

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Paradise Elementary School District

CDS Code: 50-71209

School Year: 2024-25

LEA contact information:

E. Heath Thomason

Superintendent

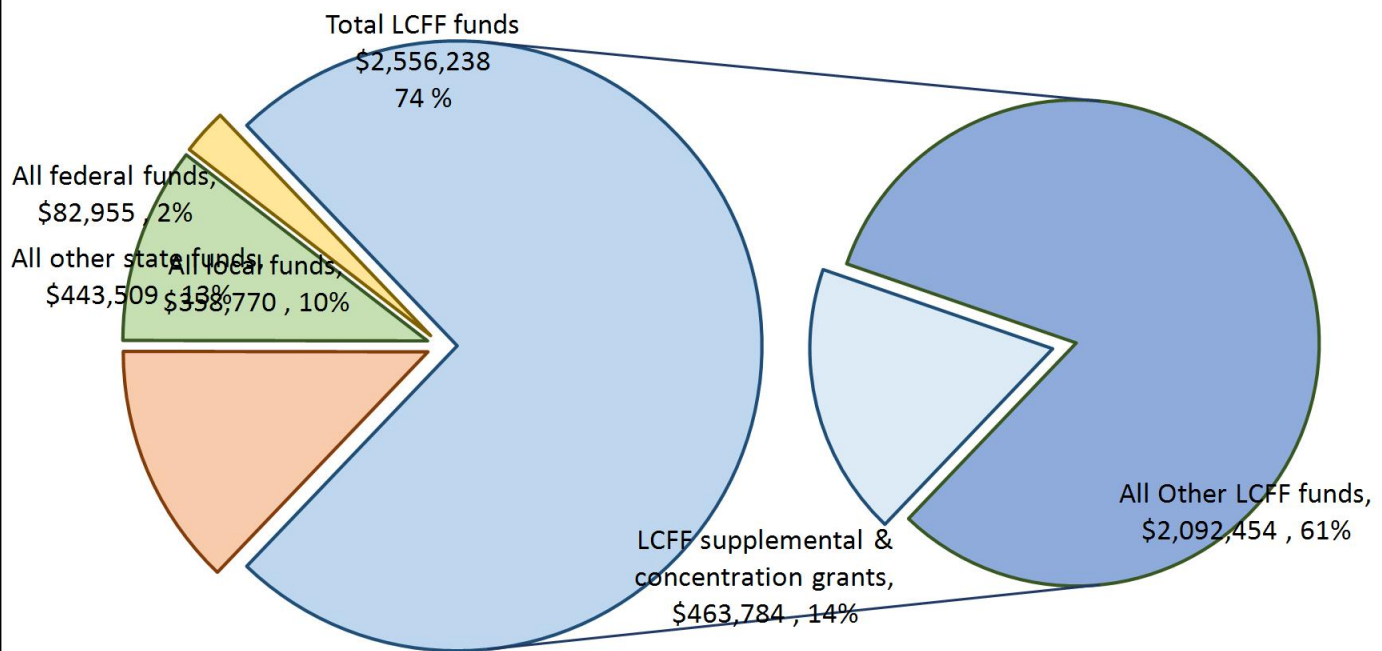
hthomason@paradiseesd.org

(209) 524-0184

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

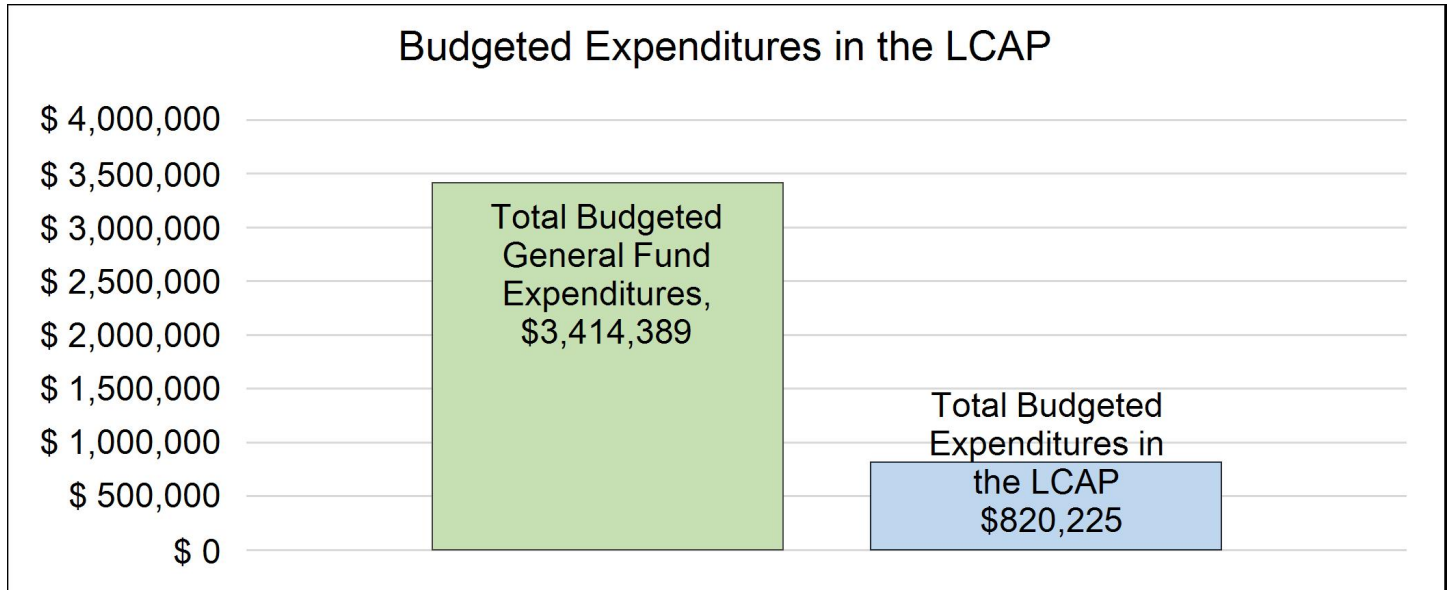


This chart shows the total general purpose revenue Paradise Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Paradise Elementary School District is \$3,441,472, of which \$2556238 is Local Control Funding Formula (LCFF), \$443509 is other state funds, \$358770 is local funds, and \$82955 is federal funds. Of the \$2556238 in LCFF Funds, \$463784 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.



This chart provides a quick summary of how much Paradise Elementary School District 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: Paradise Elementary School District plans to spend \$3414389 for the 2024-25 school year. Of that amount, \$820225 is tied to actions/services in the LCAP and \$2,594,164 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Paradise Elementary District allocates other General Fund expenditures, which are not included in the LCAP, to cover a broad range of essential needs. These expenditures encompass salaries and benefits, ensuring we attract and retain high-quality staff. Additionally, funds are allocated for books and supplies to provide our students with the necessary educational materials. Services and operating expenditures are also covered to maintain smooth and efficient school operations. Furthermore, capital outlay investments are made to enhance our facilities, and other outgoing costs are addressed to support the overall functioning of our district. These strategic allocations are crucial for sustaining and advancing our educational mission.

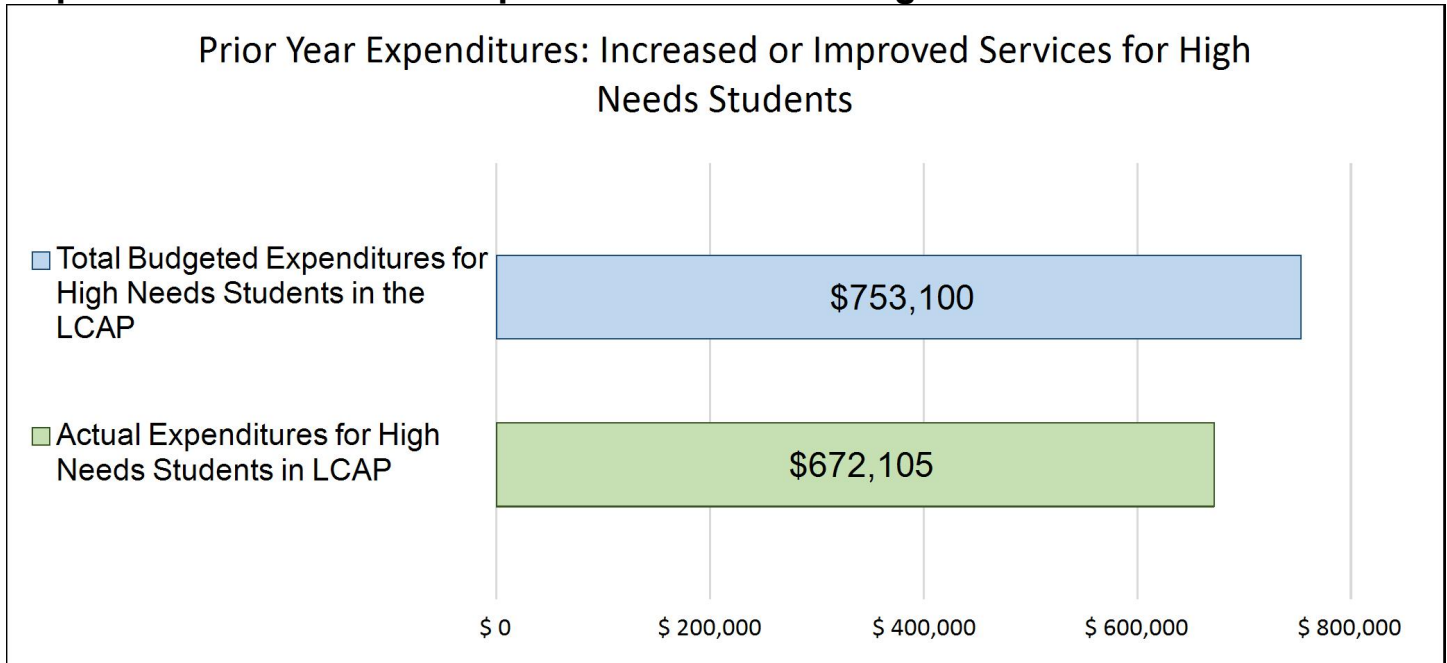
## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Paradise Elementary School District is projecting it will receive \$463784 based on the enrollment of foster youth, English learner, and low-income students. Paradise Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Paradise Elementary School District plans to spend \$582131 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



This chart compares what Paradise Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Paradise Elementary School District 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, Paradise Elementary School District's LCAP budgeted \$753,100 for planned actions to increase or improve services for high needs students. Paradise Elementary School District actually spent \$672,105 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$80,995 had the following impact on Paradise Elementary School District's ability to increase or improve services for high needs students:

The difference between the total budgeted expenditures and the actual expenditures had no impact on the actions and services provided for high-needs students in the 2023-24 school year. This variance did not affect the level or quality of support and resources dedicated to these students, ensuring their educational experience remained robust and uninterrupted. Our commitment to addressing the unique needs of high-needs students remained steadfast, with all planned programs and services delivered as intended. This stability underscores our dedication to fostering an inclusive and supportive learning environment for every student.

# 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
Paradise Elementary School District	E. Heath Thomason Superintendent/Principal	hthomason@paradiseesd.org 209-524-0184

Goals and Actions

Goal

Goal #	Description
1	<p>A: The District will establish appropriate conditions of learning as identified under Williams Act legislation.</p> <p>A-1: Teacher assignments and credentialing will be monitored to verify appropriate assignment to pupil groups and subject areas.</p> <p>A-2: The District will provide all students with access to state adopted, standards-aligned instructional materials.</p> <p>A-3: School facilities will be maintained and in good repair.</p> <p>A-4: Academic content standards adopted by the California State Board of Education will be implemented in the District's established courses of study.</p> <p>A-5: Students will be enrolled in the courses of study established by the district to all required subject areas.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-1: All teachers will be highly qualified, and in the case a teacher is not considered highly qualified, the teacher and the district will work together to become highly qualified as quickly as possible.	A-1: All teachers are currently highly qualified.	All teachers are currently highly qualified.	All teachers are currently highly qualified.	All teachers are currently highly qualified.	All teachers will be highly qualified.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-2: All students will have access to state adopted, standards aligned instructional materials. All grades use State adopted standards based curriculum including English language development.	A-2: All teachers use a combination of state adopted math, language arts curriculum and ELD. We currently use Eureka Math and Houghton Mifflin.	All teachers use a combination of state adopted math, language arts curriculum and ELD. We currently use Eureka Math and Houghton Mifflin.	All teachers use a combination of state adopted math, language arts curriculum and ELD. We currently use Eureka Math and Houghton Mifflin.	All teachers use a combination of state adopted math, language arts curriculum and ELD. We currently use Eureka Math and Houghton Mifflin.	All teachers will and students will have access to State adopted standards based curriculum.
A-3: The school facility has been found to be in good condition every Spring for the past 5 years.	A-3: Once again the School was found to be in good condition and conducive to learning this Spring at our annual Facility Inspection Tool FIT 2021.	Once again the School was found to be in good condition and conducive to learning this Spring at our annual Facility Inspection Tool FIT 2022.	Once again the School was found to be in good condition and conducive to learning this Spring at our annual Facility Inspection Tool FIT 2023.	The School was found to be in Exemplary condition and conducive to learning this Spring at our annual Facility Inspection Tool FIT 2024.	Maintain school facilities and be in good to excellent condition on a yearly basis.
A-4: All teachers participated in professional development for the adopted English Language Arts with Houghton Mifflin to promote more effective use of the programs.	A-4: State adopted curricula was used in Math and ELA. The District is using various resources to address Science and Social Studies standards.	State adopted curricula was used in Math and ELA. The District is using various resources to address Science and Social Studies standards.	State adopted curricula was used in Math and ELA. The District is using various resources to address Science and Social Studies standards.	State adopted curricula is used in Math and ELA. The District is using various resources to address Science and Social Studies standards.	Have State adopted curriculum in Social Studies and Science.
A-5: All students were enrolled in the appropriate courses set forth by the State and the District,	A-5: All students were enrolled in the appropriate courses set forth by the State and the District,	All students were enrolled in the appropriate courses set forth by the State and the District,	All students were enrolled in the appropriate courses set forth by the State and the District,	All students are enrolled in the appropriate courses set forth by the State and the District,	All Students will be enrolled in the required courses set forth by the State and the District, including

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
including courses for English language development and students with exceptional needs.	including ELD and courses for students with exceptional needs.	including ELD and courses for students with exceptional needs.	including ELD and courses for students with exceptional needs.	including ELD and courses for students with exceptional needs.	ELD and courses for students with exceptional needs.

## 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 between the planned actions and the actual implementation for Goal 1. The district reviewed and monitored Williams Act Compliance Actions, ensuring that all metrics were met for the 2023-24 school year.

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.

The variance between Budgeted Expenditures and Estimated Actual Expenditures for Action 1.2 is due to additional facility repairs and maintenance to ensure a safe environment for students and teachers. These improvements also addressed Action 1.4, resulting in no spending being reported for that action. We completed an adoption this year that exceeded the budgeted expenditures for Action 1.5, although in previous years, we have not spent the full amount. Additionally, no replacements were needed within Action 1.6 beyond the new curriculum. The programs and services for our EL and SWD populations in Action 1.20 were accomplished, but many programs are purchased on multi-year contracts to provide cost savings to the district.

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

All actions effectively contributed to progress toward Goal 1 in the current LCAP cycle. This success was documented in our School Accountability Report Card, California Dashboard, and CBEDS, confirming that we met our reporting requirements.



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.

We will be adjusting the metrics and actions of the LCAP for the 2024-2027 cycle to better align with our school's broad goals and ensure the metrics are measurable and related to state priorities. Goal 1 will become a broad goal focused on student academic achievement. To support this adjustment, Metrics 1-2 and 4-5 will remain in the updated Goal 1 with modifications to their titles and strategies, while Metric 3 will shift to the updated Goal 2.

Similarly, the actions of Goal 1 will have modified titles. Examples include: Staff Development, Student Development & Achievement, Core Curriculum, Supplemental Curriculum, Student Data Analysis, Academic Interventions - Tier 1, Tier II & III, and English Learner Development. Therefore, Actions 1.1, 1.3, and 1.5-1.10 will remain within the updated actions, adjusted to fit these overarching titles. Action 1.2 will move to the updated Goal 2.

**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	<p>B: The District will establish an educational system to support student achievement in academic, physical, and social development.</p> <p>B-1: The District will provide students with the academic instruction and support to achieve and/or progress towards proficiency in all state assessed subject areas.</p> <p>B-2: District and schools will monitor assessment data to identify areas of academic strengths and weaknesses to establish yearly academic goals to promote academic achievement and increase proficiency for all student groups.</p> <p>B-3: The District will ensure that all student will participate in a required sports program in grades 6-8 which includes football, volleyball, soccer, basketball, and Track &amp; Field program in addition to a weekly physical fitness day dedicated to California Physical Fitness Testing skills to foster physical fitness, social skills and self-esteem.</p>

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1a) Based on the needs of the teachers replacement texts are purchased to maintain that 100% of the students have access to all required material.	1a) The teachers replacement texts are purchased to maintain that 100% of the students have access to all required material. End of the Year checkout survey helps the District provide the needed material.	100% of students and teachers had access to all required materials.	100% of students and teachers had access to all required materials.	100% of students and teachers have access to all required materials.	All students will have required material to begin the school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1b) All replacement books were purchased by the start of the school year to insure all students have required material.	1b) All replacement books are purchased over the summer to insure all students have required material at the start of the new school year.	Replacement books were purchased as necessary to insure all students have required material.	Replacement books were purchased as necessary to insure all students have required material.	Replacement books are purchased as necessary to insure all students have required material.	All students will have required material to begin the school year.
1c) All students have required material.	1c) All students have required material.	All students have required material.	All students have required material.	All students have required material.	All students will have required material to begin the school year.
1d) All teachers participate in professional development on new content standards and adopted texts.	1d) All teachers participate in professional development on new content standards and adopted textbooks.	100% of teachers participated in professional development on content standards and curriculum.	100% of teachers participated in professional development on content standards and curriculum.	100% of teachers participate in professional development on content standards and curriculum.	All teachers will know how to use new curriculum and understand new content standards.
2a) Data will be used to determine percentage students at or above Proficient.	<p>2a) Data was used to determine percentage of students at or above Proficient.</p> <p>2019 CAASPP Results: ELA - 68% met or exceeded standard Math - 67% met or exceeded standard</p>	<p>2021 CAASPP Results: ELA - 54% met or exceeded standard Math - 42% met or exceeded standard</p>	<p>2022 CAASPP Results: ELA - 47.29% met or exceeded standard Math - 49.62% met or exceeded standard</p>	<p>2023 CAASPP Results: ELA - 59.23% met or exceeded standard Math - 56.92% met or exceeded standard</p>	Increase students at or above proficient on CAASSP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2b) ELPAC scores will be reviewed to determine how many students are testing at or above the intermediate level.  EL Reclassification Rate	2b) ELPAC scores were reviewed to determine how many students are making progress towards proficiency.  2019 Dashboard - 40% making progress  2020-21 Reclassification Rate - 10.7%	No 2020 Dashboard was released, unknown progress  2021-22 Reclassification Rate - 15%	2022 Dashboard - 64.7% making progress  2022-23 Reclassification Rate - 8.3%	2023 Dashboard - 50% of Elementary students and 52.2% of Charted students making progress  2023-24 Reclassification currently under review.	Increase the number of students making progress towards language proficiency.  Annual increase in the percentage of EL students that are reclassified.
2c) Review of report cards will be used to determine if RFEP students are passing more core subject areas each year.	2c) Report cards are reviewed to determine if SED and RFEP students are passing more core subject areas each year.	The district review of report cards indicates that an improved number of SED & RFEP students are passing more core subjects.	The district review of report cards indicates that an improved number of SED & RFEP students are passing more core subjects.	SED & RFEP students continue to make desired progress.	Increase the number of socio economically disadvantaged students passing core subject areas.
2d) On a class by class basis a review will determine if annual retention rates will decrease each year.	2d) On a class by class basis the District reviewed if annual retention rates have decreased each year.	The District observed annual retention rates at an acceptable level.	The District observed annual retention rates at an acceptable level.	The District observed annual retention rates at an acceptable level.	Decrease annual retention rates.
3) Review of Physical Fitness testing will	3) The District reviewed PFT to determine if students	The PFT reporting system is adjusting this year, however the	The PFT Reporting System has transitioned to	100% of Paradise students eligible to	Increase the number of students passing in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
determine if students are passing more physical fitness domain areas.	are passing more physical fitness domain areas.	District observed an acceptable level of students passing the fitness domain.	monitoring the percentage of students participating in the assessment. 100% of Paradise students eligible to participate did so in 2022-23.	participate did so in 2023-24.	more domain areas on the PFT.

## 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 between the planned actions and the actual implementation for Goal 2. We carried out actions as described in Actions 2.1-2.18.

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.

The differences in Actions 2.1-2.3 are all related to the curriculum adoption discussed in Goal 1. The implementation of a new curriculum means that many replacements are not necessary, but investments in supplemental resources and the curriculum itself are higher to fully establish the program. We provided professional development as described in Actions 2.5, 2.14, and 2.16 using alternative one-time funding specific to those topics, which also covers Action 2.6. Actions 2.8 and 2.9 focus on Physical Fitness, and underspending in one area is balanced by overspending in the other. We renewed supplemental resources in Action 2.11, resulting in higher spending. Actions 2.12 and 2.13 saw increased spending due to updated contracted salaries. Action 2.15 was accomplished with lower budgetary expenditures. Action 2.17 was also completed, but not all wages have been applied to the budget yet. Spending for Action 2.18 was reduced because we have met the implementation of embedded technology and are now in the maintenance and updating phase.

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

Nearly all metrics were met within the current LCAP reporting, except for Metric 6 (English Learner Progress). When reviewing this data and the associated actions, 2.12 and 2.13, we will evaluate how much support time was dedicated to language development versus general academic support, as we did meet our general academic assessment metric. We will also be reviewing how our interventions and supports are structured in the upcoming LCAP, as further communicated below.

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.

We will be adjusting the metrics and actions of the LCAP for the 2024-2027 cycle to better align with our school's broad goals and ensure the metrics are measurable and related to state priorities. Goal 2 will encompass social-emotional needs through supports, engagement, and school climate. As most of the current Goal 2 metrics are specific to academics, those that will continue will move to the updated Goal 1 with some adjustments to their titles. Metrics 2c and 2d will be removed, and Metric 3 will remain within the updated Goal 2.

This change will also adjust the actions as follows: Actions 2.1-2.6, 2.10-2.16, and 2.18 will move into the updated Goal 1 with new action titles, including Staff Development, Student Development & Achievement, Core Curriculum, Supplemental Curriculum, Student Data Analysis, Academic Interventions - Tier 1, Tier II & III, and English Learner Development. Actions 2.7-2.9 will remain in the updated Goal 2 under new action titles, such as Extra-Curricular and Enrichment Activities, and Social-Emotional Development. The current Action 2.17 will be split between the two updated goals.

**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	<p>C: The District will incorporate various methods to increase engagement throughout the district in a variety of manners.</p> <p>C-1: The District will establish opportunities for parent feedback in setting ongoing goals and priorities for the district.</p> <p>C-2: Both schools in the District will establish guidelines and opportunities to involve parents in order to seek input to support and guide school decision making for all students including economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.</p> <p>C-3: The District will implement a system of rewards to increase district attendance and reduce chronic absenteeism and teachers will implement research based instructional strategies focused on increasing student engagement and academic performance.</p> <p>C-4: The District will implement activities on a weekly basis to promote student health and mental well-being while monitoring data and survey information to analyze school climate.</p>

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1) In 2019 we had 98% parent attendance at Back to School Night, both Back to School Night and Open House saw over 90% attendance. Other meetings saw very limited attendance, 5 people attended informational	1) During the Pandemic we found that our normally high parent attendance seemed to drop, although we maintained a 95% attendance rate for Parent Teacher Conference.	2021-22 96% attendance rate for Parent Teacher Conference.	2022-23 98% attendance rate for Parent Teacher Conference.	This Year-End Outcome will be updated within the annual LCAP.	Increase attendance at all school functions and parent informational nights.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
meetings, and School Site Council was attended by members only. DELAC committee did not come to fruition.					
2a) In 2019 our attendance rate was 96% a slight increase from last year, and above our goal of 95%.	2a) During the Pandemic we saw an increase in attendance during Distance Learning, and back to 93% when we returned to Hybrid and Full In-Person instruction.	2020-21 93% attendance rate.	2021-22 92% attendance rate.	Elementary 2022-23 92% attendance rate.  Charter 2022-23 97% attendance rate.	Increase our Attendance to 95%.
2b) In 2019 our truancy rate dropped from 24.5% to 15%	2b) During the Pandemic we saw our Truancy rate decrease to 10%.	2020-21 9.5% Truancy rate.	2021-22 0.2% Truancy rate.	Our truancy rate was high this year due to oversight of monitoring.	Continual improvement of the Truancy Rate.
3a) In 2019 we saw 0% dropout rate.	3a) Currently we have a 0% dropout rate.	2020-21 0% dropout rate.	2021-22 0% dropout rate.	2022-23 0% dropout rate.	Continue with 0% dropout rate
3b) In 2019 we had 0.25 suspension rate and 0 expulsions.	3b) Currently we have a 0% suspension rate and 0 expulsion.	2020-21 0% suspension rate and 0% expulsion.	2021-22 0% suspension rate and 0% expulsion.	2022-23 0% suspension rate and 0% expulsion.	Maintain 0% suspension rate and expulsions.

## 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 between the planned actions and actual implementation for Goal 3. We held the scheduled meetings as outlined in our actions and implemented and reviewed data as 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.

The goal of involving parents, as described in Actions 3.1-3.4 and 3.9-3.10, was achieved with lower budgetary expenditures. The increase in spending for Actions 3.6 and 3.8 was aimed at addressing the high Chronic Absenteeism rate reflected on the California Dashboard. Action 3.7 was funded through alternative sources. Action 3.11 was also completed, but not all wages have been applied to the budget yet.

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

As indicated by Metric 2a, our actions were not effective in improving student attendance, suggesting that Actions 3.6 and 3.8 need adjustment. Additionally, we will consider adding proactive attendance systems and supports, such as incentives and rewards for attendance. All other metrics were successful, indicating that our actions aligned with Metrics 1, 2b, and all areas of 3 were effective.

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.

We will be adjusting the metrics and actions of the LCAP for the 2024-2027 cycle to better align with our school's broad goals and ensure the metrics are measurable and related to state priorities. The metrics and actions of the current Goal 3 will be incorporated into the updated Goal 2, which will encompass social-emotional needs through supports, engagement, and school climate. Metric 1 will be combined into a single metric focused on parent engagement, and Metric 2b will be adjusted to report on chronic absenteeism as reported on the California Dashboard.

Additionally, these actions will be embedded into the updated Goal 2 actions, with titles such as Facilities, Attendance, Extra-Curricular and Enrichment Activities, Student Engagement, Social-Emotional Development, Career Readiness, Parent Communication, and a sub-action specific to English Learner families.

**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](mailto: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
Paradise Elementary School District	E. Heath Thomason Superintendent	hthomason@paradiseesd.org (209) 524-0184

## 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.

Paradise Elementary School District is situated on California Road, five miles west of Modesto. The District includes a K-8 elementary school and a K-8 charter school, both located on the same campus. Serving a rural community since 1868, Paradise Elementary School District offers a small school atmosphere, with 10 teachers educating nearly 200 students. Approximately 66% of the students are socioeconomically disadvantaged, and 33% are English learners. The school has 9 classrooms and a dedicated teacher for the K-8 physical education program.

As one of the oldest districts in Stanislaus County, our mission is to provide an excellent education and prepare students for the 21st century. We aim to create a safe learning environment and build positive relationships with families. We believe that a small school setting helps students feel safe and accepted within the school learning community. Our goal is to offer up-to-date curriculum and instructional strategies to prepare students for high school.

The Paradise School District adheres to compliance requirements for implementing consolidated program funds. The School Site Council provides input on the Local Control Accountability Plan, oversees budget expenditures for categorical programs, and monitors program implementation and evaluation. The District qualifies for the Rural Education Achievement Program (REAP) and operates a School-wide Title I program.

Operating a School-wide Title I program allows all students, including historically underserved populations, to receive Title I services. These services include supplemental instructional support in Language Arts and Mathematics, provided by highly qualified teachers, supplemental and resource teachers, and paraprofessionals. Instructional coordination for intervention and remediation occurs regularly among classroom/resource teachers and paraprofessionals. Services are offered in the classroom, resource room, or through the After-School Program. Due to the District's small size, special education services are contracted through the Stanislaus Office of Education, which provides nursing, psychology, and other services as needed. Starting in the 2017-18 school year and continuing through the 2024-25 school year, the District began providing its own resource services, with assistance from the local SELPA for off-site placements for students with severe disabilities.

# Reflections: Annual Performance

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

Paradise School District received the following ratings on the 2023 California Dashboard:

Elementary School:

- Chronic Absenteeism: Orange (Low), with an increase of 8.6%
- Suspension Rate: Blue (Very Low), maintaining at 0%
- English Language Arts: Green (High), at 16.2 points above the standard, an increase of 12.8 points. California's state average is Low at 13.6 points below the standard.
- Mathematics: Blue (Very High), at 18.6 points above the standard, an increase of 16.9 points. California's state average is Low at 49.1 points below the standard.
- English Learner Progress: Although there are not enough students to determine a status, 50% of our English Learners are making progress toward proficiency, compared to the state average of 48.7%.

Charter School:

- Chronic Absenteeism: Red (Very Low), with an increase of 21.8%
- Suspension Rate: Blue (Very Low), decreased by 0.9%
- English Language Arts: Blue (Very High), at 19.5 points above the standard, an increase of 28.2 points. California's state average is Low at 13.6 points below the standard.
- Mathematics: Blue (Very High), at 7.5 points above the standard, an increase of 15 points. California's state average is Low at 49.1 points below the standard.
- English Learner Progress: Although there are not enough students to determine a status, 52.2% of our English Learners are making progress toward proficiency, compared to the state average of 48.7%.

When evaluating growth from the prior year, we observed significant improvement in student achievement in Mathematics and English Language Arts, with a 0% suspension rate. This data is encouraging, especially in academics, where significant efforts have been dedicated over the past 3-5 years. We recognize the increase in chronic absenteeism and will address strategies to support students in this area through the Local Control Accountability Plan (LCAP).

# Reflections: Technical Assistance

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

Paradise Schools are ineligible for Technical Assistance.

# Comprehensive Support and Improvement

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

## ***Schools Identified***

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

Paradise School District has no schools eligible for Comprehensive Support & Improvement.

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

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

Paradise School District has no schools eligible for Comprehensive Support & Improvement.

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

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

Paradise School District has no schools eligible for Comprehensive Support & Improvement.

# 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
Principal/Administrator	As Paradise Elementary School District has only one administrator who serves as both the Principal and Superintendent, input is provided during all other Educational Partner meetings.
Teachers & Other School Personnel	<p>Our school has structured the calendar to staff meetings twice per month. During these meetings, we review student data both collectively and in specific student groups as the data becomes available. This data includes CAASPP scores, the California Dashboard, STAR assessments, and other curriculum-based assessments. These meetings provide an opportunity for staff to give input on student needs.</p> <p>Additionally, we engage in frequent grade-level professional conversations, either through scheduled Friday meetings or a classroom release model. During these sessions, teacher cohorts review student data and identify additional needs or trends. Through these discussions, staff provides feedback on the effectiveness of current programs, suggesting modifications and determining which programs should be continued.</p>
Students	Our Student Council comprises representatives from each upper-grade classroom. In their monthly meetings with their Teacher Advisor, they provide input to the Principal/Superintendent on which activities and programs they find engaging and which they do not.
Parents	Parent engagement and input are facilitated through various public meetings, including monthly Board Meetings and School Site

Educational Partner(s)	Process for Engagement
	<p>Council/Parent's Club Meetings. Our Parent Advisory Group includes representatives of English Learners and Students with Disabilities.</p> <p>During these meetings, parents are informed about student successes and needs and are encouraged to provide feedback on programs they find successful and those requiring improvement. Additionally, due to our school's size, we frequently meet with parents individually or in small groups to gather specific input, helping us better develop our programs.</p>
SELPA	<p>Ongoing conversations between our Local SELPA and Principal/Superintendent focus on analyzing the achievement of our students with disabilities. Insights and suggestions from these discussions are shared with our other educational partners and were considered in the development of this LCAP.</p>
Local Bargaining Unit	<p>Paradise School communicates regularly with the Teachers Union to provide updates and identify input and/or needs to be addressed within the LCAP.</p>

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

After reviewing our previous LCAP, we have decided to streamline the new LCAP with two broad goals: 1) Student Academic Achievement and 2) Student Emotional Needs, inclusive of School Climate. This structure better aligns our goals with actions, addressing occasional misalignments in the previous LCAP. Consequently, the metrics and actions from our previous three goals will now be integrated into these two overarching goals, as detailed in our 2023-24 LCAP Annual Update.

Our educational partners have highlighted the need to maintain our focus on English Language Arts and Math to further enhance student achievement through improved academic interventions and supports. Additionally, we acknowledge the significant concern of chronic absenteeism, which will be addressed through several actions outlined in Goal 2.



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Increase students' academic achievement through highly qualified and trained staff, high quality course offerings, and research based instructional strategies and materials.	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 developed to meet the requirements of the Williams Act and to monitor student academic success with a goal of increasing achievement as demonstrated on the ELA & Math SBAC, and CAST. This goal will address staff, course offerings, and instructional materials, resources, and supports.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of appropriately assigned and fully credentialed teachers.	100% of credentialed teachers were appropriately assigned and fully credentialed in the 2023-24 School Year.			100% of credentialed teachers are appropriately assigned and fully credentialed.	
1.2	Percentage of students with access to a broad course of study includes ELA/ELD, Math, Science, Social Studies, Physical Education, and Fine Art.	100% of students had access to a broad course of studyincludes ELA/ELD, Math, Science, Social Studies, Physical Education, and Fine Arts in the 2023-24 School Year.			100% of students have access to a broad course of studyincludes ELA/ELD, Math, Science, Social Studies, Physical	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Education, and Fine Arts..	
1.3	Percentage of students with access to standards aligned curriculum.	100% of students had access to a standards aligned curriculum in the 2023-24 School Year.			100% of students have access to a standards aligned curriculum.	
1.4	Performance Indicator in the areas of Language Arts and Math on the California Dashboard.	<p>As reported on the 2023 California Dashboard:</p> <p>ELEMENTARY English Language Arts Color Indicator of GREEN, indicating a 22.6 point Increase.</p> <p>Math Color Indicator of BLUE, indicating a 25.3 point Increase.</p> <p>CHARTER English Language Arts Color Indicator of BLUE, indicating a 19.5 point Increase.</p> <p>Math Color Indicator of BLUE, indicating a 15 point Increase.</p>			Performance Indicator in the areas of Language Arts and Math on the California Dashboard will receive a color of Green or Blue.	
1.5	Percent of students meeting or exceeding standard on the CAST.	22.73% of student population met or exceeded the standards on the CAST.			28% of student population met or exceeded the standards on the CAST.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Percentage of English Learners and students with disabilities who receive core instruction.	100% of English Learners and students with disabilities received core instruction in the 2023-24 School Year.			100% of English Learners and students with disabilities receive core instruction.	
1.7	Percentage of English Learner Progress as reported on the California Dashboard.	<p>ELEMENTARY 50% of English Learners making progress as reported on the 2023 California Dashboard.</p> <p>CHARTER 52.2% of English Learners making progress as reported on the 2023 California Dashboard.</p>			<p>ELEMENTARY 55% of English Learners making progress.</p> <p>CHARTER 57% of English Learners making progress.</p>	
1.8	Percentage of Reclassified Fluent English Proficient.	11% of English Learners were reclassified in the 2023-24 school year.			15% or more English Learners are reclassified.	
1.9	Percentage of teachers who receive training in CCSS-aligned curriculum and effective instructional strategies.	100% of teachers received training in CCSS-aligned curriculum and effective instructional strategies in the 2023-24 School Year.			100% of teachers will receive training in CCSS-aligned curriculum and effective instructional strategies.	
1.10	Achievement gap between general population and Students with Disabilities will decrease as increases in achievement occur.	<p>As reported on the 2023 SBAC:</p> <p>ELEMENTARY English Learners</p>			Maintain or Decrease Achievement gap between general population and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>• 48.5 Points Below in ELA</li> <li>• 23.7 Points Below in Math</li> </ul> <p>Socioeconomically Disadvantaged</p> <ul style="list-style-type: none"> <li>• 2.6 Points Below in ELA</li> <li>• 11 Points Above in Math</li> </ul> <p>Students with Disabilities</p> <ul style="list-style-type: none"> <li>• Population too small to report</li> </ul> <p>CHARTER English Learners</p> <ul style="list-style-type: none"> <li>• 11 Points Below in ELA</li> <li>• 14.7Points Below in Math</li> </ul> <p>Socioeconomically Disadvantaged</p> <ul style="list-style-type: none"> <li>• 10.7 Points Above in ELA</li> <li>• 1.6Points Below in Math</li> </ul> <p>Students with Disabilities</p> <ul style="list-style-type: none"> <li>• Population too small to report</li> </ul>			Students with Disabilities.	

## 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	Staff Development	Maintain highly qualified staff through access and promotion of research based professional development opportunities aligned with student academic achievement in all content areas: <ul style="list-style-type: none"><li>• Provide and monitor teacher and support staff participation in ongoing professional development.</li><li>• Ensure qualified teacher participation in an approved Induction Support Program.</li><li>• Provide training in supporting English Language Development.</li><li>• Monitor and certify teacher assignment in CBEDs reporting.</li></ul>	\$15,000.00	Yes
1.2	Student Achievement & Development	Increase student achievement and development through enhanced in-class strategies:	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Maintain stand-alone grade levels and support low student-to-teacher ratios to regularly embed in-class interventions for students of need.</li> <li>• Provide access to classroom and/or school libraries which have various ability-level books to meet the needs of all students.</li> </ul>		
<b>1.3</b>	Core Curriculum	<p>Assure that all students have access to the entire curriculum and instruction in all subject areas through a variety of strategies inclusive of:</p> <ul style="list-style-type: none"> <li>• Conduct annual review to verify sufficient quantity of State Standards compliant instructional materials.</li> <li>• Purchase instructional materials and resources aligned to State Standards.</li> <li>• Provide sufficient quantities of State Standard-aligned instructional materials.</li> <li>• Conduct annual review to verify sufficient quantity of State Standard-compliant instructional materials.</li> <li>• Maintain &amp; update curriculum adoptions in alignment with CDE approved adoption cycles.</li> </ul>	\$50,000.00	No
<b>1.4</b>	Supplemental Curriculum	<p>Enhance student learning by incorporating hand-on and interactive learning opportunities which actively engage students in the CCSS. Targeted strategies include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Embedded Technology use throughout the various content areas.</li> <li>• Supplemental Instructional Materials and Curriculums aligned with grade level State Standards.</li> <li>• Experiential Learning Opportunities aligned with State Standards (ie. field trips, workshops, presentations)</li> </ul>	\$125,000.00	Yes
<b>1.5</b>	Student Data Analysis	<p>Evaluate student progress and achievement through multiple forms of assessment to provide targeted instruction and support:</p> <ul style="list-style-type: none"> <li>• Administer benchmark assessments; analyze results to inform instruction and services.</li> </ul>	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Analyze SBAC and CAST results; modify general and intervention instructional practices and programming based on analysis.</li> <li>Evaluate discrepancies within populations to provide targeted support (ie. Data Collaborative Meetings).</li> <li>Monitor implementation of assessments, instructional practices and targeted instruction (ie. Walk-Throughs).</li> </ul>		
<b>1.6</b>	Academic Interventions - Tier I	Supplement Tier I instruction through various research based strategies and programming aligned with the State Standards inclusive of: <ul style="list-style-type: none"> <li>Provide computer based supports which offer individualized student programming through embedded assessments.</li> <li>Purchase instructional materials and resources.</li> </ul>	\$20,000.00	Yes
<b>1.7</b>	Academic Intervention - Tier II & III	Enhance academic achievement by implementing Tier II & III Student Interventions and Programs aligned with the State Standards by incorporating strategies such as: <ul style="list-style-type: none"> <li>Provide Software &amp; Instructional Materials for Instruction.</li> <li>Provide and train Intervention Staff to implement tiered and/or explicit instruction.</li> <li>Provide extended services in and out of the regular school day through identifying student needs, appropriate programming and training staff on implementation.</li> <li>Enhance Specialized Education Instruction (Resource) through maintaining and/or increasing services.</li> </ul>	\$29,631.00	Yes
<b>1.8</b>	English Learner Development	Enhance academic achievement & language development of English Learners through strategic instructional strategies: <ul style="list-style-type: none"> <li>Analyze English Language Proficiency Assessment of California (ELPAC) student scores to identify student needs.</li> <li>Embedded ELD instruction and strategies throughout all core curriculum and content areas.</li> <li>Provide Instructional Support Staff.</li> </ul>	\$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"><li>• Train staff in the purpose, understanding of, and administration of the ELPAC.</li><li>• Provide ELD Curriculum and/or Software and Web-Based Programs.</li><li>• Monitor Reclassified as Fluent English Proficient (RFEP) students, identify instructional needs and provide as necessary.</li></ul>		



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Address students' emotional needs through implementation and enhancement of social emotional supports, student and parent engagement and overall school climate inclusive of facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 3: Parental Involvement (Engagement)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The goal was developed to monitor student behavior and both parent and student engagement to help promote student social emotional wellbeing and thus student achievement as reported on the California Dashboard in the areas of Attendance, Suspension and Local Indicators. This goal will ensure a safe and positive learning environment for all students, staff and families.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Complete monthly Facilities Inspection Checklists and make repairs as needed.	Facilities Inspection Checklists were completed monthly and repairs are made as needed in the 2023-24 School Year.			Facilities Inspection Checklists are completed monthly and repairs are made as needed.	
2.2	Number of Parent Survey Completion with focus on parents of SED, EL, and SWD students.	Baselines are to be established in the 2024-25.			Average Scale of Parents who agree that the School is welcoming = 4.0 or higher.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Average Scale of Parents who agree that the School is welcoming.</p> <p>Average Scale of Parents who agree that the School Provides Meaningful Involvement</p> <p>Average Scale of Parents who feel the school is safe.</p>				<p>Average Scale of Parents who agree that the School Provides Meaningful Involvement = 4.0 or higher</p> <p>Average Scale of Parents who feel the school is safe = 4.0 or higher</p>	
2.3	<p>Percentage of Student participating in Student Survey.</p> <p>Average Scale of Students who feel safe at school.</p> <p>Average Scale of Students who feel connected to school.</p>	Paradise School administered the California Healthy Kids Survey in 2022-23, but did not administer a student climate survey in 2023-24. Baselines are to be established in the 2024-25.			<p>Average Scale of Students who feel safe at school = 4.0 or higher</p> <p>Average Scale of Students who feel connected to school = 4.0 or higher</p>	
2.4	<p>Percentage of Teachers participating in Staff Survey.</p> <p>Average Scale of Staff who feel safe at school.</p> <p>Average Scale of Staff who feel connected to school.</p>	Baselines are to be established in the 2024-25.			<p>Average Scale of Staff who feel safe at school = 4.0 or higher</p> <p>Average Scale of Staff who feel connected to school = 4.0 or higher</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Percentage of suspensions.	0% suspension for 2023-24 school year for both Elementary & Charter.			Percentage of suspensions = 1% or less	
2.6	Percentage of expulsion.	0% expulsions for 2023-24 school year for both Elementary & Charter.			Percentage of expulsion = 0%	
2.7	Percentage of Middle School Drop Out.	0% Middle School Drop-Out rate for 2023-24 school year.			Percentage of Middle School Drop Out = 0%	
2.8	Percentage of chronic absenteeism.	<p>ELEMENTARY 19.2% Chronic Absenteeism as reported on the 2023 California Dashboard.</p> <p>CHARTER 23.6% Chronic Absenteeism as reported on the 2023 California Dashboard.</p>			<p>Percentage of Chronic Absenteeism = 15% or less Elementary</p> <p>Percentage of Chronic Absenteeism = 20% or less Charter</p>	
2.9	Percentage of average daily attendance.	<p>ELEMENTARY 92% Daily Attendance Rate for 2022-23 school year.</p> <p>CHARTER 97% Daily Attendance Rate for 2022-23 school year.</p>			Percentage of Average Daily Attendance = 95% or higher	
2.10	Percentage of students participating in the Physical Fitness Test (PFT) in grades 5 & 8.	100% of students participated in the Physical Fitness Test			Percentage of students participating in the Physical Fitness	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(PFT) in grade 5 in the 2023-24 School Year  100% of students participated in the Physical Fitness Test (PFT) in grade 8 in the 2023-24 School Year			Test (PFT) in grades 5 & 8 = 100%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Facilities	Provide general facility maintenance and upkeep: <ul style="list-style-type: none"> <li>Monitor facility and certify the annual completion of School Facility Inspection Tool.</li> </ul>	\$178,094.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Consider suggestions of School Safety Committee and implement any necessary improvements and/or strategies.</li> <li>Maintain Groundskeeping/Maintenance Staff to ensure safe and welcoming school climate.</li> </ul>		
2.2	Attendance	Maintain and increase high levels of Student Attendance: <ul style="list-style-type: none"> <li>Review and monitor attendance; follow-up absences with parent outreach.</li> <li>Provide tangible rewards to increase attendance and reinforce good behavior.</li> <li>Provide necessary attendance interventions and improvement plans as necessary.</li> </ul>	\$5,000.00	Yes
2.3	Extra-Curricular and Enrichment Activities	Enhance the regular school experience through meaningful and/or research driven student activities which aim to better engage students: <ul style="list-style-type: none"> <li>Enhance physical education program through increase and/or targeted instruction, inter-mural opportunities and events, and activity programming inclusive of necessary equipment.</li> <li>Provide training opportunities to school staff to develop engaging and safe student physical activities.</li> <li>Administer and analyze the Physical Fitness Test (PFT).</li> <li>Provide learning experiences and activities which promote the development of healthy living strategies (ie. agricultural knowledge and how it relates to healthy foods)</li> </ul>	\$10,000.00	No
2.4	Student Engagement	Analyze and promote student engagement through varied strategies including but not limited to: <ul style="list-style-type: none"> <li>Implement and utilize in-class student engagement strategies</li> <li>Support and promote student leadership opportunities such as Student Council</li> <li>Soliciting input from students through surveys and interviews</li> </ul>	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Embed student activities throughout the school year (ie. spirit &amp; theme days, clubs, assemblies)</li> </ul>		
<b>2.5</b>	Social-Emotional Development	<p>Support the Social-Emotional and Behavioral Development of all students through research-based strategies such as:</p> <ul style="list-style-type: none"> <li>Provide professional-development to staff on Social-Emotional and Behavioral strategies, system and/or curriculums</li> <li>Purchase materials, supplies and incentives to support the implementation and/or maintenance of Social-Emotional and Behavioral strategies, systems and/or curriculums.</li> <li>Provide Mental Health and Behavioral supports through individual, small-group, and/or large group instruction or counseling.</li> <li>. Provide learning experiences and activities which promote the development of Social-Emotional and Behavioral Development (ie. access to calming activities, school-approved animals)</li> </ul>	\$50,000.00	Yes
<b>2.6</b>	Career Readiness	<p>Foster career awareness to ignite curiosity and open the world of possibilities for our students to build connection between what they learn in school and future careers:</p> <ul style="list-style-type: none"> <li>Provide learning experiences through activities, materials, speakers, and/or field trips.</li> </ul>	\$2,500.00	Yes
<b>2.7</b>	Parent Communication	<p>Promote parent participation and input into the school program through various strategies inclusive of:</p> <ul style="list-style-type: none"> <li>Encouraging parent volunteers to participate in classrooms and school activities including before/after school enrichment and field trips</li> <li>Involving parents in decision-making through participation in School Site Council</li> <li>Conducting Back to School Night, Open House, parent conferences, and other family based in-and-out-of-school activities</li> </ul>	\$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Maintaining parent communications through newsletters, websites, digital applications, student information systems etc.</li> <li>• Conducting parent surveys and/or interviews annually to determine levels of satisfaction with school program.</li> </ul>		
<b>2.8</b>	Parent Communication - English Learners	<p>Promote participation of parents of English Learners , Students with Disabilities and economically disadvantaged students through strategies such as:</p> <ul style="list-style-type: none"> <li>• English Learner representative on School Site Council</li> <li>• Annual Title I meeting</li> <li>• Translation for parent conferences, as needed</li> <li>• Translation for home-school communications</li> </ul>	\$2,500.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$463,784	\$44,034

## 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
22.937%	2.099%	\$43,046.90	25.036%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Staff Development</p> <p><b>Need:</b> Unduplicated student groups and other at-risk students benefit most from highly qualified teachers implementing research-based instructional practices.In reviewing the 2023 California Dashboard, we observed the following discrepancies indicating academic needs:</p>	<p>By prioritizing strong foundational training and ongoing professional development for all educators, we can guarantee undiplicated students have access to Highly Qualified Teachers.</p> <p>Providing this action LEA-wide ensures all certificated staff have the opportunity to develop their knowledge and skills, a consistent approach to instruction across the LEA, and a shared</p>	<p>1.1 Fully Credentialed Teachers</p> <p>1.8 RFEP Students</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>ELEMENTARY            ELA:            All Students - 16.2 points above standard            English Learners - 48.5 points below standard            SED - 2.6 points below standard</p> <p>Math:            All Students - 18.6 points above standard            English Learners - 23.7 points below standard            SED - 11 points above standard</p> <p>CHARTER            ELA:            All Students - 19.5 points above standard            English Learners - 11 points below standard            SED - 10.7 points above standard</p> <p>Math:            All Students - 7.5 points above standard            English Learners - 14.7 points below standard            SED - 1.6 points below standard</p> <p><b>Scope:</b>            LEA-wide</p>	<p>understanding among educators about how to support students with diverse needs.</p>	
1.2	<p><b>Action:</b>            Student Achievement &amp; Development</p> <p><b>Need:</b>            Unduplicated students are most in need of in-class interventions and explicit grade-level instruction which are more readily provided through stand-alone grade level classrooms.</p>	<p>This action provides a Highly Qualified Teacher at each grade level, eliminating combination classes, and ensures that unduplicated students also have access to ability level materials within those classrooms.</p> <p>Providing this action LEA-wides guarantees all students benefit from low student-to-teacher ratios</p>	<p>1.4 California Dashboard            ELA &amp; Math Achievement            1.6 ELs &amp; SWD who receive Core Instruction            1.7 EL Progress            1.10 SWD Achievement Gap</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Additionally, these students need accessible ability-leveled resources to support said instruction.</p> <p>In reviewing the 2023 California Dashboard, we observed the following discrepancies indicating academic needs:</p> <p><b>ELEMENTARY</b>  <b>ELA:</b>  All Students - 16.2 points above standard  English Learners - 48.5 points below standard  SED - 2.6 points below standard</p> <p><b>Math:</b>  All Students - 18.6 points above standard  English Learners - 23.7 points below standard  SED - 11 points above standard</p> <p><b>CHARTER</b>  <b>ELA:</b>  All Students - 19.5 points above standard  English Learners - 11 points below standard  SED - 10.7 points above standard</p> <p><b>Math:</b>  All Students - 7.5 points above standard  English Learners - 14.7 points below standard  SED - 1.6 points below standard</p> <p><b>Scope:</b>  LEA-wide</p>	<p>and receive explicit instruction in their grade-level content. This approach creates more opportunities for targeted interventions and enrichments tailored to each student's needs.</p>	
<b>1.4</b>	<b>Action:</b> Supplemental Curriculum	By offering a diverse range of visual, experiential, and interactive learning opportunities, this action	1.2 Access to a Broad Course of Study

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> Unduplicated students are in need of instructional strategies that embed hands-on and interactive learning. These approaches address language, reading, and comprehension barriers while promoting deeper conceptual understanding.</p> <p>In reviewing the 2023 California Dashboard, we observed the following discrepancies indicating academic needs:</p> <p><b>ELEMENTARY</b>  <b>ELA:</b>  All Students - 16.2 points above standard  English Learners - 48.5 points below standard  SED - 2.6 points below standard</p> <p><b>Math:</b>  All Students - 18.6 points above standard  English Learners - 23.7 points below standard  SED - 11 points above standard</p> <p><b>CHARTER</b>  <b>ELA:</b>  All Students - 19.5 points above standard  English Learners - 11 points below standard  SED - 10.7 points above standard</p> <p><b>Math:</b>  All Students - 7.5 points above standard  English Learners - 14.7 points below standard  SED - 1.6 points below standard</p>	<p>caters to diverse learning styles and effectively meets unduplicated student instructional needs.</p> <p>Implementing this action LEA-wide ensures that all students have access to applicable state standards through a current and relatable curriculum, supported by effective instructional resources and strategies tailored to meet individual student needs.</p>	<p>1.3 Access to Standards Aligned Curriculum  1.4 California Dashboard ELA &amp; Math Achievement  1.6 ELs &amp; SWD who receive Core Instruction  1.7 EL Progress  1.10 SWD Achievement Gap</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide		
<b>1.5</b>	<p><b>Action:</b> Student Data Analysis</p> <p><b>Need:</b> Data analysis is necessary to pinpoint unduplicated students at risk and their specific achievement gaps, which are more prominent in the identified student groups as demonstrated by the following information:</p> <p>In reviewing the 2023 California Dashboard, we observed the following discrepancies indicating academic needs:</p> <p>ELEMENTARY ELA: All Students - 16.2 points above standard English Learners - 48.5 points below standard SED - 2.6 points below standard</p> <p>Math: All Students - 18.6 points above standard English Learners - 23.7 points below standard SED - 11 points above standard</p> <p>CHARTER ELA: All Students - 19.5 points above standard English Learners - 11 points below standard SED - 10.7 points above standard</p> <p>Math: All Students - 7.5 points above standard</p>	By analyzing student data, we are better able to tailor interventions and supports, maximizing student success for unduplicated students. To ensure accurate identification of achievement gaps, we analyze data for all students at a LEA-wide basis, allowing us to also monitor intervention effectiveness.	1.4 California Dashboard ELA & Math Achievement 1.6 ELs & SWD who receive Core Instruction 1.7 EL Progress 1.10 SWD Achievement Gap

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>English Learners - 14.7 points below standard SED - 1.6 points below standard</p> <p><b>Scope:</b> LEA-wide</p>		
<b>1.6</b>	<p><b>Action:</b> Academic Interventions - Tier I</p> <p><b>Need:</b> Unduplicated students are in need of instructional resources that embed ability-driven learning opportunities and research bases instructional strategies to increase equitable-access to curriculum. There need can be observed in the following data:</p> <p>In reviewing the 2023 California Dashboard, we observed the following discrepancies indicating academic needs:</p> <p>ELEMENTARY ELA: All Students - 16.2 points above standard English Learners - 48.5 points below standard SED - 2.6 points below standard</p> <p>Math: All Students - 18.6 points above standard English Learners - 23.7 points below standard SED - 11 points above standard</p> <p>CHARTER ELA: All Students - 19.5 points above standard</p>	Through targeted Tier I learning opportunities and resources, we address the individual needs of unduplicated students. This allows them to build on their existing skills and apply that knowledge to current learning experiences. Our school implements a school-wide Response to Intervention program to fluidly meets the intervention needs of our unduplicated students and all students, therefore this action is being rolled out district-wide to serve their needs.	<p>1.4 California Dashboard ELA &amp; Math Achievement</p> <p>1.6 ELs &amp; SWD who receive Core Instruction</p> <p>1.7 EL Progress</p> <p>1.10 SWD Achievement Gap</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>English Learners - 11 points below standard SED - 10.7 points above standard</p> <p>Math: All Students - 7.5 points above standard English Learners - 14.7 points below standard SED - 1.6 points below standard</p> <p><b>Scope:</b> LEA-wide</p>		
<b>1.7</b>	<p><b>Action:</b> Academic Intervention - Tier II &amp; III</p> <p><b>Need:</b> At times, unduplicated students may have gaps in their learning in need of more specific and explicit instructional methods to meet their academic needs that could not otherwise be met through instructional strategies and Tier I interventions. These needs can be observed in the following data:</p> <p>In reviewing the 2023 California Dashboard, we observed the following discrepancies indicating academic needs:</p> <p>ELEMENTARY ELA: All Students - 16.2 points above standard English Learners - 48.5 points below standard SED - 2.6 points below standard</p> <p>Math: All Students - 18.6 points above standard</p>	By implementing this action, we're providing more targeted instructional services to unduplicated students, both within the regular school day and through additional support programs. Our school implements a school-wide Response to Intervention program to fluidly meet the intervention needs of our unduplicated students and all students, therefore this action is being rolled out district-wide to serve their needs.	<p>1.4 California Dashboard ELA &amp; Math Achievement</p> <p>1.6 ELs &amp; SWD who receive Core Instruction</p> <p>1.7 EL Progress</p> <p>1.10 SWD Achievement Gap</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>English Learners - 23.7 points below standard SED - 11 points above standard</p> <p><b>CHARTER</b> ELA: All Students - 19.5 points above standard English Learners - 11 points below standard SED - 10.7 points above standard</p> <p>Math: All Students - 7.5 points above standard English Learners - 14.7 points below standard SED - 1.6 points below standard</p> <p><b>Scope:</b> LEA-wide</p>		
<b>2.2</b>	<p><b>Action:</b> Attendance</p> <p><b>Need:</b> Data shows our unduplicated student groups experience higher absenteeism compared to their peers. Specific Data can be found below:</p> <p>In reviewing the 2023 California Dashboard, we observed the following discrepancies in the area of Chronic Absenteeism:</p> <p><b>ELEMENTARY</b> All Students - 19.2% Chronically Absent English Learners - 17.4% Chronically Absent SED - 16.3% points below standard</p> <p><b>CHARTER</b></p>	<p>Since regular attendance is crucial for academic success, prioritizing strategies to improve attendance is essential for unduplicated students to maintain a strong learning path.</p> <p>This action is implemented LEA-wide because because all students can suffer academic decline when not attending school regularly. This decline could change a students status to academically or behaviorally at-risk, our system is designed to be preventative.</p>	<p>2.5 Suspensions 2.6 Expulsions 2.7 Middle School Drop Out 2.8 Chronic Absenteeism 2.9 Average Daily Attendance</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>All Students - 23.6% Chronically Absent English Learners - 32.4% Chronically Absent SED - 21.4% Chronically Absent</p> <p><b>Scope:</b> LEA-wide</p>		
<b>2.4</b>	<p><b>Action:</b> Student Engagement</p> <p><b>Need:</b> Due to the need to increase students attendance, we need to increase engagement and connection to the school community which can lead to improved attendance and behavior as indicated by research. Specific Data can be found below:</p> <p>In reviewing the 2023 California Dashboard, we observed the following discrepancies in the area of Chronic Absenteeism:</p> <p>ELEMENTARY All Students - 19.2% Chronically Absent English Learners - 17.4% Chronically Absent SED - 16.3% points below standard</p> <p>CHARTER All Students - 23.6% Chronically Absent English Learners - 32.4% Chronically Absent SED - 21.4% Chronically Absent</p> <p><b>Scope:</b></p>	<p>By offering activities that encourage interaction and relationship building, accessible to all students regardless of language, status, or academic ability, we promote connectedness and engagement with the school environment. This is particularly beneficial for our EL and SED students, who are showing higher levels of chronic absenteeism.</p> <p>Fostering a strong school community requires an LEA-wide effort to ensure all students feel connected and engaged.</p>	<p>2.3 Student Survey 2.7 Middle School Drop Out 2.8 Chronic Absenteeism 2.9 Average Daily Attendance</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
<b>2.5</b>	<p><b>Action:</b> Social-Emotional Development</p> <p><b>Need:</b> To address the social-emotional and behavioral needs of our unduplicated student groups, school-based support systems are crucial, as access to these services may be limited outside of the school environment. We currently have a 0% suspension rate which indicates that the efforts we have made toward supporting Social Emotional and Behavioral Development have been successful and should be continued.</p> <p><b>Scope:</b> LEA-wide</p>	Disruptive behavior can hinder the learning experience for all students. To create a positive and inclusive environment, we're implementing these strategies LEA-wide. This will not only promote a well-managed school environment, but also foster a stronger understanding and acceptance of students with exceptional needs and unduplicated students.	2.3 Student Survey 2.5 Suspensions 2.6 Expulsions 2.7 Middle School Drop Out 2.8 Chronic Absenteeism 2.9 Average Daily Attendance
<b>2.6</b>	<p><b>Action:</b> Career Readiness</p> <p><b>Need:</b> Based on data, it is evident that unduplicated students need to feel more connected to school and understand the connection between what they learn in school and future. Specific Data can be found below:</p> <p>In reviewing the 2023 California Dashboard, we observed the following discrepancies in the area of Chronic Absenteeism:</p> <p>ELEMENTARY</p>	<p>By exploring careers, unduplicated students can begin to set long-term goals and identify the educational steps needed to achieve them.</p> <p>Implementing this action LEA-wide ensures that all students have access to career awareness and development opportunities, fostering motivation and highlighting the importance of their education.</p>	2.3 Student Survey 2.8 Chronic Absenteeism 2.9 Average Daily Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>All Students - 19.2% Chronically Absent English Learners - 17.4% Chronically Absent SED - 16.3% points below standard</p> <p>CHARTER All Students - 23.6% Chronically Absent English Learners - 32.4% Chronically Absent SED - 21.4% Chronically Absent</p> <p><b>Scope:</b> LEA-wide</p>		
<b>2.7</b>	<p><b>Action:</b> Parent Communication</p> <p><b>Need:</b> To connect and inform parents/gaurdians of unduplicated students on their academic and social-emotional progress, we must communicate in various methods to meet the needs of our diverse population</p> <p><b>Scope:</b> LEA-wide</p>	By providing in-person, printed, and digital communication options, we expand our reach and ensure all families, including unduplicated families, are well-informed and supported. To proactively engage all families and address potential concerns early on, we're implementing this communication initiative LEA-wide. This comprehensive approach will equip families with the information they need, ultimately fostering stronger engagement and potentially reducing the risk of behavioral and academic challenges for students.	<p>2.2 Parent Survey</p> <p>2.5 Suspensions</p> <p>2.6 Expulsions</p> <p>2.7 Middle School Drop Out</p> <p>2.8 Chronic Absenteeism</p> <p>2.9 Average Daily Attendance</p>

## Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.8	<p><b>Action:</b> English Learner Development</p> <p><b>Need:</b> English Learners are in need of specific and direct instruction targeting their language development, which also impacts their ability to access core curriculum and content. You can observe their discrepancies in the data below:</p> <p>In reviewing the 2023 California Dashboard, we observed the following discrepancies indicating academic needs:</p> <p>ELEMENTARY ELA: All Students - 16.2 points above standard English Learners - 48.5 points below standard</p> <p>Math: All Students - 18.6 points above standard English Learners - 23.7 points below standard</p> <p>CHARTER ELA: All Students - 19.5 points above standard English Learners - 11 points below standard</p> <p>Math: All Students - 7.5 points above standard English Learners - 14.7 points below standard</p>	Investing in language-specific resources and supports bridges the gap for English learners, ensuring equitable access to learning and the better achieve academic success.	1.5 CAST Student Achievement 1.6 ELs & SWD who receive Core Instruction 1.10 SWD Achievement Gap

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> Limited to Unduplicated Student Group(s)		
2.8	<b>Action:</b> Parent Communication - English Learners  <b>Need:</b> Our English Learner families need information presented in a manner which is accessible to them, and together with the Foster Youth and Low Income Families they need to be informed of their parent rights and resources available to them.  <b>Scope:</b> Limited to Unduplicated Student Group(s)	To ensure all families have access to the full educational experience, we provide informational meetings to all necessary students groups in their English and Spanish languages.	2.2 Parent Survey

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

**Additional Concentration Grant Funding**

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:30
Staff-to-student ratio of certificated staff providing direct services to students		1:16

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$2,021,948	\$463,784	22.937%	2.099%	25.036%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$820,225.00	\$0.00	\$0.00	\$0.00	\$820,225.00	\$402,156.00	\$418,069.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Staff Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
1	1.2	Student Achievement & Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$76,285.00	\$23,715.00	\$100,000.00				\$100,000.00	
1	1.3	Core Curriculum	All	No			All Schools	ongoing	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
1	1.4	Supplemental Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$125,000.00	\$125,000.00				\$125,000.00	
1	1.5	Student Data Analysis	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
1	1.6	Academic Interventions - Tier I	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
1	1.7	Academic Intervention - Tier II & III	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$29,631.00	\$0.00	\$29,631.00				\$29,631.00	
1	1.8	English Learner Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$151,055.00	\$48,945.00	\$200,000.00				\$200,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
2	2.1	Facilities	All	No			All Schools	ongoing	\$112,594.00	\$65,500.00	\$178,094.00				\$178,094.00	
2	2.2	Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
2	2.3	Extra-Curriculur and Enrichment Activities	All	No			All Schools	ongoing	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
2	2.4	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
2	2.5	Social-Emotional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$32,591.00	\$17,409.00	\$50,000.00				\$50,000.00	
2	2.6	Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
2	2.7	Parent Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
2	2.8	Parent Communication - English Learners	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,021,948	\$463,784	22.937%	2.099%	25.036%	\$582,131.00	0.000%	28.791 %	<b>Total:</b>	\$582,131.00
								<b>LEA-wide Total:</b>	\$379,631.00
								<b>Limited Total:</b>	\$202,500.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Staff Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
1	1.2	Student Achievement & Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
1	1.4	Supplemental Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	
1	1.5	Student Data Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
1	1.6	Academic Interventions - Tier I	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
1	1.7	Academic Intervention - Tier II & III	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$29,631.00	
1	1.8	English Learner Development	Yes	Limited to Unduplicated	English Learners	All Schools	\$200,000.00	



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 (%)
				Student Group(s)				
2	2.2	Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.4	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.5	Social-Emotional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
2	2.6	Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	
2	2.7	Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	
2	2.8	Parent Communication - English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$2,500.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$788,500.00	\$739,418.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Williams Act Complaint Procedure	No	\$0.00	\$0
1	1.2	Facility Inspection and Upkeep	No	\$5,000.00	\$58,288
1	1.3	Teacher Reporting	No	\$0.00	\$0
1	1.4	School Improvement	No	\$1,500.00	\$0
1	1.5	Curriculum Adoptions	Yes	\$20,000.00	\$44,349
1	1.6	Teacher Inventory of Curriculum	No	\$4,000.00	\$0
1	1.7	Monitor Curriculum	No	\$0.00	\$0
1	1.8	Professional Development	No	\$2,000.00	\$2,020
1	1.9	Student Courses	No	\$0.00	\$0
1	1.10	English Learners and Socio-Economically Disadvantaged	Yes	\$50,000.00	\$10,000
2	2.1	Curriculum Supplementation	Yes	\$14,700.00	\$51,500

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	Textbook Inventory	No	\$1,300.00	\$0
2	2.3	Instructional Materials	Yes	\$15,000.00	\$31,702
2	2.4	Curriculum Accountability	Yes	\$1,700.00	\$1,737
2	2.5	Professional Development	No	\$7,650.00	\$0
2	2.6	Goal Setting	No	\$2,500.00	\$219
2	2.7	Behavior Intervention	Yes	\$4,750.00	\$5,612
2	2.8	Physical Fitness	No	\$5,300.00	\$2,180
2	2.9	Physical Fitness	No	\$3,300.00	\$4,606
2	2.10	English Learners	Yes	\$92,000.00	\$91,874
2	2.11	EL/Low Income Supplemental Material	Yes	\$6,700.00	\$11,500
2	2.12	Instructional Aide Support for Sub-Categories	Yes	\$55,000.00	\$83,433
2	2.13	Continued Support - Aide Sub-Groups	Yes	\$110,000.00	\$159,548
2	2.14	Professional Development for Title I, EL, Low Income Coordinator	Yes	\$6,750.00	\$0

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	2.15	Monitoring Re-Designated Students	Yes	\$28,500.00	\$8,446
2	2.16	Instructional Enrichment	Yes	\$25,000.00	\$33,837
2	2.17	Specific Instructional Services	Yes	\$175,000.00	\$76,503
2	2.18	Embedded Technology	Yes	\$90,000.00	\$22,200
3	3.1	Parent Involvement	No	\$800.00	\$0
3	3.2	Parent Involvement	Yes	\$1,200.00	\$0
3	3.3	Parent Involvement	Yes	\$1,200.00	\$300
3	3.4	Parent Involvement	No	\$800.00	\$0
3	3.5	Parent Involvement	No	\$800.00	\$0
3	3.6	Chronic Absenteeism	Yes	\$1,200.00	\$5,997
3	3.7	TUPE	No	\$450.00	\$0
3	3.8	Chronic Absenteeism	Yes	\$4,000.00	\$7,181
3	3.9	Parent Involvement	Yes	\$1,200.00	\$0
3	3.10	Parent Involvement	Yes	\$1,200.00	\$0

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)
3	3.11	Behavior Support System	Yes	\$48,000.00	\$26,386

# 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)
\$349,289	\$753,100.00	\$672,105.00	\$80,995.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Curriculum Adoptions	Yes	\$20,000.00	\$44,349		
1	1.10	English Learners and Socio-Economically Disadvantaged	Yes	\$50,000.00	\$10,000		
2	2.1	Curriculum Supplementation	Yes	\$14,700.00	\$51,500		
2	2.3	Instructional Materials	Yes	\$15,000.00	\$31,702		
2	2.4	Curriculum Accountability	Yes	\$1,700.00	\$1,737		
2	2.7	Behavior Intervention	Yes	\$4,750.00	\$5,612		
2	2.10	English Learners	Yes	\$92,000.00	\$91,874		
2	2.11	EL/Low Income Supplemental Material	Yes	\$6,700.00	\$11,500		
2	2.12	Instructional Aide Support for Sub-Categories	Yes	\$55,000.00	\$83,433		
2	2.13	Continued Support - Aide Sub-Groups	Yes	\$110,000.00	\$159,548		
2	2.14	Professional Development for Title I, EL, Low Income Coordinator	Yes	\$6,750.00	\$0		
2	2.15	Monitoring Re-Designated Students	Yes	\$28,500.00	\$8,446		
2	2.16	Instructional Enrichment	Yes	\$25,000.00	\$33,837		

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	2.17	Specific Instructional Services	Yes	\$175,000.00	\$76,503		
2	2.18	Embedded Technology	Yes	\$90,000.00	\$22,200		
3	3.2	Parent Involvement	Yes	\$1,200.00	\$0		
3	3.3	Parent Involvement	Yes	\$1,200.00	\$300		
3	3.6	Chronic Absenteeism	Yes	\$1,200.00	\$5,997		
3	3.8	Chronic Absenteeism	Yes	\$4,000.00	\$7,181		
3	3.9	Parent Involvement	Yes	\$1,200.00	\$0		
3	3.10	Parent Involvement	Yes	\$1,200.00	\$0		
3	3.11	Behavior Support System	Yes	\$48,000.00	\$26,386		

## 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,050,801	\$349,289	17.84%	34.872%	\$672,105.00	0.000%	32.773%	\$43,046.90	2.099%



# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

**Comprehensive Support and Improvement**

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

*Schools Identified*

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

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

*Support for Identified Schools*

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

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

*Monitoring and Evaluating Effectiveness*

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

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

**Engaging Educational Partners**

**Purpose**

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

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

**Requirements**

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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



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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.



Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

## Broad Goal

### Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

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

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.



- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### Purpose

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

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

### Statutory Requirements

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

#### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

#### Identified Need(s)

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

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

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

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

## Total Planned Expenditures Table

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

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as



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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

### **Contributing Actions Annual Update Table**

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

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

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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