

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Linscott Charter

CDS Code: 44697996049720

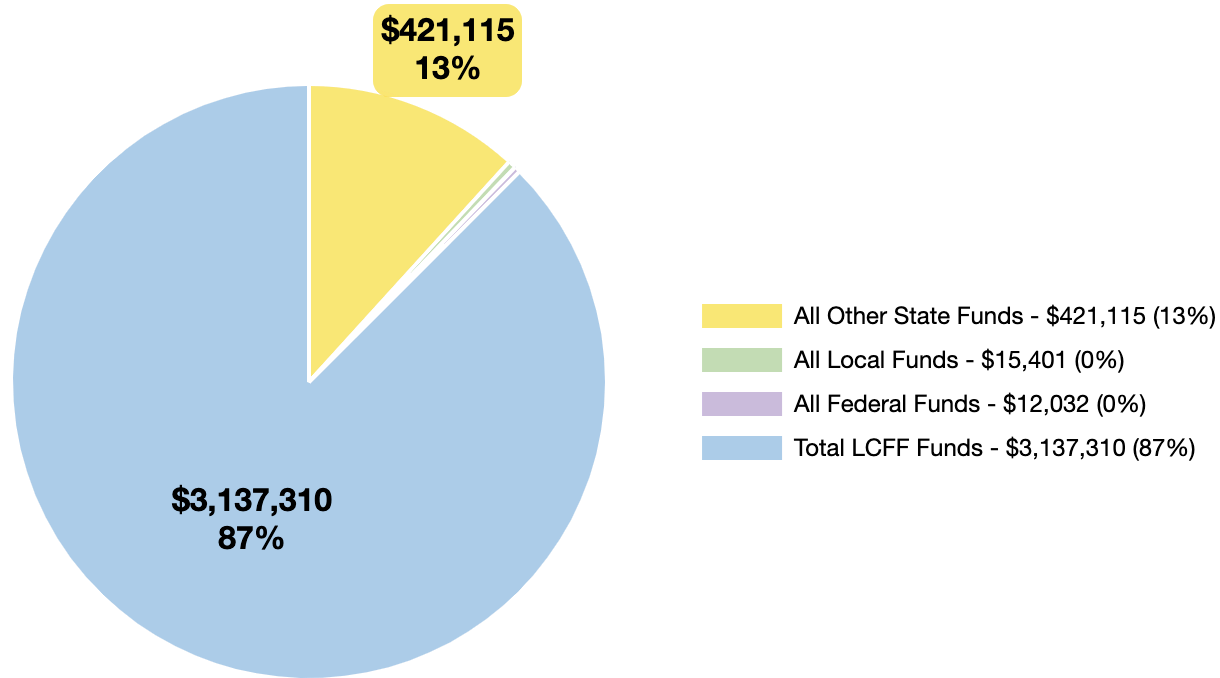
School Year: 2024-25

LEA Contact Information: Alicia Doolittle | [alicia\\_doolittle@pvusd.net](mailto:alicia_doolittle@pvusd.net) | 831-728-6301

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

# Budget Overview for the 2024-25 School Year

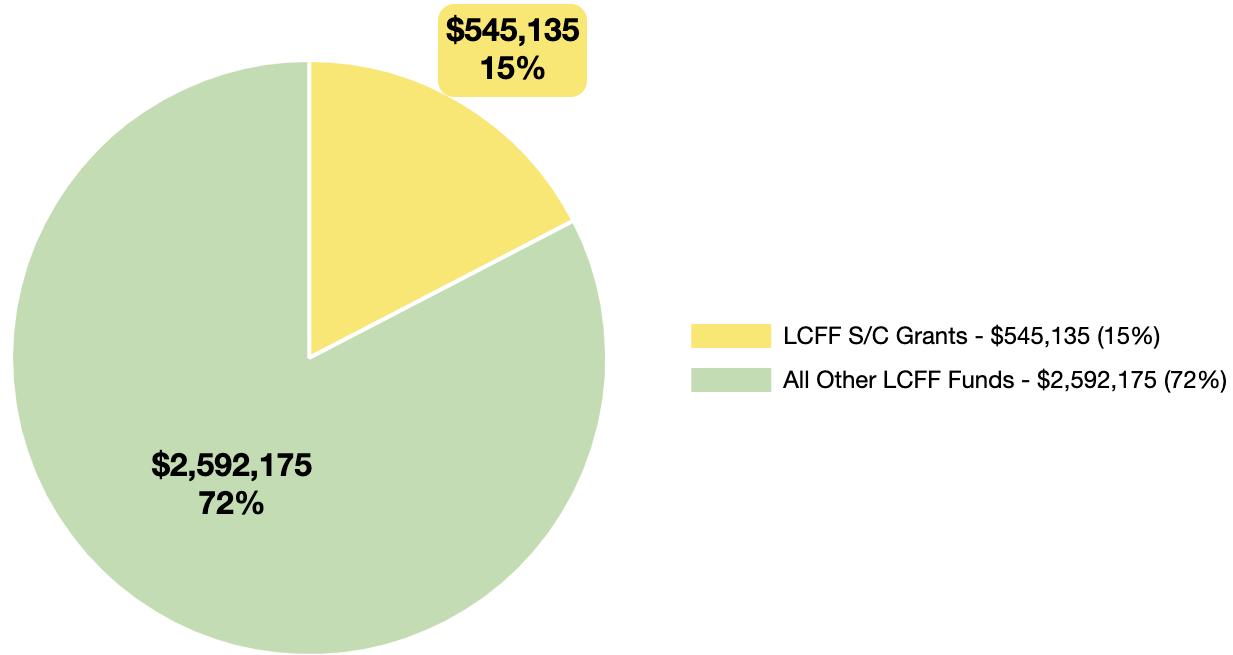
## Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$421,115	12%
All Local Funds	\$15,401	0%
All Federal Funds	\$12,032	0%
Total LCFF Funds	\$3,137,310	87%



## Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF S/C Grants	\$545,135	15%
All Other LCFF Funds	\$2,592,175	72%

*These charts show the total general purpose revenue Linscott Charter expects to receive in the coming year from all sources.*

The total revenue projected for Linscott Charter is \$3,585,858, of which \$3,137,310 is Local Control Funding Formula (LCFF), \$421,115 is other state funds, \$15,401 is local funds, and \$12,032 is federal funds. Of the \$3,137,310 in LCFF Funds, \$545,135 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 funds to serve students.

## Budgeted Expenditures in the LCAP



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

Linscott Charter plans to spend \$3,583,259 for the 2024-25 school year. Of that amount, \$2,521,816 is tied to actions/services in the LCAP and \$1,061,443 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

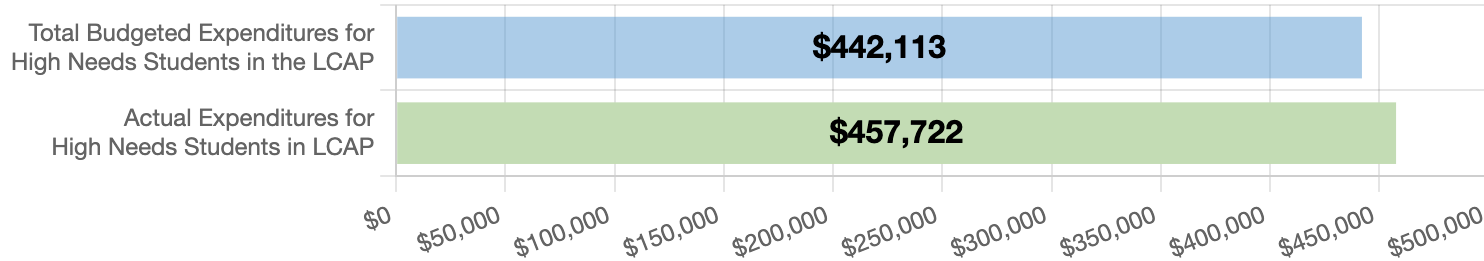
Expenses not included in the LCAP include: substitute teacher costs, clerical costs, classified benefits, utilities, and district support charges

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

In 2024-25, Linscott Charter is projecting it will receive \$545,135 based on the enrollment of foster youth, English learner, and low-income students. Linscott Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Linscott Charter plans to spend \$545,135 towards meeting this requirement, as described in the LCAP.

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

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



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

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In 2023-24, Linscott Charter's LCAP budgeted \$442,113 for planned actions to increase or improve services for high needs students. Linscott Charter actually spent \$457,722 for actions to increase or improve services for high needs students in 2023-24.





# 2023–24 Local Control and Accountability Plan Annual Update

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
Linscott Charter	Alicia Doolittle Administrative Director	alicia_doolittle@pvusd.net 831-728-6301

## Goals and Actions

### Goal

Goal #	Description
Goal 1	Linscott Charter School has a strong commitment to meeting the needs of our students and families beyond the boundaries of academics. This is clearly identified in our charter as well as by all stakeholders in every engagement opportunity. After reviewing our most recent achievement data, Linscott recognized the need to increase our student achievement in our subpopulations. All students deserve to have their academic and social emotional needs met before, during, and after school.

### Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1	Average Daily Attendance will Increase	2019-2020: 91.8%	94.62%	94.04% (22-23 P-2 as of 5/16)	94.56% (P-2 2023-24 as of 5/25)	96%
2	Chronic Absenteeism Rate will Decrease	2019-2020: 4.7%	13.9% (21-22)	13.85% (as of 5/16)	11.57% (as of 5/25)	2%
3	Annual Suspension Rate will decrease	2019-2020: 1.8%	0.7%	0.8%	0%	1%
4	English Language Learner Reclassification	2020-2021: 6%	6.25%	10.17%	4.41%	15%

	Rate for 3-8th graders will increase					
5	Language Arts Achievement on the CAASPP for all students will increase	2018-19 CAASPP Data: All students: 10.7 below standard	No results for 20-21 school year.	8.4 above standard (21-22 results)	5.4 above standard (22-23 results)	15 points above standard
6	Language Arts Achievement on the CAASPP for English Language Learners will increase	2018-19 CAASPP Data: ELL: 33 below standard	No results from 20-21 school year.	27.8 below standard (21-22 results)	40.7 below standard (22-23 results)	5 points above standard
7	Language Arts Achievement on the CAASPP for Socioeconomically Disadvantaged students will increase.	2018-19 CAASPP Data: SED: 40.4 below standard	No results for 20-21 school year	17.3 below standard (21-22 results)	9.2 below standard (22-23 results)	5 points above standard
8	Mathematics Achievement on the CAASPP for all students will increase.	2018-19 CAASPP Data: All students: 31.1 below standard	No results from 20-21	29.7 below standard (21-22 results)	28.2 below standard (22-23 results)	15 points above standard
9	Mathematics Achievement on the CAASPP for English Language Learners will increase	2018-19 CAASPP Data: ELL: 53.9 below standard	No results for 20-21	61.6 below standard (21-22 results)	70.5 below standard (22-23 results)	5 points above standard
10	Mathematics Achievement on the CAASPP for Socioeconomically Disadvantaged	2018-19 CAASPP Data: SED: 52 below standard	No results for 20-21 school year	51.8 below standard (21-22 results)	51 below standard (22-23 results)	5 points above standard

	students will increase					
11	Percentage of 3rd-8th grade students who state that their teacher cares about them will maintain or increase	95.50%	92.55%	84.15%	82.40%	95.50%
12	Percentage of families who agree or strongly agree that their child feels socially and emotionally supported at Linscott will increase.	89.30%	94.60%	93%	88.50%	95%
13	Percentage of EL students who are making progress towards English language proficiency will increase.	2018-2019: 41%	No results for 20-21 school year	75%	45.1 (22-23)	50%

## ***Goal Analysis***

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

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

One significant difference between our planned actions and actual implementation was our inability to launch the Safe Schools Ambassador program. This initiative aimed to empower students to foster a safe and inclusive school environment. However, we could not implement the program due to staffing constraints and the lack of a dedicated staff member to oversee it. Additionally, we faced challenges in providing a site-based social-emotional counselor due to limited funds. This absence further constrained our capacity to support students' social and emotional needs comprehensively. As a small school with a limited staff, we find it difficult to allocate

resources and personnel to new initiatives when our existing staff is already stretched thin managing multiple responsibilities. These limitations hindered our ability to implement the planned actions effectively and to provide the intended support and resources for our students' safety and well-being.

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 year, our expenditures exceeded the budgeted amount by \$436,637. This overspend reflects our commitment to addressing the immediate and unforeseen needs of our students and staff, demonstrating our flexibility and dedication to improving the learning environment. The primary driver of this overspend was our focus on enhancing resources and support systems, which significantly benefited our school community. However, we did not implement the Safe Schools Ambassador program due to a lack of staff to oversee it and were unable to hire a site-based social-emotional counselor due to limited funds. Despite these challenges, our small team managed to stretch resources and focus on other critical areas, showcasing our ability to adapt and prioritize effectively.

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

During the three-year LCAP cycle, our actions yielded mixed results in making progress toward our goal of improving student achievement. While we did not meet some of our objectives, there were significant successes worth highlighting. Firstly, we are proud to report a decrease in our chronic absenteeism rate. This improvement reflects the effectiveness of our targeted interventions and outreach programs aimed at increasing student attendance. Additionally, our suspension rate has decreased, indicating progress in creating a more positive and supportive school environment. Moreover, we have seen an increase in performance in both ELA and math among our socioeconomically disadvantaged students. This achievement underscores the impact of our focused academic support and enrichment programs designed to close the achievement gap. Despite these successes, there are areas that require continued growth and attention. Math performance among our English language learners remains a critical area of focus. We recognize the need for enhanced instructional strategies and resources to support these students more effectively. Furthermore, increasing social-emotional support for all students is an ongoing priority. The absence of a site-based social-emotional counselor due to limited funds has highlighted the need for additional resources and staffing to address the holistic needs of our students.

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.

Based on reflections on prior practice, we have made several strategic changes to our planned goals, metrics, desired outcomes, and actions for the coming year to better meet the needs of our students. Partnership with CSU Monterey Bay: We are excited to announce a new partnership with CSU Monterey Bay to place a Master of Social Work (MSW) candidate on our campus. This candidate will focus on addressing the social-emotional needs of our students, providing much-needed support and resources. Professional Learning for Math Support: Recognizing the need to improve math performance among English learners, we plan to increase the amount of

professional learning for our teachers specifically around strategies and best practices for supporting English learners in math. This will include targeted professional development sessions and ongoing coaching. High-Dose Tutoring in Math: To further support math achievement, we will provide high-dose tutoring in math as part of our after-school program. This initiative aims to offer intensive, focused support to students who need additional help, thereby improving their math skills and overall academic performance. These changes are designed to enhance our educational approach, address identified areas for improvement, and ensure that all students have the support they need to succeed academically and emotionally.

## Goal

Goal #	Description
Goal 2	Linscott commits to fostering effective family–school partnerships to support family engagement, student achievement, and school improvement.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1	Participation in Linscott sponsored family events will increase	- Not collected -	6%	10%	25%	75%
2	Participation in the Family Survey will increase	84 participants in 20-21	92 participants	94 participants	117 participants	150 participants
3	Family participation hours will increase	Not Collected	Estimating 1,000 volunteer hours	3,730 volunteer hours	4,355 volunteer hours	4,000 volunteer hours

## Goal Analysis

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

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

During the implementation of our planned actions, several notable differences arose: Hiring More Spanish-Speaking Staff: We increased our hiring of Spanish-speaking staff to improve communication with our families. This was an important step, recognizing the critical need to better support our Spanish-speaking community. Contracting a Positive Discipline Parent Educator: We contracted a positive discipline parent educator to conduct sessions throughout the year. This addition aimed to reinforce our commitment to positive

behavioral strategies and parental involvement. Formation of Advisory Groups: Despite planning to form advisory groups to foster stakeholder engagement, this action was not implemented. Establishing these groups remains a priority for future efforts. Focus on Attendance: A significant portion of our efforts was dedicated to improving attendance. We enhanced communication regarding absences and promoted the use of independent study programs to ensure continuous student engagement and learning. Virtual Meetings Preferred: Our families preferred holding meetings via Zoom instead of in-person, which resulted in reduced expenditures on child care and food costs. These differences reflect our responsiveness to the evolving needs and preferences of our community, ensuring we remain adaptive and focused on our primary goals.

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.

In reviewing our planned actions versus actual implementation, we identified several substantive differences. One key area was the projected expenditure related to family engagement meetings. Our initial plan included in-person meetings, which would have incurred costs for child care and refreshments. However, due to the preferences of our families, we transitioned to holding these meetings via Zoom. This shift to a virtual format significantly reduced our expenses, eliminating the need for child care services and food costs. Consequently, our actual spending was lower than projected in this area. This change also allowed for more flexible and accessible participation for our families, aligning with our goal of enhancing community engagement.

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

During the three-year LCAP cycle, our actions demonstrated mixed but generally positive outcomes. We exceeded our parent participation goal, logging over 4,000 volunteer hours, which is crucial for our parent participation school model. Increased volunteerism has strengthened our community and provided valuable classroom and event support. Additionally, we saw improved participation in the family survey, reflecting higher engagement from parents and guardians. However, participation in school events remains lower than desired, indicating a need for ongoing efforts to encourage family involvement. Hiring more Spanish-speaking staff has enhanced inclusivity and communication with our Spanish-speaking families. Preference for virtual meetings over in-person ones led to higher attendance rates, making engagement more accessible. Efforts to improve attendance and communication about absences, alongside increasing independent study programs, showed moderate success. However, further improvement is needed. Overall, our actions were effective in increasing parent participation and engagement, though further work is necessary to boost event attendance and maintain consistent communication. Continuous reflection and adaptation of strategies will be essential to meet all objectives and enhance our school community further.

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.

Based on reflections from prior practices, we have made several key changes to our goals, metrics, desired outcomes, and actions for the coming year: Expanding Community Engagement: We will increase the number of school events to foster a stronger sense of community among students, families, and staff. Enhancing Visual and Performing Arts: We are adding more performances to provide students with additional opportunities to showcase their talents. Implementing a Parent University: This initiative aims to empower parents with knowledge and skills to support their children’s education, offering workshops and resources on various topics. Enhancing Home-School Communication: We will adopt new strategies to ensure parents are well-informed and engaged with their child's progress and school activities. Increasing Parent Volunteers: We aim to make volunteering more accessible and appealing, as it is vital to our school's operation and community spirit. These changes are designed to enhance the educational experience for our students and their families.

## Goal

Goal #	Description
Goal 3	Linscott commits to maintaining our diverse group of highly qualified teachers who are skilled supporting the whole child and in creating an enriched, rigorous 21st century learning environment.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1	Annual Staff Survey indicating that teachers feel supported in meeting the requirements of their job will maintain.	20-21 Survey: 100%	94.50%	100.00%	88.90%	100%
2	Annual Student Survey will indicate that 3rd-8th grade students know that their teacher(s) care about them.	20-21 Survey: 95.5%	92.55%	84.15%	82.40%	98%
3	Annual Student Survey will indicate that 3rd-8th grade feel like they have	20-21 Survey: 82.3%	74.80%	80.40%	83.30%	95%

a connection with their teacher and their classmates.					
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## ***Goal Analysis***

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

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

All actions were implemented as planned.

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

During this year, our expenses were slightly higher than budgeted due to essential actions to maintain and enhance our educational standards. We allocated extra funds to ensure that teacher preparation and planning time was not used for SST or IEP meetings. This allowed teachers to focus on instructional planning and improving classroom effectiveness. Additionally, we invested more in professional development than initially budgeted. We funded the participation of three teachers in a specialized math teaching program in New Mexico, which equipped them with innovative strategies expected to positively impact our math instruction. These expenditures reflect our commitment to prioritizing teacher readiness and professional growth, aiming to enhance the educational experience and outcomes for our students.

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

During the three-year LCAP cycle, we did not meet our measurable objectives, but our actions significantly improved staff support. According to our survey, 100% of teachers felt supported by leadership, the governing board, and their colleagues. This support is crucial for retaining our diverse, highly qualified teachers and aligns with our goal of creating an enriched, rigorous 21st-century learning environment. While direct goals weren't met, the supportive environment lays a strong foundation for future progress.

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.



Based on our reflections on past practices, we've made changes to our goals, metrics, outcomes, and plans for the next year. We're now focusing on improving student behavior through better discipline practices and upgrading our school facilities, furnishings, and technology over the next three years. Our goal is to use updated disciplinary methods to foster positive behavior, while our metrics will track student conduct and assess how our facility and technology upgrades improve learning. We aim for a more supportive school environment and better learning spaces with these enhancements. These adjustments build on what we've learned and aim to meet our educational goals more effectively.

## Goal

Goal #	Description
Goal 4	Linscott commits to transparent and collaborative governance.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1	Annual Staff Survey indicating that teachers feel supported and valued by the SMT will increase.	21-22 Survey: 72.2%	This is a year 2 goal.	83.4%	100%	100%
2	Annual Staff Survey indicating that teachers feel supported and valued by Administration will increase or maintain.	20-21 Survey: 94.4%	This is a Year 2 goal.	100%	100%	100%

## Goal Analysis

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

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

This action was implemented as planned.

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

There was only a slight difference in budgeted and actual expenses for this action.

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

During the three-year LCAP cycle, our actions to promote transparent and collaborative governance were highly effective. We successfully engaged the community through regular forums and improved transparency in decision-making processes. These efforts resulted in measurable progress towards our goal, fostering meaningful dialogue and enhancing stakeholder participation.

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.

Reflecting on prior practices, we have decided to make changes to our goal, metrics, desired outcomes, and actions for the coming year. While we intend to continue the practices laid out in this goal, we have decided not to carry forward with this specific goal in the upcoming period. This decision stems from our evaluation of its effectiveness and alignment with current priorities and strategic directions. Instead, we are focusing on recalibrating our goals to better address emerging needs and to ensure our efforts are targeted towards achieving meaningful outcomes in the coming year.

## ***Instructions***

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

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

## ***Goals and Actions***

**Goal(s)**

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

**Measuring and Reporting Results**

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

**Metric:**

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

**Baseline:**

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

**Year 1 Outcome:**

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

**Year 2 Outcome:**

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

**Year 3 Outcome:**

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

**Desired Outcome:**

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

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

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

## Goal Analysis

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

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

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

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

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

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

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

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

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

## 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
Linscott Charter	Alicia Doolittle Administrative Director	alicia_doolittle@pvusd.net 831-728-6301

## Plan Summary 2024-25

### General Information

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

Linscott Charter School is a K-8 institution located in Watsonville, California, serving 259 students. As a parent participation school, it is collaboratively governed by parents and staff. Our dedicated teachers and supportive families work together to provide individualized, hands-on learning that fosters each child's academic success and encourages excellence. This partnership helps students become self-motivated, critical thinkers, demonstrating creativity and confidence. Recently, the community has faced challenges such as addressing pandemic-related learning gaps and managing socioeconomic disparities. Despite these obstacles, our focus on community, both in and out of the classroom, helps students gain social and environmental awareness, ensuring that Linscott remains a supportive and enriching educational environment for all its students.

## Reflections: Annual Performance

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

The performance data for Linscott Charter School reveals several positive trends and areas for improvement. The chronically absent rate has decreased by 1.3% to 14.3%, indicating effective strategies to improve attendance. Our suspension rate has dropped to 0%, reflecting a supportive and positive school environment. In academics, our 3-8 ELA scores are 5.4 points above the state standard, showcasing strong literacy programs, while math scores remain 28.2 points below the standard, indicating a need for targeted interventions. Additionally, 45.1% of our English learners are making progress towards English proficiency, suggesting effective language support programs, though there is room for further improvement. Overall, the data highlights successful efforts in fostering a healthy school climate and strong literacy skills, with a continued focus needed on math performance and English learner support.

## Reflections: Technical Assistance

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

N/A

## Comprehensive Support and Improvement

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

### *Schools Identified*

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

N/A

### *Support for Identified Schools*

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

N/A

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

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

N/A

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# 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
1. Linscott Families	<p>Family Survey (4/21/24): The Family Survey was conducted on April 21, 2024. This survey aimed to gather comprehensive feedback from families regarding their experiences, concerns, and suggestions for improving the school environment and educational practices. The insights gained from this survey were crucial for informing subsequent discussions and decisions.</p> <p>Board/Parent Feedback Sessions: A series of Board/Parent Feedback Sessions were scheduled to ensure ongoing, active engagement with our educational partners:</p> <ul style="list-style-type: none"> <li>- March 23, 2024: The first feedback session provided an opportunity for parents and board members to discuss initial survey results and share their perspectives on the school's performance and areas for improvement. This session set the stage for collaborative dialogue and established a foundation for further engagement.</li> <li>- April 25, 2024: In the second session, stakeholders reviewed the feedback from the previous meeting and the survey data in more detail. This meeting focused on identifying key themes and priorities that emerged from the input gathered, ensuring that all voices were heard and considered in the planning process.</li> <li>- May 9, 2024: The third session aimed to develop actionable strategies based on the identified priorities. Board members and parents collaborated to propose specific actions and initiatives that addressed the feedback received. This collaborative approach ensured that the proposed strategies were practical and aligned with the community's needs.</li> <li>- May 23, 2024: The final session involved reviewing and finalizing the proposed actions and initiatives. Stakeholders ensured that the strategies were feasible.</li> </ul>
2. Linscott Students	<p>Student Survey (4/18/24): A Student Survey was conducted on April 18, 2024, targeting students in grades 3-8. This survey aimed to gather comprehensive feedback from students regarding their experiences, concerns, and suggestions for improving the school environment and educational practices. The insights gained from this survey were crucial for informing subsequent discussions and decisions.</p>
3. Linscott Staff	<p>A Staff Survey was conducted on May 4, 2024, aimed at gathering comprehensive feedback from staff regarding their experiences, concerns, and suggestions for improving the school environment and educational practices. This feedback was crucial for identifying areas of need. A series of Staff Feedback</p>



Sessions were then scheduled to ensure ongoing, active engagement. On April 12, 2024, the first feedback session allowed staff to share their perspectives on the school's performance and areas for improvement, setting the stage for collaborative dialogue. On May 17, 2024, the second session reviewed the feedback from the previous meeting and the survey data, focusing on identifying key themes and priorities. The final session on June 5, 2024, involved reviewing and finalizing the proposed goals and actions. Staff ensured that the strategies were feasible and set clear goals for implementation. This meeting also served to reinforce the commitment to transparent and collaborative governance, as all parties worked together to shape the school's future direction. This structured engagement process ensured continuous and meaningful involvement from our educational partners, fostering a collaborative environment where feedback directly influenced decision-making and school improvement initiatives.

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

We received the following feedback from our educational partners: Family Feedback: - Need for consistent and compassionate discipline practices. - Cultivation of a green school environment. - Enhanced support for both advanced and struggling students in math. - Increased hands-on science activities. - More community events and performances. - Improve home-school communication. Staff Feedback: - Increasing parent volunteers. - Create additional community events. - Update curriculum and technology. - Improve and expand after-school program offerings. - Implement more consistent discipline measures. - Ensure building and furnishing upkeep. Student Feedback: - Provide more engaging activities during recess. - Implement more consistent discipline practices to prevent bullying. - Promote eco-friendly practices with reduced waste. - Provide a wider variety of field trip options. In response to this feedback, the following specific actions were written into our LCAP: - Initiatives to enhance discipline practices with a focus on fairness and compassion. - Promote environmental sustainability through green school initiatives. - Expand academic support programs in math. - Enrich the curriculum with more hands-on science experiences. - Ensure building and furnishing upkeep. - Increase community involvement through additional events and performances. - Improve communication between home and school. - Foster a safe and engaging recess environment.

## Goals and Actions

### Goal

Goal #	Description	Type of Goal
Goal 1	Linscott will improve academic performance for all students in both English Language Arts and Mathematics, with a particular focus on supporting English learners, foster youth, and socioeconomically disadvantaged students.	Broad goal

State Priorities addressed by this goal.

1, 2, 4, 5, 7, 8

An explanation of why the LEA has developed this goal.

We have determined that this goal is needed based on the following data from the CA Dashboard: Linscott ELA Performance on the CAASPP- Strengths: The overall student body performed well in ELA, achieving 5.4 points above standard. Linscott students outperformed the state in this area. We are closing our achievement gap with steady upward movement in our socioeconomically disadvantaged students. This group performed better than the state average and has increased by a whopping 31.2 points since 2019. Areas for Improvement: English learners are significantly behind in ELA (40.7 points below standard). This group declined by 12 points in ELA based on the 2023 standards. Linscott Math Performance on the CAASPP- Strengths: While still below standard, the overall student body performed better than the state average and maintained their performance. Areas for Improvement: English learners show a concerning decline in year-over-year math performance. Socioeconomically disadvantaged students are below standard, though they are maintaining their performance and are outperforming the state in this area.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	English Language Learner Reclassification Rate for 3-8th graders will increase	4.41%			10%	
2	Implementation of State Standards will increase	78%			95%	
3	Language Arts Achievement on the CAASPP for all students will increase	5.4 points above standard (22-23 results)			15 points above standard	
4	Language Arts Achievement on the CAASPP for English Language Learners will increase	40.7 below standard (22-23 results)			15 points below standard	

5	Language Arts Achievement on the CAASPP for Socioeconomically Disadvantaged students will increase	9.2 points below standard (22-23 results)			5 points above standard	
6	Mathematics Achievement on the CAASPP for all students will increase	28.2 points below standard (22-23 results)			15 points below standard	
7	Mathematics Achievement on the CAASPP for English Language Learners will increase	70.5 points below standard (22-23 results)			20 points below standard	
8	Mathematics Achievement on the CAASPP for Socioeconomically Disadvantaged students will increase	51 below standard (22-23 results)			20 points below standard	
9	Percentage of EL students who are making progress towards English language proficiency will increase.	45.1% (22-23)			80%	
10	Percentage of students who meet or exceed standards on the California Science	5th: 22%, 8th: 17% (22-23 result)			5: 50%, 8th: 50%	

	Test (CAST) will increase.					
11	Percentage of Fully Credentialed and Appropriately Assigned Teachers will maintain.	100%			100%	
12	Percentage of students with access to standards-aligned instructional materials will maintain	100%			100%	

**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 Analysis***

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

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

[Intentionally Blank]

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.

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

## Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Evidence-based Instruction	All teachers will utilize evidence-based instructional practices to provide high-quality first instruction, improving outcomes for all students.	\$1,821,565.00	No
Action #2	Providing Additional Resources to Support Learning	Incorporate additional resources and instructional aides to assist English learners in mastering content in both ELA and Math.	\$102,310.00	Yes
Action #3	Supporting the Whole Child	To support students experiencing social-emotional challenges by providing access to a qualified social-emotional counselor and incorporating enrichment programs designed to enhance students' overall well-being and academic success.	\$120,624.00	Yes
Action #4	Providing Targeted Professional Development	Provide ongoing professional development for teachers focused on differentiated instruction strategies to meet the diverse needs of all students, including English learners and socioeconomically disadvantaged students, while integrating social-emotional support and addressing individually identified	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		professional development needs.		
Action #5	Updating Curriculum, Materials, and Technology	Linscott will update curriculum, materials, and instructional technology to ensure students receive a modern, comprehensive education that prepares them for success in the 21st century.	\$17,000.00	No
Action #6	Integrating NGSS-Aligned Hands-On Science Instruction	To enrich science education and align with Next Generation Science Standards (NGSS), Linscott will integrate NGSS-aligned hands-on science instruction across all grade levels.	\$2,000.00	No
Action #7	Providing Intervention and Acceleration Opportunities	To address the needs of our diverse population, Linscott commits to implementing intervention programs for struggling students and offering advanced opportunities for those ready for additional challenges.	\$76,206.00	Yes

## Goal

Goal #	Description	Type of Goal
Goal 2	Linscott will cultivate a safe, inclusive, and supportive school environment where all students, staff, and families feel valued, respected, and connected to the school community.	Broad goal

State Priorities addressed by this goal.

5, 6

An explanation of why the LEA has developed this goal.

Based on feedback from our educational partners, we determined that this goal was much needed. The stakeholder feedback showed the following: Family Feedback: - Need for consistent and compassionate discipline practices. - Cultivation of a green school environment. Staff Feedback: - Implement more consistent discipline measures. - Ensure building and furnishing upkeep. Student Feedback: - Provide more engaging activities during recess. - Implement more consistent discipline practices to prevent bullying. - Promote eco-friendly practices with reduced waste. We also saw a decline in climate-based results in our annual student survey. These results showed that 82.40% of students knew their teacher cared about them. It also showed that only 74.13% of 3rd-8th graders felt they were treated with respect by staff and other adults on campus. In response to this feedback, the following specific actions were written into our LCAP: - Initiatives to enhance discipline practices with a focus on fairness and compassion. - Promote environmental sustainability through green school initiatives. - Ensure building and furnishing upkeep. - Foster a safe and engaging recess environment.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of 3rd-8th grade students who state that their teacher cares about them will increase	82.40%			95%	
2	Percentage of 3rd-8th grade students who report that they feel safe on campus will maintain or increase	95.90%			98%	
3	Percentage of 3rd-8th grade students who report that staff treat students with respect will increase	74.13%			95%	
4	Percentage of families who agree or strongly agree that their child feels	84.90%			98%	

	socially and emotionally supported at Linscott will increase.					
5	The upkeep of facilities will improve as measured by the Facility Inspection Tool (FIT)	Fair			Good	
6	Annual Suspension Rate will remain at or below 1%	0%			1%	
7	Annual Expulsion Rate will remain below 1%	0%			Less than 1%	
8	Average Daily Attendance will Increase	94.76% (P-3)			95.5%	
9	Chronic Absenteeism Rate will Decrease	9.33% (EOY)			6%	
10	Middle School Dropout Rate will maintain	0%			0%	

**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 Analysis***

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

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



[Intentionally Blank]

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.

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

## **Actions**

<b>Action #</b>	<b>Title</b>	<b>Description</b>	<b>Total Funds</b>	<b>Contributing</b>
Action #1	Enhancing Recess with Optional Activities	Linscott will create structured opportunities for students to engage in optional activities during recess, fostering creativity, social interaction, and physical activity.	\$2,500.00	No
Action #2	Implementing a Consistent Multi-Tiered Approach to Behavior Support and Discipline	Linscott Charter School will implement a multi-tiered behavior support approach to enhance student behavior and foster a positive school climate. This includes consistent, compassionate discipline practices aimed at promoting a supportive learning environment, addressing behavior challenges, and	\$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
		supporting social-emotional growth.		
Action #3	Implementing Green School Initiatives to Cultivate a Safe and Sustainable Environment	Linscott will implement green school initiatives aimed at promoting environmental sustainability and fostering a sense of community responsibility.	\$4,000.00	No
Action #4	Enhancing Campus and Furnishing Upkeep	To cultivate a safe, inclusive, and supportive school environment where everyone feels valued and connected, Linscott will prioritize maintaining and enhancing buildings and furnishings to ensure they are well-kept, attractive, and conducive to learning.	\$66,183.00	No

## Goal

Goal #	Description	Type of Goal
Goal 3	Linscott commits to enhancing extended learning programs, fostering student development, improving academic outcomes, and increasing engagement through enriching activities and academic support.	Broad goal

State Priorities addressed by this goal.

4, 5, 6

An explanation of why the LEA has developed this goal.

We developed this goal in response to valuable feedback from our educational stakeholders, including families, staff, and students. Our growing program has consistently received input highlighting the need for expanded and enriched learning opportunities beyond the traditional classroom setting. Families have expressed a strong desire for additional academic support and engaging activities that help their children thrive academically and socially. They have emphasized the importance of programs that not only boost academic outcomes but also foster creativity, critical thinking, and social skills. Staff feedback has underscored the necessity for extended

learning programs that provide targeted support for students who need extra help, as well as enrichment opportunities for advanced learners. Teachers and staff have also highlighted the importance of fostering responsible and respectful behaviors during the expanded learning programs. Students have voiced their enthusiasm for more diverse and engaging activities that make learning enjoyable and meaningful. They appreciate opportunities to explore new interests, participate in hands-on projects, and engage in collaborative learning experiences.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	The percentage of families who agree or strongly agree that the After School Program supports my child academically will increase.	82.90%			96%	
2	The percentage of staff who agree or strongly agree that the After School Program supports our students academically will increase.	Not measured			96%	
3	The number of after school club offerings will increase.	1			5	

**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 Analysis*

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

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

[Intentionally Blank]

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.

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

## Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Enhancing Academic Support Services in Expanded Learning Programs	Linscott commits to providing targeted academic support that fosters holistic student development, improves academic outcomes, and increases engagement through enriching activities and personalized assistance.	\$112,313.00	Yes
Action #2	Strengthening the Culture of Expanded Learning Programs	To strengthen extended learning programs, Linscott will foster community and enthusiasm among students and staff, promoting holistic student development, academic improvement, and increased engagement through	\$30,102.00	Yes

Action #	Title	Description	Total Funds	Contributing
		enriching activities and connections.		
Action #3	Providing Enrichment Activities in Expanded Learning Programs	Linscott commits to offering a diverse array of activities that complement academic instruction, nurture student interests, and promote well-rounded development.	\$36,849.00	Yes

## Goal

Goal #	Description	Type of Goal
Goal 4	Linscott commits to fostering meaningful partnerships between schools and families, promoting active involvement, open communication, and collaboration to empower families as partners in their children's education and create a supportive home-school connection, thereby supporting student success and well-being.	Broad goal

State Priorities addressed by this goal.

3, 6

An explanation of why the LEA has developed this goal.

Linscott Charter School developed this goal to strengthen the vital partnership between our schools and families, recognizing that active parental involvement is crucial to student success and well-being. Our mission emphasizes parent participation and education as core elements, guiding all our decisions and initiatives. Feedback from families, staff, and students highlighted the need for stronger home-school connections to support our students more effectively. Families have expressed a desire for more opportunities to be actively involved in their children's education and to engage in open, ongoing communication with the school. Staff have underscored the importance of collaboration with families to create a unified support system that addresses students' academic and emotional needs. By fostering meaningful partnerships, we aim to empower families as true partners in their children's education. This approach promotes active involvement, enhances communication, and encourages collaboration, creating a supportive and inclusive environment. Ultimately, this goal aligns with our mission and ensures that family engagement remains at the heart of all our decisions, supporting the overall success and well-being of our students.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	Participation in Linscott sponsored family events will increase	25%			75%	
2	Participation in the Family Survey will increase	117			150	
3	Family participation hours will increase	4,355 hours			6,000	
4	Percentage of families that state that they feel connected to Linscott will increase	92%			100%	
5	Average number of participants in family education workshops will increase	4 parents			20 parents	

**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 Analysis***

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

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

[Intentionally Blank]

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.

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

## Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Expanding Community Engagement through Increased Events	To strengthen community connections, foster a sense of belonging, and promote creativity and self-expression, Linscott will increase the frequency, diversity, and quality of community events and visual and performing arts performances throughout the school year.	\$4,000.00	No
Action #2	Implementing a Parent University	To foster family engagement and empower parents with the tools and knowledge to support their children's education, Linscott will implement a Parent University program offering workshops, resources, and support throughout the school year.	\$5,000.00	Yes
Action #3	Increasing Parent Volunteers	Linscott will increase the number of parent volunteers by implementing strategies that promote active involvement,	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		open communication, and collaboration.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$545,135.00	\$45,882.00

### 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
21.03%	0.00%	\$0.00	21.03%

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 Action 1, Goal	English learners and socioeconomically disadvantaged students often face challenges that impede their academic	Implementing evidence-based instruction involves using teaching strategies and practices that are proven to be effective	Student performance on standardized tests and formative assessments. Classroom observation and evaluation



0 Action 0	progress, such as language barriers and limited access to academic support outside school.	through research. This includes differentiated instruction, formative assessments, and culturally responsive teaching. Providing this action schoolwide ensures consistency in teaching quality across all classrooms, benefiting unduplicated students who might otherwise face disparities in instructional quality.	outcomes. Teacher professional development participation rates and feedback.
Goal 1 Action 5	English learners and socioeconomically disadvantaged students often lack access to up-to-date educational resources, limiting their academic opportunities and achievement.	Updating curriculum, materials, and technology ensures that all students have access to modern and relevant learning tools. This includes providing digital devices, updated textbooks, and interactive learning platforms that can support differentiated learning. Providing updated resources on a schoolwide basis promotes equity by ensuring all students have the tools they need to succeed, regardless of their background.	Inventory of updated materials and technology. Student and teacher usage rates of new resources. Impact on student academic performance and engagement.
Goal 1 Action 6	English learners and socioeconomically disadvantaged students may have limited exposure to science-related activities outside of school, which can hinder their understanding and interest in the subject.	Integrating NGSS (Next Generation Science Standards)-aligned hands-on science instruction engages students through interactive and experiential learning. This method helps bridge the gap by making science concepts more accessible and relatable. Implementing this action schoolwide ensures all students have access to high-quality science education, fostering equity and inclusivity.	Student performance in science assessments and projects. Participation rates in science-related extracurricular activities. Student engagement and interest surveys.
Goal 2 Action 1, Goal 2 Action 2, Goal 2	English learners, socioeconomically disadvantaged students, and other unduplicated groups often experience challenges that impact their sense of belonging and safety in school. These challenges can include language barriers, cultural differences, and socioeconomic	- Creating Safe Spaces: Establishing clear policies and practices that promote safety and inclusivity, such as anti-bullying programs, cultural competency training for staff, and inclusive curricula that reflect the diversity of the student body. - Building Connections	- School Climate Surveys: Regularly conducted surveys to gauge perceptions of safety, inclusivity, and support among students, staff, and families. - Behavioral Incident Reports: Tracking and analyzing the frequency and nature of behavioral incidents, including bullying and

<p>Action 3, Goal 2 Action 4</p>	<p>stressors, all of which can affect their academic performance and overall well-being.</p>	<p>Implementing programs that encourage positive interactions and relationships among students, staff, and families, such as peer mentoring, family engagement events, and community-building activities. - Providing Support: Offering access to counseling and mental health services, support groups, and resources for students and families facing social-emotional challenges. This action is provided schoolwide to ensure that every member of the school community, regardless of their background, benefits from a safe, inclusive, and supportive environment. This approach helps to create a cohesive and united school culture where all students can thrive.</p>	<p>harassment, to assess the effectiveness of anti-bullying and behavior support programs. - Participation Rates: Monitoring participation in family engagement events, community-building activities, and support programs to ensure broad and inclusive involvement. - Student Academic and Attendance Records: Evaluating changes in academic performance and attendance rates as indirect indicators of improved school climate and student well-being.</p>
<p>Goal 4 Action 1, Goal 4 Action 3</p>	<p>English learners, socioeconomically disadvantaged students, and students from diverse cultural backgrounds often face barriers to active engagement and participation in the school community. These barriers can include language differences, limited resources for extracurricular involvement, and a lack of culturally relevant activities that resonate with their experiences.</p>	<p>Culturally Relevant Events: Organizing events that celebrate and acknowledge the diverse cultures within the school community helps to foster a sense of belonging and respect. Events such as multicultural nights, language fairs, and cultural festivals are designed to honor the backgrounds of all students and their families. Inclusive Participation: Ensuring that events are accessible to all families, including those with limited financial resources, by offering free or low-cost participation and providing transportation if needed. This approach encourages broad involvement and helps reduce socioeconomic barriers. Engagement Opportunities: Creating a variety of events, such as parent workshops, family fun nights, and community service projects, that cater to different interests and schedules. This variety ensures that</p>	<p>- Event Participation Rates: Tracking the number of attendees at each event, with particular attention to the participation of unduplicated student groups. - Feedback Surveys: Conduct surveys after events to gather feedback from participants on the relevance, accessibility, and impact of the events. This feedback will help to continuously improve and tailor future events. - Family Engagement Metrics: Measuring the increase in family engagement activities, such as volunteer hours, participation in parent-teacher meetings, and involvement in school decision-making processes. - Student Outcomes: Monitoring changes in student academic performance, attendance, and behavior as indirect indicators of increased family and community engagement. Improved outcomes in these areas can reflect the positive</p>

	<p>there are multiple entry points for families to engage with the school. Providing this action on a schoolwide basis ensures that all students and their families have equal opportunities to engage with the school community. This inclusive approach helps to build a stronger, more connected school culture that benefits everyone.</p>	<p>impact of a more engaged and supportive school community.</p>
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## **Limited Actions**

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

Goal and Action #s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable

## **Additional Concentration Grant Funding**

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

We will utilize the additional concentration grant add-on funding to increase the number of staff providing direct services to our unduplicated students. This strategic allocation aims to lower the adult-student ratio, enhance individualized support, and improve academic outcomes for our most vulnerable student populations.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	1:24
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:20

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## 2024-25 Total Planned Expenditures Table

LCAP Year	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 (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$2,592,175.00	\$545,135.00	21.03%	0.00%	21.03%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$2,049,568.00	\$362,215.00	\$0.00	\$6,369.00	\$2,418,152.00	\$2,290,052.00	\$128,100.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Evidence-based Instruction	All students	No	LEA-Wide		Whole school	3 years
1	2	Providing Additional Resources to Support Learning	English Learners	Yes	LEA-Wide	Language Learners	Whole school	3 years
1	3	Supporting the Whole Child	All students	Yes	LEA-Wide	Socioeconomically disadvantaged, English Language Learners, Foster youth	Whole school	3 years
1	4	Providing Targeted	English Learners,	Yes	LEA-Wide	Socioeconomically disadvantaged,	Whole school	3 years

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
		Professional Development	Socioeconomically disadvantaged, Foster/Homeless Youth			English Language Learners, Foster youth		
1	5	Updating Curriculum, Materials, and Technology	All students	No	LEA-Wide			3 years
1	6	Integrating NGSS-Aligned Hands-On Science Instruction	All students	No	LEA-Wide			3 years
1	7	Providing Intervention and Acceleration Opportunities	English Learners, Socioeconomically disadvantaged, Foster/Homeless Youth	Yes	LEA-Wide	Socioeconomically disadvantaged, English Language Learners, Foster/homeless youth	Whole school	3 years
2	1	Enhancing Recess with Optional Activities	All students	No	LEA-Wide			3 years
2	2	Implementing a Consistent Multi-Tiered Approach to Behavior Support and Discipline	All students	No	LEA-Wide			3 years

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
2	3	Implementing Green School Initiatives to Cultivate a Safe and Sustainable Environment	All students	No	LEA-Wide			3 years
2	4	Enhancing Campus and Furnishing Upkeep	All students	No	LEA-Wide			3 years
3	1	Enhancing Academic Support Services in Expanded Learning Programs	All students	Yes	LEA-Wide	Socioeconomically disadvantaged, English Language Learners, Foster youth	Whole school	3 years
3	2	Strengthening the Culture of Expanded Learning Programs	All students	Yes	LEA-Wide	Socioeconomically disadvantaged, English Language Learners, Foster/homeless youth	Whole school	3 years
3	3	Providing Enrichment Activities in Expanded Learning Programs	All students	Yes	LEA-Wide	Socioeconomically disadvantaged, English Language Learners, Foster/homeless youth	Whole school	3 years

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
4	1	Expanding Community Engagement through Increased Events	All students	No	LEA-Wide			3 years
4	2	Implementing a Parent University	All students	Yes	LEA-Wide	Socioeconomically disadvantaged, English Language Learners, Foster/homeless youth	Whole school	3 years
4	3	Increasing Parent Volunteers	All students	Yes	LEA-Wide	Socioeconomically disadvantaged, English Language Learners, Foster/homeless youth	Whole school	3 years

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	\$1,787,416.00	\$34,149.00	\$1,821,565.00	\$0.00	\$0.00	\$0.00	\$1,821,565.00	0.00%
1	2	\$102,310.00	\$0.00	\$96,647.00	\$5,663.00	\$0.00	\$0.00	\$102,310.00	0.00%
1	3	\$107,624.00	\$13,000.00	\$67,624.00	\$53,000.00	\$0.00	\$0.00	\$120,624.00	0.00%
1	4	\$0.00	\$15,000.00	\$0.00	\$8,631.00	\$0.00	\$6,369.00	\$15,000.00	0.00%
1	5	\$0.00	\$17,000.00	\$0.00	\$17,000.00	\$0.00	\$0.00	\$17,000.00	0.00%
1	6	\$0.00	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$0.00	\$2,000.00	0.00%



Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	7	\$56,206.00	\$20,000.00	\$0.00	\$76,206.00	\$0.00	\$0.00	\$76,206.00	0.00%
2	1	\$0.00	\$2,500.00	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00	0.00%
2	2	\$0.00	\$2,500.00	\$0.00	\$2,500.00	\$0.00	\$0.00	\$2,500.00	0.00%
2	3	\$0.00	\$4,000.00	\$4,000.00	\$0.00	\$0.00	\$0.00	\$4,000.00	0.00%
2	4	\$53,232.00	\$12,951.00	\$53,232.00	\$12,951.00	\$0.00	\$0.00	\$66,183.00	0.00%
3	1	\$112,313.00	\$0.00	\$0.00	\$112,313.00	\$0.00	\$0.00	\$112,313.00	0.00%
3	2	\$30,102.00	\$0.00	\$0.00	\$30,102.00	\$0.00	\$0.00	\$30,102.00	0.00%
3	3	\$36,849.00	\$0.00	\$0.00	\$36,849.00	\$0.00	\$0.00	\$36,849.00	0.00%
4	1	\$4,000.00	\$0.00	\$4,000.00	\$0.00	\$0.00	\$0.00	\$4,000.00	0.00%
4	2	\$0.00	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$5,000.00	0.00%
4	3	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%

## 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5)
\$2,592,175.00	\$545,135.00	21.03%	0.00%	21.03%	\$2,049,568.00	0.00%	79.07%

Totals by Type		Total LCFF Funds
Total:		\$2,049,568.00
LEA-wide Total:		\$2,049,568.00

Totals by Type		Total LCFF Funds
Limited Total:		\$0.00
Schoolwide Total:		\$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Providing Additional Resources to Support Learning	Yes	LEA-Wide	Language Learners	Whole school	\$96,647.00	0.00%
1	3	Supporting the Whole Child	Yes	LEA-Wide	Socioeconomically disadvantaged, English Language Learners, Foster youth	Whole school	\$67,624.00	0.00%
1	4	Providing Targeted Professional Development	Yes	LEA-Wide	Socioeconomically disadvantaged, English Language Learners, Foster youth	Whole school	\$0.00	0.00%
1	7	Providing Intervention and Acceleration Opportunities	Yes	LEA-Wide	Socioeconomically disadvantaged, English Language Learners, Foster/homeless youth	Whole school	\$0.00	0.00%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	1	Enhancing Academic Support Services in Expanded Learning Programs	Yes	LEA-Wide	Socioeconomically disadvantaged, English Language Learners, Foster youth	Whole school	\$0.00	0.00%
3	2	Strengthening the Culture of Expanded Learning Programs	Yes	LEA-Wide	Socioeconomically disadvantaged, English Language Learners, Foster/homeless youth	Whole school	\$0.00	0.00%
3	3	Providing Enrichment Activities in Expanded Learning Programs	Yes	LEA-Wide	Socioeconomically disadvantaged, English Language Learners, Foster/homeless youth	Whole school	\$0.00	0.00%
4	2	Implementing a Parent University	Yes	LEA-Wide	Socioeconomically disadvantaged, English Language Learners, Foster/homeless youth	Whole school	\$0.00	0.00%
4	3	Increasing Parent	Yes	LEA-Wide	Socioeconomically disadvantaged,	Whole school	\$0.00	0.00%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Volunteers			English Language Learners, Foster/homeless youth			

## 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	\$3,332,874.00	\$4,482,873.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Engaging Standards-Based Academic Program	No	\$2,590,313.00	\$3,735,260.00
1	2	Supporting Our Unduplicated Population	Yes	\$138,914.00	\$189,832.00
1	3	Whole Child	Yes	\$232,303.00	\$174,723.00
1	4	Extended Programming	Yes	\$224,305.00	\$227,996.00
2	1	Parent engagement infrastructure	Yes	\$66,076.00	\$72,234.00
2	2	Parent Education Opportunities	Yes	\$1,200.00	\$606.00
2	3	Parent advisory groups	Yes	\$700.00	\$0.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	4	Chronic Absenteeism	Yes	\$2,050.00	\$464.00
3	1	Supporting social-emotional needs of students	Yes	\$2,000.00	\$2,000.00
3	2	Building Teacher Efficacy	Yes	\$61,013.00	\$65,710.00
3	3	Individualized Professional Development	No	\$13,700.00	\$13,848.00
4	1	Transparent Governance	No	\$0.00	\$0.00
4	2	Budget Committee	No	\$300.00	\$200.00

## 2023-24 Contributing Actions Annual Update Table

Totals	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)
Totals	\$482,769.00	\$415,035.00	\$422,634.00	(\$7,599.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total 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	2	Supporting Our Unduplicated Population	Yes	\$94,381.00	\$119,186.00	0.00%	0.00%
1	3	Whole Child	Yes	\$155,585.00	\$131,233.00	0.00%	0.00%
1	4	Extended Programming	Yes	\$37,480.00	\$37,480.00	0.00%	0.00%
2	1	Parent engagement infrastructure	Yes	\$65,576.00	\$69,025.00	0.00%	0.00%
2	2	Parent Education Opportunities	Yes	\$500.00	\$0.00	0.00%	0.00%
2	3	Parent advisory groups	Yes	\$500.00	\$0.00	0.00%	0.00%
2	4	Chronic Absenteeism	Yes	\$0.00	\$0.00	0.00%	0.00%
3	1	Supporting social-emotional needs of students	Yes	\$0.00	\$0.00	0.00%	0.00%
3	2	Building Teacher Efficacy	Yes	\$61,013.00	\$65,710.00	0.00%	0.00%

## 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,565,192.00	\$482,769.00	0.00%	18.82%	\$422,634.00	0.00%	16.48%	\$6,013,500.00	234.43%

## Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (*California Education Code [EC] Section 52064[e][1]*). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC Section 52064[e][1]*). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC Section 52064[b][4-6]*).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC sections 52064[b][1] and [2]*).
    - **NOTE:** As specified in *EC Section 62064(b)(1)*, the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC Section 52052*, to be achieved for each of the state priorities. Beginning in 2023–24, *EC Section 52052* identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC Section 52064[b][7]*).
  - Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC sections 52064[b][6], [8], and [11]*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and



reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

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

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

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

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

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

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

## **Plan Summary**

### ***Purpose***

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest

of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## ***Requirements and Instructions***

### ***General Information***

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

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

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

### ***Reflections: Annual Performance***

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

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

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

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

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

### ***Reflections: Technical Assistance***

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

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

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

### ***Comprehensive Support and Improvement***

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

#### Schools Identified

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

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

#### Support for Identified Schools

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

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

#### Monitoring and Evaluating Effectiveness

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

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

## **Engaging Educational Partners**

### ***Purpose***

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and

outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

## ***Requirements***

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

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

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

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

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

- Teachers,
- Principals,
- Administrators,
- Other school personnel,

- Parents, and
- Students

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## ***Instructions***

### ***Respond to the prompts as follows:***

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

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

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

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

***Complete the table as follows:***

**Educational Partners**

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

**Process for Engagement**

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:

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

## **Goals and Actions**

### ***Purpose***

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

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

### ***Requirements and Instructions***

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

opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

### **Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

### ***Focus Goal(s)***

#### Description

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

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

#### Type of Goal



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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

### Type of Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

**Note:** EC Section [42238.024\(b\)\(1\)](#) ([California Legislative Information](#)) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has

informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## ***Broad Goal***

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

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

## ***Maintenance of Progress Goal***

### Description

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

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

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

#### An explanation of why the LEA has developed this goal.

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

### ***Measuring and Reporting Results:***

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

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

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

### Year 1 Outcome

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

### Year 2 Outcome

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

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

Action #



- Enter the action number.

## Title

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

## Description

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

## Total Funds

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

## Contributing

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

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

### **Required Actions**

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### **Purpose**

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions

identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

### ***Statutory Requirements***

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

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

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

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

### ***LEA-wide and Schoolwide Actions***

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

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

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

### ***For School Districts Only***

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

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

## ***Requirements and Instructions***

Complete the tables as follows:

### Total Projected LCFF Supplemental and/or Concentration Grants

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

### Projected Additional 15 percent LCFF Concentration Grant

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

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

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

### LCFF Carryover — Percentage

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

#### LCFF Carryover — Dollar

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

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

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

## ***Required Descriptions:***

### ***LEA-wide and Schoolwide Actions***

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

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

Complete the table as follows:

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

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

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

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

## Limited Actions

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

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

Complete the table as follows:

## Identified Need(s)

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

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

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

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

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

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

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

## ***Additional Concentration Grant Funding***

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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



students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

## Action Tables

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

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

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

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

### ***Total Planned Expenditures Table***

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

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

- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action

contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded. For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## ***Contributing Actions Table***

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

## ***Annual Update Table***

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

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

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

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

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

## ***LCFF Carryover Table***

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

## ***Calculations in the Action Tables***

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

### ***Contributing Actions Table***

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

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

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

## ***LCFF Carryover Table***

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

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