

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Butteville Union Elementary School

CDS Code: 47-70201-0000000

School Year: 2024-25

LEA contact information:

Eric Bragg

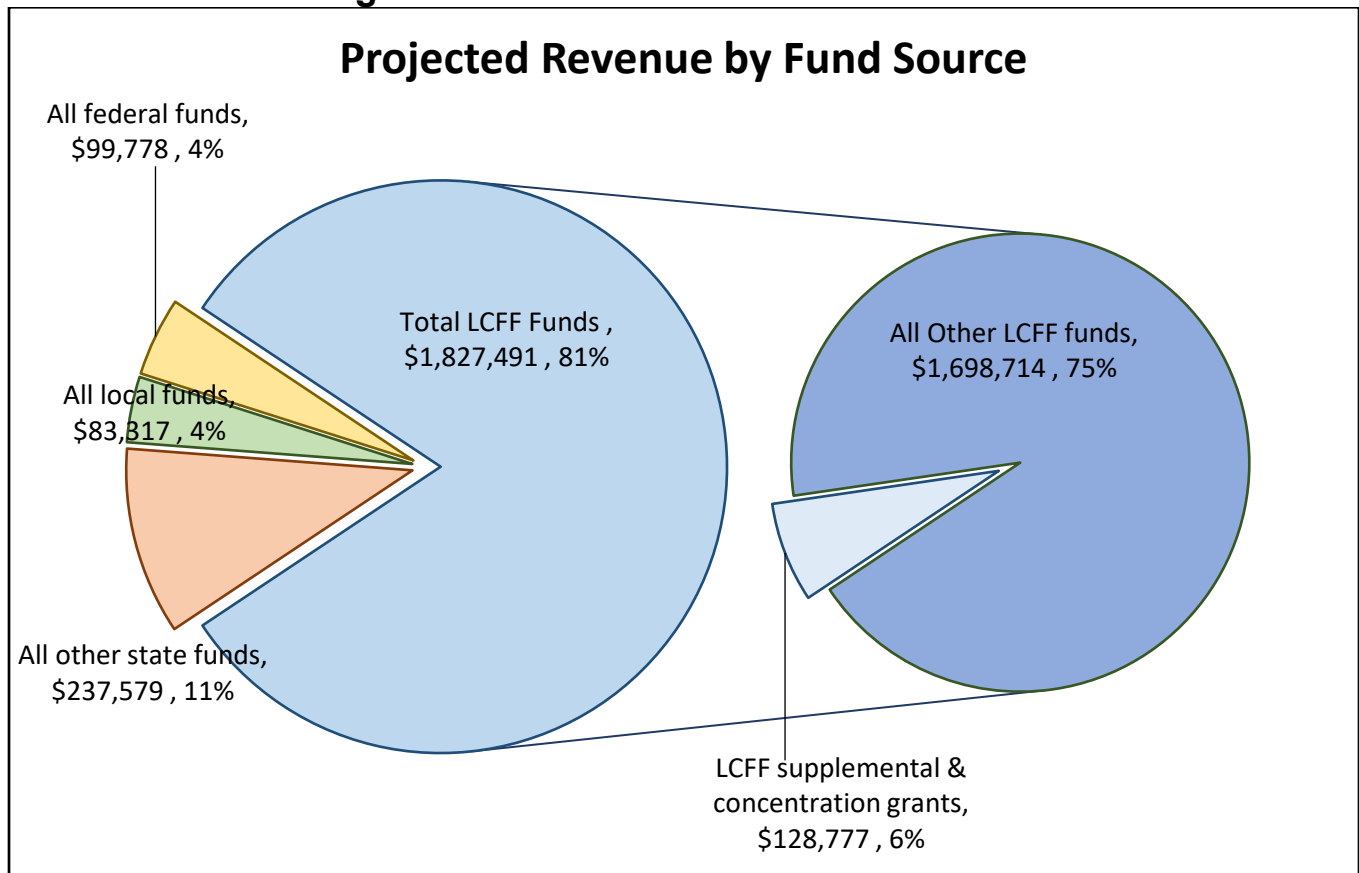
Superintendent/Principal

eric.bragg@butteville.k12.ca.us

530-938-2255

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

Budget Overview for the 2024-25 School Year

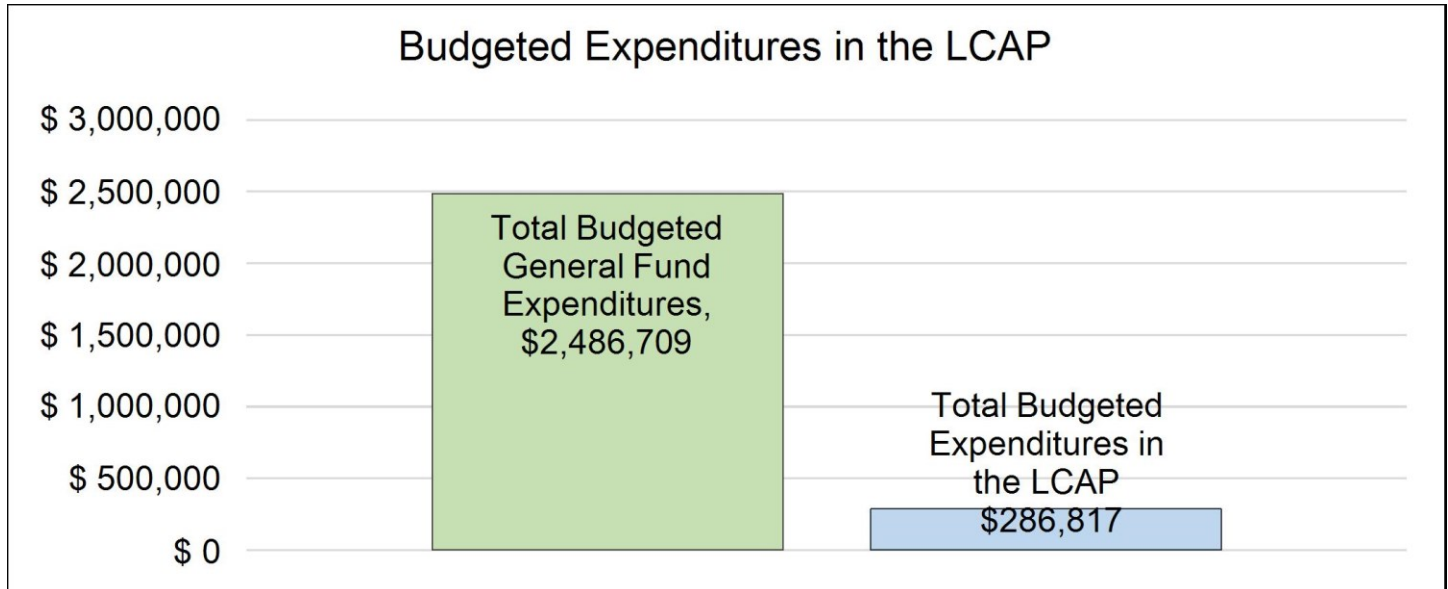


This chart shows the total general purpose revenue Butteville Union Elementary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Butteville Union Elementary School is \$2,248,165, of which \$1,827,491 is Local Control Funding Formula (LCFF), \$237,579 is other state funds, \$83,317 is local funds, and \$99,778 is federal funds. Of the \$1,827,491 in LCFF Funds, \$128,777 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Butteville Union Elementary School plans to spend \$2,486,709 for the 2024-25 school year. Of that amount, \$286,817 is tied to actions/services in the LCAP and \$2,199,892 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

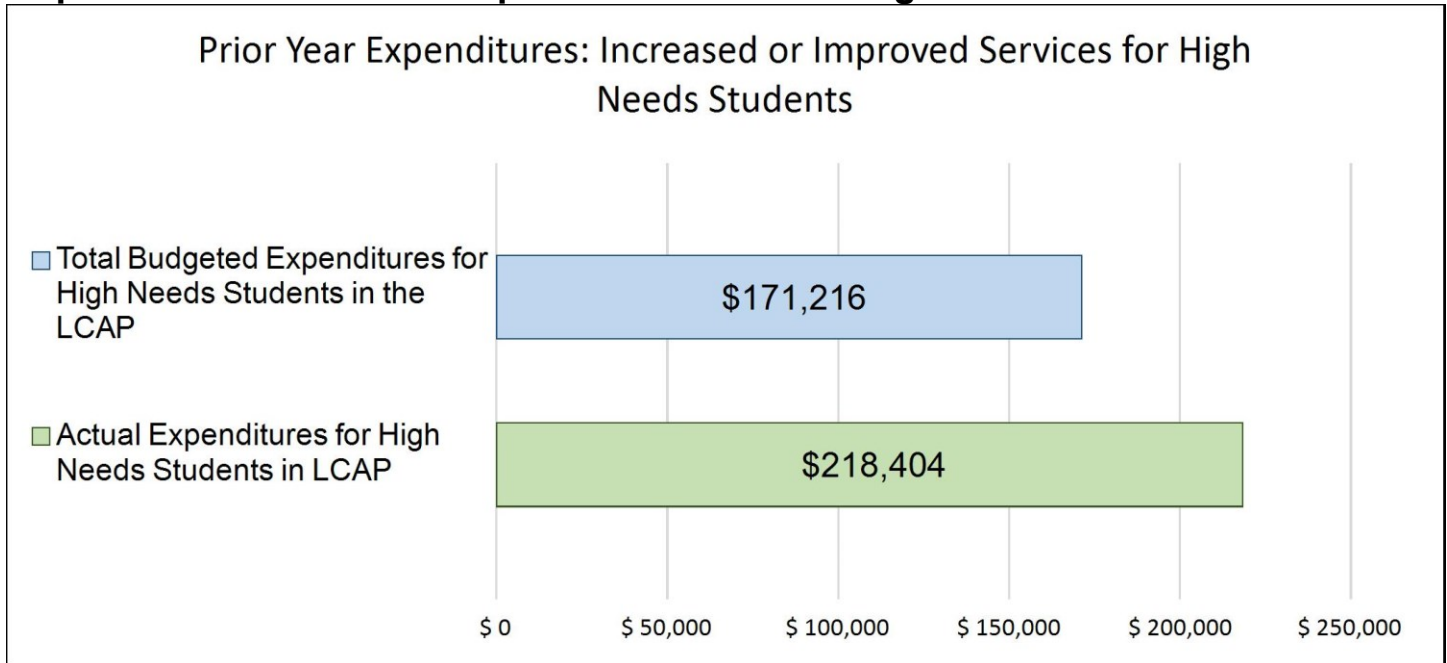
General fund expenditures not included in the LCAP are used for general operating costs including salaries and benefits, cafeteria, Utilities, maintenance, and supplies.

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

In 2024-25, Butteville Union Elementary School is projecting it will receive \$128,777 based on the enrollment of foster youth, English learner, and low-income students. Butteville Union Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. Butteville Union Elementary School plans to spend \$167,815 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Butteville Union Elementary School's LCAP budgeted \$171,216 for planned actions to increase or improve services for high needs students. Butteville Union Elementary School actually spent \$218,404 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 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Butteville Union Elementary School	Eric Bragg Superintendent/Principal	eric.bragg@butteville.k12.ca.us 530-938-2255

Goals and Actions

Goal

Goal #	Description
1	All students will continue to be offered a broad course of study from appropriately credentialed teachers utilizing California State Standard materials in clean, well maintained facilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Tool	Exemplary FIT Report	FIT Report is exemplary	Fit Report is exemplary	Fit Report is exemplary	Maintain Exemplary report status
Course Offerings	Core classes only in 20/21	Students are engaged in Core classes plus enrichment classes: art, music, band, strings, performing arts, sewing.	Students are engaged in Core classes plus enrichment classes: art, music, performing arts, sewing,coding, engineering,and gardening.	Students are engaged in Core classes plus enrichment classes: art, music, performing arts, sewing,coding, engineering,and gardening.	8 Annual Enrichment Course Offerings
Credential List	All teachers have appropriate credentials	All teachers have appropriate credentials except TK & Kindergarten teachers.	9/11 of teachers are fully credentials and appropriately assigned. 2/11 are in their credentialing process, one internship, one PIP.	9/11 of teachers are fully credentials and appropriately assigned. 2/11 are in their credentialing process, one internship, one PIP.	All teachers have appropriate credentials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Curriculum material list (SARC)	All current course materials are state standards based	All current course materials are state standards based	All current course materials are state standards based	All current course materials are state standards based	All course materials are state standards based
		All students have access to standards based curricular materials	All students have access to standards based curricular materials	All students have access to standards based curricular materials	All students have access to standards based curricular materials

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 in this goal. There were no substantive differences in planned actions and implementation.

Challenge: implementing full credentialed teachers.

Success: The school hired community members to teach enrichment classes which allowed for growth in its offerings.

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 are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

1.1-It was less because the track area was not repaved.

1.3-The work is in progress and not completed.

1.6-The loudspeaker quote exceeded the budget, so more security cameras were added.

1.13-

1.14-We were able to reduce the cost due to volunteers.

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

The actions in this goal have been partially effective at making progress on this goal. We plan to revise our goals and actions. All our Actions have been effective except for Action 1.1 Re-pave outdoor basketball courts and repave track area. The outdoor basketball courts have been repaved but the track has not been repaved due to budgetary constraints.

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.

Due to the Actions 1.1, 1.4, 1.6, 1.7, 1.11, 1.14 have all been completed for facilities work and will be eliminated. An Action will be added to collaborate with Siskiyou County Office of Education to support credentialing teachers with STPS and PIPS to become fully credentialed teachers.

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

Goals and Actions

Goal

Goal #	Description
2	All students, including significant subgroups, will improve academic achievement as measured by state testing, local interim assessments and teacher created assessments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR Math Scores	Median score is 57 for 20/21	Median Score 71 for 21/22	Median Score 65 for 22/23	Median Score 63 for 23/24	10 point growth for all groups
STAR ELA Scores	Median score is 51 for 20/21	Median Score 48 for 21/22	Median Score 71 for 22/23	Median Score 56 for 23/24	10 point growth for all groups
CAASPP test results	<p>18/19 - Low Income Students Yellow tier for ELA Orange tier for Math</p> <p>18/19 - All Student groups= 53% exceeded Standards in ELA 18/19 - All Student groups= 45% exceeded Standards in Math</p>	<p>No Dashboard available</p> <p>20/21 All student group = 44% met or exceeded Standards in ELA Low Income Students = 18.42%</p> <p>20/21 All student group = 43% met or exceeded Standards in Math</p>	<p>21-22 All student group = 40% met or exceeded Standards in ELA Low Income Students = 29%</p> <p>21-22 All student group = 44% met or exceeded Standards in Math Low Income Students = 29%</p>	<p>22-23 All student groups=49% (GREEN) met or exceeded Standards in ELA Low Income Students=33% (ORANGE)</p> <p>22-23 All student groups=40% (ORANGE) met or exceeded Standards in Math</p>	All groups in green or blue tier

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Low Income Students = 21.95%		Low income students=27% (YELLOW)	
EL Progress (ELPAC Results)	0/3 students moved up a level in ELPAC	Data not available yet	21-22 1 student placed in level 3 1 student placed in level 4 22/23 (Same two students from 21/22) 1 student placed in level 3 1 student placed in level 3	22/23 Not Reported due to only 1 EL student	100 percent will make progress.
EL Reclassification Rate	No students were reclassified during the 20/21 school year. Reclassification rate in 18/19 and 19/20 was 0.	Data not available yet	0 students were reclassified in 21-22 0 students were reclassified in 22-23	22/23 Not Reported due to only 1 EL student	Reclassification rate will be 50 percent.

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 in this goal except for Actions, 2.4, 2.9, and 2.12. These actions were not implemented for the following reasons:

2.4-Investigate and purchase new math curriculum schoolwide Action on hold until 2025/26 -waiting for new curriculum to be developed that mets new state math framework

2.9 and 2.12-Investigate and purchase independent study curriculum and hire a Independent Study Coordinator, both Actions eliminated- this action was eliminated because the school offered online hybrid instruction without the need of implementing an Independent Study Program.

Challenge: Implementing math professional development.

Success: Implementing ELA professional development for assessments and intervention.

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.

2.5- more was spent on professional development because additional professional development activities were added.

2.6-we employed more instructional aides than anticipated

2.13-ELOP funds covered part of the budgeted amount

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

The actions in this goal have been partially effective at making progress on this goal. The Action 2.2 STAR ELA and 2.5 Professional Development has been effective in ELA in CAASPP in meeting desired outcome in being GREEN on the Dashboard. The metrics in Math in both Star and CAASPP assessments have not met the desired outcome for 23/24. To address this ineffectiveness, we will add an Action for professional development in Math instruction.

We plan to revise our goals and actions. The effective actions are (insert effective actions) as evidenced by (insert correlation metrics here). Our actions that need to be improved include (insert actions here) based on the following metrics (insert metrics here). We will revise our actions and eliminate actions that do not support student improvement.

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.

Metrics will be changed to separate the ELA and Math scores to better the focus on improvement data. A math professional learning Action will be added to the 24/25 LCAP. Action 2.10 will be moved to Goal 3 to align with improving the nurturing and trusting learning environment. This Action will be changed from Heart Kids to the evidence based PBIS implementation.

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

Goals and Actions

Goal

Goal #	Description
3	Butteville School will provide a nurturing and trusting learning environment that engages students, parents and staff, and includes stakeholders in decision-making

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Survey Results	95% of parents feel school is safe 80.3% of students feel safe at school	87% of parents feel school is safe 72% of students feel school is safe	87% of parents feel school is safe 82% of students feel school is safe	96% of parents feel school is safe. in 23/24 55% of students feel school is safe.	97% of parents state school is safe 97% of students state school is safe
PTO Meeting Attendance	5 parents and one staff member at monthly meetings	9 parents and 1 staff member at monthly meetings	8 parents and 3 staff members at monthly meetings	10 parents, 6 of which are staff members in monthly meetings in 23/24	10 parents and one staff member at monthly meetings
Attendance at LCAP meetings	3 parents at 20/21 meeting	1 parent at 21/22 meeting.	0 parents at 22/23 meeting	0 parents at 23/24 meeting	10 parents attend LCAP meetings
Chronic Absenteeism	Chronic Absenteeism = 10.5% 20/21	Chronic Absenteeism = 49% 21/22	Chronic Absenteeism = 57%	Chronic Absenteeism = 32%	Chronic absenteeism will be 3% or lower
Attendance Rate	Attendance Rate = 96%	Attendance Rate = 89%	Attendance Rate = 90%	Attendance Rate = 93%	Attendance will be 95% or higher
Suspension Rate	Suspension Rate = 0%	Less than 1%	Suspension Rate = 0%	Suspension Rate = 0%	Suspension Rate will be maintained at 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate	Expulsion Rate = 0%	Expulsion Rate = 0%	Expulsion Rate = 0%	Expulsion Rate = 0%	Expulsion Rate will be maintained at 0%
Middle School Dropout Rate	Middle School Dropout Rate = 0%	Middle School Dropout Rate= 0%	Middle School Dropout Rate = 0%	Middle School Dropout Rate = 0%	Middle School Dropout Rate will be maintained at 0%

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 in this goal. There were no substantive differences in planned actions and implementation.

Challenge: Parent participation in LCAP meetings.

Success: PTO attendance has increased due to new leadership.

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 is one material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. Action 3.5 professional counseling was less than budgeted because, while all services were provided, the billing was delayed. Action 3.7 (Purchase Intervention Materials) was not fully expended due changing the Intervention curriculum due to the recommendation of the County Literacy director/coach.

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

The actions in this goal have been partially effective at making progress on this goal. We plan to revise our goals and actions. The student survey data shows a decline in students feeling safe from 85% to 55%. While we did not meet our goal of Chronic Absenteeism of 3 %, it showed improvement by 25% from Year 2 to Year 3. We have revised our Action 3.5 by adding a female Wellness Coach from Siskiyou County Office of Education (SCOE). We have worked with SCOE Attendance Coordinator to connect with families with school and home visits.

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

We have not eliminated any actions. We kept actions all Actions that support English learners, low income, foster youth, homeless youth, low performing student groups, and students with disabilities. We will add PBIS in order to address students feeling safe at school and chronic absenteeism.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Butteville Union Elementary School	Eric Bragg Superintendent/Principal	eric.bragg@butteville.k12.ca.us 530-938-2255

Plan Summary [2024-25]

General Information

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

The Butteville Elementary School District (BUESD) is a small, rural K-8, one-school district at the base of Mount Shasta in Siskiyou County. Our vision at Butteville Elementary is to hold the highest expectations for students and staff. Butteville Elementary students will become effective leaders in the community by achieving academic success through clarity in writing, speaking, thinking, creating and performing and through the development of social, emotional and behavioral competencies.

BUESD has 156 students enrolled from Lake Shastina and Weed. BUESD employs a superintendent/principal, 11 teachers and 19 classified staff in various capacities. Students in Transitional Kindergarten through Sixth Grade are taught in self-contained classrooms, while the seventh and eighth grades are in a departmental setting. In the 2023-24 school year Butteville Elementary has one English Learners and no Foster Youth. The current percentage of free and reduced is approximately 40% of our student body.

Butteville follows a regular Bell schedule for 23/24 and provides academic, enrichment, and sport programs.

Butteville provides students one-to-one access to electronic devices. For Grades TK/K and 1st grades, iPad minis are available and Chromebooks are provided to each student in Grades 2-8. Enrichment programs are offered to 4-8 grade students that include art, sewing, photography, gardening, journalism/yearbook, marimbas, and performing arts. TK-3 grade students attend music classes twice a week. Extended learning opportunities (ELOP) are offered to TK-6th grades during the summer. This year, our ELOP program with collaborate with the Boys and Girls Club of Mount Shasta.

Butteville does not have any low performing student groups and does not qualify for technical assistance, CSI, or equity multiplier funds.

Reflections: Annual Performance

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

BUESD annual performance in ELA for all students (96 students) shows an increase of 5.6 points and falls 3.5 points distance from standard (DFS),an equivalent to a 49% met or exceeded Standards in ELA for All Groups. This indicator falls into the green level (high). The socioeconomically disadvantaged group (43 students) falls in the orange level for ELA which is 29 points distance of standard (DFS) as compared to All Students. Thirty-three percent of Low Income students met or exceeded in ELA.

In Math, All Students group scored 29 points DFS which declined by 3.3 points DFS and falls in the orange level; however, the SED group, even though still 55 points below DFS, shows a strong increase of 16 points DFS on their math performance. In All Student groups, 40% met or exceeded Standards in Math and 27% of Low Income Students met or exceeded Standards in math.

Overall, students at BUESD are scoring well in ELA and nearly meets the standard. In math, the actions contributing to the SED group have worked by showing strong growth, and BUESD will be maintain those actions.

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.

Butteville Elementary has not 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.

NA

Monitoring and Evaluating Effectiveness

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

NA

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
Teachers	Meeting February 20, 2024, Survey sent April 12, 2024, School Budget Meeting March 27, 2024 to inform LCAP development.
Principal	February 26, 2024 Meeting to inform LCAP development.
Administrator	Administrator is principal (see principal)
Other School Personnel	May 8, 2024 Weekly Meeting with Front Office Staff to inform LCAP development.
Certificated Bargaining Unit	February 20, 2024 Meeting to inform LCAP development.
Classified Bargaining Unit	May 8, 2024 Meeting to inform LCAP development.
Parents	Healthy Kids Survey sent out March 19, 2024 Survey sent out April 10, 2024, Parent Budget School Budget Meeting March 27, 2024 LCAP Meeting May 15, 2024 to inform LCAP development.
Students	Healthy Kids Survey sent out February 29, 2024 Student Survey sent out April 12, 2024 to inform LCAP development.
SELPA	March 5, 2024 SELPA Consult Meeting to inform LCAP development.
PAC: Draft LCAP Presentation for comments	May 15, 2024 Meeting to present and ask for input to inform LCAP development.
DELAC: Draft LCAP Presentation for comments	N/A

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

Survey summaries:

Parents continue to be pleased with the overall performance of Butteville School.

92% of respondents stated teachers respond to concerns quickly.

96% stated their child is treated respectfully by staff.

96% stated their students feel safe at school.

92% said the facilities are clean.

88% stated that students treat each other respectfully.

88% said their students are excited to be at Butteville Elementary.

96% said they are satisfied with Butteville Elementary

Area of need: Parent would like to keep small class sizes (Action 2.5)

Staff survey results show that:

89% state they are treated respectfully by other staff members.

95% believe they work well with students.

71% feel that instructional programs are challenging

82% state they love working at Butteville School.

41% agree that morale is high among staff.

Area of need: Facilities improvements with bathrooms including paint and tiling, cleaning and painting gymnasium by removing old wall mats, painting, and inclusion of mascot painted on gym walls. Provide supports and maintenance of Reading Intervention initiatives (Action 3.5, 3.6).

Students survey results show that:

86% believe they are receiving a good education

71% believe they have someone they can talk to if they have a problem

78% believe they are safe at school

37% look forward to coming to school each day

90% believe teachers have high expectation of their work.

78% state the school is clean, safe and in good condition.

75% signify that the food served at school is nutritious.

Area of need: While educational experiences are positive, needs include improvement on school safety (, access to counseling, facilities upkeep, and nutritional food offerings (Action 1.2, 3.4)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will continue to be offered a broad course of study from appropriately credentialed teachers utilizing California State Standard materials in clean, well maintained facilities.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

We will sustain progress by continuing to employ and assign appropriately credentialed teachers. All curriculum and support materials will be California State Standards aligned. We will have clean, safe and well maintained facilities by training custodial and maintenance staff in proper cleaning and maintenance techniques, conducting regular inspections of facilities and making all repairs in a timely manner. This goal was developed based on analyzed data and stakeholder input to ensure that Butteville School District students are supported in conditions of learning. Implementing the actions below and measuring progress using the identified metrics will support Butteville School District in achieving the goal by providing basic services and supports.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Facilities Inspection Tool will be graded percent of good or exemplary Priority 1c	2023/24 100%			2026/27 100%	
1.2	Course Offerings 100% of Report Cards will	2023/24 100%			2026/27 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	show a broad course of study. Priority 7					
1.3	% of Appropriately Credentialed Teachers Data source: Teacher Credential List Priority 1a	2022/23 100%			2025/26 100%	
1.4	Curriculum material list (SARC) 100 % of course materials will be California State Standards aligned. Priority 1b	2023/24 100%			2026/27 100%	
1.5	Professional Learning- % of Teachers Participating Priority 2	2023-24 100%			2026/27 100%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.2	Conduct monthly inspections of campus	Monthly inspections of all buildings and systems allows repairs and maintenance to be made quickly avoiding more costly repairs. This will help provide a safer and cleaner campus for students and staff.	\$0.00	No
1.3	Replace flooring in designated areas.	Carpeting throughout the school is old and needs replacement. Aging carpet may contain allergens that are potentially harmful to students and staff. New carpeting is needed to provide students with environmentally safe classrooms and hallways. Replace 15% of carpets per year as needed. (LCFF - 01-0000-0-6200-0000-8500-000-10003)	\$15,000.00	No
1.6	Provide professional development	Over the past few years there has been an increase in both EL and students from low income households. The staff, both classified and certificated will participate professional learning in order to meet the needs of these growing portions of the students body as well as the needs of the entire student body. 01-0000-0-1100-1150-1000-000-10006)	\$4,216.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students, including significant subgroups, will improve academic achievement as measured by state testing, local interim assessments and teacher created assessments.	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The goal of ensuring that all students, including significant subgroups, will improve academic achievement as measured by state testing, local interim assessments, and teacher-created assessments is essential for several key reasons:

Equity in Education:

Addressing Achievement Gaps: Focusing on significant subgroups, such as students from different socioeconomic backgrounds, ethnicities, students with disabilities, and English language learners, aims to reduce achievement gaps. This ensures that all students have equal opportunities to succeed, regardless of their background or personal circumstances.

Inclusive Success: By aiming for improvement across all subgroups, the school fosters an inclusive environment where every student's potential is recognized and nurtured.

Accountability and Performance Measurement:

Data-Driven Decision Making: Using state testing, local interim assessments, and teacher-created assessments provides a comprehensive view of student performance. This data allows educators to identify areas of strength and weakness, informing instruction and intervention strategies.

Benchmarking Progress: Regular assessments help track progress over time, ensuring that students are meeting academic standards and making continuous improvement.

Targeted Interventions and Support:

Personalized Learning: By analyzing assessment data, educators can tailor instruction to meet the specific needs of different student groups. This personalized approach can address individual learning gaps and promote better academic outcomes.

Resource Allocation: Understanding the performance of various subgroups allows the school to allocate resources more effectively, ensuring that students who need additional support receive it.

Improving Teaching Practices:

Professional Development: Assessment results can highlight areas where teachers may need further training or support. This can lead to targeted professional development that improves teaching practices and, consequently, student achievement.

Reflective Teaching: Teachers can use assessment data to reflect on and refine their instructional strategies, leading to more effective teaching and learning.

Meeting Educational Standards:

Compliance with Regulations: Ensuring that all students improve academically helps the school meet state and federal education standards and requirements. This compliance is important for maintaining funding and support from governmental bodies.

Preparation for Future Success: Improving academic achievement equips students with the knowledge and skills they need for future educational endeavors and career opportunities. It ensures they are well-prepared for the challenges of higher education and the workforce.

Building a Culture of High Expectations:

Encouraging Excellence: Setting a goal for all students to improve academically fosters a culture of high expectations. It encourages students, teachers, and parents to strive for excellence and continuous improvement.

Celebrating Diversity: Recognizing and addressing the unique needs of significant subgroups highlights the value of diversity within the school community. It promotes an environment where differences are respected and all students are given the opportunity to thrive.

In summary, the goal of improving academic achievement for all students, including significant subgroups, is fundamental to promoting equity, accountability, and excellence in education. It ensures that every student has the opportunity to succeed, provides valuable data for informed decision-making, and supports the continuous improvement of teaching and learning practices.

Implementing the actions below and measuring progress using the identified metrics will support Butteville School District in achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	STAR Math Scores - Median average number Priority 8	2023-24 Median score is 57			2026/27 Median score is 67	
2.2	STAR ELA Scores - Median average number Priority 8	2023-24 Median score is 51			2026-27 Median score is 61	
2.3	CAASPP test results Percent of Students Meeting or Exceeding Standards Priority 4a	2022-23 All Student groups= 49% met or exceeded Standards in ELA All Student groups= 40% met or exceeded Standards in Math Low Income Students=ELA 33% met or exceeded in ELA Low Income Students= Math 27% met or exceeded in ELA			2025-26 All Student groups= 59% met or exceeded Standards in ELA All Student groups= 50% met or exceeded Standards in Math Low Income Students=ELA 43% met or exceeded in ELA Low Income Students= Math	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					37% met or exceeded in ELA	
2.4	EL Progress (ELPAC Results) - % growth Priority 4e	2022-23 0/3 students moved up a level in ELPAC			N/A	
2.5	EL Reclassification Rate Percent students reclassified Priority 4f	2022-23 No students were reclassified during the 20/21 school year. Reclassification rate in 18/19 and 19/20 was 0.			N/A	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	STAR Math Assessments	<p>STAR Math assessments show that there was a drop in achievement school-wide but particularly in students from low income households. Both staff and parents noted the drop in STAR math. Annual improvement is the expectation in this area with low income students closing the gap to the entire student body. Interim assessments will be monitored to ascertain student progress. This program will allow staff to monitor the progress of low income students more effectively, but also all students in their class.</p> <p>Although this action will benefit all students generally a careful analysis of scores will assist staff in developing instruction that will be of particular assistance for low income students.</p> <p>01-0000-0-5800-1150-1000-000-20001</p>	\$2,200.00	Yes
2.2	STAR ELA Assessments	<p>STAR ELA assessments show that all students school-wide saw a reduction in scores in 22/23. Students from low income households saw a larger drop lagging behind achievement of the total school population on STAR ELA assessments. This decline was noted by staff and parents alike. STAR interim and summative assessments will be implemented in all classrooms and regularly monitored to ascertain student progress.</p> <p>Although this action will benefit all students generally a careful analysis of scores will assist staff in developing instruction that will be of particular assistance for low income students.</p> <p>01-0000-0-5800-1150-1000-000-20002</p>	\$2,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Purchase Intervention Materials	Purchase intervention curriculum materials to be used in the RTI program. (Getting Reading Right, Zoo Phonics, Rewards, or comparable programs) 01-1100-0-4300-1150-1000-000-20003	\$5,000.00	No
2.4	Provide additional instructional aides	Additional aides will be able to provide instructional support to assist students who have not yet achieved grade level skills. 2 aides 01-0000-0-2100-1150-1000-000-20004 = Benefits	\$51,928.00	Yes
2.5	Maintain small class sizes	Maintain additional certificated staff to keep class sizes lower utilizing Supplemental LCFF funds. 01-0000-0-1100-1150-1000-000-20005 + Benefits	\$72,671.00	Yes
2.6	EL Professional Learning	Provide EL professional learning to staff.	\$0.00	Yes
2.7	Implement Response to Intervention Program	The school will implement RTI in both ELA and math beginning in 2021/22 school year. RTI will assist any student struggling in ELA and math a majority of these students are from low income households. In 2022/23, a reading intervention program will be implemented to target low income students, struggling readers by implementing new reading strategies.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Hire staff to provide after school program	<p>Expanded Learning Program. This program will allow students to be safe until parents can pick them up after school. Also, aides will be able to provide extended learning opportunities for students while they attend the after school program. This program will include an additional 30 days outside of the school year.</p> <p>(01-2600-0-2900-1150-6000-000-20008 + benifis 01-2600-0-4300-1150-6000-000-20008, 01-2600-0-5800-0000-6000-000-20008</p>	\$109,002.00	Yes
2.9	Library services	<p>Maintain and update current library collection to provide enjoyable and challenging books for students.</p> <p>ELA CAASPP scores are trending downward for all students. Low income students are improving in CAASPP scores; yet, only 33% of those students have met or exceeded standard benchmarks. Although there are only a few English Language Learners enrolled, the library needs to update its collection in order to provide interesting and up to date materials for all students, including low income and English Language Learners.</p> <p>01-0000-0-4300-1150-1000-000-20009</p>	\$2,600.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Butteville School will provide a nurturing and trusting learning environment that engages students, parents and staff, and includes stakeholders in decision-making.	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Butteville School's commitment to providing a nurturing and trusting learning environment that engages students, parents, and staff, and includes stakeholders in decision-making is vital for several reasons:

Enhanced Student Learning and Development:

Emotional and Social Support: A nurturing environment supports the emotional and social well-being of students, which is crucial for their overall development and academic success. When students feel safe and supported, they are more likely to take risks, ask questions, and engage deeply with the material.

Positive Relationships: Trust between students and teachers fosters positive relationships, which can significantly enhance students' motivation and engagement in learning.

Parental Involvement and Support:

Active Participation: Engaging parents in the educational process helps to create a partnership between home and school. Parents who are involved in their children's education tend to support their learning at home and advocate for their needs.

Shared Responsibility: When parents are included in decision-making, they feel a sense of ownership and responsibility for the school's success, leading to a more cohesive and supportive community.

Staff Collaboration and Professional Growth:

Teacher Empowerment: Involving staff in decision-making processes empowers teachers and staff members, leading to increased job satisfaction and retention. When educators feel their voices are heard, they are more likely to be committed to the school's mission and goals.

Professional Development: A collaborative environment encourages continuous professional development and sharing of best practices among staff, which can improve teaching quality and student outcomes.

Stakeholder Engagement:

Community Support: Including stakeholders such as local businesses, community organizations, and government agencies in decision-making helps to build strong community ties and support for the school. This can lead to additional resources, opportunities, and partnerships that benefit students and the school as a whole.

Diverse Perspectives: Engaging a broad range of stakeholders ensures that diverse perspectives are considered in the decision-making process, leading to more comprehensive and effective solutions to challenges.

School Improvement and Innovation:

Responsive to Needs: A trusting and collaborative environment allows the school to be more responsive to the needs of its students, parents, and staff. This adaptability is crucial for addressing the evolving challenges of education.

Innovative Practices: When stakeholders are actively involved, there is a greater likelihood of implementing innovative practices and programs that can enhance the educational experience and outcomes for all students.

Implementing the actions below and measuring progress using the identified metrics will support Butteville School District in achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Survey Results - % of students and parents that feel safe at school	2023/24 96% of parents feel school is safe			2026/27 98% of parents feel school is safe	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6c	78% of students feel safe at school			85% of students feel safe at school	
3.3	PTO Meeting Attendance - Number of staff and parents that attend meetings. Priority 3	2023/24 5 parents and one staff member at monthly meetings			2026/27 8 parents and one staff member at monthly meetings	
3.4	Attendance at LCAP meetings - Number of parents attending meetings. Priority 3	2023/24 0 parents			2026/27 3 parents	
3.5	Chronic Absenteeism - % of students chronically absent. Priority 5b	2022/23 32%			2025/26 32%	
3.6	Attendance Rate - % Priority 5a	2023/24 93%			2026/27 95%	
3.7	Suspension Rate - % Priority 6a	2022/23 0%			2025/26 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Expulsion Rate - % Priority 6b	2022/23 Expulsion Rate = 0%			2025/26 0%	
3.9	Middle School Dropout Rate - % Priority 5c	2022/23 Middle School Dropout Rate = 0%			2025/26 0%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Conduct annual parents, staff, student surveys	Annual surveys will provide parents, staff and students the opportunity to provide feedback to the school. This action was developed by administration seeking more information about where and how school programs can be improved.	\$0.00	No
3.2	PTO Meetings Attendance	The PTO group is a vital part of Butteville School and its enrichment programs. It's continuation is very important to the future of the school. There is a relatively small group operating PTO currently. This action was brought up by both staff and parents.	\$0.00	No
3.4	Mental Health Counselor	There are students within Butteville School that have a need for mental health well being services. The District will hire a counselor to provide these services utilizing ESSER III funds - 01-7435-0-5800-1150-1000-000-30004	\$22,000.00	No
3.7	Active SART Process	Identify and monitoring of chronically absent students (No Additional Costs)	\$0.00	No
3.8	Heart Kids program	The Heart Kids program reaches out to students who are struggling in school either academically or behaviorally. A review of these students reveal that students from low income households represent the majority of students in the Heart Kids program. Parents have expressed a concern that there has been an increase in students suffering from social and emotional wellbeing. Student surveys also support a need.	\$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$128,777	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.735%	0.000%	\$0.00	7.735%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	<p>Action:</p> <p>Provide professional development</p> <p>Need:</p> <p>Unduplicated students score lower on their CAASPP scores than All Students. Professional learning will support evidence</p>	Professional learning will help teachers provide evidence based strategies to support Unduplicated Students. While these strategies that are principally directed toward unduplicated student groups, All student groups will benefit from evidence based instruction. This action is the most effective use of the funds because professional development will help support evidence based strategies. According to Hattie, this professional	Metric 1.5 Professional Learning- % of Teachers Participating

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>based instruction to support high quality learning.</p> <p>Scope: Schoolwide</p>	development will support collective teacher efficacy.	
2.1	<p>Action: STAR Math Assessments</p> <p>Need: STAR Math assessments show that there was a drop in achievement school-wide but particularly in students from low income households. Both staff and parents noted the drop in STAR math.</p> <p>Scope: Schoolwide</p>	<p>Annual improvement is the expectation in this area with low income students closing the gap to the entire student body. Interim assessments will be monitored to ascertain student progress. This program will allow staff to monitor the progress of low income students more effectively, but also all students in their class.</p> <p>Although this action will benefit all students generally a careful analysis of scores will assist staff in developing instruction that will be of particular assistance for low income students. This action is the most effective use of the funds because Star Math assessment will help support identifying student needs. According to Hattie, this action will support response to intervention.</p>	<p>Metric 2.1 STAR Math Scores - Median average number Priority 8</p>
2.2	<p>Action: STAR ELA Assessments</p> <p>Need: STAR ELA assessments show that all students school-wide saw a reduction in scores in 20/21. Students from low income households saw a larger drop lagging behind achievement of the total school population by</p>	<p>STAR interim and summative assessments will be implemented in all classrooms and regularly monitored to ascertain student progress.</p> <p>Although this action will benefit all students generally a careful analysis of scores will assist staff in developing instruction that will be of particular assistance for low income students.</p> <p>This action is the most effective use of the funds because Star ELA assessment will help support</p>	<p>Metric 2.2 STAR ELA Scores - Median average number Priority 8</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>14 points on STAR ELA assessments. This decline was noted by staff and parents alike.</p> <p>Scope: Schoolwide</p>	identifying student needs. According to Hattie, this action will support response to intervention.	
2.4	<p>Action: Provide additional instructional aides</p> <p>Need: Low income students have lower CAASPP scores than All Students in ELA and Math. Paraprofessionals will help support targeted interventions.</p> <p>Scope: Schoolwide</p>	Paraprofessionals will help support targeted interventions. While this Action is principally directed toward low income students, it will support All Students that need targeted interventions. This action is the most effective use of the funds because the decreased teacher to student ratio will help support targeted intervention. According to Hattie, this action will support response to intervention.	Metric 2.3 CAASPP test results Percent of Students Meeting or Exceeding Standards Priority 4a
2.5	<p>Action: Maintain small class sizes</p> <p>Need: Low income students have lower CAASPP scores than All Students in ELA and Math. Small class sized will help provide targeted supports.</p>	Small class sizes will help support targeted supports. While this Action is principally directed toward low income students, it will support All Students that need targeted interventions. This action is the most effective use of the funds because the decreased teacher to student ratio will help support targeted intervention. According to Hattie, this action will support response to intervention.	Metric 2.3 CAASPP test results Percent of Students Meeting or Exceeding Standards Priority 4a

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.8	Action: Hire staff to provide after school program Need: Low income students scored 10% lower than all students on the ELA CAASPP and 12% lower than all students on Math CAASPP. Scope: Schoolwide	These intervention programs are evidenced based and it is believed that by providing these interventions it will reduce the academic gap. While principally directed toward unduplicated students, this program will also support all students that need academic support. This action is the most effective use of the funds because the after school program provides academic support. According to Hattie, this action will enhance creativity programs.	Metric 2.3
2.9	Action: Library services Need: 33% of Low Income students met or exceeded ELA CAASPP. Library services will support low income students by providing access to leveled reading materials. Scope: LEA-wide	This Action addresses the needs of Unduplicated Pupils by ensuring they have appropriate reading materials. While this Action is principally directed towards Unduplicated Students, it will also provide support for All District Students. This action is the most effective use of the funds because it will provide more opportunities for students to select self interest books. According to Hattie, this action will support reading motivation.	Metric 2.3 CAASPP test results Percent of Students Meeting or Exceeding Standards Priority 4a

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.6	<p>Action: EL Professional Learning</p> <p>Need: To ensure EL students are provided high quality ELD instruction to support in their learning.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	ELD strategies will support EL students in language acquisition.	Metric 2.4 EL Progress (ELPAC Results) - % growth Priority 4e
2.7	<p>Action: Implement Response to Intervention Program</p> <p>Need: Low income students scored 10% lower than all students on the ELA CAASPP and 12% lower than all students on Math CAASPP.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	These intervention programs are evidenced based and it is believed that by providing these interventions it will reduce the academic gap.	Metric 2.3

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.

The methodology that was used to determine the contribution of the action towards the proportional percentage is how much the in kind service would cost x the number of hours/the base grant.

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.

The LEA does not receive concentration funds.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$1,664,842	128,777	7.735%	0.000%	7.735%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$182,815.00	\$82,002.00	\$22,000.00	\$0.00	\$286,817.00	\$227,817.00	\$59,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.2	Conduct monthly inspections of campus	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.3	Replace flooring in designated areas.	All	No			All Schools	Ongoing	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
1	1.6	Provide professional development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$4,216.00	\$0.00	\$4,216.00				\$4,216.00	
2	2.1	STAR Math Assessments	Low Income	Yes	School wide	Low Income	All Schools	Ongoing	\$0.00	\$2,200.00	\$2,200.00				\$2,200.00	
2	2.2	STAR ELA Assessments	Low Income	Yes	School wide	Low Income	All Schools	Ongoing	\$0.00	\$2,200.00	\$2,200.00				\$2,200.00	
2	2.3	Purchase Intervention Materials	All	No			All Schools	Ongoing	\$0.00	\$5,000.00		\$5,000.00			\$5,000.00	
2	2.4	Provide additional instructional aides	Low Income	Yes	School wide	Low Income	All Schools	Ongoing	\$51,928.00	\$0.00	\$51,928.00				\$51,928.00	
2	2.5	Maintain small class sizes	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$72,671.00	\$0.00	\$72,671.00				\$72,671.00	
2	2.6	EL Professional Learning	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	0.07%
2	2.7	Implement Response to Intervention Program	Low Income	Yes	Limited to Undupli	Low Income	All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	3.6%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Unduplicated Student Group(s)											
2	2.8	Hire staff to provide after school program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$77,002.00	\$32,000.00	\$32,000.00	\$77,002.00			\$109,002.00	
2	2.9	Library services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$2,600.00	\$2,600.00				\$2,600.00	
3	3.1	Conduct annual parents, staff, student surveys	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.2	PTO Meetings Attendance	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.4	Mental Health Counselor	All	No			All Schools	2022-23	\$22,000.00	\$0.00			\$22,000.00		\$22,000.00	
3	3.7	Active SART Process	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	.5%
3	3.8	Heart Kids program	All	No			All Schools	Ongoing	\$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)	Totals by Type	Total LCFF Funds
\$1,664,842	128,777	7.735%	0.000%	7.735%	\$167,815.00	4.170%	14.250 %	Total:	\$167,815.00
								LEA-wide Total:	\$2,600.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$165,215.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	Provide professional development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$4,216.00	
2	2.1	STAR Math Assessments	Yes	Schoolwide	Low Income	All Schools	\$2,200.00	
2	2.2	STAR ELA Assessments	Yes	Schoolwide	Low Income	All Schools	\$2,200.00	
2	2.4	Provide additional instructional aides	Yes	Schoolwide	Low Income	All Schools	\$51,928.00	
2	2.5	Maintain small class sizes	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$72,671.00	
2	2.6	EL Professional Learning	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$0.00	0.07%
2	2.7	Implement Response to Intervention Program	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$0.00	3.6%

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 (%)
2	2.8	Hire staff to provide after school program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$32,000.00	
2	2.9	Library services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,600.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$309,216.00	\$261,946.49

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Re-pave outdoor basketball courts and repave track area	No	\$3,500.00	3,000
1	1.2	Conduct monthly inspections of campus	No	\$0.00	0
1	1.3	Replace carpet in halls and classrooms	No	\$15,000.00	\$4,641
1	1.4	Replace/repair windows in classrooms Action completed in 22-23/eliminated	No	0	0
1	1.6	Improve loudspeaker system to cover all classrooms and common areas	No	\$8,000.00	500
1	1.7	Replace phone system Action completed in 21-22/eliminated	No	0	0
1	1.9	Library services	Yes	\$2,600.00	3,000
1	1.11	Add computers to library Action completed/eliminated		0	0
1	1.12	Contract with SCOE for additional educational services	No	\$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.13	Update computers/technology	No	\$12,000.00	\$15,666
1	1.14	Paint interior and exterior walls as needed	No	\$2,500.00	1500
2	2.1	STAR Math Assessments	Yes	\$2,200.00	2,200
2	2.2	STAR ELA Assessments	Yes	\$2,200.00	2,200
2	2.3	Investigate and purchase new ELA curriculum school wide - action completed		\$0.00	0
2	2.4	Investigate and purchase new math curriculum schoolwide Action on hold until 2025/26	No	\$0.00	0
2	2.5	Provide professional development	Yes	\$4,216.00	9,261.146
2	2.6	Provide additional instructional aides	Yes	\$40,000.00	55,000
2	2.7	Maintain small class sizes	Yes	\$75,000.00	76570.18
2	2.8	EL Program	Yes	\$0.00	0
2	2.9	Investigate and purchase independent study curriculum Action eliminated	No	\$0.00	0
2	2.10	Continue Heart Kids program	Yes	\$0.00	0
2	2.12	Independent Study Coordinator Action eliminated		0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.13	Hire staff to provide after school program	Yes	\$115,000.00	70,573.16
3	3.1	Conduct annual parents, staff, student surveys	No	\$0.00	0
3	3.2	Maintain after school program DUPLICATE ACTION - NO ADDITIONAL FUNDING	No	\$0.00	0
3	3.3	PTO Meetings Attendance	No	\$0.00	0
3	3.4	LCAP Meetings	No	\$0.00	0
3	3.5	Mental Health Counselor	No	\$22,000.00	17,685
3	3.6	Implement Response to Intervention Program	Yes	\$0.00	0
3	3.7	Purchase Intervention Materials	Yes	\$5,000.00	150
3	3.8	Active SART Process	Yes	\$0.00	0
3	3.9	Parent Involvement		0	0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$131,212	\$171,216.00	\$218,404.00	(\$47,188.00)	4.790%	4.790%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.9	Library services	Yes	\$2,600.00	\$2,600		
2	2.1	STAR Math Assessments	Yes	\$2,200.00	\$2,200		
2	2.2	STAR ELA Assessments	Yes	\$2,200.00	\$2,200		
2	2.5	Provide professional development	Yes	\$4,216.00	\$9,261		
2	2.6	Provide additional instructional aides	Yes	\$40,000.00	\$55,000		
2	2.7	Maintain small class sizes	Yes	\$75,000.00	\$76,570		
2	2.8	EL Program	Yes	\$0.00	0	0.5%	0.5%
2	2.10	Continue Heart Kids program	Yes	\$0.00	0	0.19%	0.19%
2	2.13	Hire staff to provide after school program	Yes	\$45,000.00	\$70,573		
3	3.6	Implement Response to Intervention Program	Yes	\$0.00	0	3.6%	3.6%
3	3.7	Purchase Intervention Materials	Yes	\$0.00	0		
3	3.8	Active SART Process	Yes	\$0.00	0	.5%	0.5%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,692,663	\$131,212	0	7.752%	\$218,404.00	4.790%	17.693%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.

- This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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