASPP in ELA and Math with significant equity gaps. On parent and staff feedback surveys, we learned that many of our SED families who homeschool have limited resources and parent-teachers are balancing work and homeschooling. There were multiple requests for more tutoring support in ELA and Math. **Scope:** LEA-wide	By providing increased access to ELA and Math tutoring to SED students in our Home Study program, we hope they will get the support needed to achieve at higher levels and close the equity gaps.	2.1-2.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.5	**Action:** Beyond SST **Need:** After reviewing our CAASPP data we found that our low-income students achieve far below all students. I **Scope:** LEA-wide	The use of Beyond SST will streamline and improve our practices and processes related to providing Tier II instructional support in ELA and Math. It will also help us track students in the SST process and monitor their progress regularly with follow-up meetings and improved, personalized plans of support. We hope our use of Beyond SST will play an important role in having ongoing and successful Tier II intervention support for students achieving below standard, especially SED students.	2.1-2.9
2.9	**Action:** ParsecGo **Need:** ParsecGO is an online data visualization program that houses many of our data points including CAASPP, MAP and other Dashboard indicators. It allows us to find multiple data points in one place and filter the data to look at different subgroups. While this tool is useful for all students, it is especially helpful in tracking data for our low-income (SED) students, foster/homeless youth, and English learners. Because some of our student populations are so small, we cannot always gather the public data (due to confidentiality) and ParsecGO allows us to view data for these subgroups that are small. **Scope:** LEA-wide	With this data, we hope to increase achievement and outcomes for our low income students, foster/homeless youth, and English learners by providing additional services needed. We expect that by utilizing ParsecGO's data collection webpage and acting on the data, we will see growth in student achievement and more favorable post-secondary outcomes for our low income students, foster/homeless youth, and English learners.	2.1-2.6, 2.10
2.12	**Action:**	While all students will benefit from curriculum that is relevant, modern and inclusive of all cultures,	2.12, 2.13, 2.15

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	A-G Courses: Current, Culturally Relevant Curriculum **Need:** National data and a growing professional community has shown that English learners acquire greater English proficiency when curriculum is culturally responsive. Best practice also shows that relevant and updated curriculum engages students more. Our data shows that our Low Income students perform lower academically. **Scope:** LEA-wide	we believe our English learners will improve their language acquisition faster and our low income students will achieve at higher levels on CAASPP. We expect that replacing our a-g approved high school curriculums will ultimately lead to increased language acquisition, higher ELPAC scores and higher ELPI rates. We expect that our low income students will perform better academically and on college/career readiness indicators.	
2.14	**Action:** College Course Credit Access **Need:** Since 2020, we have focused heavily on increasing the rate of high school students taking College Credit Courses. Our data indicates that while overall we've made significant gains, our low income students have a significantly lower rate, particularly those who take 2 or more courses. Parent, student, and staff partners also highlighted college credit course access as viable opportunities for all students, including unduplicated students, to meet college & career readiness expectations and raise the bar for high academic standards in feedback surveys and campaigns.	Best practice shows that students who take College Credit Courses in high school, with support from staff, are more likely to attend college beyond high school. While all of our high school students benefit from access to College Credit Courses, we believe our low income students will improve their post-secondary school outcomes. We expect that by educating parents and students about the benefits of College Credit Courses, paying for their materials, and supporting them through the process of registration and completion of courses, our low income students will take College Credit Courses at a higher rate, which will improve their post-secondary outcomes.	2.13, 2.18, 2.19

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.15	**Action:** CTE Access **Need:** Survey results and direct feedback conversations with students, staff, and parents revealed a strong desire for more career and technical education offerings for all students, specifically unduplicated students and students with disabilities. Additionally, the school is currently low performing on the Career and College Indicator on the CA Dashboard; therefore, expanding access for students to become College and Career Ready is necessary for all students. **Scope:** LEA-wide	Providing CTE courses and pathways will fulfill partner requests for more "life skills' and vocational/technical education training. We hope it will also provide all students, specifically unduplicated students and students with disabilities, with more opportunities to be considered College and Career Ready and, ultimately increasing post-secondary student outcomes.	2.13, 2.15, 2.16
2.16	**Action:** Naviance **Need:** Parent and staff feedback expressed the need for students to be able to explore and understand post-secondary opportunities aligned to their personalized interests and skills, especially SwD and SED. Requests for aptitude tests and teaching learning around resume building, the job application process, and professional interviews were also made	By utilizing Naviance, we hope our SwD and SED will become more engaged in school and inspired to be college and career ready through the understanding of how it aligns to their future aspirations. While this action is focused on SwD and SED, it will be available for all students as a tool to promote College and Career Readiness. Within the Naviance program, students will be able to take aptitude tests, explore various college and career options, and learn how to build resumes, apply for jobs/programs, and participate in successful interview processes.	2.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	via survey and the two-minute conversation campaign. **Scope:** LEA-wide		
2.19	**Action:** Learning Acceleration **Need:** After assessing the conditions and needs of our low-income students and reviewing our CAASPP data, we learned that achievement for our low-income students had fallen significantly. **Scope:** LEA-wide	Best practice shows that smaller class size has a great positive impact on student achievement. We determined that lowering student rosters in Home Study (the equivalent of class size) would allow us to provide greater attention to the needs of our low-income students as we work to accelerate learning. Although smaller student rosters will be available to all students, we believe the greater attention will increase academic achievement for our low-income students, closing the equity gap, and benefit our overall Home Study population.	2.1-2.9
3.7	**Action:** Student Engagement: Absenteeism & Attendance for SwD & Unduplicated Pupils **Need:** JCS-Manzanita was placed in the "orange" performance level for status and change on the Chronic Absenteeism indicator on the 2023 CA Schools Dashboard. Our Chronic Absenteeism DFS for all students is 15.2%. Our SwD subgroup was also placed in the "red" or lowest performance category, requiring a specific action/service for improvement in the 24/25 LCAP. According to the 2023 CA Schools Dashboard, 29.8% of SwD are chronically absent which is 4.8%	As an independent study charter school, JCS-Manzanita claims attendance based on work completion and not on physical presence on a school campus; therefore, addressing Chronic Absenteeism equity gaps requires the school to consider means for supporting work completion when students are being homeschooled. Through the tiered re-engagement process, assessment of reasons for Chronic Absenteeism, and the provision of additional and appropriate resources that remove barriers, we hope the chronic absenteeism rates for all our students and especially our FHY, SwD, SED, and EL students.	3.2, 3.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	increase from 2022. 21.6% of SED, 26.7% of ELs, and 38.5 of FHY are also chronically absent, indicating an equity gap. **Scope:** 　LEA-wide		
3.12	**Action:** Parent Engagement & Communication **Need:** On a parent survey given in Spring 2024, we received 30 responses, representing approximately 14% of our parent population. Of those responses, 5 were parents of SwD, 2 were parents of SED students, and 1 was a parent of an English Learner. The participation rate for underrepresented and unduplicated pupils is very low and we struggle to secure parent representation on our School Site Council from our student subgroups. **Scope:** 　LEA-wide	We hope that increasing efforts to communicate regularly with parents, through varied channels (email, text, phone call, in-person), and with language translation tools with improve parent engagement for SwD and unduplicated pupils. We will focus on asking for their opinions and feedback, listening, and following up with feedback about how their voices are valued and used to inform school-decision making. While the time and tools to facilitate this increase in parent engagement is focus on SwD and unduplicated students, we will carry out the action for all students. Through this action, we will better inform our school decision making processes with more consideration for the needs of SwD, SED, ELs, and FHY and increase parent engagement.	3.11
3.16	**Action:** Meals (NSLP) **Need:** An equity analysis of the attendance and chronic absenteeism rates revealed that the school has higher rates of chronic absenteeism within FHY, SwD, and EL subgroups. Additionally, our SED and SwD	We hope providing two meals/day with better allow us to meet the basic needs of our students and result in increase engagement and achievement.	3.1-3.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	population have significant equity gaps in academic achievement. **Scope:** LEA-wide		
3.18	**Action:** Expanded Learning **Need:** Our SED and FHY populations face unique challenges and, based on partner feedback, could greatly benefit from expanded learning opportunities including an after-school care program and increased enrichment with educational partners. Additionally, feedback from parents has indicated that access to extended care is necessary to choose JCS-Manzanita and remain enrolled in the school. **Scope:** LEA-wide	By providing this action/service, we hope to more closely meet the needs of SED and FHY families and increase school engagement. We also hope these services will result in increased student retention for SED, FHY, and all students.	3.9, 3.10
3.19	**Action:** Perfect Attendance Awards for SwD and Unduplicated Students **Need:** JCS-Manzanita was placed in the "orange" performance level for status and change on the Chronic Absenteeism indicator on the 2023 CA Schools Dashboard. Our Chronic Absenteeism DFS for all students is 15.2%. Our SwD subgroup was also placed in the "red" or lowest performance category,	By promoting and incentivizing perfect attendance each Learning Period (approximately 20 days), we hope to motivate students to take accountability for work completed and daily engagement. This will decrease chronic absenteeism rates.	3.2, 3.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	requiring a specific action/service for improvement in the 24/25 LCAP. According to the 2023 CA Schools Dashboard, 29.8% of SwD are chronically absent which is 4.8% increase from 2022. 21.6% of SED, 26.7% of ELs, and 38.5 of FHY are also chronically absent, indicating an equity gap that we will address through actions and services in the 24/25 LCAP. **Scope:** LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide 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.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** ELD Curriculum and Materials **Need:** In 22/23, only 74% of continuing ELD students improved English Language proficiency, demonstrated by the growth of at least one ELPI level on the 2023 Summative ELPAC. Additionally, our 23/24 Local Performance Indicator self-reflection on ELD standards within state priority 2 (implementation of academic standards) revealed that the school is in the "initial implementation" stage of	As a result of the student performance data, the school adopted a new ELD curriculum for all EL students in grades TK-3 and EL students in graders 4-12 with a ELPAC score below 3. The school will continue to explore and promote the effective use of the new ELD curriculum (SummitK12) while maintaining access to the Achieve3000 ELD curriculum for EL students in grades 4-12 with an ELPAC score of 3 or 4.	1.3, 1.6

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELD standards. **Scope:** Limited to Unduplicated Student Group(s)		
2.8	**Action:** EL Coordinator & ELD Teacher **Need:** On the spring 2022 Summative ELPAC, 75% of EL students maintained or grew by at least one ELPI level. **Scope:** Limited to Unduplicated Student Group(s)	To make sufficient progress toward English Language proficiency, students need embedded and designated instruction along with at-home support. An EL Coordinator is necessary to track English Learners within the LEA, communicate with families about progress, support and direct teachers of record, replenish ELD curriculum, and evaluate the effectiveness of our program. EL Teacher(s) will support EL students by delivering twice weekly online designated instruction focused on listening and speaking and offering increased support and communication about academic progress to home study families. With this action, we hope to increase the level of support and structure within our EL program, resulting in more students demonstrating growth on the Summative ELPAC.	2.11-2.12
3.6	**Action:** FHY Liaison **Need:** Our FHY face unique challenges and need increased support to achieve equitable student outcomes. **Scope:** Limited to Unduplicated Student Group(s)	By continuing to complete a needs assessment of the supports we offer to FHY based on their unique needs, we hope to increase and improve services. The development an individualized learning plan (ILP) for each student and communication with teachers/parents as needed to review the plan throughout the year while allow us to further identify the needs of FHY student and provide them.	3.1-3.8

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.17	**Action:** EL Parent Engagement **Need:** We did not meet our desired outcome for EL students who grew one ELPI level on the 2023 Summative ELPAC. We only received one response on our Spring Parent Survey from an EL family and we have been unable to recruit an EL parent or student representative on our School Site Council. **Scope:** Limited to Unduplicated Student Group(s)	By designating staff to focus their attention and support on our English Learners and their needs, while building relationships with their parent-teachers, we hope to increase EL parent engagement which will help to inform our EL program through feedback and improve ELPAC scores through targeted support.	3.11

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, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,678,890	$357,838	13.358%	0.000%	13.358%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$663,050.00	$298,000.00	$0.00	$63,400.00	$1,024,450.00	$593,000.00	$431,450.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Highly Qualified Teachers	All	No			All Schools	Ongoing	$2,500.00	$0.00	$2,500.00				$2,500.00	
1	1.2	Standards-aligned Curriculum & Materials	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$5,000.00	$45,000.00	$50,000.00				$50,000.00	
1	1.3	Physical Education	All	No			All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.4	ELD Curriculum and Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.5	Technology, Internet, and Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$12,000.00	$2,000.00			$10,000.00	$12,000.00	
1	1.6	Technology Support	All	No			All Schools	Ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.7	Physical Safety	All	No			All Schools	Ongoing	$0.00	$30,000.00	$30,000.00				$30,000.00	
1	1.8	Programs and Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$5,000.00	$5,000.00	$10,000.00				$10,000.00	
1	1.9	Professional Development - Induction						Ongoing	$0.00	$20,000.00		$20,000.00			$20,000.00	
2	2.1	PD & PLCs - Collaborative Tier I Practices for Academic Outcomes	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$30,000.00	$0.00	$30,000.00				$30,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	NWEA MAP	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	
2	2.3	Tier II Instructional Support in ELA & Math	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$100,000.00	$100,000.00				$100,000.00	
2	2.4	ELA and Math Tutoring	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.5	Beyond SST	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.6	Collaboration with SELPA	Students with Disabilities	No			All Schools	Ongoing	$2,500.00	$0.00		$2,500.00			$2,500.00	
2	2.7	SwD Professional Development	Students with Disabilities	No			All Schools	Ongoing	$500.00	$0.00		$500.00			$500.00	
2	2.8	EL Coordinator & ELD Teacher	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$30,000.00	$0.00	$30,000.00				$30,000.00	
2	2.9	ParsecGo	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$900.00	$900.00				$900.00	
2	2.10	High School Counselor	All	No			All Schools	Ongoing	$10,000.00	$0.00	$10,000.00				$10,000.00	
2	2.11	Bound for Blue	All	No			All Schools	Ongoing	$5,000.00	$2,000.00	$7,000.00				$7,000.00	
2	2.12	A-G Courses: Current, Culturally Relevant Curriculum	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$15,000.00	$5,000.00	$20,000.00				$20,000.00	
2	2.13	High School Electives	All	No			All Schools	Ongoing	$10,000.00	$0.00	$10,000.00				$10,000.00	
2	2.14	College Course Credit Access	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$4,000.00	$4,000.00				$4,000.00	
2	2.15	CTE Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.16	Naviance	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.17	ACCESS	Students with Disabilities	No			All Schools	Ongoing	$150,000.00	$0.00		$150,000.00			$150,000.00	
2	2.18	ACHIEVE	Students with Disabilities	No			All Schools	Ongoing	$90,000.00	$0.00		$90,000.00			$90,000.00	
2	2.19	Learning Acceleration	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$80,000.00	$0.00	$80,000.00				$80,000.00	
3	3.1	Leader in Me	All	No			All Schools	Ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
3	3.2	HSA & SEL Support Services	Students with Disabilities	No			All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.3	PD - SEL & Engagement	Students with Disabilities	No			All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.4	Online Safety: Securly	All	No			All Schools	Ongoing	$0.00	$3,500.00	$3,500.00				$3,500.00	
3	3.5	Arts & Music Programing	All	No			All Schools	Ongoing	$0.00	$35,000.00		$35,000.00			$35,000.00	
3	3.6	FHY Liaison	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth		Ongoing	$0.00	$10,250.00	$10,250.00				$10,250.00	
3	3.7	Student Engagement: Absenteeism & Attendance for SwD & Unduplicated Pupils	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$5,000.00	$0.00	$5,000.00				$5,000.00	
3	3.8	Student Engagement: Suspension, Expulsion, and Drop-out Rates	All	No			All Schools	Ongoing	$2,500.00	$0.00	$2,500.00				$2,500.00	
3	3.9	Field Trips	All	No			All Schools	Ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
3	3.10	Family Events	All	No			All Schools	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.11	Student Recognition and Incentives	All	No			All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.12	Parent Engagement & Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,500.00	$2,500.00	$5,000.00				$5,000.00	
3	3.13	Enrollment	All	No			All Schools	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
3	3.14	Retention	All	No			All Schools	Ongoing	$5,000.00	$0.00	$5,000.00				$5,000.00	
3	3.15	PD-Leadership	All	No			All Schools	Ongoing	$0.00	$20,000.00	$12,600.00			$7,400.00	$20,000.00	
3	3.16	Meals (NSLP)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.17	EL Parent Engagement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$90,000.00	$0.00	$90,000.00				$90,000.00	
3	3.18	Expanded Learning	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$46,000.00	$4,000.00	$4,000.00			$46,000.00	$50,000.00	
3	3.19	Perfect Attendance Awards for SwD and Unduplicated Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,000.00	$1,000.00	$5,000.00				$5,000.00	
3	3.20	CAASPP Video Score Reports	All	No			All Schools	Ongoing	$0.00	$300.00	$300.00				$300.00	
3	3.21	Standards-Based Report Card	All	No			All Schools	Ongoing	$2,500.00	$0.00	$2,500.00				$2,500.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,678,890	$357,838	13.358%	0.000%	13.358%	$475,150.00	0.000%	17.737 %	**Total:**	$475,150.00
								LEA-wide Total:	$342,900.00
								Limited Total:	$132,250.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Standards-aligned Curriculum & Materials	Yes	LEA-wide	Low Income	All Schools	$50,000.00	
1	1.4	ELD Curriculum and Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,000.00	
1	1.5	Technology, Internet, and Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
1	1.8	Programs and Services	Yes	LEA-wide	English Learners Foster Youth Low Income		$10,000.00	
2	2.1	PD & PLCs - Collaborative Tier I Practices for Academic Outcomes	Yes	LEA-wide	Low Income	All Schools	$30,000.00	
2	2.2	NWEA MAP	Yes	LEA-wide	Low Income	All Schools	$3,000.00	
2	2.3	Tier II Instructional Support in ELA & Math	Yes	LEA-wide	Low Income	All Schools	$100,000.00	
2	2.4	ELA and Math Tutoring	Yes	LEA-wide	Low Income	All Schools	$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.5	Beyond SST	Yes	LEA-wide	Low Income	All Schools	$2,000.00	
2	2.8	EL Coordinator & ELD Teacher	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$30,000.00	
2	2.9	ParsecGo	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$900.00	
2	2.12	A-G Courses: Current, Culturally Relevant Curriculum	Yes	LEA-wide	English Learners Low Income	All Schools	$20,000.00	
2	2.14	College Course Credit Access	Yes	LEA-wide	Low Income	All Schools	$4,000.00	
2	2.15	CTE Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
2	2.16	Naviance	Yes	LEA-wide	Low Income	All Schools	$5,000.00	
2	2.19	Learning Acceleration	Yes	LEA-wide	Low Income	All Schools	$80,000.00	
3	3.6	FHY Liaison	Yes	Limited to Unduplicated Student Group(s)	Foster Youth		$10,250.00	
3	3.7	Student Engagement: Absenteeism & Attendance for SwD & Unduplicated Pupils	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.12	Parent Engagement & Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.16	Meals (NSLP)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.17	EL Parent Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$90,000.00	
3	3.18	Expanded Learning	Yes	LEA-wide	Foster Youth Low Income	All Schools	$4,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.19	Perfect Attendance Awards for SwD and Unduplicated Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$815,221.00	$777,139.27

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	CCSS Curriculum & Materials	Yes	$15,000.00	$25,000.00
1	1.2	Instructional devices	Yes	$10,000.00	$12,530.61
1	1.3	EL Curriculum & Materials	Yes	$500.00	$2,265.30
1	1.4	Internet & Instructional Materials	Yes	$1,700.00	$700.00
1	1.5	Professional Development	Yes	$8,801.00	$8,800.00
1	1.6	Math Program Analysis	Yes	$6,500.00	$6,500.00
1	1.7	Parent Participation	No	$1,500.00	$1,844.30
1	1.8	PD - Induction	Yes	$13,500.00	$9,200.00
1	1.9	ParsecGO	Yes	$1,000.00	$950.00
1	1.10	Diverse Book Collection	Yes	$500.00	$0.00
2	2.1	Local Assessments	Yes	$2,970.00	$2,970.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	HSA	Yes	$600.00	$596.76
2	2.3	Online Intervention	Yes	$3,200.00	$2,135.31
2	2.4	Intervention Coordinator	Yes	$93,000.00	$93,000.00
2	2.5	Intervention Aide	Yes	$28,000.00	$0.00
2	2.6	EL Coordinator	Yes	$20,000.00	$20,000.00
2	2.8	FHY Liaison	Yes	$4,500.00	$4,500.00
2	2.9	Parent Engagement	Yes	$2,500.00	$2,500.00
2	2.10	ACCESS	No	$172,000.00	$172,000.00
2	2.11	Collaboration w SELPA	No	$2,500.00	$2,500.00
2	2.12	PD - SwD	No	$500.00	$1,500.00
2	2.13	EEPs	Yes	$15,000.00	$13,230.00
2	2.14	EL Parent Engagement	Yes	$81,000.00	$81,000.00
2	2.15	SEL	Yes	$12,000.00	$12,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.16	ESS	Yes	$58,000.00	$45,000.00
2	2.17	ACHIEVE	No	$80,000.00	$80,000.00
2	2.18	Chronic Absenteeism	No	$15,000.00	$15,000.00
3	3.1	Heart Rate Monitors	No	$5,000.00	$0.00
3	3.2	PE Resources	No	$1,500.00	$376.79
3	3.3	Meal Program	Yes	$6,000.00	$3,916.20
3	3.4	Health & Wellness Coordinator	No	$81,000.00	$81,000.00
4	4.1	Foreign Language	No	$2,200.00	$2,645.00
4	4.2	Student Engagement in a-g courses	Yes	$4,000.00	$4,000.00
4	4.3	College Credit Course Access	No	$7,500.00	$7,500.00
4	4.4	High School Counselor	No	$15,000.00	$15,000.00
4	4.5	Bound for Blue	No	$500.00	$500.00
4	4.6	Electives	No	$20,000.00	$20,000.00
5	5.1	PSAT	No	$250.00	$250.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.2	Middle School Accelerated Learning	No	$2,000.00	$2,000.00
6	6.1	Safety	No	$3,500.00	$3,500.00
6	6.2	Stakeholder surveys	No	$2,500.00	$2,500.00
6	6.3	Family Engagement	No	$2,000.00	$5,729.00
6	6.4	Highly Qualified Teachers	No	$2,500.00	$2,500.00
6	6.5	CLAD Certification	Yes	$2,500.00	$2,500.00
6	6.6	Maintenance of Data	Yes	$2,500.00	$2,500.00
6	6.7	Programs & Services	Yes	$5,000.00	$5,000.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$260,078	$308,570.00	$275,428.26	$33,141.74	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	CCSS Curriculum & Materials	Yes	$15,000.00	$25,000.00		
1	1.2	Instructional devices	Yes	$0.00	$0.00		
1	1.3	EL Curriculum & Materials	Yes	$500.00	$2,265.30		
1	1.4	Internet & Instructional Materials	Yes	$0.00	$0.00		
1	1.5	Professional Development	Yes	$0.00	$0.00		
1	1.6	Math Program Analysis	Yes	$0.00	$0.00		
1	1.8	PD - Induction	Yes	$0.00	$0.00		
1	1.9	ParsecGO	Yes	$1,000.00	$950.00		
1	1.10	Diverse Book Collection	Yes	$0.00	$0.00		
2	2.1	Local Assessments	Yes	$2,970.00	$2,970.00		
2	2.2	HSA	Yes	$600.00	$596.76		
2	2.3	Online Intervention	Yes	$0.00	$0.00		
2	2.4	Intervention Coordinator	Yes	$93,000.00	$93,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.5	Intervention Aide	Yes	$28,000.00	$0.00		
2	2.6	EL Coordinator	Yes	$18,000.00	$18,000.00		
2	2.8	FHY Liaison	Yes	$2,500.00	$2,500.00		
2	2.9	Parent Engagement	Yes	$2,500.00	$2,500.00		
2	2.13	EEPs	Yes	$15,000.00	$13,230.00		
2	2.14	EL Parent Engagement	Yes	$42,000.00	$42,000.00		
2	2.15	SEL	Yes	$12,000.00	$12,000.00		
2	2.16	ESS	Yes	$58,000.00	$45,000.00		
3	3.3	Meal Program	Yes	$6,000.00	$3,916.20		
4	4.2	Student Engagement in a-g courses	Yes	$4,000.00	$4,000.00		
6	6.5	CLAD Certification	Yes	$2,500.00	$2,500.00		
6	6.6	Maintenance of Data	Yes	$2,500.00	$2,500.00		
6	6.7	Programs & Services	Yes	$2,500.00	$2,500.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,586,811	$260,078	0.000%	10.054%	$275,428.26	0.000%	10.647%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe 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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the 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; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA 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.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with 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.

- 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 adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- 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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must 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.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** 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.

  o 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 the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify 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.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  o Indicate the school year to which the baseline data applies.

  o The baseline data must remain unchanged throughout the three-year LCAP.

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion must include any instance where the LEA 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  - o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  - o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  - o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    - ▪ The reasons for the ineffectiveness, and

    - ▪ How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- o For actions that contribute 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 goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- o As previously noted, 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.

- o 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 the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions
- 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:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has 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.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- 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 within the LCAP:

  o 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 receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify 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 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide 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.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide 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.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions
For each action being solely provided to one or more unduplicated student group(s), provide 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.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- 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.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

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 percent 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 percent. 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.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the 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 who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does 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 percent, must describe how it is using the funds to increase the number of 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.

- 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 percent, 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 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent 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 percent, as applicable to the LEA.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o 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.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent 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 percent, as applicable to the LEA.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- o As noted in the instructions for the Increased or Improved Services section, 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.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

    o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

    o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

    o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

    o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

    o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

    o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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