



**DRAFT**

# 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
Los Alamitos Unified School District	Melissa Davis Director, Education Services	mdavis@losal.org (562) 799--4700

## 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.

The Los Alamitos Unified School District (Los Al USD) proudly serves three distinct communities: The City of Los Alamitos, the City of Seal Beach, and the unincorporated community of Rossmoor, with a student body numbering approximately 8,900 across nine schools. Our district encompasses six elementary campuses from preschool to fifth grade, two middle school campuses for grades six through eight, and one high school campus for grades nine through twelve. We celebrate our diverse student population for their achievements and

contributions to our culture of excellence. Los AI USD remains committed to preparing students for post-secondary opportunities through professional development for staff, maintaining low class sizes in grades K-3, and offering enrichment and intervention programs. We emphasize school connectedness through the 4 A's: Academics, Athletics, Activities and The Arts. The community at-large supports Los AI USD by way of strong PTA, Booster, "Friends Of", and other fundraising groups. A fourth of Los AI USD's population has attended District schools and over 90% of Los AI residents claim they live in Los AI as a result of the high-quality schools. Los AI USD continues to be at the forefront of achievement evidenced by its graduation rate, A-G completion rate, being on the College Board's Advanced Placement (AP) Honor Roll for seven consecutive years, and its overall performance on CAASPP.

## Reflections: Annual Performance

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

Los Alamitos USD has many successes to celebrate on the recent 2023 California Dashboard, including meeting all of its local indicators. Overall, Los Alamitos USD was blue in graduation rate and mathematics, green in English language arts and suspension rate, yellow in chronic absenteeism and orange in English learner progress. The college and career indicator was very high as it is the first year reporting, so there is no status and change to assign it a color.

Highlights from the California Dashboard is the success Los Alamitos USD has in mathematics and graduation rate. The District is also very proud of student performance in English Language Arts and the slight decline in suspension rate that resulted in maintaining the status from last year.

The District will focus on areas that need improvement from the California Dashboard, with a red indicator, which is only in the chronic absenteeism indicator. In chronic absenteeism, the homeless subgroup as well as Weaver (socioeconomically disadvantaged), Weaver (students with disabilities and two or more races ) and Los Alamitos Elementary (students with disabilities and white) performed at the lowest performance level. This will be addressed at the sites that are directly effected with the implementation of attendance incentive programs as well as attendance monitoring. In some subgroups, the population of students is less than 30 students which is manageable. With regard to chronic absenteeism, it is also a balance with families as the pandemic ended to ask them to bring their students to school when they are sick when for a couple years the message was the opposite. The District also has students with disabilities that have health concerns that at times keep them out of school.

Through input from educational partners, Los Alamitos USD has received positive feedback on the implementation of Wellness Counselors, WellSpaces at all school sites as well as all efforts to support student and staff social emotional initiatives and mental health support. The District plans to maintain and/or increase performance in all areas on the California School Dashboard. This will be accomplished by continuous monitoring of student progress and full implementation of District benchmarks and additional interventions to support English Language Arts and Mathematics. With the additional interventions and increasing opportunities to connect students to school, there should be a correlation to the graduation rate as well as chronic absenteeism indicator. In addition, the District has implemented additional EL support through additional staffing to provide direct individualized support to students as well as implementing new programs specific to EL students. The District will continue to expand Mental Health supports for all students. With the continuation of Wellness Counselors at all school sites, the implementation of a social emotional curriculum and the continuation of six school psychologist interns, the District is able to support all students' mental health needs.

## Reflections: Technical Assistance

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

Los Alamitos USD has no schools in 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.

Not Applicable

### ***Support for Identified Schools***

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

Not Applicable

### ***Monitoring and Evaluating Effectiveness***

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

Not Applicable

# 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
District Advisory Committee (DAC)	<p>The District held three DAC meetings this school year to gain input on the development of the LCAP. The DAC committee is comprised of teachers, administrators, students, parents and staff from all school sites. The meetings were held on:</p> <p>January 11, 2024 (Messaging Workshop):            General overview of LCFF and LCAP including discussing the eight state priorities. District leaders shared the Los AI story with the committee members. We began a general discussion and review of data to gain a contextualized understanding of where we are as a district and what our needs might be. Committee Members provided input through two different activities that aligned with the three goals in the LCAP.</p> <p>March 25, 2024 (Stakeholder Engagement Workshop):            We continued in-depth discussion and analysis of LCFF and district data that focused on student performance outcomes. We also solicited input on increasing or improving services for all students, specifically for English learners, low-income, and ethnicity subgroups. We then shared the results of the electronic survey that was sent out to staff and families. DAC committee members provided feedback and insight to the survey responses and we discussed how they were aligned with the district priorities.</p> <p>May 15, 2024 (Draft Review Workshop):</p>

Educational Partner(s)	Process for Engagement
	A copy of the draft LCAP was share with the committee prior to the meeting. The committee reviewed the components of the final draft of the 24-25 LCAP with respect to the goals, actions, services, and related budgeted expenditures (projected).
Educational Partners (Parents, Staff, Bargaining Units, DAC members, DELAC members, SELPA)	The draft final LCAP was shared with ALL educational partners for final review in May 2024. This included all parents, staff, DAC member, DELAC members and SELPA members. Everyone was provided with a copy of the LCAP to review and provide feedback as well as pre-recorded presentation on the LCAP.
Educational Partners (Parents, Staff, Bargaining Units, DAC members, DELAC members, SELPA)	LCAP Input Form - January 2024 Parents and Staff were able to provide input on the LCAP goals and actions via a Google Form following a discussion in School Site Council at their school sites.
Educational Partners Survey (All Parents & Staff)	Educational Partners Engagement Survey - March 6, 2024 to March 22, 2024 There were a total of 720 responses to the survey, 129 staff and 591 parents/guardians. Educational partners were surveyed in the areas of Student Achievement, Student Connections & Engagement, Parent Involvement & Participation, School Climate, Student Access to Curriculum & Materials, School Facilities, Course Availability and College Preparation. Chromebooks were made available to stakeholders who did not have a device, so they were able to participate.
6-12 Students	California Healthy Kids Survey was administered to all 6-12 students in March 2024.
5th Grade Students	5th grade students participated in a school climate survey in April 2024.
DELAC	DELAC met in Fall 2023 and then again in January 2024, March 2024 and May 2024. During these meetings, district leaders reviewed and discussed LCAP/LCFF and student performance outcome data and solicited input for how Los Alamitos Unified School District can increase or improve services for all students.
Board of Education & Community	A workshop was presented to all Board and community members in June 2024
Operation Steering Committee	April 2024, During these meetings, district leaders reviewed and discussed LCAP/LCFF and student performance outcome data and

Educational Partner(s)	Process for Engagement
	solicited input for how Los Alamitos Unified School District can increase or improve services for all students.
Classified & Certificated Negotiations	September 2023 - March 2024, During these meetings, district leaders reviewed and discussed LCAP/LCFF and student performance outcome data and solicited input for how Los Alamitos Unified School District can increase or improve services for all students.
Principal Meetings	September 2023 - March 2024, During these meetings, district leaders reviewed and discussed LCAP/LCFF and student performance outcome data and solicited input for how Los Alamitos Unified School District can increase or improve services for all students.
SELPA Meeting	March 2024, During these meetings, district leaders reviewed and discussed LCAP/LCFF and student performance outcome data and solicited input for how Los Alamitos Unified School District can increase or improve services for all students.
Weaver Elementary Needs Assessment Meeting	February 2024, Ed Services facilitated a needs assessment meeting with Weaver Elementary school to brainstorm ways to decrease their chronic absenteeism with the socioeconomically disadvantaged students as they are in ATSI for the second year in a row.

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

With the start of a new LCAP cycle, the District was purposeful in engaging all educational partners to ensure we were hearing voices in all areas. The input from these meetings and surveys was the driving factor behind what should remain in our LCAP and what should be removed. Specific changes made were titles of three of our actions in goal 2 by adding College Readiness, Dual Enrollment and removing Project Lead the Way. Other areas that were a high priority for our educational partners was School Safety, Student Connectedness, CTE Pathways, Mental Health and Social Emotional Well-Being as well as Student Mental Health. Additional input that is reflected in the new LCAP cycle is the removal of our NGSS implementation as we are now fully-implemented at all grade levels.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Exemplary Teaching and Learning	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.

This goal was developed to provide all students with exemplary teaching and learning opportunities to promote academic success. This will be achieved by designing and managing a comprehensive staff development plan that aligns to the District’s Signature Instructional Practices as well as providing targeted interventions to students by highly qualified teachers. The District will utilize teacher leaders (TOSA's) and coordinator roles to execute model lessons, provide in class coaching, demonstrate transformative ways in which to incorporate technology into the classroom, and promote collaboration and communication across each school site. In addition, the District will assess and interpret student achievement through data collected through local measures (benchmarks, skills assessments, unit exams, etc.) as well as through state measures.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Classroom teachers assigned to teach subjects for which they are credentialed.	(23-24) 100% of teachers are assigned to teach in the content area for which they are credentialed.			100%	
1.2	Participation in the 5-year professional development induction program for all year 0-5 teachers.	(23-24) All except one of the Year 1-5 teachers are participating in professional development.			100% of teachers participate	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Instructional coaching by TOSA's for teacher cohorts.	(23-24) 100% of teachers in the year 1-5 cohorts received in-class coaching by TOSA's.			100% of teachers participate	
1.4	Use District Benchmark results to inform instruction in grades K-8.	(23-24) 100% of teachers administered District Benchmark #1 & #2. 75% of teachers administer District Benchmark #3.			100%	
1.5	All students have access to standards-aligned instructional materials.	(23-24) 100% of students have standards-aligned instructional materials checked out to them.			100%	

## 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	Professional Development	<p>Provide professional development to staff to directly support unduplicated pupils including the following:</p> <ul style="list-style-type: none"> <li>• 5-Year Induction Program of signature practices for all year 1-5 teachers</li> <li>• Maintain and expand PD opportunities to include volunteer trainings throughout the school year for all teachers on District instructional practices and programs</li> <li>• Provide demonstration lessons and in-class coaching for teachers by TOSAs in the area of District signature practices</li> <li>• Provide release days for District Benchmark collaboration</li> <li>• Provide professional development to support textbook adoptions</li> <li>• Provide professional development through KYTE online PD platform to allow teachers to complete PD at their own pace</li> </ul>	\$597,945.00	Yes
1.2	Instructional Materials	<ul style="list-style-type: none"> <li>• Provide all classrooms with resources that align with and support the implementation of the Common Core State Standards in all content areas.</li> <li>• Provide students with access to district signatures practices for best first instruction. District signature practices are adaptable and meet the need of all students including those with exceptional needs.</li> <li>• Provide students with instructional materials are all aligned with the Common Core State Standards (CCSS) and have embedded supports for English Learners.</li> <li>• Provide District issued chromebooks to LAHS students to access instructional materials.</li> </ul>	\$47,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Educational Technology	In collaboration with the Educational Technology Coordinator, each school site will receive training and coaching on how to effectively use technology to transform classroom instruction. This includes online subscriptions that support instruction for unduplicated pupils. The Ed Tech Coordinator also provides support to unduplicated pupils with data analysis from online programs used for intervention. Data collected is used to inform instruction.	\$373,997.00	Yes
1.4	Intervention	<p>Provide targeted interventions to unduplicated pupils that will include:</p> <p>(TK-5) Utilize credentialed Intervention Teachers for push-in and pull-out support before, during and after school intervention and to service students in the Reading Lab. Summer Academy for additional instruction and skill development.</p> <p>(6-8) Utilize credentialed Intervention Teachers to provide support in ELA and Math through intervention classes, summer bridge courses and Saturday academies. Provide opportunities for academic help through homework club after school. Students also have access 24/7 to online tutoring.</p> <p>(9-12) Utilize credentialed Intervention Teachers for before and afterschool intervention, Griffin Lab, Saturday Academies, A-G math support, summer school and online tutoring.</p> <p>(K-8) - Online Reading and Math support.</p>	\$543,279.00	Yes
1.5	English Language Arts (ELA) Support	<p>Support unduplicated pupils with ELA Instruction by:</p> <ul style="list-style-type: none"> <li>• Training classroom teachers and intervention teachers on supplemental intervention materials</li> <li>• Provide in-class coaching and training by Elementary TOSA</li> <li>• Secondary ELA TOSA's</li> <li>• Provide students with access to Edgenuity English in the Skills Lab at LAHS</li> <li>• Access to online reading practice:</li> </ul>	\$404,417.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Provide students in grades 3-8 with additional reading intervention with Reading Plus</li> <li>• AMIRA</li> <li>• Provide students with curriculum that is aligned with the CCSS and integrated ELD standards.</li> <li>• Grade level meetings and trainings for articulation to support the District's English Language Arts textbook (TK-5)</li> </ul>		
1.6	Math Support	<p>Support unduplicated pupils with Math instruction by:</p> <ul style="list-style-type: none"> <li>• Training classroom teachers in Cognitively Guided Instruction (CGI) at the elementary level by the way of a Math TOSA</li> <li>• Provide students access to Edgenuity Math courses in the Skills Lab at LAHS</li> <li>• Provide in-class Math coaching to classroom teachers by the way of Math TOSA</li> <li>• Online Math practice</li> <li>• (K-5) - Reflux Math &amp; ST Math</li> <li>• (6-12) - Delta Math</li> </ul>	\$423,875.00	Yes
1.7	Instructional Support Services	<p>Support Foster Youth students in the following way:</p> <ul style="list-style-type: none"> <li>• Foster Youth students supported by District's Foster Youth Liaison through a partnership with CASA Youth Shelter</li> <li>• Foster Youth Liaison ensures Foster Youth students have the necessary school supplies</li> <li>• Foster Youth Liaison ensures Foster Youth Students are provided access to transportation and extracurricular activities</li> <li>• Foster Youth Liaison ensures Foster Youth students' transcripts are properly reviewed for potential reduced credit requirements for graduation AB 216.</li> </ul>	\$13,071.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Enhanced Supports for Students	Provide additional support and accommodations for students with disabilities by: <ul style="list-style-type: none"> <li>• Providing professional development for staff in the areas of supporting students with dyslexia</li> <li>• Enhance students current support and accommodations with the implementation of educational technology programs such as Co-writer, Snap and Read, Jaws and Book Share</li> <li>• Provide access to a Dyslexia curriculum to support students</li> </ul>	\$46,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Exemplary Student Outcomes	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.

This goal was developed to increase student performance that align with the Districts Board Priority Goal #1 of passionately pursuing academic excellence from all students. Los Alamitos USD has a strong history of academic success and stakeholders have expressed student achievement as an area of continued growth and want for their children. The District plans to achieve continued success in student outcomes in the following ways: • Customized District Benchmarks including collaboration time for teachers • Increasing the A-G completion rate • Increase the number of students who complete an AP, CTE and/or Dual Enrollment Course • Continuing the Co-Teaching Model • Expanding Career Technical Education (CTE)

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	District Benchmark Results (District Benchmark #2, grades 3-8)	(March 2024) Grades 3-5: ELA - 74.3% of students meet or exceed standards Math - 78.3% of students meet or exceed standards  Grades 6-8: ELA - 71.4% of students meet or exceed standards			Grades 3-5: ELA - 76% of students meet or exceed standards Math - 80% of students meet or exceed standards  Grades 6-8: ELA - 73% of students meet or exceed standards Math - 63% of students meet or exceed standards	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math - 61.1% of students meet or exceed standards				
2.2	CAASPP Results (grade 11)	(2023) ELA - 79% of students meet or exceed standards  Math - 47% of students meet or exceed standards			ELA - 82% meets or exceeds Math - 50% meets or exceeds	
2.3	A-G Completion Rate	(2022-2023) A-G completion rate was 79.6%			81% A-G completion	
2.4	AP Course Completion	(2022-2023) 1248 students (41.2%) completed at least one AP course  (2022-2023) 88.6% of students passed an AP exam with a score of 3 or higher			43% completed at least one AP course  90% of students passed an AP exam with a score of 3 or higher	
2.5	CTE Course Completion	(2022-2023) 39.7% of students completed at least on CTE course			41% of students completed at least on CTE course	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Dual Enrollment Completion	(2022-2023) 26 students completed a dual enrollment course			40 students completed a dual enrollment course	
2.7	Seal of Biliteracy	(2022-2023) 41.4% of graduating seniors qualified for the Seal of Biliteracy			43% of graduating seniors qualified for the Seal of Biliteracy	
2.8	English Proficiency	(2022-2023) 40% of students improved by one level or more on the ELPAC			41% of students improved by one level or more on the ELPAC	
2.9	English Learner Reclassification Rate	(2022-2023) 23.5% of students were reclassified as an English Learner (RFEP)			25% of students were reclassified as an English Learner (RFEP)	
2.10	College Preparedness	(2022-2023) EAP ELA 29.3% scored Conditionally Ready 49.5% scored Ready  (2022-2023) EAP Math 24.1% scored Conditionally Ready 22.8% scored Ready			EAP ELA 31% scored Conditionally Ready 51% scored Ready  EAP Math 25% scored Conditionally Ready 24% scored Ready	
2.11	A-G & CTE Completion	(2022-2023) 59% of students completed A-G			61% of students completed A-G requirements and a CTE course	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		requirements and a CTE course				
2.12	CAASPP Results (Grades 3-5)	(2023) ELA - 81% of students meet or exceed standards  Math - 79% of students meet or exceed standards			ELA - 83% of students meet or exceed standards  Math - 81% of students meet or exceed standards	
2.13	CAASPP Results (Grades 6-8)	(2023) ELA - 76% of students meet or exceed standards  Math - 62% of students meet or exceed standards			ELA - 78% of students meet or exceed standards  Math - 64% of students meet or exceed standards	
2.14	Co-Taught Classes	(2023-2024) (TK-5) - 3 classrooms (6-8) - 14 sections (9-12) - 21 sections			(TK-5) - 4 classrooms (6-8) - 15 sections (9-12) - 22 sections	
2.15	Long Term English Learners	(2023-2024) 42 Long Term English Learners			30 Long Term English Learners	

# 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	District Benchmarks & Collaboration	Administer District Benchmarks three times a year and provide collaboration time for teachers. This would include collaboration time for teachers to review common assessments. In addition, teachers would be provided time for small group and targeted instruction as well as push in support from intervention teachers and cut point analysis of student performance on benchmarks.	\$10,000.00	No
2.2	Increase A-G Completion & College Readiness	Increase A-G completion by: <ul style="list-style-type: none"> <li>Promote District-wide College Days PK-12</li> <li>Edgenuity course offerings (remediation and initial credit)</li> <li>College &amp; Career Guidance (8-12)</li> <li>CCGI &amp; You Science</li> <li>UC Compass (transcript analysis)</li> <li>Griffin Connections for students in grades 10-12</li> </ul>	\$113,818.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• College Information Nights</li> <li>• College Aid Pro (Financial Aid)</li> <li>• Work Based Learning</li> </ul>		
<b>2.3</b>	Increase AP Access & Dual Enrollment	<p>Increase AP access for all students in grades 9-12 by:</p> <ul style="list-style-type: none"> <li>• Offering the PSAT to all 10th grade students at no cost</li> <li>• Utilizing Pre-AP data from PSAT results</li> <li>• Cover costs for AP exams for students who receive free/reduced lunch</li> <li>• Professional Development for AP teachers</li> <li>• Dual Enrollment</li> </ul>	\$194,292.00	Yes
<b>2.4</b>	Co-Teaching Model	Maintain co-teaching classes and sections in addition to providing professional development to teachers working in a co-teach model to directly support unduplicated pupils.	\$444,373.00	Yes
<b>2.5</b>	Career Technical Education (CTE) & STEAM	<p>Support and increase Career Technical Education and STEAM for unduplicated pupils at the secondary level by:</p> <ul style="list-style-type: none"> <li>• Continue to offer STEM units of study at the middle school with CTE teachers</li> <li>• Continue to offer career pathway courses in Engineering, Sports Medicine, Computer Science, Emergent Medical Technician, Video Production, Technical Theatre and Biomedical by CTE credentialed instructors</li> <li>• Coding and Robotics activities through STEAM (K-5)</li> <li>• STEAM Fairs</li> <li>• Before school CTE internship class for capstone students</li> </ul> <p>Implementation and expansion of new Medical Professional CTE Pathway Implementation of CTE lessons to all elementary school sites</p>	\$349,056.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	English Learner Supports (Current EL's and LTEL's)	Provide support for English Learners (EL) and Long Term English Learners (LTEL's) by: <ul style="list-style-type: none"> <li>• Increasing English Learner Aide Support that allows for small group and one on one support</li> <li>• Brain Pop EL</li> <li>• Lexia English</li> <li>• English 3D</li> <li>• Online translator services and programs</li> </ul>	\$49,249.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Exemplary Connections	

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.

This goal was developed in alignment with Board District Priority Goals and stakeholder feedback of ensuring every student is connected through the 4 A's: Academics, Athletics, Activities and the Arts. Specifically from stakeholder feedback, there has been an identified need for additional support in the area of mental health and social-emotional well being. In addition there is an ongoing interest in increasing parental involvement in site and District committees as well as maintaining a positive and safe school climate.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Students connected to school through extra-curricular activities using District metrics	(2022-2023) 83% of students participated in at least one extra-curricular activity			84% of students participated in at least one extra-curricular activity	
3.2	Graduation Rate	(2022-2023) 100% Graduation Rate			100% Graduation Rate	
3.3	Dropout Rate	(2022-2023) Middle School dropout rate was 0% (no students)			Middle School dropout rate was 0% High School dropout rate was 1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		High School dropout rate was 1.99% (15 students)				
3.4	Chronic Absenteeism	(2022-2023) 10.2% Chronic absenteeism rate  (2023 Dashboard) Homeless Youth - 39.1% chronically absent (23 students)			8% Chronic absenteeism rate  Homeless Youth - 35% chronically absent	
3.5	Suspension/Expulsion Rate	(2022-2023) 1.1% Suspension/Expulsion rate			1% Suspension/Expulsion rate	
3.6	Parent Engagement	(2022-2023) Offered approximately 59 parent nights for safety, special education, instructional practices, unduplicated students, advisory meetings and mental health.			Offered approximately 65 parent nights for safety, special education, instructional practices, unduplicated students, advisory meetings and mental health.	
3.7	School Facilities	(2022-2023) Ensure school facilities are maintained, in good repair and updated as needed			Ensure school facilities are maintained, in good repair and updated as needed	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Attendance Rate	(2022-2023) 94.1% Attendance rate			95% Attendance rate	
3.9	Community Partners Annual Survey Re: Safety	(March 2024) 591 - Parent/Guardian survey participants 129 - Faculty/Staff survey participants			700 - Parent/Guardian survey participants 200 - Faculty/Staff survey participants	
3.10	Weaver Elementary Chronic Absenteeism	(2023 Dashboard) Socioeconomically Disadvantaged - 23.3% chronically absent			Socioeconomically Disadvantaged - 20% chronically absent	
3.11	McGaugh Chronic Absenteeism	(2023 Dashboard) Students with Disabilities - 25.5% chronically absent Two or More Races - 23.1% chronically absent			Students with Disabilities - 22% chronically absent Two or More Races - 21% chronically absent	
3.12	Los Alamitos Elementary Chronic Absenteeism	(2023 Dashboard) Students with Disabilities - 28.3% chronically absent White - 19.6% chronically absent			Students with Disabilities - 25% chronically absent White - 18% chronically absent	

## 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	Student Engagement	<p>Increase student engagement and connectedness at school sites for unduplicated pupils through the following:</p> <ul style="list-style-type: none"> <li>• All-District arts events</li> <li>• Club Activities at secondary sites</li> <li>• Partnering with LAEF and the Los Alamitos Youth Center for enrichment and extension</li> <li>• Promote athletics participation</li> <li>• Implementation of Challenge Success at the secondary level</li> <li>• Survey students regarding areas of interest to promote school connectedness</li> <li>• Attendance Incentives</li> <li>• Outreach to support student attendance</li> <li>• RULER - Emotional Intelligence grades (PK-5)</li> </ul>	\$337,063.00	Yes
3.2	Parent Engagement	<p>Increase parent engagement and connectedness to school sites through:</p> <ul style="list-style-type: none"> <li>• Parent education and information nights</li> <li>• Involvement in District and school site committees</li> </ul>	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Student Safety	<p>Increase measures for student safety under the Director of Safety and Student Services. This includes:</p> <ul style="list-style-type: none"> <li>• Maintain and monitor physical security measures</li> <li>• Procedural uniformity and monitoring</li> <li>• Student and school site support</li> <li>• Updated and refined threat assessments and school site crisis response</li> <li>• Implementation of Restorative Practices and Cyber Safety</li> <li>• Parent, student and teacher surveys about sense of safety</li> <li>• Anonymous reporting system</li> <li>• 5 Star System grades 9-12 (out of class monitoring system)</li> </ul>	\$24,500.00	No
3.4	Healthy and Drug Free Learning Environment	<ul style="list-style-type: none"> <li>• Foster and maintain a safe, healthy and drug-free learning environment under the supervision of the Director of Safety and Student Services. This includes: Foster Youth and Homeless student supports</li> <li>• Reduce truancy rate (SART and SARB meetings)</li> <li>• Maintain/Improve graduation and drop out rates</li> <li>• Canine drug detection program</li> <li>• Random drug testing program</li> <li>• CPR, AED, First Aid and Narcan certifications</li> <li>• Nicotine Cessation Courses</li> <li>• JADE</li> <li>• Project Intervention</li> </ul>	\$66,286.00	Yes
3.5	Student Mental Health	<p>Ensure an inclusive, safe, healthy and secure environment for students by enhancing Mental Health Services to support student wellness. This includes:</p> <ul style="list-style-type: none"> <li>• Mental Health staff and supports</li> <li>• Support ongoing in-person and online counseling services</li> <li>• Student and Staff training on mental health awareness</li> <li>• Online monitoring for students in crisis</li> </ul>	\$746,795.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide mental health supports for all unduplicated pupils through services listed above.		
<b>3.6</b>	Student Social-Emotional Well-Being	<p>Ensure an inclusive, safe, healthy and secure environment for students by enhancing Mental Health Services to support student wellness. This includes:</p> <ul style="list-style-type: none"> <li>• Implementation of Emotional Intelligence curriculum</li> <li>• Well Spaces at all school sites</li> <li>• SEL Teacher on Special Assignment (TOSA)</li> <li>• CARE Solace program</li> <li>• Behavior Intervention Teacher on Special Assignment (TOSA)</li> </ul> <p>Provide social-emotional well-being supports for all unduplicated pupils through services listed above.</p>	\$1,617,451.00	Yes
<b>3.7</b>	Transportation	Provide transportation for pupils to and from school to help increase student attendance, specifically for unduplicated pupils.	\$400,000.00	Yes
<b>3.8</b>	Attendance	Improve student attendance for unduplicated pupils by providing attendance incentives and built in supports for students. Provide students with resources to promote student attendance and connections to school.	\$3,976.00	Yes

# 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
\$3,501,471	\$

## 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
3.543%	0.000%	\$0.00	3.543%

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
1.1	<p><b>Action:</b> Professional Development</p> <p><b>Need:</b> Highly qualified and trained teachers on instructional practices to support struggling students.</p> <p><b>Scope:</b></p>	<p>All teachers need to be trained on instructional practices to support struggling students to assure they can access the curriculum and content.</p> <p>Provide professional development to staff to directly support unduplicated pupils including the following:</p> <ul style="list-style-type: none"> <li>• 5-Year Induction Program of signature practices for all year 1-5 teachers</li> <li>• Maintain and expand PD opportunities to include volunteer trainings throughout the</li> </ul>	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
	LEA-wide	<p>school year for all teachers on District instructional practices and programs</p> <ul style="list-style-type: none"> <li>• Provide demonstration lessons and in-class coaching for teachers by TOSAs in the area of District signature practices</li> <li>• Provide release days for District Benchmark collaboration</li> <li>• Provide professional development to support textbook adoptions</li> <li>• Provide professional development through KYTE online PD platform to allow teachers to complete PD at their own pace</li> </ul>	
1.3	<p><b>Action:</b> Educational Technology</p> <p><b>Need:</b> Provide teachers with educational technology to support student learning.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Provides teachers with educational technology strategies and applications to support student learning. The educational technology provides teachers with reliable data to support instruction for students. In collaboration with the Educational Technology Coordinator, each school site will receive training and coaching on how to effectively use technology to transform classroom instruction. This includes online subscriptions that support instruction for unduplicated pupils. The Ed Tech Coordinator also provides support to unduplicated pupils with data analysis from online programs used for intervention. Data collected is used to inform instruction.</p> <p>In collaboration with the Educational Technology Coordinator, each school site will receive training and coaching on how to effectively use technology to transform classroom instruction. This includes online subscriptions that support instruction for unduplicated pupils. The Ed Tech Coordinator also provides support to unduplicated pupils with</p>	1.2 & 1.4

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
		data analysis from online programs used for intervention. Data collected is used to inform instruction.	
1.4	<p><b>Action:</b> Intervention</p> <p><b>Need:</b> Students need access to interventions to support instructional practices and to assure students are at grade level.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Allows students to have access to before, during and after-school intervention to support their learning and assure they are at grade level. It also provides students with an opportunity to have access to instruction during the summer so students do not regress. Provide targeted interventions to unduplicated pupils that will include:</p> <p>(TK-5) Utilize credentialed Intervention Teachers for push-in and pull-out support before, during and after school intervention and to service students in the Reading Lab. Summer Academy for additional instruction and skill development.</p> <p>(6-8) Utilize credentialed Intervention Teachers to provide support in ELA and Math through intervention classes, summer bridge courses and Saturday academies. Provide opportunities for academic help through homework club after school. Students also have access 24/7 to online tutoring.</p> <p>(9-12) Utilize credentialed Intervention Teachers for before and afterschool intervention, Griffin Lab, Saturday Academies, A-G math support, summer school and online tutoring.</p> <p>(K-8) - Online Reading and Math support.</p>	1.4
1.5	<p><b>Action:</b> English Language Arts (ELA) Support</p>	Provides students with opportunities to access curriculum in an alternate way such as online	1.2, 1.3, 1.5

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
	<p><b>Need:</b> Increase ELA supports for students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>programs and additional curriculum that supports students with dyslexia and supports new ELA curriculum (K-5). Also provides teachers with opportunities to collaborate in grade level meetings for articulation purposes to support students. Additional ELA supports also allow English Learners access to trained teachers in programs designed to support EL growth. By providing this district wide, all student have access and allows for like peers for unduplicated pupils.</p> <p>Support unduplicated pupils with ELA Instruction by:</p> <ul style="list-style-type: none"> <li>• Training classroom teachers and intervention teachers on supplemental intervention materials</li> <li>• Provide in-class coaching and training by Elementary TOSA</li> <li>• Secondary ELA TOSA's</li> <li>• Provide students with access to Edgenuity English in the Skills Lab at LAHS</li> <li>• Access to online reading practice:</li> <li>• Provide students in grades 3-8 with additional reading intervention with Reading Plus <ul style="list-style-type: none"> <li>• AMIRA</li> <li>• Provide students with curriculum that is aligned with the CCSS and integrated ELD standards.</li> <li>• Grade level meetings and trainings for articulation to support the District's English Language Arts textbook (TK-5)</li> </ul> </li> </ul>	
1.6	<p><b>Action:</b> Math Support</p>	<p>Provides students with opportunities to access curriculum in an alternate way such as online programs and additional curriculum that supports</p>	1.2 & 1.3



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
	<p><b>Need:</b> Increase math supports for students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>students district signatures practices such as Cognitive Guided Instruction (CGI). Also provides teachers with in-class coaching by the Math TOSA. By providing this district wide, all student have access and allows for like peers for unduplicated pupils.</p> <p>Support unduplicated pupils with Math instruction by:</p> <ul style="list-style-type: none"> <li>• Training classroom teachers in Cognitively Guided Instruction (CGI) at the elementary level by the way of a Math TOSA</li> <li>• Provide students access to Edgenuity Math courses in the Skills Lab at LAHS</li> <li>• Provide in-class Math coaching to classroom teachers by the way of Math TOSA</li> <li>• Online Math practice</li> <li>• (K-5) - Reflux Math &amp; ST Math</li> <li>• (6-12) - Delta Math</li> </ul>	
1.7	<p><b>Action:</b> Instructional Support Services</p> <p><b>Need:</b> Supports for Foster Youth students to support teaching and learning.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Provide students with resources and materials so they are able to come to school and learn. This is LEA-wide as we have Foster Youth students throughout the district, but a small population. This allows us to pull resources form all sites to support Foster Youth students.</p> <p>Support Foster Youth students in the following way:</p> <ul style="list-style-type: none"> <li>• Foster Youth students supported by District’s Foster Youth Liaison through a partnership with CASA Youth Shelter</li> </ul>	1.5

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
		<ul style="list-style-type: none"> <li>• Foster Youth Liaison ensures Foster Youth students have the necessary school supplies</li> <li>• Foster Youth Liaison ensures Foster Youth Students are provided access to transportation and extracurricular activities</li> <li>• Foster Youth Liaison ensures Foster Youth students' transcripts are properly reviewed for potential reduced credit requirements for graduation AB 216.</li> </ul>	
<p><b>2.2</b></p>	<p><b>Action:</b> Increase A-G Completion &amp; College Readiness</p> <p><b>Need:</b> Increase A-G completion and college readiness</p> <p><b>Scope:</b> LEA-wide</p>	<p>Provide opportunities for unduplicated pupils to remediate classes, received college and career guidance and have access to work based learning.</p> <p>Increase A-G completion by:</p> <ul style="list-style-type: none"> <li>• Promote District-wide College Days PK-12</li> <li>• Edgenuity course offerings (remediation and initial credit)</li> <li>• College &amp; Career Guidance (8-12)</li> <li>• CCGI &amp; You Science</li> <li>• UC Compass (transcript analysis)</li> <li>• Griffin Connections for students in grades 10-12</li> <li>• College Information Nights</li> <li>• College Aid Pro (Financial Aid)</li> <li>• Work Based Learning</li> </ul>	<p>2.3, 2.10, 2.11</p>
<p><b>2.3</b></p>	<p><b>Action:</b> Increase AP Access &amp; Dual Enrollment</p> <p><b>Need:</b> Increase student access to AP courses and dual enrollment.</p>	<p>Provide the PSAT to all 10th grade students at no cost. In return the District receives Pre-AP data that is used to select students for AP courses. Dual Enrollment with the local community college also provides access to students to take additional courses. This is an LEA-wide goal as it benefits all students with priority given to</p>	<p>2.4 &amp; 2.6</p>

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
	<p><b>Scope:</b> LEA-wide</p>	<p>unduplicated pupils.</p> <p>Increase AP access for all students in grades 9-12 by:</p> <ul style="list-style-type: none"> <li>• Offering the PSAT to all 10th grade students at no cost</li> <li>• Utilizing Pre-AP data from PSAT results</li> <li>• Cover costs for AP exams for students who receive free/reduced lunch</li> <li>• Professional Development for AP teachers</li> <li>• Dual Enrollment</li> </ul>	
<p><b>2.4</b></p>	<p><b>Action:</b> Co-Teaching Model</p> <p><b>Need:</b> Provide co-taught classes for students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Provide students with disabilities who are also part of the District's unduplicated pupils, access to co-taught classes. This is offered LEA-wide as other students in the classes are typical peers and will also have access.</p> <p>Maintain co-teaching classes and sections in addition to providing professional development to teachers working in a co-teach model to directly support unduplicated pupils.</p>	<p>2.14</p>
<p><b>2.5</b></p>	<p><b>Action:</b> Career Technical Education (CTE) &amp; STEAM</p> <p><b>Need:</b> Increase participation in CTE &amp; TEAM courses and pathways</p> <p><b>Scope:</b> LEA-wide</p>	<p>Provides students with opportunities to participate in a robust offering of CTE courses at the 6-12 level and more STEAM options in TK-5. This is offered LEA-wide with priority given to unduplicated pupils.</p> <p>Support and increase Career Technical Education and STEAM for unduplicated pupils at the secondary level by:</p> <ul style="list-style-type: none"> <li>• Continue to offer STEM units of study at the middle school with CTE teachers</li> </ul>	<p>2.5 &amp; 2.11</p>

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
		<ul style="list-style-type: none"> <li>• Continue to offer career pathway courses in Engineering, Sports Medicine, Computer Science, Emergent Medical Technician, Video Production, Technical Theatre and Biomedical by CTE credentialed instructors</li> <li>• Coding and Robotics activities through STEAM (K-5)</li> <li>• STEAM Fairs</li> <li>• Before school CTE internship class for capstone students</li> </ul> <p>Implementation and expansion of new Medical Professional CTE Pathway Implementation of CTE lessons to all elementary school sites</p>	
<p><b>2.6</b></p>	<p><b>Action:</b> English Learner Supports (Current EL's and LTEL's)</p> <p><b>Need:</b> Enhanced supports for English Learners</p> <p><b>Scope:</b> LEA-wide</p>	<p>Provide additional resources and support for students who are identified as an English Learners and Long Term English Learners (LTEL's). Support will vary depending upon the level of the English Learner and supports will be individualized to meet each student's individual need.</p> <p>Provide support for English Learners (EL) and Long Term English Learners (LTEL's) by:</p> <ul style="list-style-type: none"> <li>• Increasing English Learner Aide Support that allows for small group and one on one support</li> <li>• Brain Pop EL</li> <li>• Lexia English</li> <li>• English 3D</li> <li>• Online translator services and programs</li> </ul>	<p>2.8, 2.9 &amp; 2.15</p>
<p><b>3.1</b></p>	<p><b>Action:</b> Student Engagement</p>	<p>Provide opportunities for students to be connected to school in the areas of Arts, Activities, Athletics and Academics (the 4A's). Offered LEA-wide top</p>	<p>3.1, 3.4, 3.10, 3.11 &amp; 3.12</p>

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
	<p><b>Need:</b> School Connectedness</p> <p><b>Scope:</b> LEA-wide</p>	<p>provide more opportunities for student involvement.</p> <p>Increase student engagement and connectedness at school sites for unduplicated pupils through the following:</p> <ul style="list-style-type: none"> <li>• All-District arts events</li> <li>• Club Activities at secondary sites</li> <li>• Partnering with LAEF and the Los Alamitos Youth Center for enrichment and extension</li> <li>• Promote athletics participation</li> <li>• Implementation of Challenge Success at the secondary level</li> <li>• Survey students regarding areas of interest to promote school connectedness</li> <li>• Attendance Incentives</li> <li>• Outreach to support student attendance</li> <li>• RULER - Emotional Intelligence grades (PK-5)</li> </ul>	
3.4	<p><b>Action:</b> Healthy and Drug Free Learning Environment</p> <p><b>Need:</b> Assure students have access to a healthy and drug free learning environment so students feel safe on campus.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Provide students with opportunities to participate in nicotine cessation courses and healthy lifestyles education programs. This includes random drug testing for students and training for staff in CPR/first-aid. The is LEA-wide as it best for all students.</p> <ul style="list-style-type: none"> <li>• Foster and maintain a safe, healthy and drug-free learning environment under the supervision of the Director of Safety and Student Services. This includes: Foster Youth and Homeless student supports</li> <li>• Reduce truancy rate (SART and SARB meetings)</li> </ul>	3.5

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
		<ul style="list-style-type: none"> <li>• Maintain/Improve graduation and drop out rates</li> <li>• Canine drug detection program</li> <li>• Random drug testing program</li> <li>• CPR, AED, First Aid and Narcan certifications</li> <li>• Nicotine Cessation Courses</li> <li>• JADE</li> <li>• Project Intervention</li> </ul>	
<p><b>3.5</b></p>	<p><b>Action:</b> Student Mental Health</p> <p><b>Need:</b> Ensure students have access to mental health supports and tools.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Provide students with access to wellness counselors and classroom resources that support mental health. Provide teachers with training to support students in crisis. This is provided LEA-wide as the resources can help all students.</p> <p>Ensure an inclusive, safe, healthy and secure environment for students by enhancing Mental Health Services to support student wellness. This includes:</p> <ul style="list-style-type: none"> <li>• Mental Health staff and supports</li> <li>• Support ongoing in-person and online counseling services</li> <li>• Student and Staff training on mental health awareness</li> <li>• Online monitoring for students in crisis</li> </ul> <p>Provide mental health supports for all unduplicated pupils through services listed above.</p>	<p>3.4 &amp; 3.8</p>
<p><b>3.6</b></p>	<p><b>Action:</b> Student Social-Emotional Well-Being</p> <p><b>Need:</b> Ensure students have access to counseling services and supports to support their social-emotional well-being.</p>	<p>Provides student with access to wellness counselors and whole-class SEL lessons. This also gives students access to referral programs for support. Provided to the whole LEA as the resources, such as the well-space, can be accessed by all students.</p>	<p>3.4 &amp; 3.8</p>

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
	<p><b>Scope:</b> LEA-wide</p>	<p>Ensure an inclusive, safe, healthy and secure environment for students by enhancing Mental Health Services to support student wellness. This includes:</p> <ul style="list-style-type: none"> <li>• Implementation of Emotional Intelligence curriculum</li> <li>• Well Spaces at all school sites</li> <li>• SEL Teacher on Special Assignment (TOSA)</li> <li>• CARE Solace program</li> <li>• Behavior Intervention Teacher on Special Assignment (TOSA)</li> </ul> <p>Provide social-emotional well-being supports for all unduplicated pupils through services listed above.</p>	
<p><b>3.7</b></p>	<p><b>Action:</b> Transportation</p> <p><b>Need:</b> Provide students with a way to get to school.</p> <p><b>Scope:</b> LEA-wide</p>	<p>By providing transportation to students they are able to access school and therefore student attendance improves. This is on an LEA wide basis since other students are able to pay for transportation as well.</p> <p>Provide transportation for pupils to and from school to help increase student attendance, specifically for unduplicated pupils.</p>	<p>3.4, 3.8, 3.10, 3.11 &amp; 3.12</p>
<p><b>3.8</b></p>	<p><b>Action:</b> Attendance</p> <p><b>Need:</b> Improve student attendance</p> <p><b>Scope:</b> LEA-wide</p>	<p>Improve student attendance for unduplicated pupils by providing attendance incentives and built in supports for students. Provide students with resources to promote student attendance and connections to school.</p>	<p>3.4, 3.8, 3.10, 3.11, 3.12</p>



**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
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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.

Los Alamitos USD does not receive concentration funds.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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 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	98,834,280	3,501,471	3.543%	0.000%	3.543%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,901,471.00						

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
1	1.1	Professional Development	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$547,945.00	\$50,000.00	\$418,800.00	\$179,145.00			\$597,945.00
1	1.2	Instructional Materials	All	No					\$0.00	\$47,000.00	\$47,000.00				\$47,000.00
1	1.3	Educational Technology	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$368,997.00	\$5,000.00	\$219,088.00	\$154,909.00			\$373,997.00
1	1.4	Intervention	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$483,279.00	\$60,000.00	\$489,460.00	\$53,819.00			\$543,279.00
1	1.5	English Language Arts (ELA) Support	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$258,514.00	\$145,903.00	\$279,616.00	\$124,801.00			\$404,417.00
1	1.6	Math Support	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$418,875.00	\$5,000.00	\$299,616.00	\$124,259.00			\$423,875.00
1	1.7	Instructional Support Services	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools		\$7,071.00	\$6,000.00	\$13,000.00			\$71.00	\$13,071.00
1	1.8	Enhanced Supports for Students	All	No					\$40,000.00	\$6,000.00	\$46,000.00				\$46,000.00
2	2.1	District Benchmarks & Collaboration	All	No					\$10,000.00	\$0.00	\$10,000.00				\$10,000.00
2	2.2	Increase A-G Completion & College Readiness	English Foster Learners Youth	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: Los		\$77,318.00	\$36,500.00	\$60,969.00	\$52,849.00			\$113,818.00

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	
			Low Income			Low Income	Alamitos High School 9-12									
2	2.3	Increase AP Access & Dual Enrollment	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Los Alamitos High School 9-12		\$185,792.00	\$8,500.00	\$65,500.00	\$128,792.00		\$194,292.00	
2	2.4	Co-Teaching Model	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: McGaugh Elementary, McAuliffe Middle School, Oak Middle School & Los Alamitos High School		\$444,373.00	\$0.00	\$70,000.00	\$374,373.00		\$444,373.00	
2	2.5	Career Technical Education (CTE) & STEAM	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$263,606.00	\$85,450.00	\$17,000.00	\$231,922.00	\$30,175.00	\$69,959.00	\$349,056.00
2	2.6	English Learner Supports (Current EL's and LTEL's)			Yes	LEA-wide		All Schools		\$49,249.00	\$0.00	\$49,249.00			\$49,249.00	
3	3.1	Student Engagement	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$188,608.00	\$148,455.00	\$52,957.00	\$284,106.00		\$337,063.00	
3	3.2	Parent Engagement	All		No					\$2,000.00	\$3,000.00	\$5,000.00			\$5,000.00	
3	3.3	Student Safety	All		No					\$7,000.00	\$17,500.00	\$24,500.00			\$24,500.00	
3	3.4	Healthy and Drug Free Learning Environment	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$40,222.00	\$26,064.00	\$19,000.00	\$47,286.00		\$66,286.00	
3	3.5	Student Mental Health	English Foster	Learners Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		\$740,537.00	\$6,258.00	\$102,670.00	\$644,125.00		\$746,795.00	

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
			Low Income			Low Income									
3	3.6	Student Social-Emotional Well-Being	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,604,451.00	\$13,000.00	\$1,208,070.00	\$396,317.00	\$13,064.00		\$1,617,451.00
3	3.7	Transportation	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$400,000.00	\$0.00	\$400,000.00				\$400,000.00
3	3.8	Attendance		Yes	LEA-wide		All Schools		\$0.00	\$3,976.00	\$3,976.00				\$3,976.00

# 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
98,834,280	3,501,471	3.543%	0.000%	3.543%	\$0.00	0.000%		<b>Total:</b>	\$0.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$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	1.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$418,800.00	
1	1.3	Educational Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$219,088.00	
1	1.4	Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$489,460.00	
1	1.5	English Language Arts (ELA) Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$279,616.00	
1	1.6	Math Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$299,616.00	
1	1.7	Instructional Support Services	Yes	LEA-wide	Foster Youth	All Schools	\$13,000.00	
2	2.2	Increase A-G Completion & College Readiness	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: Los Alamitos High	\$60,969.00	

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 (%)
					Low Income	School 9-12		
2	2.3	Increase AP Access & Dual Enrollment	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Los Alamitos High School 9-12	\$65,500.00	
2	2.4	Co-Teaching Model	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: McGaugh Elementary, McAuliffe Middle School, Oak Middle School & Los Alamitos High School	\$70,000.00	
2	2.5	Career Technical Education (CTE) & STEAM	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,000.00	
2	2.6	English Learner Supports (Current EL's and LTEL's)	Yes	LEA-wide		All Schools	\$49,249.00	
3	3.1	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$52,957.00	
3	3.4	Healthy and Drug Free Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$19,000.00	
3	3.5	Student Mental Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$102,670.00	
3	3.6	Student Social-Emotional Well-Being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,208,070.00	
3	3.7	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400,000.00	
3	3.8	Attendance	Yes	LEA-wide		All Schools	\$3,976.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,722,291.06	\$5,470,050.00

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)
1	1.1	Professional Development	Yes	\$778,626.36	\$778,626.00
1	1.2	Instructional Materials	No	\$150,000.00	\$34,106.00
1	1.3	Educational Technology	Yes	\$223,572.00	\$223,572.00
1	1.4	Intervention	Yes	\$829,847.65	\$821,848.00
1	1.5	ELA Support	Yes	\$135,249.55	\$135,250.00
1	1.6	Math Support	Yes	\$284,203.41	\$265,000.00
1	1.7	Instructional Support Services	Yes	\$24,126.00	\$24,126.00
1	1.8	Enhanced Supports for Students	No	\$65,000.00	\$26,366.00
2	2.1	District Benchmarks & Collaboration	No	\$10,000.00	\$10,000.00
2	2.2	Increase A-G Completion	Yes	\$296,267.84	\$413,121.00

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	2.3	Increase AP Access	Yes	\$48,500.00	\$48,500.00
2	2.4	Co-Teaching Model	Yes	\$460,021.77	\$460,222.00
2	2.5	Career Technical Education, Project Lead the Way, STEAM & Maker's Spaces	Yes	\$78,522.40	\$78,522.00
3	3.1	Student Engagement	Yes	\$301,978.60	\$48,750.00
3	3.2	Parent Engagement	No	\$6,940.00	\$6,940.00
3	3.3	Student Safety	No	\$105,500.00	\$219,800.00
3	3.4	Healthy and Drug Free Learning Environment	Yes	\$67,634.77	\$19,000.00
3	3.5	Student Mental Health	Yes	\$607,645.58	\$607,646.00
3	3.6	Student Social-Emotional Well-Being	Yes	\$526,443.13	\$526,443.00
3	3.7	Transportation	Yes	\$722,212.00	\$722,212.00



# 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)
3,557,494	\$3,832,345.00	\$3,832,345.00	\$0.00	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	Professional Development	Yes	\$634,000.00	634,000		
1	1.3	Educational Technology	Yes	\$223,572.00	223,572		
1	1.4	Intervention	Yes	\$797,051.00	797,051		
1	1.5	ELA Support	Yes	\$117,000.00	117,000		
1	1.6	Math Support	Yes	\$265,000.00	265,000		
1	1.7	Instructional Support Services	Yes	\$20,000.00	20,000		
2	2.2	Increase A-G Completion	Yes	\$238,000.00	238,000		
2	2.3	Increase AP Access	Yes	\$48,500.00	48,500		
2	2.4	Co-Teaching Model	Yes	\$70,000.00	70,000		
2	2.5	Career Technical Education, Project Lead the Way, STEAM & Maker's Spaces	Yes	\$17,000.00	17,000		
3	3.1	Student Engagement	Yes	\$48,750.00	48,750		
3	3.4	Healthy and Drug Free Learning Environment	Yes	\$19,000.00	19,000		

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)
3	3.5	Student Mental Health	Yes	\$507,000.00	507,000		
3	3.6	Student Social-Emotional Well-Being	Yes	\$105,260.00	105,260		
3	3.7	Transportation	Yes	\$722,212.00	722,212		

# 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)
101,145,614	3,557,494	0	3.517%	\$3,832,345.00	0.000%	3.789%	\$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](mailto: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.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- 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 \(California Legislative Information\)](#);
  - **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.
  - 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:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

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.
  - 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).
  - 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.
  - Indicate the school year to which the baseline data applies.
  - 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.
- 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.
  - 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.
  - 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.
  - 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.
  - 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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - 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.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - 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.
  - 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.
  - 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.

- 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.
- 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.
- 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.
  - **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:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - 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:
  - 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.
  - 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.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.



- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- 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.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students 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.

- **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.
- **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).
  - **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.
  - **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.

- 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%).
  - 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)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - 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**
  - 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)**
  - 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**
  - 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)**
  - 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 (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - 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)**
  - 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).