Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, November 2022

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.
Notice that there are six tabs along the bottom of the workbook titled: 'Title Page', 'Instructions', 'Data Input', 'Narrative Responses', 'Template', and 'Accessibility'. The local educational agency (LEA) will enter its data in the 'Data Input' tab and then respond to the available prompts in the 'Narrative Responses' tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. The tabs 'Title Page', 'Instructions', 'Data Input', and 'Narrative Responses' are "inward facing" and are intended for use by LEA personnel. The information contained in the 'Template' tab will be "outward facing", or the information that will be available to the LEA's parents and educational partners. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

***NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.**

Data Input Tab Instructions

LEA Information (rows 2-4)
The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue
Coming LCAP Year (row 5): Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.

Current LCAP Year (row 6): Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming school year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

• **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code* (*EC*) sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).

• **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming school year.

•**All other state funds (row 12):** This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.

•**All local funds (row 13):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.

• **All federal funds (row 14):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming School Year

Total Budgeted General Fund Expenditures (row 17): This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

• **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 19):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current School Year

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 22):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current school year.

• **Actual Expenditures for High Needs Students in the LCAP (row 23):** This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Data Input' tab.

• **Brief description for General Fund Expenditures (row 3):** Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan.

•**Brief description for High Needs Students (row 4):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

• **Brief description for actual expenditures for high needs students (row 5):** If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Sycamore Academy of Science and Cultural Arts Chino Valley
CDS code:	36-10363-0139147
LEA contact information:	Barbara Hale
Coming School Year:	2024-2025
Current School Year:	2023-2024

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2024-2025 School Year	**Amount**
Total LCFF funds	$ 3,634,123
LCFF supplemental & concentration grants	$ 299,428
All other state funds	$ 5,736
All local funds	$ 5,000
All federal funds	$ 110,852
Total Projected Revenue	$ 3,755,711

Total Budgeted Expenditures for the 2024-2025 School Year	**Amount**
Total Budgeted General Fund Expenditures	$ 3,963,695
Total Budgeted Expenditures in the LCAP	$ 243,900
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 239,200
Expenditures not in the LCAP	$ 3,719,795

Expenditures for High Needs Students in the 2023-2024 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 313,521
Actual Expenditures for High Needs Students in LCAP	$ 457,717

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

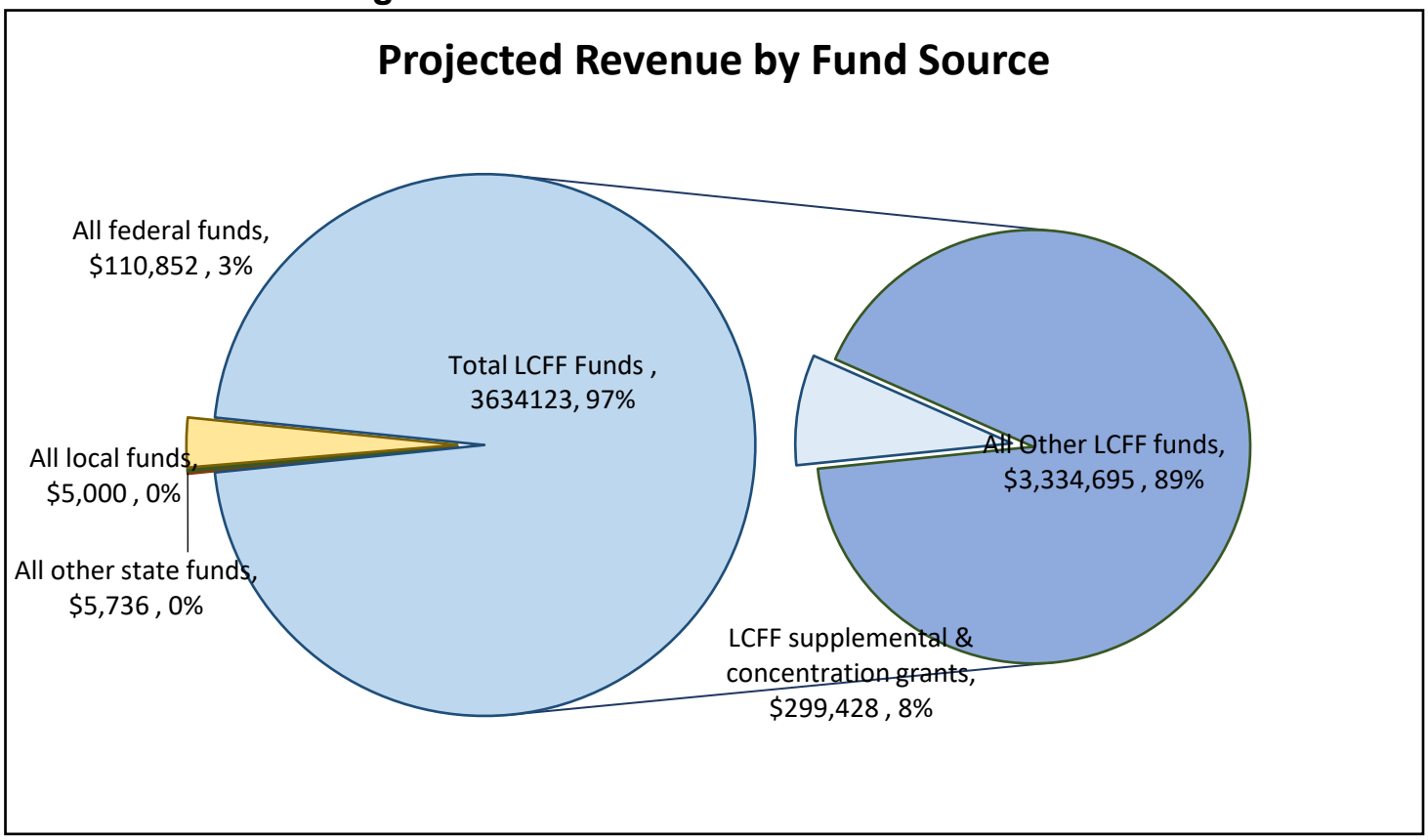
Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The plan did not include the benefits for certificated staff, classified staff, administrative staff, or outside contracts for back office support, legal counsel. The Plan did not include lease payments, utilities, custodial, or classroom, and office supplies nor did it address standard curriculum expenditures.
The amount budgeted to increase or improve services for high needs students in the 2024-2025 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2024-2025. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.	[Respond to the prompt here; if there is no prompt, a response is not required.]
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt, a response is not required.]

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sycamore Academy of Science and Cultural Arts Chino Valley
CDS Code: 36-10363-0139147
School Year: 2024-2025
LEA contact information: Barbara Hale

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 2024-2025 School Year

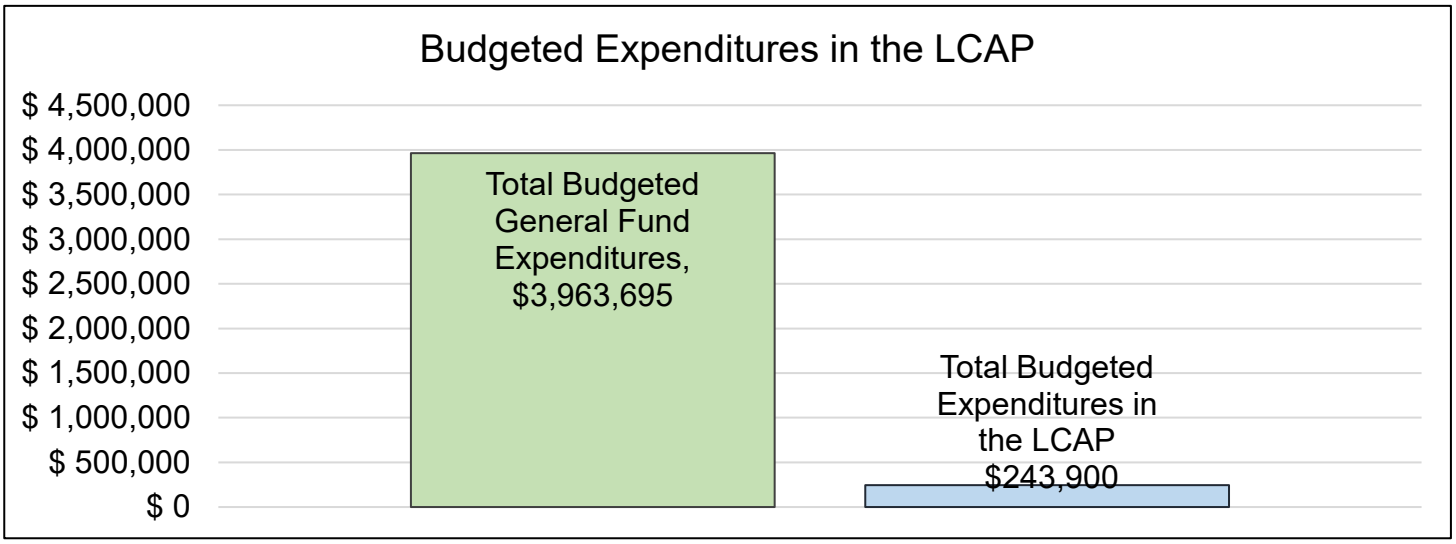


This chart shows the total general purpose revenue Sycamore Academy of Science and Cultural Arts Chino Valley expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sycamore Academy of Science and Cultural Arts Chino Valley is $3,755,711.00, of which $3,634,123.00 is Local Control Funding Formula (LCFF), $5,736.00 is other state funds, $5,000.00 is local funds, and $110,852.00 is federal funds. Of the $3,634,123.00 in LCFF Funds, $299,428.00 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 Sycamore Academy of Science and Cultural Arts Chino Valley plans to spend for 2024-2025. 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: Sycamore Academy of Science and Cultural Arts Chino Valley plans to spend $3,963,695.00 for the 2024-2025 school year. Of that amount, $243,900.00 is tied to actions/services in the LCAP and $3,719,795.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The plan did not include the benefits for certificated staff, classified staff, administrative staff, or outside contracts for back office support, legal counsel. The Plan did not include lease payments, utilities, custodial, or classroom, and office supplies nor did it address standard curriculum expenditures.

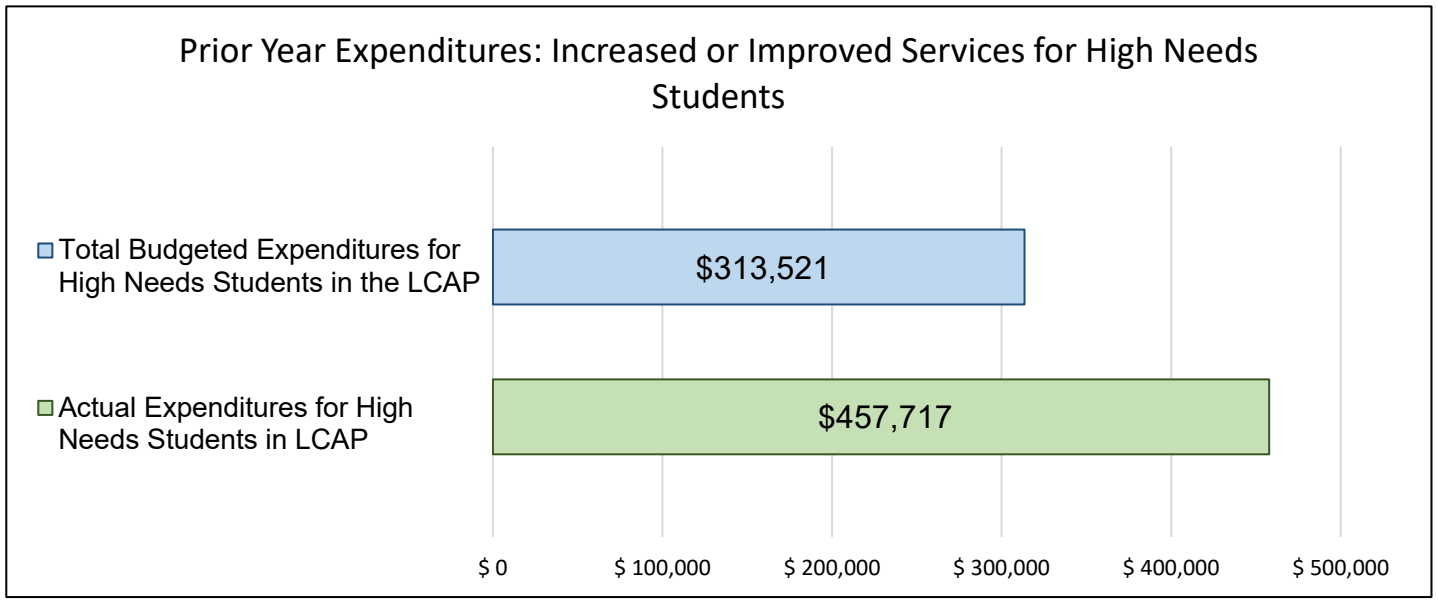
Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Sycamore Academy of Science and Cultural Arts Chino Valley is projecting it will receive $299,428.00 based on the enrollment of foster youth, English learner, and low-income students. Sycamore Academy of Science and Cultural Arts Chino Valley must describe how it intends to increase or improve services for high needs students in the LCAP. Sycamore Academy of Science and Cultural Arts Chino Valley plans to spend $239,200.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

[Respond to the prompt here; if there is no prompt, a response is not required.]

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-2024



This chart compares what Sycamore Academy of Science and Cultural Arts Chino Valley budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sycamore Academy of Science and Cultural Arts Chino Valley 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 2023-2024, Sycamore Academy of Science and Cultural Arts Chino Valley's LCAP budgeted $313,521.00 for planned actions to increase or improve services for high needs students. Sycamore Academy of Science and Cultural Arts Chino Valley actually spent $457,717.00 for actions to increase or improve services for high needs students in 2023-2024.

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

Local Control and Accountability Plan

Local Educational Agency (LEA) Name	*Contact Name and Title*	*Email and Phone*
Sycamore Academy of Science and Cultural Arts- Chino Valley	Barbara Hale Executive Director	b.hale @sycamoreacademycharter.org 951-473-5370

Plan Summary 2022/23

General Information

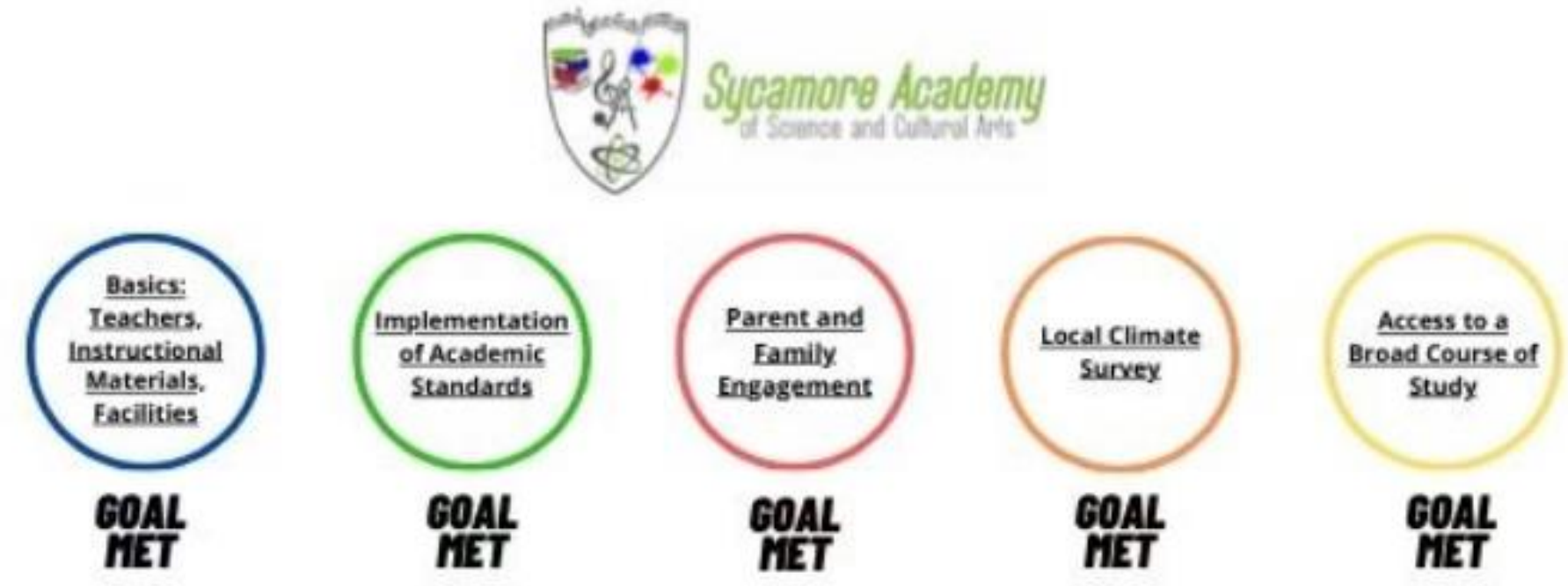
A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Sycamore Academy of Science and Cultural Arts- Chino Valley is a small but growing school in the heart of the Chino Valley. Sycamore Academy has continued to grow at a steady rate since its inception when in 2018, San Bernardino County Board of Education approved Sycamore Academy's charter petition and was given the green light to serve families in the Chino Valley beginning in the 2019-2020 school year. The mission of the Sycamore Academy of Science and Cultural Arts is to prepare a diverse TK-8 student population for secondary education, college, careers and global citizenship by providing each child with the knowledge, critical skills, and fundamental dispositions to become a self-motivated, competent, lifelong learner. To be fully educated and prepared for the 21st century every child must construct and communicate knowledge, display personal and social responsibility, work collaboratively with others, and reflect consistently on his or her growth as a learner. The program is implemented in a constructivist teaching and learning environment. We strive to provide engaging lessons that inspire wonder and drive students to question how the world works. With an emphasis on sciences and the arts, we can teach students processes for testing theories and discovering truth while also introducing them to creativity and appreciation of diversity. The vision of our learning community is to provide a setting for learning based on constructivist principles. Students, teachers, staff, community members and parents will be active participants in a community for learners working in a collaborative and democratic manner. To accomplish this, we will focus on:

How students learn best. How teachers guide and challenge students to think and construct meaning from their studies, How students develop memory and connect information, knowledge, and understanding in such a way that they will demonstrate and defend their understandings and connecting and expanding student learning through school and community based projects. Sycamore Academy of Science and Cultural Arts will model life-long learning by promoting and encouraging a dynamic environment where all members of the staff demonstrate the knowledge, critical skills and fundamental dispositions that are the core of our educational and organizational values. We will push the boundaries of learning beyond the classroom and into the school and local community. Through robust service learning, we will make real-world connections that will add value to our community.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.



Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

- Through local data, Sycamore Academy of Science and Cultural Arts- Chino Valley has determined that the needs of the students include:
- All students making academic progress in math.
- All students making academic progress in ELA.
- Special Education students making academic progress in math and ELA and closing the achievement gap.
- Age appropriate social, emotional and behavioral growth.

- Community building with educational partners Chronic Absenteeism and Suspension Rate for specific student groups.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

[Respond here]

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.

Sycamore Academy of Science and Cultural Arts-Chino Valley has been identified as a school for comprehensive support and improvement. This is the explanation as to why SASCA-CV has been identified as a school for comprehensive support and improvement even with only one year of reporting: “This school was correctly determined eligible because for each student group eligible, the student group had two indicators with a n-size of 30 or greater. Specifically, for the Chronic Absenteeism and Suspension Rate indicator. One of the state indicators was at the lowest level and the other was not. As a result, the student group met the criteria outlined. This criterion applies when two or more state indicators are used in eligibility determinations.”

Support for Identified Schools

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

The objective of this comprehensive plan is to develop targeted support and improvement strategies for special needs students who are experiencing chronic absenteeism and high rates of suspensions. By addressing these challenges, Sycamore Academy aims to improve student attendance, reduce suspension rates, and provide a supportive environment conducive to their academic and personal growth.

1. **Data Analysis:** a. Conduct a thorough analysis of student attendance records and suspension data to identify specific patterns and trends among special needs students. b. Examine individual student profiles to understand the underlying factors contributing to chronic absenteeism and high suspension rates. c. Collaborate with the special education department, teachers, and counselors to gain insights into students' unique needs and challenges.
2. **Individualized Support Plans:** a. Develop individualized support plans (ISP) for each special needs student with chronic absenteeism and high suspension rates. b. The ISP should address the root causes of absenteeism and suspension, consider their specific disabilities, and include strategies to support their attendance and behavior. c. Involve parents/guardians, teachers, counselors, and relevant support personnel in the development of ISP to ensure a holistic approach.

3. **Management and Support:** a. Provide specialized behavior management interventions tailored to the needs of special needs students, including. b. Conducting functional behavior assessments (FBAs) to identify triggers and develop behavior intervention plans (BIPs). c. Training teachers and staff in effective behavior management strategies and de-escalation techniques. d. Establishing a positive behavior support system with clear expectations, consistent consequences, and rewards for positive behavior. e. Offering counseling services and social-emotional support to help students develop appropriate coping mechanisms.
4. **Collaboration and Professional Development:** a. Foster collaboration between general education and special education staff to ensure consistency in support across settings. b. Provide ongoing professional development opportunities for teachers and support staff focused on understanding and addressing the needs of special needs students with chronic absenteeism and high suspension rates. c. Collaborate with community agencies, mental health professionals, and external experts to access additional resources and expertise.
5. **Progress Monitoring and Evaluation:** a. Regularly monitor and evaluate the effectiveness of the support plans and interventions implemented. b. Use data-driven decision-making to make adjustments and improvements as needed. c. Maintain open lines of communication with parents/guardians to update them on their child's progress and involve them in the monitoring process By implementing this comprehensive plan, Sycamore Academy aims to provide the necessary support and resources to special needs students with chronic absenteeism and high suspension rates. Through targeted interventions and collaborative efforts, the academy seeks to create a supportive and inclusive learning environment that promotes academic success, positive behavior, and improved overall well-being for these students.

Monitoring and Evaluating Effectiveness

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

Sycamore Academy is committed to monitoring and evaluating the plan implemented to support student and school improvement. The following description outlines the key steps involved in this process.

Data Collection and Analysis:

1. Sycamore Academy will systematically collect and analyze relevant data, including student attendance records and suspension data. The analysis will identify patterns and trends specific to special needs students with chronic absenteeism and high suspension rates. Individual student profiles will be examined to understand the underlying factors contributing to these issues. Collaboration with the special education department, teachers, and counselors will provide valuable insights into students' unique needs and challenges.
2. Individualized Support Plans (ISP) Evaluation: The effectiveness of the individualized support plans developed for each special needs student will be assessed. The ISP will be reviewed to ensure it adequately addresses the root causes of absenteeism and suspension, takes into account specific disabilities, and includes strategies to support attendance and behavior. Regular evaluations will involve input from parents/guardians, teachers, counselors, and relevant support personnel to ensure a comprehensive and collaborative approach.
3. Behavior Management and Support Evaluation: The specialized behavior management interventions provided to special needs students will be evaluated. Conducting functional behavior assessments (FBAs) and developing behavior intervention plans (BIPs) will help identify triggers and guide intervention strategies. Training programs for teachers and staff in effective behavior management strategies and de-escalation techniques will be assessed for their impact. The establishment of a positive behavior support system, counseling services, and social-emotional support will be monitored to determine their effectiveness in promoting appropriate behavior and helping students develop coping mechanisms.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The stakeholder engagement process includes: Use of Surveys to collect feedback from stakeholders. Multiple stakeholder meetings including in person and online forums. Committee meetings wherein parents serve on the committees (i.e., School Site Council, Foundation, etc.) Comments during School Board meetings. "Townhall" style parent information meetings, including Coffee with the Principal. Phone calls to stakeholders to garner input. Emails, social media, text messaging, etc. to ensure access in a variety of mediums. Translation services as needed. All data was collected, reviewed and organized in order to ensure all perspectives were considered before finalizing the LCAP.

A summary of the feedback provided by specific educational partners.

Educational partner groups voiced specific concerns that are addressed in the LCAP: Participants indicated the greatest concerns are for: All. students making academic progress in math All students making academic progress in ELA Special Education students making academic progress in math and ELA and closing the achievement gap. Age appropriate social, emotional and behavioral growth. Community building with educational partners Chronic Absenteeism and Suspension Rate for specific student groups.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Educational partner gave specific input that focused on: Teacher communication, Parent and student on campus and extracurricular engagement, Student academic growth, Social and emotional services to proactively combat bullying, Health and safety, Extracurricular activities.

Goal #1 Social Emotional Goal

Goal # 1	**Description:** Develop students with self-awareness, self-control and interpersonal skills through a learning environment focused on a growth mindset, self-efficacy, social awareness, and self-management.

An explanation of why the LEA has developed this goal.

Throughout multiple stakeholder engagement meetings, the objectives for the LCAP were thoroughly deliberated. Educational partners expressed apprehensions regarding the provision of sustained social and emotional assistance for the students. Sycamore Academy's faculty and staff, along with their educational partners, strongly advocate for the necessity of support in this domain, acknowledging the potential benefits it can provide for the students

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of students receiving ERMHS services	In 2019-20, 3% of students received Educationally Related Mental Health Services. In 2020-21, 5% of students onsite are receiving ERMHS. We anticipate an increase as all students return to campus in 2021.	The 2021/22 school year saw a slight reduction of students receiving ERMHS, from 5% to 4.75%.	During the academic year 2022/23, there was a marginal increase in the percentage of students availing of Educational Related Mental Health Services (ERMHS), with the figure increasing slightly from 4.75% to 4.84%.	During the academic year 2023/24, there was a marginal decrease in the percentage of students accessing Educational Related Mental Health Services (ERMHS), from 4.84% to 4.26%.	By equipping students with the necessary skills and strategies for fostering a growth mindset, self-efficacy, social awareness, and self-management, Sycamore Academy aims to empower them to become effective self-advocates, self-sufficient individuals, and to cultivate mentally healthy relationships. The success of Sycamore Academy's social-emotional learning program will be assessed by evaluating the reduction in the number of students who consistently require Educational Related Mental Health Services (ERMHS) compared to the initial baseline measurement. While the original objective of decreasing the percentage of students receiving ERMHS was deemed not be the best way to measure the effectiveness of the SEL program, a more realistic and attainable goal has been set to prevent any increase in the percentage of students requiring these services.

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Additional personnel	The school has implemented a weekly Educational Related Mental Health Services (ERMHS) program, whereby a dedicated counselor offers counseling sessions to students and extends assistance to families in need, as assessed and determined by a designated team. The ERMHS program serves as a vital resource for the students and families, providing them with an avenue to address any mental health concerns or challenges they may be facing. The counselor, with their expertise and experience, offers tailored support to meet the individual needs of each student and family, promoting positive emotional well-being and academic success.	$60,000	Y
Action 2	Kagan Cooperative Learning Structures	The teachers will receive Kagan training during the August professional development. There will be follow up training during the school year. In addition to the live training, training will be delivered in the following formats: Live video conferencing ·Live phone calls · Live webinars · Pre Recorded webinars · Prerecorded FAQ video instruction · Digital FAQ Instruction	$3,000	Y
Action 3	SCORE Goals	Students will develop personal goals that will include a social emotional goal. Goal setting will give them focus and purpose, help them to stay motivated and excited as they are meeting those goals, and help them to develop a plan for achievement.	$200	Y
Action 4	Leader in Me	Training will be provided on campus by a Leader in Me Trainer. There will be follow up training during the school year. In addition to the live training, training will be delivered in the following formats: Live video conferencing, Live phone calls, Live webinars, Pre Recorded webinars, Prerecorded FAQ video instruction	$5,000	Y

Action 5	Website/Social Media	Throughout the academic year, the school will proactively work towards achieving this goal by disseminating valuable information and resources to Sycamore families via multiple platforms, including the school website and various social media channels. The website and social media platforms will serve as a hub for a diverse range of resources, covering both school and community resources, aimed at providing comprehensive support to the Sycamore families. By leveraging the power of digital communication, the school can ensure that the families have easy access to the necessary resources and support, promoting a positive and conducive learning environment for the students	$300	Y
Action 6	Information Exchange Night)	This goal will be addressed in P.I.E. Nights at the beginning of the year	$200	Y
Action 7	Music Program	By integrating Quaver Music into the curriculum, this program aims to foster a strong bond between teachers and students, while also building their self-confidence and promoting self-awareness. The program utilizes engaging resources and interactive content to inspire and motivate students, creating a dynamic and exciting learning experience. Through this program, students can explore their creativity and express themselves in new and meaningful ways, helping them develop a sense of ownership and pride in their work. By leveraging the power of the arts, this program will enable students to develop critical thinking skills and promote a deeper understanding and appreciation for diverse perspectives. Overall, this program is designed to enhance the students' academic and personal growth, while promoting a positive and inclusive learning environment.	$1,000	Y
Action 8	Growth Mindset	The school will be implementing Growth Mindset strategies and practices in classrooms to promote a culture of perseverance, resilience, and academic growth. This approach focuses on developing a positive attitude towards learning, where students are encouraged to embrace challenges, learn from their mistakes, and persist in the face of obstacles. By fostering a Growth Mindset in the classroom, students can develop a deep understanding of their own learning process and recognize that intelligence and abilities can be developed over time with effort and dedication. The Growth Mindset approach encourages a shift from a fixed mindset, where students believe their abilities are predetermined, to a growth mindset, where students believe that they can improve and achieve success through their own efforts. Overall, the implementation of Growth Mindset strategies and practices in classrooms is expected to have a significant positive impact on students' academic and personal growth.	$500	Y

Action 7	Music Program	By integrating Quaver Music into the curriculum, this program aims to foster a strong bond between teachers and students, while also building their self-confidence and promoting self-awareness. The program utilizes engaging resources and interactive content to inspire and motivate students, creating a dynamic and exciting learning experience. Through this program, students can explore their creativity and express themselves in new and meaningful ways, helping them develop a sense of ownership and pride in their work. By leveraging the power of the arts, this program will enable students to develop critical thinking skills and promote a deeper understanding and appreciation for diverse perspectives. Overall, this program is designed to enhance the students' academic and personal growth, while promoting a positive and inclusive learning environment.	$1,000	Y

Goal Analysis for 2022/23

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.

The school successfully executed the planned actions without any significant discrepancies between the intended course of action and actual implementation. This achievement underscores the effectiveness of the school's planning and execution process, highlighting the school's commitment to ensuring a smooth and seamless implementation of its programs and initiatives. Through meticulous planning and a focus on precision, the school was able to deliver on its goals and objectives, fostering an environment of accountability and reliability. The absence of any substantive differences between planned actions and actual implementation is a testament to the school's dedication to excellence, promoting a culture of continuous improvement and achievement.

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

There were no substantive differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

An explanation of how effective the specific actions were in making progress toward the goal.

The school's planned actions, including the Leader in Me program, proved to be highly effective in facilitating the development of critical skills and traits among students, such as self-awareness, self-control, and interpersonal skills. The Leader in Me program played a pivotal role in this success, providing a structured and supportive learning environment that fostered growth mindset, self-efficacy, social awareness, and self-management skills. Through a focus on personal responsibility, teamwork, and goal setting, students were able to develop a deep understanding of their own abilities, while also developing a greater sense of empathy and social awareness. This approach not only empowered students to take charge of their own learning journey, but also encouraged them to be active participants in their own personal and academic growth. The school's success in

implementing these planned actions is a testament to its commitment to providing a holistic and comprehensive education, focused on the development of the whole child

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.

When the school initially developed the LCAP (Local Control and Accountability Plan), it had envisioned that students, upon their return to full-time in-person learning after the pandemic, would display resilience and encounter minimal social and emotional challenges. However, as the school year unfolded, it became evident that the opposite was true. Consequently, the original objective of reducing the percentage of students requiring Educational Related Mental Health Services (ERMHS) was deemed unachievable, prompting a shift in focus towards a more realistic goal of preventing any increase in the number of students needing these services. This change in perspective highlights the school's unwavering commitment to ensuring that every student receives the necessary support to excel academically and personally, particularly during these trying times. By acknowledging the reality of the situation and adapting the goal accordingly, the school exemplifies its proactive and flexible approach to student support, fostering a culture of empathy and understanding. Through this revised objective, the school is poised to deliver targeted and effective assistance to students, prioritizing their overall well-being and success. Moreover, starting from the 2023/24 academic year, a dedicated mentor will be appointed as a behavior coach to guide students in utilizing the strategies taught in the Social Emotional Learning program to solve their problems. This additional support mechanism further underscores the school's commitment to equipping students with the tools they need to address challenges and thrive in both their academic and personal lives.

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.

Goal #2 Stakeholder Engagement

Goal # 2	**Description**: Increase stakeholder understanding of the educational program and philosophy/culture of the approved charter through engagement.

An explanation of why the LEA has developed this goal.

Due to the COVID-19 school closure and visitors and volunteers not being allowed on campus for more than one school year, Sycamore Academy faculty and staff recognize the need to re-engage stakeholders and rebuild and/or establish relationships with families and community members.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation in the annual parent satisfaction survey	In 2020-21 20% of parents participated in the parent satisfaction survey.	In 2021-22 27% of parents participated in the parent satisfaction survey.	In 2022-23 25 % of parents participated in the parent satisfaction survey	In 2023-24 77 % of parents participated in the parent satisfaction survey	60% of parents will participate in the annual parent satisfaction survey.
Participation in the monthly "Coffee with the Principal" meetings	In 2019-20 about less than 10 parents participated regularly in the "Coffee with the Principal" monthly meeting.	The Coffee with the Principal events has been better attended once the State eased Covid restrictions and ended the mask mandate. The event is averaging about 10 parents.	To provide a more welcoming and relaxed atmosphere for parents, the school has relocated its Coffee with the Principal events from the campus to a local restaurant in Chino Hills. The decision has been met with great success, with the 2022/23 events attracting a high level of attendance from parents. The positive response	During the 2023-2024 school year, we averaged 11 participants at each of the Townhalls. Those in the morning were much better attended than those in the evening. Some of the morning Townhalls had as many as 27 participants.	In 2019-20 about less than 10 parents participated regularly in the "Coffee with the Principal" monthly meeting.

			to the new location is reflected in the average turnout of around 30 parents per meeting, highlighting the effectiveness of the new venue in facilitating greater parent engagement. The events provide a valuable opportunity for parents to engage with the principal and other school officials, allowing them to share their thoughts, concerns, and ideas in a supportive and collaborative environment. The school's decision to relocate the Coffee with the Principal events to a more community-oriented setting demonstrates its commitment to fostering strong relationships with parents, promoting open communication, and building a sense of partnership in the education process.		

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Volunteer Opportunities Classroom volunteer, Field Trip Chaperone, School Site Council, Watch D.O.G.S. (Parent committee), MOM Squad (Parent committee), Governing Board, Event Coordinator, Event Participant, Project Advisor, Athletic coach, Academic Coach	By volunteering, parents can gain a deeper understanding of how Sycamore Academy operates, as they will have the opportunity to engage with various aspects of the school. These volunteer opportunities may include participating in school events, assisting with classroom tasks, or helping around the campus. Through their involvement, parents can observe firsthand how different elements of the school function, such as how teachers interact with students or how school policies are implemented. This hands-on experience can provide valuable insights into the school's culture which can in turn foster stronger relationships between parents and school staff. Additionally, volunteering can be a rewarding experience for parents, as they contribute to their child's education and make a positive impact in their community.	$1,000	N
Action 2	Town Hall Events	At least each trimester, a “Town Hall” Style Event will be held and the LCAP will be discussed.	$3,000	N
Action 3	Parent Information (P.I.E. Night)	At least three times per year, P.I.E. events will be held to discuss elements of the academic program with participating parents. (i.e. homework, EL program, Positive prevention Plus)	$1,000	N

Action 4	Newsletter	A newsletter will be produced at the start of each trimester to inform parents of upcoming activities and events with the intention of increasing participation.	$300	N
Action 5	Website/ social media	The school will utilize the website and social media platforms to communicate events, activities and opportunities for participation with stakeholders.	$300	N

Goal Analysis for 2022/23

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.

The school successfully executed its planned actions, with no notable discrepancies between the original goals and their actual implementation. This achievement reflects the school's commitment to comprehensive planning and effective execution, as well as its ability to adapt to changing circumstances and remain focused on its core mission. By adhering to its planned actions, the school has been able to achieve a high level of consistency in its approach to student support, fostering an environment of trust and accountability. The school's ability to meet its goals through effective planning and execution is a testament to its dedication to continuous improvement and its desire to provide the best possible education for its students.

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

There were no substantive differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

An explanation of how effective the specific actions were in making progress toward the goal.

The school implemented several planned actions to promote stakeholder understanding of the educational program and the underlying philosophy and culture. These efforts included initiatives such as the Leader in Me program and Social Dilemma PIE Nights. Through these events, the school was able to actively engage with stakeholders, including students, parents, and educators, and provide them with a deeper understanding of the school's mission, vision, and values. The Leader in Me program, for instance, emphasized the importance of developing leadership skills and building

a growth mindset, helping to promote a culture of excellence and achievement. Similarly, the Social Dilemma PIE Nights provided an opportunity for stakeholders to discuss and understand the impact of social media and technology on students' academic and personal development, and how the school is responding to these challenges. By engaging with stakeholders through targeted initiatives such as these, the school is promoting a collaborative and inclusive approach to education, enhancing transparency and accountability, and building a stronger sense of community.

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.

For the 2023/24 school year, the school will publish a newsletter at the beginning of the school year and at the end of each trimester for a total of four newsletters for the school year. With regards to the other four planned actions, the school's budgeted expenditures and estimated actual expenditures, as well as the planned percentages of improved services and estimated actual percentages of improved services, were all aligned with each other, with no notable differences or discrepancies. This reflects the school's meticulous planning and execution, as well as its ability to stay focused on its goals and adapt to changing circumstances. By aligning its budget and services with its overall objectives, the school has been able to ensure that it is making the most effective and efficient use of its resources, while also maintaining a high level of accountability and transparency. The school's success in meeting its planned expenditures and service improvements is a testament to its commitment to continuous improvement, as well as its dedication to providing the best possible education for its students. Another additional metric to track this goal will be to see an increase of parents that are cleared to volunteer on campus.

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.

Goal #3 Academic Goal- Closing the Achievement Gap for Special Populations

Goal # 3	**Description:** The students in Special Populations will show academic growth and increased school engagement to accelerate learning.

An explanation of why the LEA has developed this goal.

After conducting a thorough analysis of state, county, and local data, the school has determined that there is a growing gap in academic performance between certain "special populations" of students and the overall student population. This trend is concerning and highlights the need for targeted interventions to support these subgroups of students and close the achievement gap. However, the school is optimistic about its ability to make progress in this area, thanks to the strategic actions it has outlined and the careful monitoring and analysis of student progress. By closely tracking the academic performance of students in special subgroups and implementing evidence-based strategies to support their learning, the school aims to accelerate progress and ensure that all students have the opportunity to succeed. This commitment to equity and inclusion reflects the school's core values and its dedication to providing a high-quality education for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP results for English Learner Progress as reported on the CA Dashboard	According to the CA Dashboard 6.2% of the 130 enrolled students are English Language Learners. The CAASPP test was not taken by California schools during the first year that SASCA-CV was in operation, therefor baseline data is not available. This is still an appropriate goal because students that are English language Learners are identified by the state to be a group of students that need academic support.	No Performance Level. Less than 11 students - data not displayed for privacy	No Performance Level. Less than 11 students - data not displayed for privacy	This data will not be available until FALL of 2024	At least 65% of English Learners will make progress toward English Language Proficiency as measured by performance as reported by the CA Dashboard .

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Kagan training for student engagement and classroom management for teachers and Mentors.	Teachers were trained in KAGAN structures during the beginning of the year teacher training in August. There will be coaching during the school year. Training may be delivered in the following formats: Live video conferencing, Live training, Live webinars, Pre Recorded webinars, Prerecorded FAQ video instruction, Digital FAQ instruction.	$1,000	Y

Action 2	Learning A-Z training for teachers and Mentors.	Learning A-Z training may be delivered in the following formats: Training may be delivered in the following formats: Live video conferencing, Live training, Live webinars, Pre Recorded webinars, Prerecorded FAQ video instruction, Digital FAQ instruction.	$3,500	Y
Action 3	Step Up to Writing training for teachers.	Training for Step Up To Writing may be delivered in the following formats: Training may be delivered in the following formats: Live video conferencing, Live training, Live webinars, Pre Recorded webinars, Prerecorded FAQ video instruction, Digital FAQ instruction.	$3,000	Y
Action 4	NWEA MAP Growth training in reading and writing for teachers.	Training for the NWEA MAP Growth Assessments may be delivered in the following formats: Training may be delivered in the following formats: Live video conferencing, Live training, Live webinars, Pre Recorded webinars, Prerecorded FAQ video instruction, Digital FAQ instruction.	$4,000	Y
Action 5	Words Their Way training for teachers.	Training for Words Their Way may be delivered in the following formats: Training may be delivered in the following formats: Live video conferencing, Live training, Live webinars, Pre Recorded webinars, Prerecorded FAQ video instruction, Digital FAQ instruction.	$2,000	Y

Action 6	Fountas and Pinnell training for teachers.	Training for Fountas and Pinnell may be delivered in the following formats: Training may be delivered in the following formats: Live video conferencing, Live training, Live webinars, Pre Recorded webinars, Prerecorded FAQ video instruction, Digital FAQ instruction.	$2,000	Y
Action 7	Support services related to attendance	To help address the attendance challenges faced by students in "special populations," the school is committed to providing additional support services. These services will be designed to provide targeted resources and interventions to students who may be experiencing barriers to regular attendance, such as lack of transportation, health concerns, or other factors. By offering specialized support and resources, the school aims to increase daily attendance rates among these students, which is a critical factor in academic success. The school recognizes that attendance challenges can have a significant impact on student achievement and is committed to taking proactive steps to ensure that all students have access to the resources and support they need to succeed. By prioritizing attendance and providing targeted support to students in special populations, the school aims to promote equity, inclusion, and academic success for all students.	$3,000	Y
Action 8	JUMP Math training for teachers	Training for JUMP Math may be delivered in the following formats: Training may be delivered in the following formats: Live video conferencing, Live training, Live webinars, Pre Recorded webinars, Prerecorded FAQ video instruction, Digital FAQ instruction.	$2,000	Y

Action 9	iReady training for teachers	Training for iReady may be delivered in the following formats: Training may be delivered in the following formats: Live video conferencing, Live training, Live webinars, Pre Recorded webinars, Prerecorded FAQ video instruction, Digital FAQ instruction.	$4,500	Y
Action 10	Math and Literacy tutoring	Tutoring will be offered during, before, or after school. Tutoring may take place in the following formats: Training may be delivered in the following formats: Live video conferencing, Live training, Live webinars, Pre Recorded webinars, Prerecorded FAQ video instruction, Digital FAQ instruction.	$15,000	Y

Goal Analysis for 2022/23

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.

During the implementation of the LCAP, some changes were made to the planned actions, one of which was the addition of the NWEA MAPPERS program that is now integrated into the Khan Academy. The implementation of this program has had a positive impact on the students' learning experience and provided the teachers with a more targeted approach to support the students. The program has allowed for a more in-depth understanding of each student's strengths and weaknesses, which has led to more personalized and effective instruction.

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 school's budget and expenditure analysis indicate that there were no significant differences between the budgeted and actual expenditures for the specified services. This means that the school's financial planning was successful in accurately estimating the resources needed for the identified services. Additionally, the planned and actual percentages of improved services were also found to be consistent, indicating that the school's strategies and initiatives were effective in achieving their intended outcomes. This analysis highlights the school's commitment to effective financial planning and resource allocation, which is critical to ensuring that students receive the support and services they need to succeed. By carefully monitoring budget and expenditure data, the school can continue to make informed decisions about how to allocate resources in a way that maximizes their impact and benefits all students.

An explanation of how effective the specific actions were in making progress toward the goal.

Through careful analysis of student performance data, the school has found that certain "special populations" of students have been experiencing wider achievement gaps than other students. In response, the school has implemented targeted interventions, including the Linda Mood Bell program, to provide additional support and resources to these students. This program, which provides math and literacy tutoring, has been particularly effective in helping these students improve their academic performance and close the achievement gap. By providing specialized instruction that is tailored to their individual needs, the program has helped these students build confidence and develop the skills and knowledge they need to succeed. The school believes that these strategic actions have accelerated learning and will continue to help close the achievement gap for these students. By closely monitoring student progress and adjusting interventions as needed, the school is committed to ensuring that all students receive the support they need to reach their full potential.

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.

To improve student learning outcomes, several planned changes will be implemented in the upcoming academic year. Changes to action 3 will include training on the new curriculum, No Red Ink, to enhance teaching quality. This program will be incorporated into the literacy program to improve student literacy skills. Changes to action 4 will integrate NWEA MAPPERS fully to facilitate targeted instruction and support for students. These changes are designed to provide a more effective learning experience for students and to enhance their academic performance.

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.

Goal #4 Academic Goal- Literacy- Growth

Goal # 4	**Description:** All students will show academic growth and progress toward mastery of the Common Core State Standards in literacy as demonstrated by verified assessments.

An explanation of why the LEA has developed this goal.

Establishing a goal of literacy growth and progress is a critical step as it demonstrates dedication to ensuring that every student has the opportunity to succeed. This goal is important as it holds Sycamore Academy accountable to parents, students, and the community. By setting a clear target and tracking progress towards it, the Sycamore Academy can demonstrate its commitment to academic excellence and transparency. Sharing the results of these assessments with stakeholders also ensures that parents and students are aware of their progress towards mastery of the Common Core State Standards in literacy and can help identify areas where additional support may be necessary. By emphasizing the mastery of these standards, the school is signaling its commitment to providing a high-quality education to all its students and setting them up for success in their academic and professional lives.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA MAP	The Spring 2021 data indicates that 59% of students are scoring Average to High in Reading.	The Spring 2022 data indicates that 58% of students are scoring Average to High in Reading	The Spring 2023 data indicates that 62% of students are scoring Average to High in ELA	The Spring 2024 data indicates that 41% of students are scoring Average to High in ELA	By Spring of 2024, 75% of students will score Average to High in Reading according to NWEA MAP.
NWEA MAP	The Spring 2021 data indicates that 51% of students are scoring Average to High in ELA.	The Spring 2022 data indicates that 53% of students are scoring Average to High in ELA	The Spring 2023 data indicates that 62% of students are scoring Average to High in ELA	The Spring 2024 data indicates that 43% of students are scoring Average to High in ELA	By Spring of 2024, 70% of students will score Average to High in Math.

iREADY	The Spring 2021 NWEA Map data indicates that 55% of students are scoring Average to High in Literacy. iReady will be implemented in the 2021-22 school year. We anticipate 55% of students scoring at or above grade level.	As per the iReady MyPath, 58% of the students were scoring at or above grade level.	As per the iReady MyPath, 66% of the students were scoring at or above grade level.	As per the iReady MyPath, 65% of the students were scoring at or above grade level.	By Spring of 2024, 70% of students will score at or above grade level according to the iReady assessments.

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Kagan training for student engagement and classroom management for teachers and Mentors.	There will be KAGAN coaching during the teacher training in August and throughout the year during training. In addition to the live training, training may be delivered in the following formats: Training may be delivered in the following formats: Live video conferencing, Live training, Live webinars, Pre Recorded webinars, Prerecorded FAQ video instruction, Digital FAQ instruction.	$ 3,000	Y
Action 2	Learning A-Z training for teachers	Learning A-Z training may be delivered in the following formats: Training may be delivered in the following formats: Live video conferencing, Live training, Live webinars, Pre Recorded webinars, Prerecorded FAQ video instruction, Digital FAQ instruction.	$ 3,500	Y

Action 3	Performance Task (W.A.R. – Writing About Reading) training for teachers.	Training for the Performance Task may be delivered in the following formats: Training may be delivered in the following formats: Live video conferencing, Live training, Live webinars, Pre Recorded webinars, Prerecorded FAQ video instruction, Digital FAQ instruction.	$ 300	Y
Action 4	Step Up to Writing training for teachers.	Training for Step Up To Writing may be delivered in the following formats: Training may be delivered in the following formats: Live video conferencing, Live training, Live webinars, Pre Recorded webinars, Prerecorded FAQ video instruction, Digital FAQ instruction.	$ 2,000	Y
Action 5	NWEA MAP Growth training in reading and writing for teachers.	Training for the NWEA MAP Growth Assessments may be delivered in the following formats: Training may be delivered in the following formats: Live video conferencing, Live training, Live webinars, Pre Recorded webinars, Prerecorded FAQ video instruction, Digital FAQ instruction.	$ 4,000	Y
Action 6	Words Their Way training for teachers.	Training for Words Their Way may be delivered in the following formats: Training may be delivered in the following formats: Live video conferencing, Live training, Live webinars, Pre Recorded webinars, Prerecorded FAQ video instruction, Digital FAQ instruction.	$ 2,000	Y
Action 7	Fountas and Pinnell training for teachers.	Training for Fountas and Pinnell may be delivered in the following formats: Training may be delivered in the following formats: Live video conferencing, Live training, Live webinars, Pre Recorded webinars, Prerecorded FAQ video instruction, Digital FAQ instruction.	$ 2,000	Y
Action 8	Reading, writing intervention and enrichment training for teachers.	Training for reading, writing intervention and enrichment may be delivered in the following formats: Training may be delivered in the following formats: Live video conferencing, Live training, Live webinars, Pre Recorded webinars, Prerecorded FAQ video instruction, Digital FAQ instruction.	$ 3,000	Y

Action 9	Writing intervention and enrichment training for teachers.	Training for writing intervention and enrichment may be delivered in the following formats: Training may be delivered in the following formats: Live video conferencing, Live training, Live webinars, Pre Recorded webinars, Prerecorded FAQ video instruction, Digital FAQ instruction.	$2,000	Y
Action 10	Literacy training for teachers.	Literacy training may be delivered in the following formats: Training may be delivered in the following formats: Live video conferencing, Live training, Live webinars, Pre Recorded webinars, Prerecorded FAQ video instruction, Digital FAQ instruction.	$ 4,000	Y

Goal Analysis for 2022/23

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.

Despite the existence of planned actions, the actual implementation of these actions did not exhibit any significant deviations or variations. This indicates that the execution of the plans closely adhered to what was originally intended, without any notable discrepancies or departures from the initial plan. In other words, the planned actions were carried out as expected, with no major deviations or alterations during the implementation phase. This consistency between the planned actions and their actual execution can be viewed as a positive outcome, indicating a high level of organization and attention to detail in the planning process. It also suggests that the individuals responsible for carrying out the plan were well-prepared and capable of executing the plan effectively.

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 budgeted expenditures and estimated actual expenditures, as well as the planned percentages of improved services and estimated actual percentages of improved services, did not exhibit any significant variations or differences. This suggests that the financial projections and performance targets set during the planning process were closely aligned with the actual financial outcomes and service improvements achieved. The absence of substantive differences between the planned and actual results implies a high degree of accuracy and precision in the planning process, as well as effective execution of the plan. This can be viewed as a positive outcome, indicating that resources were allocated appropriately and utilized efficiently to achieve the desired outcomes. Overall, the consistency between the budgeted and actual expenditures, as well as the planned and actual percentages of improved services, reflects a successful implementation of the plan and a high level of accountability and transparency in financial management

An explanation of how effective the specific actions were in making progress toward the goal.

The implementation of specific planned actions, such as the utilization of MyPath and iReady by students, played a crucial role in facilitating academic growth and progress towards mastery of the Common Core State Standards. By leveraging this technology-enabled learning platform, nearly every student was able to make significant strides in their academic development. The individualized and adaptive nature of the MyPath program allowed students to work at their own pace and receive targeted support based on their specific learning needs. As a result, students were able to engage with the material in a more meaningful way, resulting in improved learning outcomes and a better understanding of the content. This success can be attributed to the careful planning and execution of the MyPath program, which was specifically designed to help students achieve mastery of the Common Core State Standards. The positive impact of this program on student learning underscores the importance of leveraging innovative technologies to support and enhance educational outcomes.

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.

The decision not to make any changes or modifications to the plan reflects a strong commitment to continuity and consistency in pursuit of the identified goals. By sticking to the original plan, the team responsible for the project can focus their efforts on executing the plan effectively and efficiently, with the confidence that the planned outcomes are well within reach. The success of this approach will ultimately be measured by the achievement of the desired outcomes, which will serve as a validation of the soundness of the planning process and the efficacy of the original plan.

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.

Goal #5 Academic Goal- Math Growth

Goal # 5	**Description:** All students will show academic growth and progress toward mastery of the Common Core State Standards in math as demonstrated by verified assessments.

An explanation of why the LEA has developed this goal.

Establishing a goal of math growth and progress is a critical step as it demonstrates dedication to ensuring that every student has the opportunity to succeed in the field of mathematics. This goal is important as it holds Sycamore Academy accountable to parents, students, and the community. By setting a clear target and tracking progress towards it, the Sycamore Academy can demonstrate its commitment to academic excellence and transparency in mathematics education. Sharing the results of these assessments with stakeholders also ensures that parents and students are aware of their progress towards mastery of the Common Core State Standards in mathematics and can help identify areas where additional support may be necessary.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA MAP	The Spring 2021 data indicates that 50% of students are scoring Average to High in Math.	The Spring 2022 data indicates that 55% of students are scoring Average to High in Math	The Spring 2023 data indicates that 53% of students are scoring Average to High in Math	The Spring 2024 data indicates that 39% of students are scoring Average to High in Math	By Spring of 2024, 70% of students will score Average to High in Math according to NWEA MAP assessments.
iREADY	The Spring 2021 NWEA Map data indicates that 50% of students are scoring average to high. iReady will be implemented in the 2021-22 school year and we anticipate 50% will score at or above grade level.	As per the iReady MyPath, 53% of the students were scoring at or above grade level.	As per the iReady MyPath, 53% of the students were scoring at or above grade level.	As per the iReady MyPath, 53% of the students were scoring at or above grade level.	By Spring of 2024, 70% of students will score Average to High in Math according to iReady assessments.

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	JUMP Math training for teachers	JUMP Math Training may be delivered in the following formats: Live video conferencing, Live training, Live webinars, Pre Recorded webinars, Prerecorded FAQ video instruction, Digital FAQ instruction.	$2,000	Y

Action 2	WAM (Writing About Math) and Performance Task (math literacy) training for teachers.	Training for the Performance Task may be delivered in the following formats: Live video conferencing, Live training, Live webinars, Pre Recorded webinars, Prerecorded FAQ video instruction, Digital FAQ instruction.	$300	Y
Action 3	Kagan training for student engagement and classroom management for teachers.	There will be KAGAN coaching during the teacher training in August and throughout the year during training. In addition to the live training, training may be delivered in the following formats: Training may be delivered in the following formats: Live video conferencing, Live training, Live webinars, Pre Recorded webinars, Prerecorded FAQ video instruction, Digital FAQ instruction.	$3,000	Y
Action 4	Math Intervention and Enrichment training for Teachers.	Training for math intervention and enrichment may be delivered in the following formats: Live video conferencing, Live training, Live webinars, Pre Recorded webinars, Prerecorded FAQ video instruction, Digital FAQ instruction.	$1,500	Y
Action 5	NWEA MAP Growth training in reading and writing for teachers.	Training for the NWEA MAP Growth Assessments may be delivered in the following formats: Training may be delivered in the following formats: Live video conferencing, Live training, Live webinars, Pre Recorded webinars, Prerecorded FAQ video instruction, Digital FAQ instruction.	$4,000	Y
Action 6	Action 6 Math tutoring	Tutoring will be offered during before or after school. Training may be delivered in the following formats: Live video conferencing, Live training, Live webinars, Pre Recorded webinars, Prerecorded FAQ video instruction, Digital FAQ instruction.	$5,000	Y
Action 7	Action 7 Mentor support	Mentors will be used in the classroom to offer support in enrichment and intervention to students in need of support.	$50,000	Y

Action 8	iREADY training in literacy for teachers.	iREADY Training may be delivered in the following formats: Live video conferencing, Live training, Live webinars, Pre Recorded webinars, Prerecorded FAQ video instruction, Digital FAQ instruction.	$ 4,500	Y

Goal Analysis for 2022/23

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.

The planned actions were executed with a high degree of fidelity, as there were no significant differences between the intended actions and their actual implementation. This consistency in execution is a clear indication that the planning process was meticulous and comprehensive, and that the team responsible for executing the plan was able to carry out their responsibilities with a high level of proficiency. This alignment between the planned actions and their actual implementation is critical for achieving the desired outcomes, as it ensures that the resources and efforts invested in planning are effectively translated into concrete results.

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 budgeting and allocation of resources were executed with precision and accuracy, as there were no significant differences between the budgeted expenditures and the actual expenditures, nor between the planned percentages of improved services and their actual counterparts. This alignment between budgeting and actual expenditures is a critical component of financial management, as it ensures that resources are being allocated efficiently and effectively towards the intended goals. This successful management of resources is indicative of a high degree of accountability and transparency, as it assures stakeholders that the resources allocated to the project were used in accordance with the planned budget.

An explanation of how effective the specific actions were in making progress toward the goal.

The specific planned actions implemented in the curriculum were instrumental in fostering academic growth and progress among students, particularly through the use of NWEA MAP and MAPPERS assessments. By utilizing these assessments, students were able to effectively monitor their progress towards mastering the Common Core State Standards, thereby providing them with a clear understanding of their strengths and areas in need of improvement. The use of these assessments not only helped to track student progress but also allowed for the identification of areas where additional support may be necessary, which is critical in ensuring that all students have access to a high-quality education

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.

The budgeted expenditures aligned closely with the actual expenditures, and the planned percentages of improved services closely matched the actual percentages achieved. This demonstrates a high level of accuracy and precision in the budgeting and resource allocation processes. When budgeted expenditures and planned percentages of improved services align closely with actual expenditures and achieved percentages of improved services, it shows that the organization is effectively using its resources towards the intended goals.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023/24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$229,552	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.13%	0%	0%	6.13%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

To align with the school's mission and vision and effectively utilize available funds, Sycamore Academy has determined that providing supplemental services in a school-wide manner is the most efficient approach. This ensures that all students, including the targeted student population, receive support. While the supplemental services will be implemented school-wide, Sycamore Academy will allocate funds proportionally, utilizing both supplemental funds and general LCFF funds to benefit all students. In order to address the State priority areas for supplemental educational services for Unduplicated Pupils and achieve the LCAP goals, the following school-wide actions/services will be reassessed for their effectiveness and implemented to support all students, with a specific focus on Unduplicated Pupils. These services include, but are not limited to:

Frequent assessment of all students, with careful analysis and evaluation of data to ensure the effectiveness of interventions and support student achievement.

Utilization of the Multi-tiered System of Support (MTSS) process, which involves continuous monitoring of student progress to ensure sustained improvement.

Implementation of performance block instruction, with purposeful grouping led by credentialed teachers, to provide targeted instruction in areas of weakness.

Providing before, during, and after-school tutoring opportunities, free of charge to families, to support remediation and acceleration.

Continued implementation of online education programs to cater to the individual needs of students, particularly those in unduplicated categories.

Delivery of academic and social interventions to foster youth, English Learners, and low-income students.

By implementing these measures, Sycamore Academy aims to fulfill its mission and vision while prioritizing the educational needs of all students, particularly those who require additional support.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The administration and support staff of the school actively reach out to identify unduplicated pupils and their families to ensure they receive the necessary services. Throughout the year, multiple communication channels are utilized to establish contact, including phone calls, emails, text messages, newsletters, parent/teacher/admin meetings, and classroom visits.

To cater to the diverse needs of students, various additional supports and academic services are provided to English learners, foster youth, low-income students, and all students. These services encompass:

Support personnel in the classrooms to provide assistance and guidance. Supplementary support outside the classroom to address individual needs. Tutoring services to support academic progress. Counseling services to address social-emotional well-being. Supplemental curricular supports to enhance learning opportunities. Food services to ensure access to nutritious meals. Special education services, if required. Language development support and instruction. Technology support, including ensuring internet access if needed. Parent information meetings aimed at engaging and supporting attendance, promoting appropriate behavior, and encouraging parental involvement in school activities to the best extent possible.

By actively reaching out and providing a range of services, the school administration and support staff strive to ensure that unduplicated pupils and their families are well-supported and encouraged to actively participate in the educational journey of their children

Sycamore Academy of Science and Cultural Arts

Chino Valley

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
Sycamore Academy of Science and Cultural Arts-Chino Valley	Barbara Hale, Executive Director	b.hale@sycamoreacademycharter.org

Plan Summary 2024 - 2027

General Information

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

The Sycamore Academy of Science and Cultural Arts – Chino Valley charter was authorized by the San Bernardino County Board of Education in December, 2018, and opened in a temporary location for approximately one hundred-thirty students on August, 2019. In 2023, Sycamore Academy-Chino Valley completed the Western Association of Schools and Colleges (WASC) accreditation process and gained full accreditation. In July of 2021, in response to the lack of data due to the COVID 19 "school shutdown", AB 130 was approved which granted a two-year extension to all charters that expire between 2022 and 2025. Therefore, the SASCACV charter was extended to June 30, 2026. In 2023, Senate Bill 114 was passed which extended the term of all charter schools whose term expires on or between January 1, 2024, and June 30, 2027 for an additional year, therefore the current term expiration is June 30, 2027.

Sycamore Academy-Chino Valley provides a rigorous, constructivist-based, academic program which is preparing our students for their future. We provide a balanced approach to learning through active participation, collaboration and hands-on learning opportunities. While we are 1:1 with technology for students and offer a well-rounded supplemental online program, our teachers work diligently to provide every student with the supports, accommodations and modifications needed to be successful and provide hands-on, problem-based instruction. Core to our program is the belief that students must develop critical skills and fundamental dispositions to be successful, life-long learners. Through the implementation of growth mindset strategies, the Leader in Me, and Kagan cooperative learning structures, teachers assist students in developing the needed skills and dispositions to be successful.

Reflections: Annual Performance

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

According to the CA School Dashboard (CASD), all Sycamore Academy-Chino Valley students improved performance in all academic areas. Sycamore has no student groups in the "red" (lowest) performance level on any academic measure.

According to AB 1505, charter schools performance is to be measured against the state's performance for renewal. We analyzed our performance against the state of CA and found the following:

In English Language Arts, CA declined 1.4 points and has two student groups in the "red" and seven student groups in "orange". Sycamore increased 8.8 points, has no student groups in "red" and only one student group in "orange".

In Mathematics, CA increased 2.6 points and has three student groups in the "red" and four student groups in the "orange". Sycamore increased 9.1 points and has no student groups in the "red" and one student group in the "orange".
English Language Learner progress is measured on the CA School Dashboard. The gauge used to determine progress is the percentage of current EL students who progressed at least one level according to the English Language Proficiency Assessment for California (ELPAC). CA's performance is "yellow" with 48.7% making progress. While Sycamore does not have a sufficient size group to receive a color on the CA Dashboard, it does show that 50% of EL students are making adequate progress.

Chronic Absenteeism is a concern throughout the state of California. The CA Dashboard shows an overall decrease in the state of about 300,000 students overall, no student groups in "red" or "orange" and ALL student groups in the "yellow". Sycamore shows an overall increase of about 38 students and has no student groups in the "red" or "orange". Attendance will be a focus for this LCAP.

Reflections: Technical Assistance

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

Sycamore Academy-Chino Valley is not receiving 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.

Sycamore is not receiving comprehensive support and 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.

Sycamore-Chino Valley is not eligible for comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

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

Sycamore-Chino Valley is not eligible for comprehensive support and improvement therefore, it is not required to provide an additional plan to monitor and evaluate.

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
Administrators	Administrators meet to analyze multiple measures including data, teacher input, staff input, parent input, student input, assessment data, attendance and discipline data, etc. That information is used to identify areas of need, determine targets and the actions needed to achieve the targets.
Teachers	Teachers attended multiple meetings to disaggregate data by grade levels and determine next steps including targets. Teachers analyzed all goals and provide input by grade level that is then analyzed by administration to determine schoolwide targets and actions.
Classified staff	Meetings with clerical staff, classified support staff, and custodial staff occur regularly to reflect on processes, procedures, and outcomes and determine needed changes.
Parents	Parents are invited to a Townhall with the Principal every month to learn about progress toward goals and to provide input to next steps. Parents have the opportunity to bring issues/concerns/ideas to the Townhall, School Site Council, Foundation, or meet directly with administration.
Students	Students complete an annual engagement survey.
School Site Council	The School Site Council is comprised of 5 parents who are elected by parents, 3 teachers who are elected by teachers, one classified staff member elected by classified staff, and one administrator. This committee reviews the LCAP and provides feedback for Board consideration.
Governing Board	The governing board receives monthly reports from individual teachers, the Chief Business Officer, the site administration, and the Executive Director. The Board reviewed the LCAP over multiple meetings.

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

The LCAP was significantly shaped by the invaluable feedback from our educational partners. Their insights and expertise not only guided our understanding of the needs and challenges within the education sector but also helped refine the content to ensure its relevance and effectiveness. Their perspectives provided a crucial lens through which we could tailor our plan to

better serve the diverse needs of educators, students, and institutions alike. Their input was instrumental in ensuring that the final product reflects the collective wisdom and experience of those directly involved in the educational ecosystem.

Goals and Actions

Goal

Goal #	Description	Type of Goal
#1	All student groups will reduce chronic absenteeism rates, bringing the school's attendance rate up to a minimum of 98%	Focus Goal

State Priorities addressed by this goal.

Priority #1 Basic Conditions

Priority #3 Parental Involvement

Priority #4 Pupil Achievement

Priority #5 Pupil Engagement

Priority #6 School Climate

An explanation of why the LEA has developed this goal.

Student attendance is an area that has not improved to pre-pandemic rates.

Student participation in the academic program is essential for student learning especially in the program offered at SASCACV as we are highly collaborative and project based.

14.9% of the total student population is chronically absent, a 4.7% decrease in chronic absenteeism from 2022 to 2023 (CASD)

When examining the data through the lens of various student groups, there is disparity with regard to access to instruction as demonstrated by attendance rates:

	ALL	Socioeconomically Disadvantaged	Students with Disabilities
Sycamore Academy-Chino Valley	14.9%	18.8%	19.6%
California	24.3%	29.9%	33.1%
Difference	SASCACV has 9.4% LESS chronically absent students than the state of CA.	SASCA CV has 11.1% LESS chronically absent SED	SASCACV has 11.5% LESS chronically absent SWD than the state of CA.

		students than the state of CA.	

We then analyzed our data by grade level to determine if grade level targets and actions are appropriate. DataQuest

	TK/K	1st-3rd	4th-6th	7th-8th
98%	86.6%	87.2%	84.6%	72.4%
Difference	**-11.4%**	**-10.8%**	**-13.4%**	**-25.6%**

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 2024-2025	Year 2 Outcome 2025-2026	Target for Year 3 Outcome 2026-2027	Current Difference from Baseline
M1.1	CA School Dashboard	The 2023 Dashboard, released in the fall of 2023, shows 14.9% chronic absenteeism.	The 2024 CASD will be released in the Fall of 2024	The 2025 CASD will be released in the Fall of 2025	The 2026 CASD will have chronic absenteeism of less than 5%.	Baseline year
M1.2	All Students Attendance Rate	The 2023-24 P1 Attendance report shows an ADA rate of 93.9%	This data will be available in January 2025	This data will be available in January 2026	Attendance rate of 98% or higher according to the 2026-2027 P1 report	Baseline year
M1.3	P2 Attendance Rate	The 2023-24 P2 Attendance report shows an ADA rate of 93.8%	This data will be available on or about 05/15/25	This data will be available on or about 05/15/26	Attendance rate of 98% or higher according to the 2026-2027 P2 report	Baseline year

Goal Analysis for 2024

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.

This is a new goal, established for the 2024-2025 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.

This is a new goal, established for the 2024-2025 school year.

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

This is a new goal, established for the 2024-2025 school year.

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.

This is a new goal, established for the 2024-2025 school year.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Learning	Administration, Attendance clerk, and support staff will receive training on the Board adopted Attendance policy and procedures, the SART process, and resources available to address barriers to school attendance.	$700	Yes
1.2	Weekly attendance reporting review by Attendance Clerk	Attendance clerk will analyze the weekly attendance report. Attendance clerk and Support services will schedule meetings with parents of students reaching chronic absentee rates in to identify appropriate supports.	$1,600	Yes
1.3	ADA by Date Report from PowerSchool monthly review	Attendance clerk and CBO will meet to review the report and take action to remedy identified attendance issue. Report to the board quarterly.	$1,000	Yes
1.4	ADA by Date Report from PowerSchool, filtered by subgroup, monthly	Attendance clerk will provide Administration with the Monthly ADA by Date Report, filter by subgroups (SED, SWD, EL). Administration will collaborate with education partners to remedy any attendance concerns specific to these groups.	$2,300	Yes
1.5	P1, P2, P-Annual analysis	Administration will analyze these reports in conjunction with additional attendance reports from the SIS to provide data to the board when considering future calendars with the focus on increased attendance. An analysis will be provided to the board annually prior to adoption of the following year's calendar.	$1,000	Yes
1.6	Monthly e-Newsletter	Attendance Clerk will provide the Community Relations Coordinator with information for parents regarding attendance each month for inclusion in the e-Newsletter.	$1,500	Yes
1.7	P1, P2, P-Annual analysis by grade level	Administration will analyze these reports by grade level and collaborate with grade level teachers to determine appropriate interventions or incentives to improve student attendance in grades with attendance rates lower than the target.	$1,000	Yes

Goal

Goal #	Description	Type of Goal
#2	Develop a stronger school culture that promotes collaboration, inclusivity and mutual respect among students, family, faculty, and staff.	Broad Goal

State Priorities addressed by this goal.

Priority #1 Basic Conditions

Priority #4 Pupil Achievement

Priority #5 Pupil Engagement

Priority #8 Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

A positive school culture not only enhances student well-being and academic performance but also contributes to a supportive and conducive learning environment for all members of the school community. Research shows that a positive school culture can contribute to acceleration of learning by improving attendance and reducing disruptions to the learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 2024-2025	Year 2 Outcome 2025-2026	Target for Year 3 Outcome 2026-2027	Current Difference from Baseline
M2.1	Suspensions	1 suspension	The 2024-25 suspension data will be available June 2025	The 2025-26 suspension data will be available June 2026	By the 2026-2027 school year, SASCA will have no more than 1 suspension in a school year.	Baseline year
M2.2	Parent Volunteers	We have had approximately 50 cleared volunteers each year for the last 3 years.	This data will be available in May of 2025	This data will be available in May of 2025	By the end of the 2026-2027 school year, SASCA will have more than 200 cleared volunteers.	Baseline year
M2.3	SCORE conference attendance	In the Fall 2023, approximately 80% of students had a parent/guardian attend a SCORE conference.	This data will be available in the Fall of 2024	This data will be available in the Fall of 2025	In the Fall of 2026, 95% of students will have at least one parent/guardian attend a SCORE conference.	Baseline year
M2.4	Parent attendance at P.I.E.	During the. 2023-24 school year, SASCA averaged 30 adults participating at PIE events.	This data will be available in May of 2025	This data will be available in May of 2025	By the 2026-27 school year, SASCA will increase parent participation in PIE nights to an average of 50 adults.	Baseline year

Goal Analysis for 2024

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.

This is a new goal, established for the 2024-2025 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.

This is a new goal, established for the 2024-2025 school year.

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

This is a new goal, established for the 2024-2025 school year.

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.

This is a new goal, established for the 2024-2025 school year.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Information Events (P.I.E.)	Plan and implement parent workshops utilizing the Leader In Me or academic resources	$1,100	Yes
2.2	School community events	SASCA or a Foundation group will host at least one event that brings parents on to campus each month.	$3,900	Yes
2.3	Townhall	Plan monthly townhall meetings with the principal or designee	$1,700	Yes
2.4	Behavior System	Revamp our current schoolwide token system to "KUDOS" – (kindness, understanding, diligence, ownership, service)	$8,400	Yes
2.5	Training	Prior to the start of the school year, train all staff and faculty on policies and procedures to ensure fair and equitable policy enforcement	$7,600	Yes
2.6	Monthly e-newsletter	Provide a e-newsletter prior to the start of each month that informs parents of upcoming events in an organized and concise manner	$2,800	Yes
2.7	School-wide Communication	Use a minimum of 3 types of electronic communication modes for announcements or general information	$5,500	Yes
2.8	Teacher webpage	Teachers will update their webpage at least monthly to inform parents of upcoming events and happenings in the classroom including academic unit themes and projects	$3,500	No
2.9	Teacher communication	Teachers will communicate with families weekly through Remind	$1,200	No

Goal

Goal #	Description	Type of Goal
#3	SASCA students will increase ELA proficiency as demonstrated by surpassing the standard over the course of the three-year LCAP cycle.	Focus Goal

State Priorities addressed by this goal.

Priority #1 Basic Conditions

Priority #2 State Standards

Priority #4 Pupil Achievement

Priority #5 Pupil Engagement

Priority #7 Course Access

Priority #8 Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

The school chose this goal because it aligns with our overarching mission and vision, serving as a beacon for our educational journey. Through careful consideration and analysis of all our data and feedback from our educational partners, we identified this goal as pivotal in driving meaningful progress and fostering positive outcomes for our students. It reflects our commitment to excellence, equity, and continuous improvement, addressing key areas where we believe we can make a significant impact. By focusing our efforts on this goal, we aim to catalyze transformative change and create a learning environment that empowers every individual to thrive and succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 2024-2025	Year 2 Outcome 2025-2026	Target for Year 3 Outcome 2026-2027	Current Difference from Baseline
M3.1	iReady Diagnostic	The Spring administration of the iReady Reading Diagnostics show 65% of students are at or above grade level in reading	This score will be available by May 2025	This score will be available by May 2026	By May 2027, the iReady Readinig Diagnostic will show that 80% of students are at or above grade level in reading.	Baseline year
M3.2	NWEA Vocabulary	The Spring administration of the NWEA Vocabulary Diagnostics show 43% of students are at or above grade level in vocabulary	This score will be available by May 2025	This score will be available by May 2026	By May 2027, the NWEA Map Vocabulary Assessment will show that 65% of students are at or above grade level in reading.	Baseline year
M3.3	NWEA Reading	The Spring administration of the NWEA Map Reading shows 41% of students are at or above grade level in reading	This score will be available by May 2025	This score will be available by May 2026	By May 2027, the NWEA Reading Assessment will show that 55% of students are at or above grade level in reading.	Baseline year
M3.4	CASD DFS	ALL students DFS – 15.1	The 2024 CASD will be released in the Fall of 2024	The 2025 CASD will be released in the Fall of 2025	The 2026 CASD will show a DFS of zero or better	Baseline year

M3.5	CAASPP Data – CASD SPED student group	12.91% met or exceeded standards for ELA	The 2024 CASD will be released in the Fall of 2024	The 2025 CASD will be released in the Fall of 2025	The 2026 CASD will show 25% or more meet or exceed standards	Baseline year

Insert or delete rows, as necessary.

Goal Analysis for 2024

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.

This is a new goal, established for the 2024-2025 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.

This is a new goal, established for the 2024-2025 school year.

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

This is a new goal, established for the 2024-2025 school year.

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.

This is a new goal, established for the 2024-2025 school year.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	iReady Professional Learning	iReady training for novice teachers to begin implementation and for trained teachers to understand and utilize data to inform instruction.	$3,000	Yes
3.2	NWEA Professional Learning	NWEA training for novice teachers to begin implementation and for trained teachers to understand and utilize data to inform instruction	$3,000	Yes
3.3	The Science of Reading Professional Learning for primary grade teachers	Primary grade teachers will receive professional development in the area of the science of reading prior to the start of the 2024-25 school year.	$11,800	Yes
3.4	Word Their Way training	All teachers will receive professional development to implement Words Their Way in all classrooms.	$1,700	Yes
3.5	Weekly team meetings - data dives - coaching	Grade level loops meet with curriculum specialists during PE once per week to desegrated various data that drives small group instruction	$26,000	Yes
3.6	Weekly team meetings – planning - coaching	Teachers meet after school on Friday for various trainings, professional development, and team planning time.	$58,000	Yes
3.7	Stretch growth benchmark recognition	After 2nd and 3rd diagnostic assessment, students who achieve their stretch growth target receive recognition.	$800	Yes
3.8	Expert Groups	Teachers will implement expert groups a minimum of 10 times per year.	$7,500	Yes
3.9	Proficiency block	Teachers will Implement proficiency blocks for targeted instruction	$20,000	Yes

Goal

Goal #	Description	Type of Goal
#4	SASCA students will improve their foundational writing skills as demonstrated by proficient writing score averages on writing prompts.	Focus goal

State Priorities addressed by this goal.

Priority #1 Basic Conditions

Priority #2 State Standards

Priority #4 Pupil Achievement

Priority #5 Pupil Engagement

Priority #7 Course Access

Priority #8 Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

The school selected this writing goal because it resonates with our overarching mission and vision, illuminating our educational pathway. Following a thorough examination of data and thoughtful consideration of feedback from educational partners, we identified this goal as pivotal for fostering meaningful advancement and fostering positive outcomes for our students. It embodies our unwavering commitment to excellence, equity, and continuous growth, addressing key areas where we believe we can make a substantial impact. By prioritizing this writing goal, we aspire to catalyze transformative change and cultivate a learning environment that enables every individual to thrive and excel in their writing abilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 2024-2025	Year 2 Outcome 2025-2026	Target for Year 3 Outcome 2026-2027	Current Difference from Baseline
M4.1	Writing Prompt – Tri 1 -OPINION	Tri 1 post writing prompt average by loop: **PK-K:** 1.29 **1-2:** 2.35 **3-4:** 1.79 **5-6:** 2.17 **7-8:** 3.06	Tri 1 post writing prompt average by loop data will be available by November of 2024	Tri 1 post writing prompt average by loop data will be available by November of 2025	Tri 1 post writing prompt average by loop: **PK-K:** 3.3 **1-2:** 3.3 **3-4:** 3.3 **5-6:** 3.3 **7-8:** 3.3	Baseline year
M4.2	Writing Prompt – Tri 2-INFORMATIVE	Tri 2 post writing prompt average by loop: **PK-K:** 1.89 **1-2:** 2.57 **3-4:** 1.9 **5-6:** 1.77 **7-8:** 2.73	Tri 2 post writing prompt average by loop data will be available by March of 2025	Tri 2 post writing prompt average by loop data will be available by March of 2026	Tri 2 post writing prompt average by loop: **PK-K:** 3.3 **1-2:** 3.3 **3-4:** 3.3 **5-6:** 3.3 **7-8:** 3.3	Baseline year
M4.3	Writing Prompt – Tri 3	Tri 3 post writing prompt average by loop: **PK-K:** 1.63 **1-2:** 2.0 **3-4:** 2.24 **5-6:** 2.7 **7-8:** not available	Tri 3 post writing prompt average by loop data will be available by June of 2025	Tri 3 post writing prompt average by loop data will be available by June of 2026	Tri 3 post writing prompt average by loop: **PK-K:** 3.3 **1-2:** 3.3 **3-4:** 3.3 **5-6:** 3.3 **7-8:** 3.3	Baseline year

Goal Analysis for 2024

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.

This is a new goal, established for the 2024-2025 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.

This is a new goal, established for the 2024-2025 school year.

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

This is a new goal, established for the 2024-2025 school year.

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.

This is a new goal, established for the 2024-2025 school year.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Professional learning –writing rubrics	Teachers will receive professional learning to better understand the writing rubrics.	$1,700	Yes
4.2	Professional learning – inter rater reliability	Teachers will be taught the inter-rater reliability process	$1,700	Yes
4.3	Use of inter-rater reliability for school-wide writing prompts	Implement inter-rater reliability for scoring of writing prompts	$4,800	Yes
4.4	Tutoring	Required focus on writing for after school tutoring	$20,000	Yes
4.5	Writers Workshop	Teachers will be trained to implement weekly Writers Workshop to include peer feedback processes	$1,700	Yes
4.6	Professional Learning	Teachers will participate in professional learning of best practices for delivering writing instruction by writing genre	$1,700	Yes
4.7	Professional Learning	Teachers will participate in professional learning with emphasis in Kagan structures that align to Accountable Talk to improve communication skills	$4,000	Yes
4.8	Professional Learning	Teachers will be taught how to hold writing conferences with students to provide actionable feedback, support self-directed revision practices, and model think alouds.	$1,700	Yes

Goal

Goal #	Description	Type of Goal
#5	SASCA will increase Mathematics proficiency by closing the distance from standard over the course of the three-year LCAP cycle.	Focus goal

State Priorities addressed by this goal.

Priority #1 Basic Conditions

Priority #3 Parental Involvement

Priority #4 Pupil Achievement

Priority #5 Pupil Engagement

Priority #6 School Climate

An explanation of why the LEA has developed this goal.

The school selected this math goal because it harmonizes with our fundamental mission and vision, guiding our educational trajectory. After meticulously evaluating all available data and incorporating feedback from educational partners, we pinpointed this goal as essential for driving substantial advancement and cultivating favorable results for our students. It underscores our dedication to excellence, fairness, and

ongoing enhancement, targeting critical domains where we perceive the potential for profound influence. By directing our attention to this math goal, we strive to ignite significant progress and establish a learning atmosphere that empowers each individual to flourish and achieve success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 2024-2025	Year 2 Outcome 2025-2026	Target for Year 3 Outcome 2026-2027	Current Difference from Baseline
M5.1	iReady Data	The Spring administration of the iReady Mathematics Diagnostics shows 53% of students are scoring at or above grade level.	The Spring administration of the iReady Mathematics Diagnostics will be available in May of 2025	The Spring administration of the iReady Mathematics Diagnostics will be available in May of 2026	In 2027, the spring administration of the iReady Mathematics Diagnostics will show 65% of students score at or above grade level.	Baseline year
M5.2	NWEA Data	The Spring administration of the NWEA Map Mathematics shows 39% of students scoring at or above grade level.	The Spring administration of the NWEA Map Mathematics Diagnostics will be available in May of 2025	The Spring administration of the NWEA Map Mathematics Diagnostics will be available in May of 2026	In 2027, the Spring administration of the NWEA Map Mathematics Diagnostics will show 65% of students score at or above grade level.	Baseline year
M5.3	CAASPP Data – CA School Dashboard	ALL students on the 2023 CASD: DFS -40	ALL students on the 2024 CASD data will be available by December 2024	ALL students on the 2025 CASD data will be available by December 2025	ALL students on the 2026 CASD data will be within 15 points from standard.	Baseline year
M5.4	CAASPP Data – CA School Dashboard SWD student group	6.45% of SWD students met or exceeded standard	SWD students on the 2024 CASD data will be available by December 2024	SWD students on the 2025 CASD data will be available by December 2025	The 2026 CASD data will show 20% of SWD met or exceeded standard	Baseline year

Goal Analysis for 2024

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.

This is a new goal, established for the 2024-2025 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.

This is a new goal, established for the 2024-2025 school year.

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

This is a new goal, established for the 2024-2025 school year.

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.

This is a new goal, established for the 2024-2025 school year.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Error Analysis - Teachers	Prior to the start of the 2024-25 school year, all teachers will receive training in error analysis and how to teach error analysis to students.	$1,700	Yes
4.2	Math games	Purchase of math skills games	$1,900	Yes
4.3	Training – math games	Train teachers on the implementation of developmentally appropriate and skill-based math games	$1,700	Yes
4.4	Tutoring	Required focus on mathematics for after school tutoring	$20,000	Yes
4.5	Professional Learning	Teachers will participate in professional learning to teach students mathematical writing so that students can explain their mathematical thinking, justify their solutions, and critique the reasoning of others	$3,000	Yes
4.6	Manipulatives	Purchase additional mathematics manipulatives for use during Instruction and intervention	$1,700	Yes

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$299,428	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.651%	0%	$0	9.651%

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 #(s)	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
Goal #1 All Actions	The Attendance rate for socio economically disadvantaged students is particularly low indicating that additional resources need to be allocated to support their attendance.	By analyzing attendance data on a more consistent and deliberate basis, meetings with families can be held sooner and resources can be provided and implemented prior to the student being considered chronic.	Each Attendance reporting mechanism will be analyzed by student groups, specifically SED.
Goal #2 All Actions	Ensure that the social-emotional needs of specific student groups are met when planning and implementing the various actions to increase participation.	The LEA chose to make this schoolwide to ensure equity of implementation with careful consideration of the various student groups.	Data as described in the metrics for Goal 2 with emphasis in the desegregation by student group
Goal #3 All Actions	Ensure that the unique needs of specific student groups are met when planning and implementing the various actions to increase reading achievement.	The LEA chose to make this schoolwide to ensure equity of implementation with careful consideration of the various student groups.	Data as described in the metrics for Goal 3 with emphasis in the desegregation by student group
Goal #4 All Actions	Ensure that the unique needs of specific student groups are met when planning and implementing the various actions to increase writing achievement.	The LEA chose to make this schoolwide to ensure equity of implementation with careful consideration of the various student groups.	Data as described in the metrics for Goal 4 with emphasis in the desegregation by student group
Goal #5 All Actions	Ensure that the unique needs of specific student groups are met when planning and implementing the various actions to increase mathematics achievement.	The LEA chose to make this schoolwide to ensure equity of implementation with careful consideration of the various student groups.	Data as described in the metrics for Goal 5 with emphasis in the desegregation by student group

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.

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.

Actions are being provided to all students.

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.

School does not have more than 55% foster youth, English learners, and low income students.

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

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024-2025	$ 3,102,441	$ 299,428	9.651%	0.000%	9.651%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 243,900	$ -	$ -	$ -	$ 243,900.00	$ -	$ 243,900

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	Professional Learning	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All	[Input location]	[Input time span]	$ -	$ 700	$ 700	$ -	$ -	$ -	$ 700	0.000%
1	2	Weekly attendance reporting review by Attendance Clerk	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All	[Input location]	[Input time span]	$ -	$ 1,600	$ 1,600	$ -	$ -	$ -	$ 1,600	0.000%
1	3	ADA by Date Report from PowerSchool monthly review	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All	[Input location]	[Input time span]	$ -	$ 1,000	$ 1,000	$ -	$ -	$ -	$ 1,000	0.000%
1	4	ADA by Date Report from PowerSchool, filtered by subgroup, monthly	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All	[Input location]	[Input time span]	$ -	$ 2,300	$ 2,300	$ -	$ -	$ -	$ 2,300	0.000%
1	5	P1, P2, P-Annual analysis	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All	[Input location]	[Input time span]	$ -	$ 1,000	$ 1,000	$ -	$ -	$ -	$ 1,000	0.000%
1	6	Monthly e-Newsletter	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 1,500	$ 1,500	$ -	$ -	$ -	$ 1,500	0.000%
1	7	P1, P2, P-Annual analysis by grade level	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 1,000	$ 1,000	$ -	$ -	$ -	$ 1,000	0.000%
2	1	Parent Information Events (P.I.E.)	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 1,100	$ 1,100	$ -	$ -	$ -	$ 1,100	0.000%
2	2	School community events	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 3,900	$ 3,900	$ -	$ -	$ -	$ 3,900	0.000%
2	3	Townhall	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 1,700	$ 1,700	$ -	$ -	$ -	$ 1,700	0.000%
2	4	Behavior System	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 8,400	$ 8,400	$ -	$ -	$ -	$ 8,400	0.000%
2	5	Training	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 7,600	$ 7,600	$ -	$ -	$ -	$ 7,600	0.000%
2	6	Monthly e-newsletter	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 2,800	$ 2,800	$ -	$ -	$ -	$ 2,800	0.000%
2	7	School-wide Communication	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 5,500	$ 5,500	$ -	$ -	$ -	$ 5,500	0.000%
2	8	Teacher webpage	All, English Learners, Foster Youth, Low Income	No	Schoolwide	All			$ -	$ 3,500	$ 3,500	$ -	$ -	$ -	$ 3,500	0.000%
2	9	Teacher communication	All, English Learners, Foster Youth, Low Income	No	Schoolwide	All			$ -	$ 1,200	$ 1,200	$ -	$ -	$ -	$ 1,200	0.000%
3	1	iReady Professional Learning	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 3,000	$ 3,000	$ -	$ -	$ -	$ 3,000	0.000%
3	2	NWEA Professional Learning	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 3,000	$ 3,000	$ -	$ -	$ -	$ 3,000	0.000%
3	3	The Science of Reading Professional Learning for primary grade teachers	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 11,800	$ 11,800	$ -	$ -	$ -	$ 11,800	0.000%
3	4	Word Their Way training	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 1,700	$ 1,700	$ -	$ -	$ -	$ 1,700	0.000%
3	5	Weekly team meetings - data dives – coaching	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 26,000	$ 26,000	$ -	$ -	$ -	$ 26,000	0.000%
3	6	Weekly team meetings – planning – coaching	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 58,000	$ 58,000	$ -	$ -	$ -	$ 58,000	0.000%
3	7	Stretch growth benchmark recognition	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 800	$ 800	$ -	$ -	$ -	$ 800	0.000%
3	8	Expert Groups	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 7,500	$ 7,500	$ -	$ -	$ -	$ 7,500	0.000%
3	9	Proficiency block	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
4	1	Professional learning –writing rubrics	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 1,700	$ 1,700	$ -	$ -	$ -	$ 1,700	0.000%
4	2	Professional learning – inter rater reliability	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 1,700	$ 1,700	$ -	$ -	$ -	$ 1,700	0.000%
4	3	Use of inter-rater reliability for school-wide writing prompts	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 4,800	$ 4,800	$ -	$ -	$ -	$ 4,800	0.000%
4	4	Tutoring	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
4	5	Writers Workshop	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 1,700	$ 1,700	$ -	$ -	$ -	$ 1,700	0.000%
4	6	Professional Learning	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 1,700	$ 1,700	$ -	$ -	$ -	$ 1,700	0.000%
4	7	Professional Learning	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 4,000	$ 4,000	$ -	$ -	$ -	$ 4,000	0.000%
4	8	Professional Learning	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 1,700	$ 1,700	$ -	$ -	$ -	$ 1,700	0.000%
5	1	Error Analysis - Teachers	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 1,700	$ 1,700	$ -	$ -	$ -	$ 1,700	0.000%
5	2	Math games	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 1,900	$ 1,900	$ -	$ -	$ -	$ 1,900	0.000%
5	3	Training – math games	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 1,700	$ 1,700	$ -	$ -	$ -	$ 1,700	0.000%
5	4	Tutoring	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
5	5	Professional Learning	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 3,000	$ 3,000	$ -	$ -	$ -	$ 3,000	0.000%
5	6	Manipulatives	All, English Learners, Foster Youth, Low Income	Yes	Schoolwide	All			$ -	$ 1,700	$ 1,700	$ -	$ -	$ -	$ 1,700	0.000%

2024-2025 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
$ 3,102,441	$ 299,428	9.651%	0.000%	9.651%	$ 239,200	0.000%	7.710%	**Total:**	$ 239,200
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 239,200

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	Professional Learning	Yes	Schoolwide	All	[Input location]	$ 700	0.000%
1	2	Weekly attendance reporting review by Atte	Yes	Schoolwide	All	[Input location]	$ 1,600	0.000%
1	3	ADA by Date Report from PowerSchool mo	Yes	Schoolwide	All	[Input location]	$ 1,000	0.000%
1	4	ADA by Date Report from PowerSchool, fill	Yes	Schoolwide	All	[Input location]	$ 2,300	0.000%
1	5	P1, P2, P-Annual analysis	Yes	Schoolwide	All	[Input location]	$ 1,000	0.000%
1	6	Monthly e-Newsletter	Yes	Schoolwide	All		$ 1,500	0.000%
1	7	P1, P2, P-Annual analysis by grade level	Yes	Schoolwide	All		$ 1,000	0.000%
2	1	Parent Information Events (P.I.E.)	Yes	Schoolwide	All		$ 1,100	0.000%
2	2	School community events	Yes	Schoolwide	All		$ 3,900	0.000%
2	3	Townhall	Yes	Schoolwide	All		$ 1,700	0.000%
2	4	Behavior System	Yes	Schoolwide	All		$ 8,400	0.000%
2	5	Training	Yes	Schoolwide	All		$ 7,600	0.000%
2	6	Monthly e-newsletter	Yes	Schoolwide	All		$ 2,800	0.000%
2	7	School-wide Communication	Yes	Schoolwide	All		$ 5,500	0.000%
2	8	Teacher webpage	No	Schoolwide			$ -	0.000%
2	9	Teacher communication	No	Schoolwide			$ -	0.000%
3	1	iReady Professional Learning	Yes	Schoolwide	All		$ 3,000	0.000%
3	2	NWEA Professional Learning	Yes	Schoolwide	All		$ 3,000	0.000%
3	3	The Science of Reading Professional Learr	Yes	Schoolwide	All		$ 11,800	0.000%
3	4	Word Their Way training	Yes	Schoolwide	All		$ 1,700	0.000%
3	5	Weekly team meetings - data dives – coacl	Yes	Schoolwide	All		$ 26,000	0.000%
3	6	Weekly team meetings – planning – coachi	Yes	Schoolwide	All		$ 58,000	0.000%
3	7	Stretch growth benchmark recognition	Yes	Schoolwide	All		$ 800	0.000%
3	8	Expert Groups	Yes	Schoolwide	All		$ 7,500	0.000%
3	9	Proficiency block	Yes	Schoolwide	All		$ 20,000	0.000%
4	1	Professional learning –writing rubrics	Yes	Schoolwide	All		$ 1,700	0.000%
4	2	Professional learning – inter rater reliability	Yes	Schoolwide	All		$ 1,700	0.000%
4	3	Use of inter-rater reliability for school-wide	Yes	Schoolwide	All		$ 4,800	0.000%
4	4	Tutoring	Yes	Schoolwide	All		$ 20,000	0.000%
4	5	Writers Workshop	Yes	Schoolwide	All		$ 1,700	0.000%
4	6	Professional Learning	Yes	Schoolwide	All		$ 1,700	0.000%
4	7	Professional Learning	Yes	Schoolwide	All		$ 4,000	0.000%
4	8	Professional Learning	Yes	Schoolwide	All		$ 1,700	0.000%
5	1	Error Analysis - Teachers	Yes	Schoolwide	All		$ 1,700	0.000%
5	2	Math games	Yes	Schoolwide	All		$ 1,900	0.000%
5	3	Training – math games	Yes	Schoolwide	All		$ 1,700	0.000%
5	4	Tutoring	Yes	Schoolwide	All		$ 20,000	0.000%
5	5	Professional Learning	Yes	Schoolwide	All		$ 3,000	0.000%
5	6	Manipulatives	Yes	Schoolwide	All		$ 1,700	0.000%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 243,900.00	$ -

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	Professional Learning	Yes	$ 700	$ -
1	2	Weekly attendance reporting review by Attendance Clerk	Yes	$ 1,600	$ -
1	3	ADA by Date Report from PowerSchool monthly review	Yes	$ 1,000	$ -
1	4	ADA by Date Report from PowerSchool, filtered by subgroup, monthly	Yes	$ 2,300	$ -
1	5	P1, P2, P-Annual analysis	Yes	$ 1,000	$ -
1	6	Monthly e-Newsletter	Yes	$ 1,500	$ -
1	7	P1, P2, P-Annual analysis by grade level	Yes	$ 1,000	$ -
2	1	Parent Information Events (P.I.E.)	Yes	$ 1,100	$ -
2	2	School community events	Yes	$ 3,900	$ -
2	3	Townhall	Yes	$ 1,700	$ -
2	4	Behavior System	Yes	$ 8,400	$ -
2	5	Training	Yes	$ 7,600	$ -
2	6	Monthly e-newsletter	Yes	$ 2,800	$ -
2	7	School-wide Communication	Yes	$ 5,500	$ -
2	8	Teacher webpage	No	$ 3,500	$ -
2	9	Teacher communication	No	$ 1,200	$ -
3	1	iReady Professional Learning	Yes	$ 3,000	$ -
3	2	NWEA Professional Learning	Yes	$ 3,000	$ -
3	3	The Science of Reading Professional Learning for primary grade teachers	Yes	$ 11,800	$ -
3	4	Word Their Way training	Yes	$ 1,700	$ -
3	5	Weekly team meetings - data dives – coaching	Yes	$ 26,000	$ -
3	6	Weekly team meetings – planning – coaching	Yes	$ 58,000	$ -
3	7	Stretch growth benchmark recognition	Yes	$ 800	$ -
3	8	Expert Groups	Yes	$ 7,500	$ -
3	9	Proficiency block	Yes	$ 20,000	$ -
4	1	Professional learning –writing rubrics	Yes	$ 1,700	$ -
4	2	Professional learning – inter rater reliability	Yes	$ 1,700	$ -
4	3	Use of Inter-rater reliability for school-wide writing prompts	Yes	$ 4,800	$ -
4	4	Tutoring	Yes	$ 20,000	$ -
4	5	Writers Workshop	Yes	$ 1,700	$ -
4	6	Professional Learning	Yes	$ 1,700	$ -
4	7	Professional Learning	Yes	$ 4,000	$ -
4	8	Professional Learning	Yes	$ 1,700	$ -
5	1	Error Analysis - Teachers	Yes	$ 1,700	$ -
5	2	Math games	Yes	$ 1,900	$ -
5	3	Training – math games	Yes	$ 1,700	$ -
5	4	Tutoring	Yes	$ 20,000	$ -
5	5	Professional Learning	Yes	$ 3,000	$ -
5	6	Manipulatives	Yes	$ 1,700	$ -

2024-2025 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ -	$ 239,200	$ -	$ 239,200	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	Professional Learning	Yes	$ 700		0.000%	0.000%
1	2	Weekly attendance reporting review by Attendance Clerk	Yes	$ 1,600		0.000%	0.000%
1	3	ADA by Date Report from PowerSchool monthly review	Yes	$ 1,000		0.000%	0.000%
1	4	ADA by Date Report from PowerSchool, filtered by subgroup, monthly	Yes	$ 2,300		0.000%	0.000%
1	5	P1, P2, P-Annual analysis	Yes	$ 1,000		0.000%	0.000%
1	6	Monthly e-Newsletter	Yes	$ 1,500		0.000%	0.000%
1	7	P1, P2, P-Annual analysis by grade leve	Yes	$ 1,000		0.000%	0.000%
2	1	Parent Information Events (P.I.E.)	Yes	$ 1,100		0.000%	0.000%
2	2	School community events	Yes	$ 3,900		0.000%	0.000%
2	3	Townhall	Yes	$ 1,700		0.000%	0.000%
2	4	Behavior System	Yes	$ 8,400		0.000%	0.000%
2	5	Training	Yes	$ 7,600		0.000%	0.000%
2	6	Monthly e-newsletter	Yes	$ 2,800		0.000%	0.000%
2	7	School-wide Communication	Yes	$ 5,500		0.000%	0.000%
2	8	Teacher webpage	No	$ -	$ -	0.000%	0.000%
2	9	Teacher communication	No	$ -	$ -	0.000%	0.000%
3	1	iReady Professional Learning	Yes	$ 3,000		0.000%	0.000%
3	2	NWEA Professional Learning	Yes	$ 3,000		0.000%	0.000%
3	3	The Science of Reading Professional Learning for primary grade teachers	Yes	$ 11,800		0.000%	0.000%
3	4	Word Their Way training	Yes	$ 1,700		0.000%	0.000%
3	5	Weekly team meetings - data dives – coaching	Yes	$ 26,000		0.000%	0.000%
3	6	Weekly team meetings – planning – coaching	Yes	$ 58,000		0.000%	0.000%
3	7	Stretch growth benchmark recognition	Yes	$ 800		0.000%	0.000%
3	8	Expert Groups	Yes	$ 7,500		0.000%	0.000%
3	9	Proficiency block	Yes	$ 20,000		0.000%	0.000%
4	1	Professional learning –writing rubrics	Yes	$ 1,700		0.000%	0.000%
4	2	Professional learning – inter rater reliability	Yes	$ 1,700		0.000%	0.000%
4	3	Use of inter-rater reliability for school-wide writing samples	Yes	$ 4,800		0.000%	0.000%
4	4	Tutoring	Yes	$ 20,000		0.000%	0.000%
4	5	Writers Workshop	Yes	$ 1,700		0.000%	0.000%
4	6	Professional Learning	Yes	$ 1,700		0.000%	0.000%
4	7	Professional Learning	Yes	$ 4,000		0.000%	0.000%
4	8	Professional Learning	Yes	$ 1,700		0.000%	0.000%
5	1	Error Analysis - Teachers	Yes	$ 1,700		0.000%	0.000%
5	2	Math games	Yes	$ 1,900		0.000%	0.000%
5	3	Training – math games	Yes	$ 1,700		0.000%	0.000%
5	4	Tutoring	Yes	$ 20,000		0.000%	0.000%
5	5	Professional Learning	Yes	$ 3,000		0.000%	0.000%
5	6	Manipulatives	Yes	$ 1,700		0.000%	0.000%

2024-2025 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)
$ -	$ -	0.000%	0.000%	$ -	0.000%	0.000%	$ -	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- 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 **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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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