LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Visalia Charter Independent Study

CDS Code: 54-72256-0109751

School Year: 2024-25

LEA contact information:
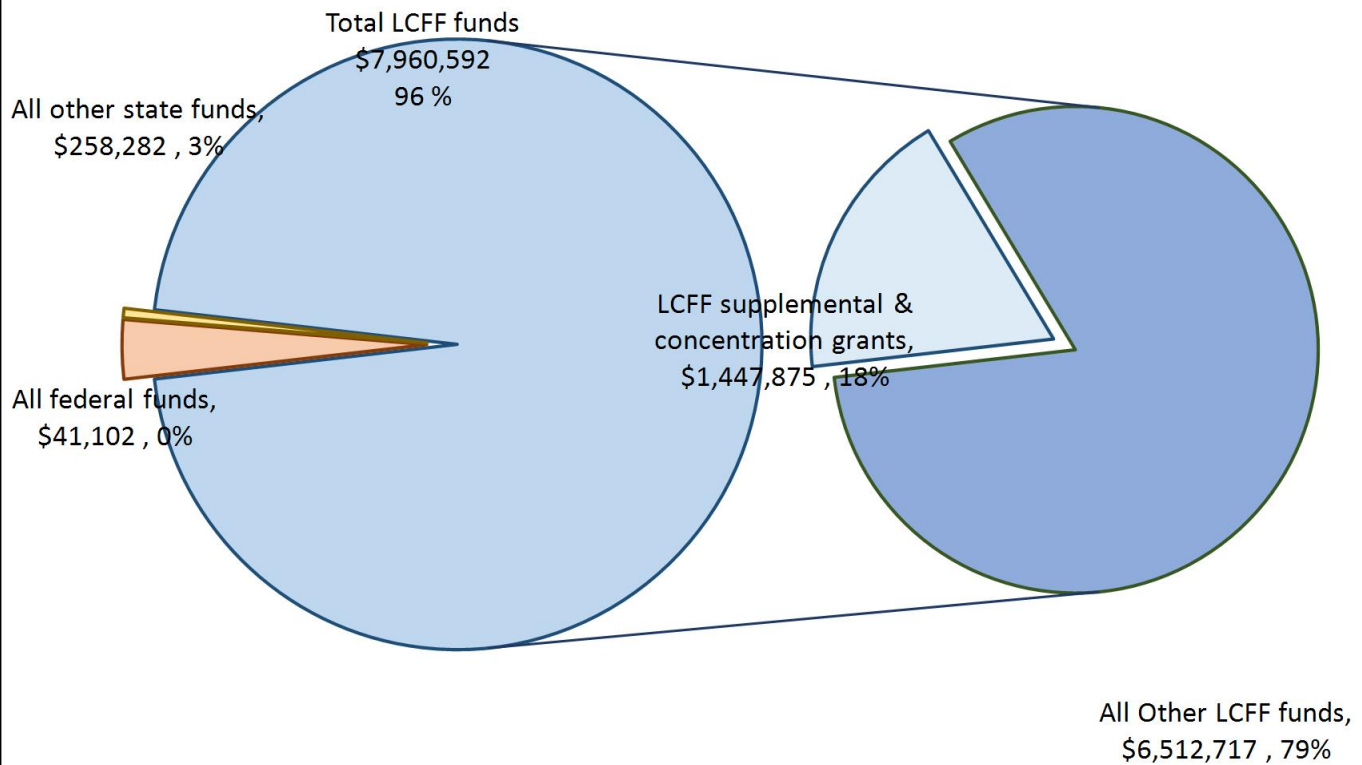
Carli J. Hawkins

Principal

chawkins@vusd.org

559-735-8055

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$7,960,592
96 %

All other state funds,
$258,282 , 3%

All federal funds,
$41,102 , 0%

LCFF supplemental &
concentration grants,
$1,447,875 , 18%

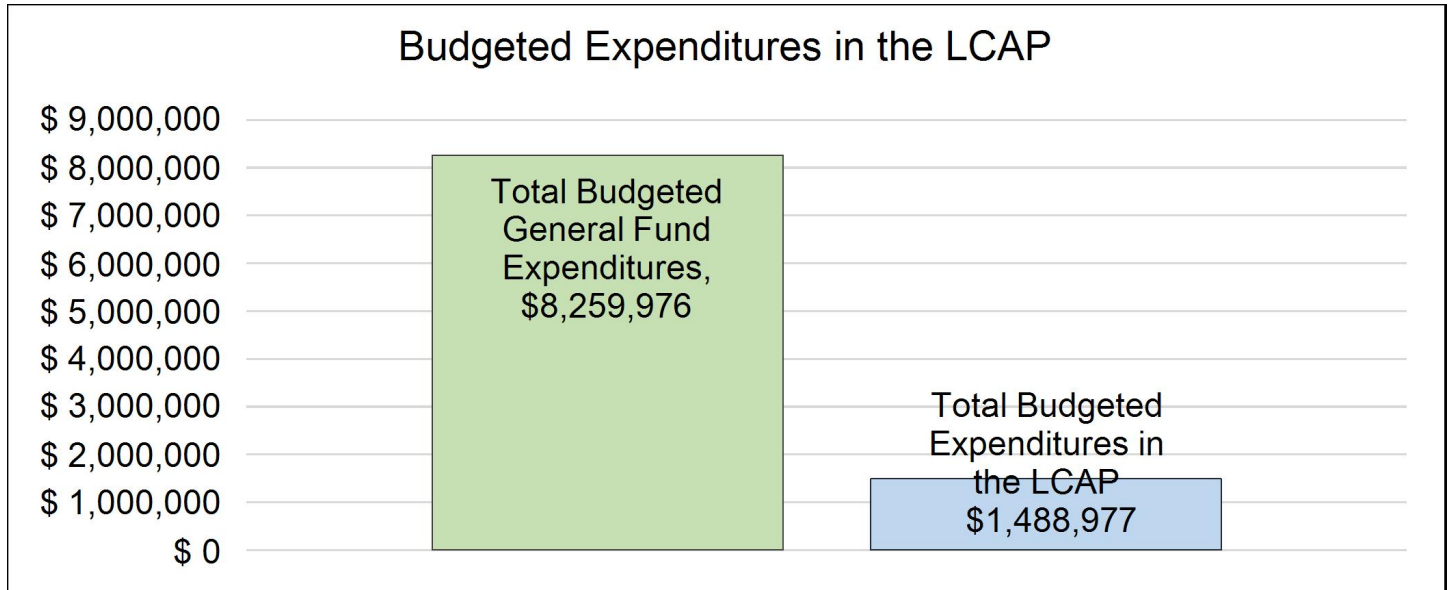All Other LCFF funds,
$6,512,717 , 79%

This chart shows the total general purpose revenue Visalia Charter Independent Study expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Visalia Charter Independent Study is $8,259,976, of which $7960592 is Local Control Funding Formula (LCFF), $258282 is other state funds, $ is local funds, and $41102 is federal funds. Of the $7960592 in LCFF Funds, $1447875 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $8,259,976	Total Budgeted Expenditures in the LCAP $1,488,977

This chart provides a quick summary of how much Visalia Charter Independent Study plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Visalia Charter Independent Study plans to spend $8259976 for the 2024-25 school year. Of that amount, $1488977 is tied to actions/services in the LCAP and $6,770,999 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
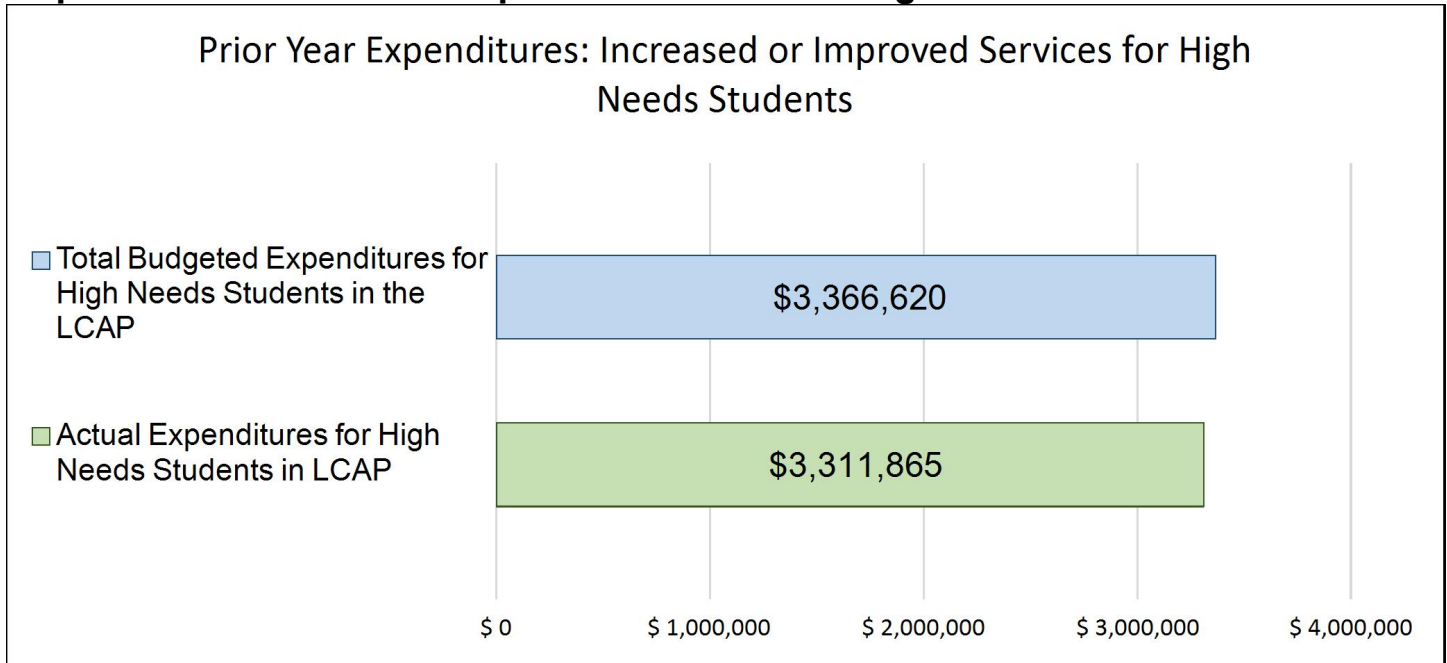
Maintenance and facilities for new school site for 24-25, and new modular building. Also, additional teacher timesheet funds, office staff, and other positions are not included in the LCAP. Other expenditures not included are: school to school transportation, special education costs, and food service costs

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Visalia Charter Independent Study is projecting it will receive $1447875 based on the enrollment of foster youth, English learner, and low-income students. Visalia Charter Independent Study must describe how it intends to increase or improve services for high needs students in the LCAP. Visalia Charter Independent Study plans to spend $1447875 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $3,366,620

☐ Actual Expenditures for High Needs Students in LCAP — $3,311,865

$ 0 $ 1,000,000 $ 2,000,000 $ 3,000,000 $ 4,000,000

This chart compares what Visalia Charter Independent Study budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Visalia Charter Independent Study estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Visalia Charter Independent Study's LCAP budgeted $3366620 for planned actions to increase or improve services for high needs students. Visalia Charter Independent Study actually spent $3311865 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-54,755 had the following impact on Visalia Charter Independent Study's ability to increase or improve services for high needs students:

The difference of expenditures had little impact on services to students. The inability to hire staff for additional days of work and the use of one time funds was the main cause of the difference. In addition to difficulty of hiring staff other funds were used.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Visalia Charter Independent Study	Carli J. Hawkins Principal	chawkins@vusd.org 559-735-8055

Goals and Actions

Goal

Goal #	Description
1	Engage students in a challenging curriculum and improve academic performance in every student and provide them the support needed to be successful.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math Score on CAASPP	2019 Dashboard Overall: 118.5 points below standard Increased 16.2 points Hispanic Students: 127.1 points below standard Increased 24.7 Points Socioeconomically Disadvantaged Students: 123.8 points below standard Increased 14.4 Points	Data Not Available N/A	2022 Dashboard Overall: 106.1 points below standard Increased 12.4 points Hispanic Students: 118.5 points below standard Increased 8.6 Points Socioeconomically Disadvantaged Students: 115.3points below standard Increased 8.5 Points	2023 Dashboard Overall: 117.2 points below standard Decreased 11.1 points Hispanic Students: 127.3 points below standard Decreased 8.8 Points Socioeconomically Disadvantaged Students: 128.6 points below standard Decreased 13.3 Points	At 60 points below standard or less
ELA SCORE on CAASPP	2019 Dashboard Overall: 8.3 points below standard	Data Not Available N/A	2022 Dashboard Overall: 12 points below standard	2023 Dashboard Overall: 6.5 points above standard	30 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Maintained 1.6 points Hispanic Students: 16.1 points below standard Increased 12.2 Points Socioeconomically Disadvantaged Students: 14.7 points below standard Increased 4.6 Points		Decreased 3.7 points Hispanic Students: 26.3 points below standard Decreased 10.2 Points Socioeconomically Disadvantaged Students: 23.5 points below standard Decreased 8.8 Points	Increased 18.4 points Hispanic Students: 5.4 points above standard Increased 31.6 Points Socioeconomically Disadvantaged Students: 1.6 points below standard Increased 21.9 Points	
Graduation Rate	2019 Dashboard 87.5% of students graduated		2022 Dashboard 92% of students graduated	2023 Dashboard 89.7% of students graduated	95% graduated
Math MAP Test Scores -Percentage of the total student population that scored 230 or higher on the Spring Math MAP administration	33% (2021)	36% (2022)	41% (2023)		50% Desired for 23-24
ELA MAP Test Scores -Percentage of the total student population that scored 230 or higher on the	45% (2021)	44% (2022)	58% (2023)		70% Desired for 23-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Spring ELA MAP administration					

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There was a concerted effort to improve scores in ELA and Math on the CAASPP exams. VCIS staff did this in a variety of ways:
- Two PLCs focused on student skills of ELA and Math
- Teachers going to trainings for readership to improve learning in literacy
- Creation of an inclusive school culture to support the social-emotional needs of students in lessons and training for staff
- Professional learning from Solution Tree to support first best instruction
- use of technological software to scaffold learning specifically for English Learners
- development of 4-year plans specifically to increase college and career readiness for socioeconomically disadvantaged and foster youth students.
- students attempting more classes at COS

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.

No significant material differences between budgeted and actual/planned percentages of improved services and estimated actuals of improved services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

To increase the CAASSP scores in ELA and Math the following actions were developed:
- 1.1 students demonstrated a growth in Math benchmark tests and DWA in ELA were markedly improved
- 1.2 incorporation of an instructional coach increased teacher learning on how to best support students in ELA and Math. There was also an increase in students signing up for support through the RTI Monday time to gain support from teachers based on PLC data that was derived from common assessments in ELA and Math.

1.4 due to an increase of use by student in the RTI time after school interventions spending decreased.
1.6 early results of the ELPAC demonstrated an increase of students being redesignated in 2023-2024

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

Significant changes were made in the 2024/2025 LCAP to address the lack of growth in student outcomes in Graduation rates, College and Career Readiness, Math, and EL progress. To align the school's LCAP with the VUSD strategic plan, Goal 1 was changed, and several actions and metrics were aligned with Goal 1, Goal 3, and Goal 4 from the 2023-2024 LCAP. The school has developed cross-curricular collaboration around instructional practices. This model will align the work and focus to meet students' needs better. A significant development in the PLC process has led to a change also in supporting student learning.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Support a school-wide collaborative culture for students and adults that creates a sense of belonging with an emphasis on increasing our dashboard outcomes on the college and career indicator through strategic implementation of academic supports and facility improvements.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard College and Career Indicator	2019 Dashboard Overall: 8% of students are college and career-ready Maintained 1.2% Hispanic Subgroup: 7.3% of students are college and career-ready Increased 4.4% Socioeconomically Disadvantaged Subgroup: 6.9% of students are college and career-ready Maintained .7%	No Data Available	No Data Available	2023 Dashboard Overall: 13.6% of students are college and career-ready Increased by 5.6% since the last measure in 2019. LOW Hispanic Subgroup: 11.4% of students are college and career-ready Increased by 4.1% since the last measure in 2019. LOW Socioeconomically Disadvantaged Subgroup: 10.6% of students are college and career-ready	At least 20% of the graduating class is prepared in 23-24.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Increased 4.7% LOW	
CTE Pathway Completion Rate	5% of students completed a CTE Pathway			8% of students completed a CTE Pathway	At least 20% of students are completing a CTE Pathway in 23-24.
A-G Completion Rate	2019 Dashboard 5.9% of students are A-G completers.	No Data Available	16% of students were A-G completers.	2023 Dashboard 13.57% of students were A-G completers.	At least 45% of the graduating class will be A-G completers in 23-24.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no significant differences.

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.

There were no material differences in expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The students reported in surveys that they had an adult that cared about them or that they could connect with and felt safe at school. The rate for this did not attain the desired 90% connect mark.

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

There are significant changes made in the 2024/2025 LCAP goal to align with the district strategic plan. To address alignment the 2023/2024 LCAP's goal 3 has been moved to goal 2. The focus of goal 2 is empowering students to become successful. The metric's for goal 2 is based on empowering students in self regulation, family support, and opportunities for success. The actions that addressed those metrics in 2023/2024 has been moved to goal 2 in the 2024/2025 LCAP. This goal will be adjusted in the 2024-25 LCAP due to the need to support students proactively. Our students did not progress to the desired 90% connection rates on surveys. The change in this goal will be to support the Tier 2 team working to support EL, Foster Youth, and Socioeconomically Disadvantaged students. This is a major change as our rate of suspensions did not decrease in the identified subgroups.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Develop a Multi-tiered System of Support (MTSS) that meets the needs of all students across all programs in all subgroups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	Spring 2019 2.2% of the student population was suspended

Increased.4%

Hispanic Student Suspension Rate=1.6%

Socio Economic Disadvantaged Student Suspension Rate= 1.9% | Spring 2021 2.2% of the student population was suspended

Increased.4%

Hispanic Student Suspension Rate=1.6%

Socio Economic Disadvantaged Student Suspension Rate= 1.9% | Spring 2022 .6% of the student population was suspended

Decreased.1.6%

Hispanic Student Suspension Rate=Low

Socio Economic Disadvantaged Student Suspension Rate= Low | Spring 2023 .5% of the student population was suspended

Maintained -0.2%

Hispanic Student Suspension Rate=0.5%

Socio-Economic Disadvantaged Suspension Rate= 0.3% | 1% or less of the student population suspended. |
Attendance Rate	94.5% (2018-2019)	93.6% (2021-2022)	97% (2022-2023)	94.5%	98%
Expulsion Rate	0% (2018-2019)	0%(2021-2022)	.01%(2022-2023)	0%	0%
Staff Survey Question # 9 -Campus Safety	100% of staff feel the school provides a safe	100% of staff feel the school provides a safe	98% of staff feel the school provides a safe	99% of staff feel the school provides a safe	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	environment that promotes learning. (2019)	environment that promotes learning. (2021)	environment that promotes learning. (2022)	environment that promotes learning. (Winter 2023)	
Student Survey Question #7 -Campus Safety	93% of students feel safe and secure on campus. (2019)	91% of students feel safe and secure on campus. (2021)	94% of students feel safe and secure on campus. (2022)	91% of students feel safe and secure on campus. (Winter 2023)	95%
Parent Survey Question #7 -Campus Safety	88.7% of families feel the campus is safe. (2019)	81.6% of families feel the campus is safe. (2021)	92.1% of families feel the campus is safe. (2022)	94% of families feel the campus is safe. (Winter 2023)	95%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in any action. The hiring of additional social workers allowed more service to students at VCIS than originally planned.

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.

Throughout the 2023-2024 school LCAP the school did not successfully implement the outside agency trainings that were planned for students such as TUPE and anti-vaping monthly meetings. Supervising teacher lessons were developed by the Tier 1 team, the effectiveness was not monitored with fidelity. Funds were allocated to support additional PD training for teachers in restorative practices.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

This goal was not as effective as desired due to an increase in suspensions for students that were vaping and had conflicts. Suspension rate was not reduced to the goal of 5% for specific groups of students specifically the EL learners, Socioeconomically Disadvantaged, Foster Youth students. The implementation of a new system of monitoring was not as effective as it could have been due to the Tier 2 reacting to students behaviors rather than creating a proactive strategy in supporting students where they are emotionally. Groups were implemented however the tracking of progress to support student learning a skill was not tracked with fidelity.

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

There are significant changes made in the 2024/2025 LCAP goal to align with the district strategic plan. To address alignment the 2023/2024 LCAP's goal 3 has been moved to goal 2 & in the 23/24 Goal 3 was changed to goal 2. The wording and metrics have been changed.   The focus of goal 3 is empowering families and the community to support student success.   The metric's for goal 3 is based on empowering families and community to support students. The actions that addressed those metrics in 2023/2024 has been moved to goal 2 in the 2024/2025 LCAP.

Significant changes were made in the 2024-2025 LCAP to address the lack of growth in student outcomes and reduce suspensions. This goal's actions will be absorbed into Goal 1 as the school will build support systems for students through professional learning and proactive student support both in the classroom and as the students demonstrate a need for social-emotional support from the Tier 2 team. This team will develop a comprehensive strategic plan to support students proactively and will monitor the progress in PowerSchool. The Tier 2 team reviewed their effectiveness at the end of the 2023-2024 school year and found from the TFI rubric that they had not monitored students effectively as some students demonstrated needing support beyond the 3 - 6 week time period and then were also suspended.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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
Visalia Charter Independent Study	Carli J. Hawkins Principal	chawkins@vusd.org 559-735-8055

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.

Visalia Charter Independent Study is dedicated to offering a rigorous, standards-aligned instructional program for all students. We offer an educational options program that allows students to advance through high school at their own pace, whether that be for credit recovery, acceleration, or social/emotional well-being. All students are enrolled in our traditional independent study program, our online independent study program, or our Virtual Learning Program (VLP). All programs provide our students with flexible schedules to meet their individual needs. In addition to the independent study course options, many classes are available to attend on-site with a credentialed teacher. All math, biological science, chemistry, and English 1 courses are offered as classroom classes. We also offer a wide range of classroom-based electives and have developed health science, visual and performing Arts, and culinary arts Career Technical Education pathways. VCIS is fully accredited by the Western Association of Schools and Colleges (WASC) and we offer UC-approved courses allowing our graduates the option to enroll directly in a four-year college. Our classroom classes and independent study classes are also fully NCAA-approved.

Vision Statement
Visalia Charter Independent Study is committed to providing a holistic and rigorous education, focusing on individual student needs, fostering academic potential, and inspiring a passion for lifelong learning while guiding students toward success in all future endeavors.
Mission Statement

Visalia Charter Independent Study has one mission: to offer students an innovative approach to academics that recognizes the unique needs of each student. Our goal is to create educational options that foster academic success. We are committed to maintaining equity, promoting independence, and encouraging resilience. As partners in this journey, students, parents, guardians, staff, and the community join together to ensure that students are achieving their potential as they become 21st-century learners.
Schoolwide Learner Outcomes

At VCIS, we believe in EAGLES:
E - Every student succeeds
A - Academic achievement and advancement
G - Graduate students that are college & career ready
L - Lifelong learners
E - Exercise high ethical standards
S - Shared support of student success by family, staff and students.

VCIS enrollment fluctuates greatly throughout the school year due to the nature of the program. Students enroll at VCIS for many different reasons, including credit recovery, mental/physical health accommodations, accelerated education opportunities, career technical education options, and smaller campus/class sizes. VCIS has maintained a yearly average of approximately 556 students for the past three years During the 2022-23 school year our enrollment was over 600 students throughout the year, being as large as 675. We are continuing to see significant growth in students from within Visalia Unified and Tulare County that are accessing the outstanding program we offer students and families. The significant populations include Hispanic, White, and Socioeconomically Disadvantaged. There has been a slight increase in the Hispanic population while the population of White students has decreased. According to the 2023 California School Dashboard, VCIS has a 70.3% socioeconomically disadvantaged student population, while English Learners account for 8.1% of the population and foster youth is 0.7%.

ANNUAL SCHOOL GOALS

The school works in coordination with its School Site Council (SSC) and other advisory councils, such as the English Learner Advisory Council (ELAC), and the Visalia Unified School District to develop annual school goals to achieve state priorities.

Goal 1: All students will advance towards proficiency in every subject at each grade level, achieved through the implementation of innovative methods, collaboration, comprehensive professional development, and the effective integration of technology.

Goal 2: All students will be actively engaged and prepared for learning daily, achieved through providing equitable access to academic, behavioral, and social-emotional support.

Goal 3: Our community and families will actively support students and schools through empowerment, effective two-way communication and collaboration.

Nestled close to the majestic Sierra Nevada mountains in the heart of California's San Joaquin Valley, the Visalia Unified School District is committed to providing students young and old with the tools and skills necessary to succeed in life. Established in 1885, VUSD is the oldest school district in Tulare County. Our services span 214 square miles with a population base of over 135,000. This mission of VUSD is "to connect every VUSD student to meaningful activities and build impactful relationships.

VUSD governs 26 elementary schools, five middle schools, four comprehensive high schools, a continuation high school, an adult school, a 9-12 charter independent study program, a K-8 charter home school program, a 9-12 technical early college program, and a k-8 elementary charter school.

Our outstanding workforce is comprised of over 2,900 certificated and classified staff. They make our district the jewel of the Central Valley. Our guiding principals are:
- Every VUSD student will be connected to meaningful activity (arts, sports, internships, mentorships).
- Every VUSD student will be known by name and have a connection with a trusted adult.

- District and community commit to providing meaningful interactions for all students

Demographics: Most of the district's students reside in the city of Visalia, but a significant number live in surrounding unincorporated areas that typify the county's rural roots. Students attend preschool/elementary schools in their community and then move into middle schools and high schools located in Visalia. Student population data depicts:
- 68% of the K-12th grade students
- Total number of Transitional Kindergarten-12 students: 28,893
- African American-395
- American Indian or Alaska Native-123
- Asian-1,157
- Filipino-213
- Hispanic/Latino-20,671
- Pacific Islander-48
- White-4,728
- Two or More Races-754
- Not Reported-804
- English Learner/Reclassified English Learners- 7,941

Reflections: Annual Performance

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

According to the 2023 California School Dashboard, VCIS made gains in their Graduation Rate. The school increased by 5.2% from the previous year landing the Dashboard Indicator on the "high" level. VCIS tends to get higher enrollment in the junior and senior classes and many of those students are already deficient in credits. This causes many students to come back during the 5th year to complete their graduation requirements. VCIS implemented an intensive summer school program in 2023 to ensure that the majority of those students who did not complete their requirements by the end of their 2nd semester of senior year, were given the opportunity to complete the remaining credits over the summer. This led to a higher number of students graduating during their 4-year cohort.

Although small, VCIS also saw some gains in their math scores the year prior, we dipped down again in 2023.. According to the 2023 Dashboard, the school made a 12.4-point decrease in math scoring in the "red" indicator level. Math continues to be an area of focus for the school and anticipates making gains during the 24-25 school year.
There is significant evidence of greater attention and time dedicated to ensuring students' socio-emotional health and learning at VCIS. There was an increase in communication and collaboration with our new full-time social worker, and school psychologist to provide students and families with additional social interaction and access to mental health support.

VCIS made some progress in increasing students attendance and credit completion and lowering the percentage of students who have to be referred back to their comprehensive site due to non-classroom-based instruction not supporting their learning needs. In all other areas (Academic Performance, Academic Engagement, and Conditions and Climate) VCIS showed little to no change. To address this lack in progress VCIS is working in partnership with Visalia Unified to create and implement systems and structures that support Tier 1 for all students. We've partnered to create learning opportunities for staff to develop their systems to better support students academically and socially. Throughout the LCAP you will notice changes in systems and structures in Tier l as well as Tier ll & lll. To support student groups identified as red in any area the district reevaluated processes for student supports. An example of this change at VCIS is in special education. We are working in coordination with VUSD's special education department to create more opportunities for students with disabilities by changing our service delivery model.

Throughout the assessed annual period, a successful implementation of the Professional Learning Community (PLC) process was observed. It's reported that the establishment of this process significantly stimulated shared learning and cooperation among the faculty, thereby contributing to an improved classroom learning environment. It's concluded that despite the considerable accomplishments made in mitigating absenteeism and the successful execution of effective learning processes within the PLC teams at VCIS, there were definite academic challenges encountered in Mathematics. These areas present primary focus points for the output of strategic planning in the upcoming year.

Below identifies each student group identified as red on the 2023 Dashboard at VCIS:

Suspension- None
English Language Arts- None
Graduation Rate- none
Mathematics- ALL, SED, Hispanic
College/Career- LOW for All, SED, Hispanic, White

Reflections: Technical Assistance

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

Not Applicable. No Schools within the LEA (Visalia Charter Independent Study) have been identified for Technical Assistance at this time.

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. No schools within the LEA (Visalia Charter Independent Study) 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.

Not applicable. No schools within the LEA (Visalia Charter Independent Study) have been identified for CSI.

Monitoring and Evaluating Effectiveness

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

Not applicable. No schools within the LEA (Visalia Charter Independent Study) have been identified for CSI.

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
Visalia Teachers Union	Met with their leadership team on 4/25. Discussed required changes to LCAP. Shard presentation with student outcomes and current programs to support outcomes. Left them to provide input on a document to return by 5/3. Offered to meet with other union members. One of the input ideas was concerns regarding class size when adding specialized classes.
CSEA	Met with their leadership team on 4/25. Discussed required changes to LCAP. Shard presentation with student outcomes and current programs to support outcomes. The leadership team provided input in programs. Discussion on the importance of many classified positions.
Superintendents Student Advisory Committee	Meet w/ students k3-12 grade students on 3/19. Discussed services funded by LCAP and asked for input from students.
District Advisory Committee (DAC)	The district advisory committee met 9/25/2023,10/30/2023,12/4/2023,1/29/2024,3/18,2024.4/29/2024,5/20/2024. The committee reviewed goals/actions, and budgets. They helped develop new goals and suggested actions, and reviewed the 024/2025 LCAP

VCIS School Site Council	The VCIS School Site Council met on 10/9/2023,11/6/2023,1/29/2024, 3/18,2024, 5/13/2024,5/28/2024. The committee reviewed goals/actions, and budgets. They helped develop new goals and suggested actions, and reviewed the 24/25 site LCAP.

Conducted meetings with the School Site Council to collect feedback on district goals and initiatives [October/ November/ March].

Produced surveys distributed among SSC members to capture their perspectives on educational strategies and outcomes [October].

Coordinated additional meetings with the SSC to review and refine input as part of the continuous improvement process [April/May]. |
| District English Learner Advisory Committee | Met with the DLAC on a 4/8/2024. During the meetings student/program data was shared and programs that support the data was shared. Discussion on how to support families from the Resource Center and how to inform parents on the importance of the ELPAC and redesignation of English Learners. |
| VCIS ELAC (English Learner Advisory Committee | Met with the ELAC on a 9/7/2023. 12/7/2023, 3/12/2023, 4/18/2023. During the meetings student/program data was shared and programs that support the data was shared. Discussion on how to support families at VCIS and how to inform parents on the importance of the ELPAC and redesignation of English Learners. |
| VCIS Parents | Based on input using thought exchange with over 2,000 participants (VUSD) and school survey with over 240 parents (VCIS).

Produced surveys to collect ongoing feedback from parents, with surveys administered in the fall of 2023 and spring of 2024 [Fall 2023, Spring 2024].

Conducted meetings with parent-teacher associations to discuss survey results and gather additional input on educational initiatives and policies [October 2023, April 2024]. |

	Scheduled events such as town hall meetings to provide parents with updates on district goals and invite their suggestions on future plans [November 2023, May 2024]. Reviewed survey data at quarterly board meetings to identify concerns and areas of improvement and to ensure diverse parent groups were included in the feedback process[December 2023, March 2024, June 2024]. Engaged in direct outreach by phone and email to parents whose participation in surveys and meetings was initially low, aiming to ensure comprehensive parent input [January2024].
Principal/Administrators	Met on January 10, 2023. Site admin decided on site goals and discussed LCAP actions that support their site regarding student outcomes.
VCIS Teachers	Conducted ongoing feedback sessions with teachers to routinely gather their insights and assess their needs. [Fall, 2023 & Spring, 2024] Produced and distributed a Fall Survey to teachers to collect detailed feedback regarding current educational strategies and their effectiveness. [October, 2023] Scheduled a series of staff meetings to discuss preliminary survey results and gather additional in-person feedback from teacher representatives. [November, 2023] Reviewed data from the Fall Survey and initiated targeted follow-up discussions with teachers to clarify specific points and gather more comprehensive information.[December, 2023] Released a Spring Survey aimed at evaluating the impact of new initiatives introduced based on prior feedback and identifying further areas for improvement. [March, 2024]

| VCIS Students | Conducted meetings with student focus groups to gather ongoing feedback and ensurerepresentation of diverse voices [Fall, 2023].

Produced fall survey to solicit student opinions on educational experiences and district initiatives [Fall, 2023].

Reviewed survey data to identify unrepresented student demographics, leading to targeted outreach efforts [Fall, 2023].

Scheduled follow-up sessions with identified student groups to obtain more detailed feedback and address specific concerns [Spring, 2024].

Administered spring survey to capture students' evolving perspectives and measure satisfaction with implemented changes [Spring, 2024]. |
|---|---|
| VCIS Guiding Coalition and Site Leadership Teams | Conducted meetings with the Guiding Coalition to gather continuous feedback on 8/7/2023, 9/11/2023, 10/2/2023, and 11/6/2023 [August, September, October, November].

Scheduled events with the Guiding Coalition for future feedback sessions on 1/25/2024,2/12/2024, 3/4/2024, 4/18/2024, 5/2/2024, and 5/13/2024 [January, February, March, April, May].

Produced surveys during meetings to collect data and insights from the Guiding Coalition[August, September, October, November].

Reviewed feedback from the Guiding Coalition to inform decision-making and strategic planning during the scheduled meetings [August, September, October, November].

Adjusted engagement strategies based on the ongoing feedback received from the Guiding Coalition during each designated session [August, September, October, November].
Insert |

The data from the student and parent survey conveyed the significance and importance of our school counselor and full-time school social worker at VCIS. They shared how much the social worker and counselor support them. In addition of a school social worker, students shared their frustration with our facilities, particularly bathrooms. VUTA shared concerns regarding class sizes and how larger class sizes affect Tier I First Instruction. Administrators worked with their school site councils to determine how best to meet the needs of their students identified in red at their sites using the allocated funds allocated through the district's LCAP. Interventions for schools with student groups identified in red were based on administrator input.

To enhance student achievement, the district will purchase online subscriptions to support academic instruction and enrichment. This includes offering academic services, classes, and tutorials to independent study students, as well as providing startup packets of basic school supplies and materials for
homeschool readiness. Additionally, personnel will be hired and retained to meet with students and families.

VCIS will ensure student proficiency in mathematics by having additional math teachers to ensure small class sizes and individualized support. This will support low-income students and English learners in accessing A-G courses to help them become college and career-prepared. VCIS will also ensure access to a computer-adaptive diagnostic testing solution, via NWEA Map Testing, providing teachers with instant test results personalized to each student to ensure correct overall student placement.

Supplemental books and printing materials will be provided to ensure compliance with state standards, further supporting academic achievement.

A comprehensive professional development strategy for all staff will be developed, aligning with school goals, instructional models, learning outcomes, and student assessments. This will address both school-wide and individual needs, include active learning and application of new strategies, provide opportunities for teacher collaboration, and ensure embedded follow-up and continuous feedback.

To improve school climate, students and families will have daily access to a school site social worker, supporting students' socio-emotional needs and contributing to a positive school environment.

Additional support will be provided to expand enrichment opportunities, including electives and field trips, to enhance student engagement and participation.

Support for parents to support their student with independent work at home will be provided, fostering community and family engagement through training and resources.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will advance towards proficiency in every subject at each grade level, achieved through the implementation of innovative methods, collaboration, comprehensive professional development, and the effective integration of technology.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was rewritten to align with the district's Strategic Plan and was based on input from the District Advisory Committee, district staff, union partners, and community partner surveys. Based on district data, there has been little or no progress in most academic areas; therefore this goal has been a high priority for parents, staff, and administration.   This goal ensures that all students, regardless of theirperformance level, have access to opportunities, materials, and support necessary for success. Priority 1: Basic(equity in resources, professional learning, and facilities) has been addressed by ensuring safe, properly equipped facilities and standards-aligned instructional resources. Priority 2: State Standards focuses on aligning educational resources with state standards to guarantee quality instruction. Priority 4: Pupil Achievement aims to elevate educational outcomes, particularly through standardized tests and college/career readiness metrics. Priority 7:Course Access guarantees all students, especially vulnerable groups, can enroll in essential courses. The goal was designed to meet diverse student needs, promote equity, and enhance overall educational achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Dashboard	2023 Dashboard All Students: 6.5 above standard (GREEN)			English Language Arts All Students: 9.5	

		Hispanic: 5.4 above standard (GREEN)

White: 10.1 above standard (GREEN)

Socioeconomically Disadvantaged: 1.6 below standard (YELLOW) | | | above standard

Hispanic: 8.4 above standard

White: 15 above standard

Socioeconomically Disadvantaged: 1 above standard | |
| 1.2 | CAASPP Math Dashboard | 2023 Dashboard

All Students: 117.2 below standard (RED)

Hispanic: 127.3 below standard (RED)

White: 107.7 below standard (ORANGE)

Socioeconomically Disadvantaged: 128.6 below standard (RED) | | | Mathematics

All Students: 60 below standard

Hispanic: 70 below standard

White: 50 below standard

Socioeconomically Disadvantaged: 80 below standard | |
| 1.3 | CAASPP Science Dashboard | Not provided until 2025 | | | Not provided until 2025 | |
| 1.4 | % College and Career Prepared | 2023 Dashboard

All Students: 13.6% (low)

Hispanic: 11.4% (low) | | | College and Career Prepared

All Students: 20%

Hispanic: 16% | |

		White: 19.3% prepared (low) Socioeconomically Disadvantaged: 10.6% (low)			White: 28% prepared Socioeconomically Disadvantaged: 16%	
1.5	% graduating CTE pathways and A-G	2023 Dashboard All Students: 19% Hispanic: 14% White: 22% Socioeconomically Disadvantaged: 9%			CTE & A-G All Students: 30% Hispanic: 25% White: 35% prepared Socioeconomically Disadvantaged: 25%	
1.6	% graduating of a CTE pathway	2023 Dashboard All Students: 14% Hispanic: 11% White: 15% Socioeconomically Disadvantaged: 10%			CTE Pathway Completers All Students: 20% Hispanic: 15% White: 20% prepared Socioeconomically Disadvantaged: 15%	

1.7	% meeting UC/CSU requirements	2023 Dashboard All Students: 19% Hispanic: 14% White: 22% Socioeconomically Disadvantaged: 9%			UC/CSU All Students: 30% Hispanic: 25% White: 35% prepared Socioeconomically Disadvantaged: 25%	
1.8	% of Pupils prepared for college by the Early Assessment Program (EAP)	2023 EAP ELA: Std. Not Met: 18.99% Std. Nearly Met: 31.65% Std. Met: 33.33% Std. Exceeded: 16.03% Math: Std. Not Met: 65.38% Std. Nearly Met: 23.93% Std. Met: 8.12% Std. Exceeded: 2.56%			EAP ELA: Std. Not Met: 15 % Std. Nearly Met: 25% Std. Met: 25% Std. Exceeded: 35% Math: Std. Not Met: 30% Std. Nearly Met: 20% Std. Met: 25% Std. Exceeded: 25%	

1.9	NWEA MAP Reading Assessment	58% (2023) showed significant growth			65% significant growth	
1.10	NWEA MAP Math Assessment	41% (2023) showed significant growth			50% significant growth	
1.11	ELPAC English Learner Progress	2023 Dashboard 44.9%			English Learner Progress 57%	
1.12	English Learner Reclassification Rate	2023/2024 School Year 10.24%			20%	
1.13	Implementation of academic content and performance standards for all students, including how English Learners will access the CCSS and ELD standards	2023/2024 School Year				
1.14	Instructional Materials: Every student has standards-aligned material	2023/2024 School Year				

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	Additional Math Teachers for Intervention	VCIS will employ 3 full-time math teachers to provide additional in-person direct instruction to independent study students who have additional identified needs including decrease in class size for all math sections at VCIS. Implement targeted strategies to improve student achievement in Math by revisiting structures to support Professional Learning Communities (PLCs) and incorporating individualized instruction with an instructional coach.	$408,915.00	Yes
1.2	School Wide Testing	VCIS will continue to provide all school testing for students throughout the school year to measure academic growth.	$24,803.00	Yes
1.3	Paraprofessional Support for Classrooms	VCIS will continue to provide one part-time in-person science tutor to support students in their in-person science courses and support of their independent study coursework. VCIS will continue to provide one paraprofessional in each math class to support student achievement in math. VCIS will continue providing a gym oversight person to ensure students are safely completing their fitness requirements while on campus.	$82,666.00	Yes

1.4	Paraprofessional Support Supporting Independent Study Learners	VCIS will continue to provide a location and staffing for students to be able to complete their assignments, grade their work and get additional support.	$98,565.00	Yes
1.5	Course Access and Resources to CTE Programs	Provide students with additional access to online resources and health CTE testing to ensure high levels of student success.	$30,000.00	Yes
1.6	Increased Academic Intervention Support	Provide students with differentiated printed materials to ensure student success for all students.	$25,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will be actively engaged and prepared for learning daily, achieved through providing equitable access to academic, behavioral, and social-emotional support.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was rewritten to align with the district's Strategic Plan and was based on input from the District Advisory Committee, district staff, union partners, and community partner surveys. Their input shared that cultural and climate should be a focus for the district. In addition to the input district data shows that little progress has been made in the areas of suspensions and our chronic absenteeism rate remains significantly higher than our 2019 dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Percentage of Actual Attendance	2023 94.6%			97%	
2.2	Teacher Attendance Rate	2023 94%			98%	
2.3	Classified Attendance Rate	2023 87%			95%	

2.4	Graduation Rate	2023 Dashboard All Students: 89.7% Hispanic: 87.4% White: 94.7% Socioeconomically Disadvantaged: 88.9%			All Students: 93.6% Hispanic: 93.6% White: 95.4% Socioeconomically Disadvantaged: 93.6%	
2.5	High School Drop Out Rate	Class of 2023 All Students: 6% Hispanic: 9% White: 5% Socioeconomically Disadvantaged: 11%			Class of 2023 All Students: 3% Hispanic: 4% White: 2% Socioeconomically Disadvantaged: 4%	
2.6	Suspension Rate % of students suspended at least one day	2023 Dashboard All Students: 0.5% Hispanic: 0.5% White: 0.6% Socioeconomically Disadvantaged: 0.5%			All Students: 0.5% Hispanic: 0.5% White: 0.5% Socioeconomically Disadvantaged: 0.5%	

		Two or More Races: 0% English Learners: 1.1% Students with Disabilities: 1.1%			Two or More Races: 0% English Learners: 0.5% Students with Disabilities: 0.5%
2.7	Expulsion Rate	2023 Dashboard All Students: 0% Hispanic: 0% White: 0% Socioeconomically Disadvantaged: 0% Two or More Races: 0% English Learners: 0% Students with Disabilities: 0%			All Students: 0% Hispanic: 0% White: 0% Socioeconomically Disadvantaged: 0% Two or More Races: 0% English Learners: 0% Students with Disabilities: 0%
2.8	Parent Survey	2023 Parent Survey 92 % of families feel the campus is safe and promotes learning and socio-emotional well-being.			Increase to 95% of families feeling the VCIS campus is safe and promotes learning and socio-emotional well-being.

2.9	Staff Survey	2023 Staff Survey 95% of staff feel the school provides a safe environment that promotes learning.			Increase to 100% of staff members feeling the VCIS campus is safe and promotes learning and socio-emotional well-being.	
2.10	Student Survey	2023 Student Survey 93% of students feel safe and secure on campus.			Increase to 96% of students feeling the VCIS campus is safe and promotes learning and socio-emotional well-being.	
2.11	Lifetrack Survey Data-Question 3 "Was your experience at VCIS instrumental in leading you to your present educational path or vocation?"	Class of 2020 (surveyed in 2023) 58.8% Yes			Goal for Class of 2023 70% Yes	

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	School Social Worker	VCIS will fund a full time social worker to provide counseling and social-emotional learning support. The Social Worker meet with parents, provides Social Emotional Groups, supports staff in the area of professional learning and works with community partners to provide support for VCIS. Students are assigned to the Social Worker caseload based on attendance, behavioral support, or family needs.	$169,830.00	Yes
2.2	Support for CTE pathway graduation	In order to support students graduating with a CTE pathway and provide multiple pathways to address student interests and needs of our community VCIS will continue to have two fully credentialed teachers in the health sciences pathway. To provide opportunities for students to access work base experiences VCIS will continue to provide a Health Science instructor to oversee the Health Science Pathway. VCIS will also continue to use the eDynamic online program to provide additional pathways and opportunities to be CTE completers, even though we are a small school with limited resources.	$182,000.00	Yes
2.3	Campus Safety For Students/ Reduce Suspensions	VCIS will continue to maintain a campus supervisor on each campus to ensure safety for staff and students and to support positive behavior for students.	$70,397.00	Yes

2.4	Student Support	VCIS will continue to provide infant childcare with certified childcare paraprofessionals to the teen parents (students) in Visalia Unified and VCIS.	$159,722.00	Yes
2.5	New Campus Updates for Increased CTE Options	VCIS will be relocating during the 24-25 school year mid year. We will be adding new access to new spaces for the modernization. A Theater for our visual and performing arts CTE pathway classes. A Studio for our dance performance CTE pathway. A weight room for our fitness CTE students. A new hospital lab for our CTE Medical Assistant Students and Certified Nursing Assistant Students. A new early childhood education lab for our prenatal and parenting students. These resources will be used to: 1) build new environments for these programs 2) get appropriate furniture and fixtures to ensure the spaces are appropriate for student use 3) acquire appropriate materials and supplies for these new programmatic spaces.	$127,079.00	Yes
2.6	English Learner Student Supports To Stay Engaged in School	VCIS will provide extra time for the teaching staff to develop a schoolwide plan to increase the academic achievement of English Language Learners.	$20,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Our community and families will actively support students and schools through empowerment, effective two-way communication and collaboration.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Survey	2023 Parent Survey 81% of parents felt school communication was effective and led to a high level of significance and belonging.			Parent Survey 90% of parents feel school communication was effective and led to a high level of significance and belonging.	
3.2	Lifetrack Survey Data	2020 Graduates (Surveyed in 2023) 87% of graduates from 2020, surveyed three years post graduate that VCIS "is			2023 Graduates 95% of graduates from 2023, surveyed three years post-graduate that VCIS	

		continuously improving to be the best school it can be for its students and graduates"			"is continuously improving to be the best school it can be for its students and graduates"	
3.3	Student Survey	2023 Student Survey 86% of students felt school communication was effective and led to a high level of significance and belonging.			2023 Student Survey 90% of students feel school communication was effective and led to a high level of significance and belonging.	
3.4	Staff Survey	2023 Staff Survey 90% of staff felt school communication was effective and led to a high level of significance and belonging.			2023 Staff Survey 95% of staff feel school communication was effective and led to a high level of significance and belonging.	
3.5	Parent Input on Decision Making					
3.6	Parental participation in programs for unduplicated students					

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	Community Outreach- Graduate Monitoring Services	VCIS will continue to use the Lifetrack program for all graduates to track student progress after high school.	$10,000.00	Yes
3.2	Parental Involvement	VCIS will provide multiple opportunities for families to participate on campus with activities, meetings and other events during the school year.	$5,000.00	No
3.3	Externship Access for students	VCIS will provide transportation for health sciences students to get to their externships at medical facilities throughout the County.	$15,000.00	Yes
3.4	Campus Access for students	VCIS will provide site-wide transportation for students to be able to access both of our campuses during the school day.	$50,000.00	Yes

| 3.5 | Improved School Culture | VCIS will collaborate with students to increase positive school culture and a sense of significance and belonging. | $10,000.00 | Yes |

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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

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
$1447875	$

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
18.188%	0.000%	$$0.00	18.188%

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	**Action:** Additional Math Teachers for Intervention **Need:** The school's CAASPP Math scores show significant disparities in rates among different student groups. The average Math score for all students is 117.2 points below standard. For	To address the student's, parent's and teacher's feedback the class sizes have been reduced by 5 students per math class.	Class size Survey Data Grade Data

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
	Socioeconomically Disadvantaged students the the average homeless scores is 128.6 below standard while foster youth is 162 points below and all Socioeconomically Disadvantaged students scored 138 points below standard, far lower than their all student peers. **Scope:** Schoolwide		
1.2	**Action:** School Wide Testing **Need:** The collective insights of the school community identified a burning necessity to augment intervention support, precisely to serve all learners with a greater focus on those from low-income backgrounds and individuals learning English. This need came from the understanding of the crucial role of making available for staff and students with access to an effective computer-adaptive diagnostic testing tool. The latter would enable proportionate student placement and further refine the management of the intervention resources. **Scope:** Schoolwide	Students come in to VCIS for new enrollment on a weekly basis. Survey data from staff showed we need an effective and accessible tool that students and teachers can use on an ongoing basis to identify gaps in their learning when they get to VCIS so the school can support them appropriately with Tier 3 intervention classes, access to paraprofessionals, and additional supports as needed.	MAP Reading Assessment Data MAP Math Assessment Data Math Grade Data Math CAASPP Data ELA CAASPP Data

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
1.3	**Action:** Paraprofessional Support for Classrooms **Need:** The school's CAASPP Math scores show significant disparities in rates among different student groups. The average Math score for all students is 117.2 points below standard. For Socioeconomically Disadvantaged students the the average homeless scores is 128.6 below standard while foster youth is 162 points below and all Socioeconomically Disadvantaged students scored 138 points below standard, far lower than their all student peers. Also on the 9th grade physical fitness test VCIS' students perform far below their peers in VUSD and in the State. Increasing services were students can safely work on their physical fitness while at school to improve their overall health. **Scope:** Schoolwide	To address the student's, parent's and teacher's feedback, students will receive additional small group instruction and intervention to support improved grades and performance on both the CAASPP Math test, MAP Test Growth and Physical Fitness Scores.	Class size Survey Data Grade Data 9th-grade Physical Fitness Testing Data NWEA MAP Growth for Math
1.4	**Action:** Paraprofessional Support Supporting Independent Study Learners **Need:** The school's CAASPP Math scores show significant disparities in rates among different student groups. The average Math score for all students is 117.2 points below standard. For	To address the student's, parent's and teacher's feedback, students will receive additional small group instruction and intervention to support improved grades and performance on both the CAASPP Math test, MAP Test Growth and Physical Fitness Scores.	Class size Survey Data Grade Data 9th-grade Physical Fitness Testing Data NWEA MAP Growth for Math

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
	Socioeconomically Disadvantaged students the the average homeless scores is 128.6 below standard while foster youth is 162 points below and all Socioeconomically Disadvantaged students scored 138 points below standard, far lower than their all student peers. Also on the 9th grade physical fitness test VCIS' students perform far below their peers in VUSD and in the State. Increasing services were students can safely work on their physical fitness while at school to improve their overall health. **Scope:** Schoolwide		
1.5	**Action:** Course Access and Resources to CTE Programs **Need:** Students at VCIS do not have broad access to courses or resources to support them being a CTE completer and becoming college and career-prepared as indicated on the California Dashboard. Currently only 19% of all VCIS graduates will complete a CTE Pathway. SED, Homeless, and Foster students perform well below their peers at 9% completing a CTE Pathway. When students fail a course the additional access and resources allows for students to retake the course.	Based on staff, with fewer FTE's would make it difficult to schedule students to insure C& C ready.	Percent graduating CTE Pathway Completer Percent College and Career Prepared on the California Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1.6	**Action:** Increased Academic Intervention Support **Need:** The school's CAASPP Math scores show significant disparities in rates among different student groups. The average Math score for all students is 117.2 points below standard. For Socioeconomically Disadvantaged students the the average homeless scores is 128.6 below standard while foster youth is 162 points below and all Socioeconomically Disadvantaged students scored 138 points below standard, far lower than their all student peers. **Scope:** Schoolwide	To address the student's, parent's and teacher's feedback, students will receive additional small group instruction and intervention to support improved grades and performance on both the CAASPP Math test, MAP Test Growth and Physical Fitness Scores.	MAP Reading Assessment Data MAP Math Assessment Data Math Grade Data Math CAASPP Data ELA CAASPP Data
2.1	**Action:** School Social Worker **Need:** VCIS's absenteeism rate, leading to a referral back to a comprehensive program and suspension rate has disparities in rates among our student subgroups. The average for all students is under 1%. Students with	We allocate our social worker and their resources based on individual student needs. The social worker's focus of support is unduplicated students and provides groups to help with coping skills, reaches out to families and students who are struggling with attendance and behavior, and links families to community partners' resources. We expect the additional services will provide support to families and students before students are	Chronically Absenteeism Rate: SED, Homeless, Foster Suspension Rate: SED, English Learners, Homeless, Foster

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
	disabilities or who are English Learners are much more likely to get suspended, and much of the time it is due to drug and alcohol use. Students communicated in their reinstatement conferences that their drug and alcohol use are due to depression and anxiety. VCIS' rate for absenteeism at independent study leading to a referral back to a traditional high school is 11% for all students which is a 4% increase since 2022. The rate for our SED students is 14%, our Foster Youth is almost at 20%. Parent and staff feedback from our yearly survey revealed that they wish to have the additional support provided by the school social worker on campus at VCIS: so their child can learn how to self-monitor their behavior and have additional family support when in crisis and attendance becomes and issue and have the social worker involvement prior to the students being referred back to one of VUSD's traditional high schools. **Scope:** Schoolwide	suspended and before students are identified as chronically absent and referred back to a traditional high school with daily attendance. This activity will increase attendance & decrease suspension rates.	
2.2	**Action:** Support for CTE pathway graduation **Need:** The lowest percentage of CTE Pathway completers for VCIS is Socio-Economic Disadvantaged Students (9 percent of CTE	In order to better meet their needs and interests the district has hired teachers to reduce class and provide 9 linked learning pathways and 45 additional CTE pathways.	The percentage of unduplicated students participating in CTE pathway at VCIS. The percentage of unduplicated students

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
	Completers) and Students With Disabilities (8 percent of CTE Completers), while the all school average is @ 14%. **Scope:** Schoolwide		graduating in CTE pathways at VCIS.
2.3	**Action:** Campus Safety For Students/ Reduce Suspensions **Need:** VCIS' suspension rate has significant disparities in rates among unduplicated students who move to VCIS from VUSD comprehensive high schools. The average suspension rate for all students is 5.1%. For all Socioeconomically Disadvantaged students the suspension rate is 6.0% and for Socioeconomically Disadvantaged (Homeless) the suspension rate is 8.6%. The suspension rate for foster students is at 14.9% The average expulsion rate for all students is .2. For expelled students 67.5% are identified as SED. Out of all expulsions 4% are Homeless and 7% are Foster. 20% of students expelled are EL students. **Scope:** Schoolwide	Campus supervisors will work with students on proactive behavior interventions to support students in improving their behavior prior to suspension or expulsions. At the site the camp sup is assigned students who are unduplicated students based on data from the Tier 2 meeting. They provide Social Emotional Groups, and Behavioral Interventions to students 1:1 and in groups to unduplicated students. They meet with parents to support progress monitoring with behavior interventions. The district BIT leads will be supporting and training site BITs with providing services to unduplicated students at their respective sites. The district BCBA will work with sites to support unduplicated Tier 2 and Tier 3 students to observe behaviors and consider on campus intervention placement. The goal of OCI is early intervention to prevent expulsions and prepare and teach students on self-regulation strategies in order for them to better access Tier 1 instruction. Each Middle School and High School Site is equipped with campus supervisors to support unduplicated students impacted by gangs. They also promote appropriate behavior during unstructured time to prevent suspensions and expulsions.	Suspension Rates, Expulsion Rates, Survey % of students/families feeling safe at VCIS
2.4	**Action:** Student Support	VCIS an VUSD students will be able to stay in school and not drop out as VCIS will offer childcare via paraprofessionals during the school	Decreased Drop Out Rates, Increased Graduation Rates

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
	Need: Students at VCIS and in VUSD have increasing rates of becoming parents while still high school students. This has resulted in increased drop out rates for teen parents in VUSD so they can provide childcare to their infant. **Scope:** Schoolwide	day so teen parents can continue to attend school knowing they have full time and free child care for their infant and toddlers.	

2.5	**Action:**
	New Campus Updates for Increased CTE Options
	
	Need:
	The lowest percentage of CTE Pathway completers for VCIS English learners (6 percent of CTE Completers) and Students With Disabilities (8 percent of CTE Completers), and 16% of SED while the district average is @ 22%.
	
	Scope:
	   Schoolwide
		In order to better meet their needs and interests VCIS will create additional facilities at the new campus this year to increase CTE pathways by 4 additional options.
		   • The percentage of unduplicated students participating in CTE pathway
		   • The percentage of unduplicated students graduating in CTE pathways.
			Graduate Monitoring Services
			CTE Pathway Completer %
			% College and Career Prepared

2.6	**Action:** English Learner Student Supports To Stay Engaged in School **Need:** **Scope:**		

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
	Schoolwide		
3.1	**Action:** Community Outreach- Graduate Monitoring Services **Need:** **Scope:** Schoolwide		
3.2	**Action:** Parental Involvement **Need:** VCIS's absenteeism rate and suspension rate has significant disparities in rates among different unduplicated student groups. The average suspension rate for all students is 5.1%. For all Socioeconomically Disadvantaged students the suspension rate is 6.0% and for Socioeconomically Disadvantaged (Homeless) the suspension rate is 8.6% and average compared to the average for all students. Foster Students: The suspension rate for foster students is at 14.9%, The district's average rate of chronically absenteeism for all students is 22.8%.While the Socioeconomically Disadvantaged group is a higher rate of 26.3%. While the 1,000 homeless students' rate is 43.3% and foster youth students' rate is 26%.	VCIS supports unduplicated students and families of unduplicated students by providing a place for families to receive food, clothing, toiletries, family support, and family group support. In addition, the staff organizes and participates in community events to help identify homeless families and families needing additional support so that they are able to support their child's education. VCIS provides unduplicated students and families of unduplicated students by running social emotional groups to give them the skills they need to support students being successful in and outside of school.	Attendance for students and reduced rates of referrals back to comprehensive high schools. Referrals to outside agencies Attendance in Parent Groups

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
	Homeless & Foster Parents have shared the inconsistencies with enrollment at many school sites. The additional enrollment support will provide one place for Parents' of New Comers, Families experiencing homelessness, and foster parents to receive support. **Scope:**		
3.3	**Action:** Externship Access for students **Need:** VCIS' participation and completion of CTE pathways has significant disparities in rates among different student groups. The average rate for all students is 12.1%. For all Socioeconomically Disadvantaged students the participation rate is 6.0% and for Socioeconomically Disadvantaged (Homeless) the participation rate is 8.6% and average compared to the average for all students. Based on School Site Council it was stated that transportation is a vital VCIS support to enable students to attend school and participate in multiple CTE opportunities such as externships. **Scope:** Schoolwide	To continue to provide bussing within the board adopt range VCIS provides funding to support bus driver salaries and other transportation costs. VCIS provides transportation for foster youth students to ensure they are able to attend and participate in CTE and other college prepared activities as needed.	Chronically Absenteeism Rate Socioeconomically Disadvantaged English Learners Foster Youth

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
3.4	**Action:** Campus Access for students **Need:** add here **Scope:** Schoolwide	add here	add here
3.5	**Action:** Improved School Culture **Need:** add here **Scope:** Schoolwide	add here	add here

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
2.6	**Action:** English Learner Student Supports To Stay Engaged in School **Need:** Current academic assessment data shows significantly lower achievement scores with English learners It also shows increased rates	1. Creating clarity of ELD Support in grades 9-12: Implementing the ELD Pathway for Newcomers and Long-Term English Learners (LTELs) to establish a transparent framework for students, parents, and staff members. 2. Differentiation in Support: Each Newcomer and Long-Term English Learner will be placed into the	We will monitor effectiveness through: 1. ELPAC (percentage of students growing one level or more) 2. CAASPP (percentage of students getting closer to distance from 3.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	of referrals back to comprehensive sites. Even though 35% of students across the district are on or above grade level in the MAP reading diagnostic, only 12% of English Learners are on or above grade level. While 28% of students across the district are on or above grade level in the MAP math diagnostic, 13% of English Learners, are on or above grade level. This is causing EL students to be referred back to comprehensive sites at higher rates as they are not finding similar rates of success as their non EL peers due to a lack of engagement and significance and belonging in the independent study program. **Scope:**	pathway strand tailored with course outlines and supports. 3. Consistency in Resources: We will be consistent in the use of materials for each course, including a structured course outline, district-approved curriculum, and ELD Signature Strategies. 4. Clarity in Reclassification Process: Implementing a systematic approach to clarify the reclassification process for ELs including informative presentations, goal-setting, and documentation for students and parents to help understand the importance of reclassification 5. Multiple Reclassification Opportunities: Increasing the frequency of reclassification opportunities for ELs throughout the school year.	Reclassification (percentage of students reclassified) 4. MAP Assessment (percentage of students increasing in their diagnostic)

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.

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

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 %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	7960592	1447875	18.188%	0.000%	18.188%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$1,447,875.00			$41,102.00	$1,488,977.00	$1,140,336.00	$348,641.00

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
This table was automatically populated from this LCAP.																
1	1.1	Additional Math Teachers for Intervention	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$408,915.00	$0.00	$408,915.00				$408,915.00
1	1.2	School Wide Testing	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$24,803.00	$24,803.00				$24,803.00
1	1.3	Paraprofessional Support for Classrooms	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$82,666.00	$0.00	$82,666.00				$82,666.00
1	1.4	Paraprofessional Support Supporting Independent Study Learners	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$98,565.00	$0.00	$98,565.00				$98,565.00
1	1.5	Course Access and Resources to CTE Programs	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$30,000.00	$30,000.00				$30,000.00
1	1.6	Increased Academic Intervention Support	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$25,000.00	$25,000.00				$25,000.00
2	2.1	School Social Worker	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$169,830.00	$0.00	$169,830.00				$169,830.00

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
2	2.2	Support for CTE pathway graduation	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$150,241.00	$31,759.00	$182,000.00				$182,000.00
2	2.3	Campus Safety For Students/ Reduce Suspensions	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$70,397.00	$0.00	$70,397.00				$70,397.00
2	2.4	Student Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$159,722.00	$0.00	$159,722.00				$159,722.00
2	2.5	New Campus Updates for Increased CTE Options	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$127,079.00	$127,079.00				$127,079.00
2	2.6	English Learner Student Supports To Stay Engaged in School	English Learners	Yes	Schoolwide	English Learners	All Schools		$0.00	$20,000.00	$20,000.00				$20,000.00
3	3.1	Community Outreach- Graduate Monitoring Services	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00
3	3.2	Parental Involvement	English Learners, SED, Foster/Homeless Students All	No			All Schools		$0.00	$5,000.00				$5,000.00	$5,000.00
3	3.3	Externship Access for students	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$15,000.00	$15,000.00				$15,000.00
3	3.4	Campus Access for students	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$50,000.00	$13,898.00			$36,102.00	$50,000.00
3	3.5	Improved School Culture	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00

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
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
7960592	1447875	18.188%	0.000%	18.188%	$1,447,875.00	0.000%	18.188 %	**Total:**	$1,447,875.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,447,875.00

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 (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	Additional Math Teachers for Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$408,915.00	
1	1.2	School Wide Testing	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$24,803.00	
1	1.3	Paraprofessional Support for Classrooms	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$82,666.00	
1	1.4	Paraprofessional Support Supporting Independent Study Learners	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$98,565.00	
1	1.5	Course Access and Resources to CTE Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
1	1.6	Increased Academic Intervention Support	Yes	Schoolwide	English Learners Foster Youth	All Schools	$25,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.1	School Social Worker	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$169,830.00	
2	2.2	Support for CTE pathway graduation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$182,000.00	
2	2.3	Campus Safety For Students/ Reduce Suspensions	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$70,397.00	
2	2.4	Student Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$159,722.00	
2	2.5	New Campus Updates for Increased CTE Options	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$127,079.00	
2	2.6	English Learner Student Supports To Stay Engaged in School	Yes	Schoolwide	English Learners	All Schools	$20,000.00	
3	3.1	Community Outreach- Graduate Monitoring Services	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	3.2	Parental Involvement				All Schools		
3	3.3	Externship Access for students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
3	3.4	Campus Access for students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$13,898.00	
3	3.5	Improved School Culture	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$10,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$3,414,257.00	$3,359,502.00

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Intervention Supports for Students	Yes	480,915.00	480915
1	1.2	All-School Testing to show academic growth	No	13,500.00	13500
1	1.3	Science In Person Paraprofessional	Yes	37,399.00	37399
1	1.4	Intervention	No	28,302.00	28302
1	1.5	Access To Online Resources and Testing	Yes	60,000.00	60000
1	1.6	Increased Academic Support	Yes	50,000.00	50000
1	1.8	Additional paraprofessional support	Yes	118,565.00	118565
1	1.9	Physical Education Support	Yes	26,965.00	26965
2	2.1	Student Support Services	Yes	$169,830.00	169830

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Graduate monitoring services	No	$3,335.00	3335
2	2.3	New Campus	Yes	$270,259.00	270259
2	2.4	CTE Course Access	Yes	$30,000.00	30000
2	2.5	Increased Parent Communication	Yes	$500.00	500
2	2.6	Health Science Pathway Support	Yes	$2,000.00	2000
2	2.7	Quality CTE Instruction	Yes	$150,241.00	150241
3	3.1	Campus Safety	Yes	$70,397.00	70397
3	3.2	Student Supports	Yes	$159,722.00	159722
3	3.3	Parent Involvement	Yes	$2,000.00	2000
3	3.4	English Learner Schoolwide Plan	Yes	$5,000.00	5000
3	3.5	Campus Rebuilding and Modernization	Yes	$1,730,327.00	1675572
3	3.6	Professional Development	Yes	$5,000.00	5000

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)
1280722	$3,366,620.00	$3,311,865.00	$54,755.00	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)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.1	Intervention Supports for Students	Yes	$480,915.00	480915		
1	1.3	Science In Person Paraprofessional	Yes	$37,399.00	37399		
1	1.5	Access To Online Resources and Testing	Yes	$60,000.00	60000		
1	1.6	Increased Academic Support	Yes	$50,000.00	50000		
1	1.8	Additional paraprofessional support	Yes	$118,565.00	118565		
1	1.9	Physical Education Support	Yes	$26,965.00	26965		
2	2.1	Student Support Services	Yes	$169,830.00	169830		
2	2.3	New Campus	Yes	$270,259.00	270259		
2	2.4	CTE Course Access	Yes	$30,000.00	30000		
2	2.5	Increased Parent Communication	Yes				
2	2.6	Health Science Pathway Support	Yes	$2,000.00	2000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.7	Quality CTE Instruction	Yes	$150,241.00	150241		
3	3.1	Campus Safety	Yes	$70,397.00	70397		
3	3.2	Student Supports	Yes	$159,722.00	159722		
3	3.3	Parent Involvement	Yes				
3	3.4	English Learner Schoolwide Plan	Yes	$5,000.00	5000		
3	3.5	Campus Rebuilding and Modernization	Yes	$1,730,327.00	1675572		
3	3.6	Professional Development	Yes	$5,000.00	5000		

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)
3183253	1280722	4.2%	44.433%	$3,311,865.00	0.000%	104.040%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

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.

  o 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,

  o 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:

  o The school or schools to which the goal applies

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

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

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

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

Broad Goal

Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

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

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

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

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

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

  - ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

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

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

Year 1 Outcome

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

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

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

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

  - 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.

- 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.

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

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

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

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

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

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

        ▪ The reasons for the ineffectiveness, and

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

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

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

    o   For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

    o   As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    o   These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

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

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

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

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

- o Professional development for teachers.

- o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

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

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

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

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

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

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

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

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

Action Tables

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

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

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

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

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

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

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

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

Total Planned Expenditures Table

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

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

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

  o 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)**

  o 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)**

  o 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)**

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

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