

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gorman Joint School District

CDS Code: California

School Year: 2024-25

LEA contact information:

Silvia Montejano

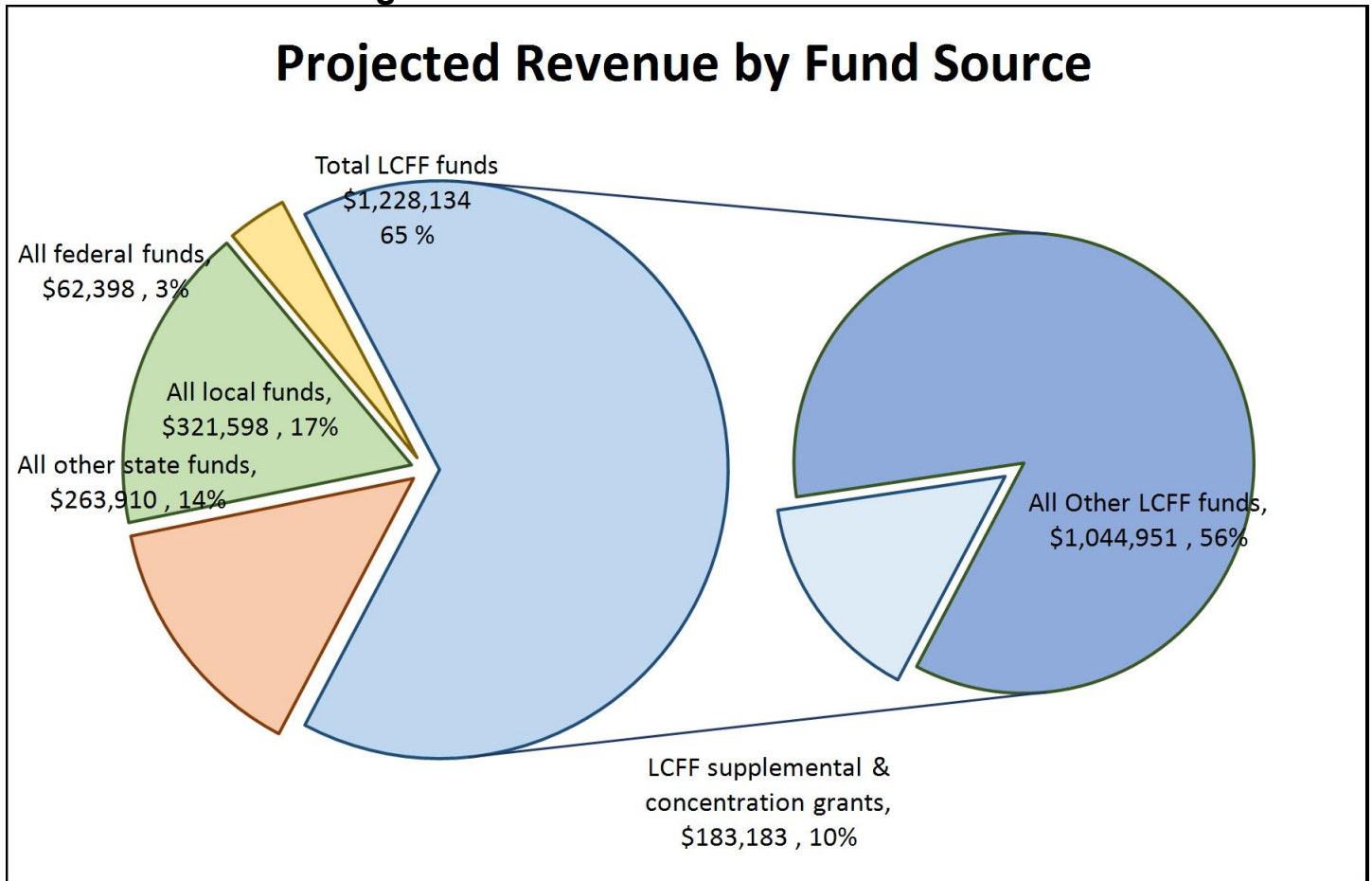
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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

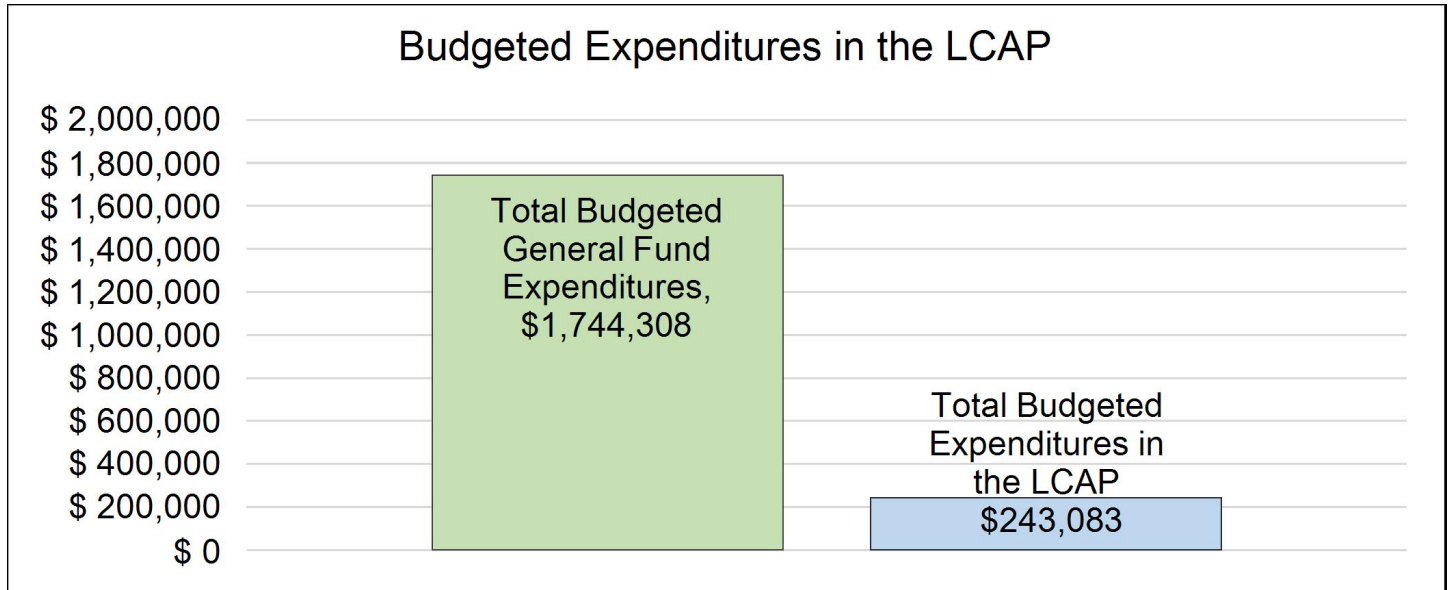


This chart shows the total general purpose revenue Gorman Joint School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gorman Joint School District is \$1,876,040, of which \$1,228,134 is Local Control Funding Formula (LCFF), \$263,910 is other state funds, \$321,598.00 is local funds, and \$62,398.00 is federal funds. Of the \$1,228,134 in LCFF Funds, \$183,183 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 Gorman Joint School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Gorman Joint School District plans to spend \$1,744,308 for the 2024-25 school year. Of that amount, \$243,082.96 is tied to actions/services in the LCAP and \$1,501,225.04 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

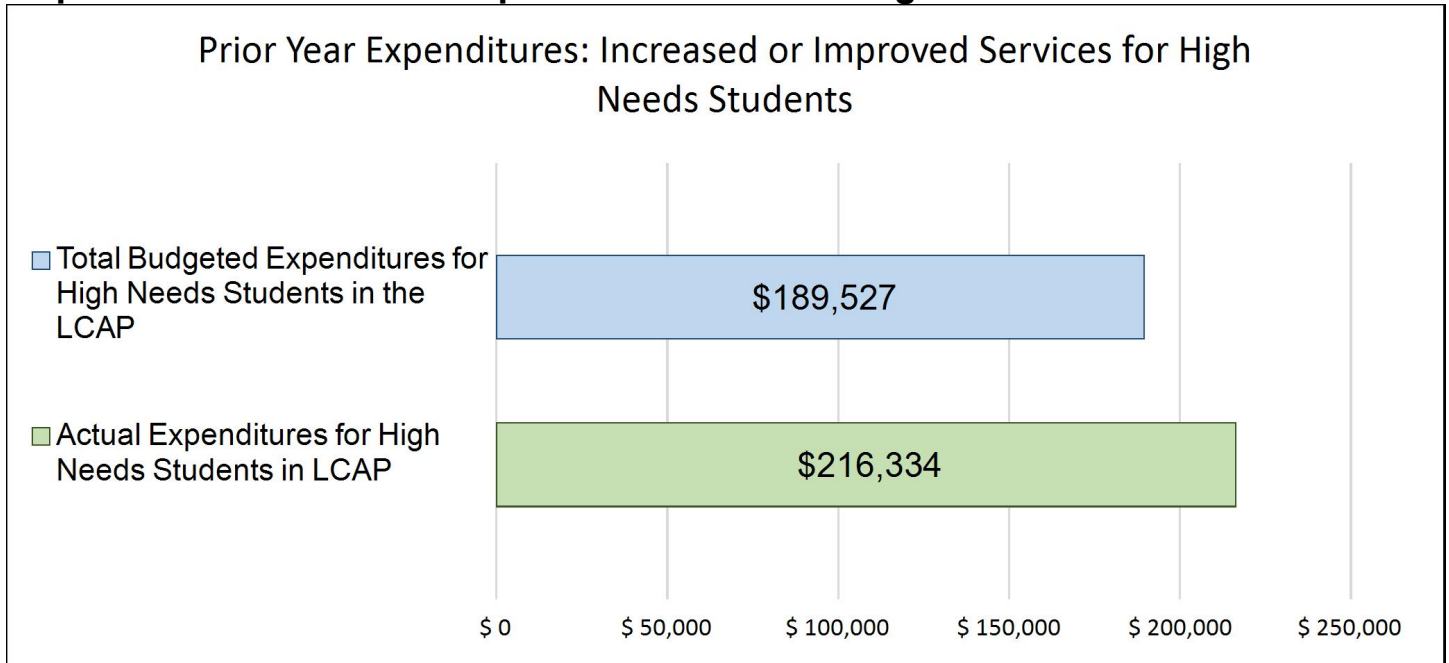
General fund expenditures specified above include salaries and benefits for all certificated teachers, classified personnel, and administrative staff members. In addition, other expenditures in this area include: books and supplies, services and operating expenditures, and capital outlay.

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

In 2024-25, Gorman Joint School District is projecting it will receive \$183,183 based on the enrollment of foster youth, English learner, and low-income students. Gorman Joint School District must describe how it intends to increase or improve services for high needs students in the LCAP. Gorman Joint School District plans to spend \$193,723.51 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 Gorman Joint School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Gorman Joint School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Gorman Joint School District's LCAP budgeted \$\$189,527 for planned actions to increase or improve services for high needs students. Gorman Joint School District actually spent \$\$216,334 for actions to increase or improve services for high needs students in 2023-24.

2023-2024 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023-2024 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gorman Joint	Dena Kiouses Superintendent/Principal	d.kiouses@gormanschool.com 6612486441

Goals and Actions

Goal

Goal #	Description
1	Increase Student Achievement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Math local benchmarks	Math All Students: Met or exceeded is 26.92% Math Hispanic students: Met or exceeded is 24% Math All Students Met or exceeded is 29% District Assessment scores for Spring 2020	According to the Renaissance STAR Math assessments, "all students" scores from Fall Assessment to Spring Assessment indicate growth, doubling the number of students to at or above grade level. In the fall of 2021, 24% of students were at or above grade level in math. In spring 2022, 48% were at or above grade level in math. In the fall of 2021	In the fall of 2022 42% of students were at or above grade level in math. In spring 2023, 51% were at or above grade level in math. In the fall of 2022 23% of the students were on watch and in the spring of 2023, 18% of students were on watch. In the spring of 2022, 14% of students were in need of intervention and that number was 16% by spring 2023. In the fall of 2022, 20% of students	The Spring 2024 benchmarks indicated there was an overall achievement growth for at/or above grade level standards in math of 13% district wide. On the contrary, the intense intervention population had a 7% jump from 32% in the Fall to 39% in the Spring. Summative Local Benchmark - May, 2024 First Grade - At/above: 33% On Watch: 0% Intervention: 11% Urgent Intervention: 56%	Met or exceeded standards: All Students: 40% Data Year: 2023-2024 Data Source: Accelerated Math

		and the spring of 2022, 20% of students were on watch. In the spring of 2021, 41% of students were in need of intervention and that number decreased to 23% by spring 2022. In the fall of 2021, 16% of students were in need of intense intervention and that number decreased to 9% by spring 2022. Data Year: 2021-2022	were in need of intense intervention and that number decreased to 15% by spring 2023. Data Year: 2022-2023	Second Grade - At/above: 0% On Watch: 20% Intervention: 0% Urgent Intervention: 80% Third Grade - At/above: 46% On Watch: 15% Intervention: 15% Urgent Intervention: 23% Fourth Grade - At/above: 29% On Watch: 14% Intervention: 29% Urgent Intervention: 29% Fifth Grade - At/above: 79% On Watch: 5% Intervention: 10% Urgent Intervention: 5% Sixth Grade - At/above: 46% On Watch: 11% Intervention: 11% Urgent Intervention: 33% Seventh Grade - At/above: 13% On Watch: 40% Intervention: 13% Urgent Intervention: 33% Eighth Grade - At/above: 33% On Watch: 22% Intervention: 11% Urgent Intervention: 33% Data Year 2023-2024	
Improve ELA SBAC	ELA SBAC Scores ELA all students: Met or exceeded is 47% ELA Hispanic students: Met or exceeded is 35% ELA White students: Met or exceeded is 47% Data Year: 2019-2020 Data Source: MMARS	CAASPP data indicates small growth from an average of 2.2 in 2021 to a 2.5 in 2022. Students averaged "Standard nearly Met" in both 2021 and 2022. Renaissance Reading STAR data indicates an improvement of a year of growth for students. In the fall 2022 the percentage of students at	ELA SBAC Scores ELA all students: Met or exceeded is 51.2% up 5%. ELA Hispanic students: Met or exceeded is 44.44%, up 5% ELA White students: Met or exceeded is 61.11, up 14.11% All Students: Met or exceeded is 51.22% Data Year 2021-2022	ELA SBAC Scores ELA all students: Met or exceeded is 47.27% ELA Hispanic students: Met or exceeded is 58.34% ELA White students: Met or exceeded is 61.11, up 14.11% All Students: Met or exceeded is 51.22% Data Year 2022-2023 Renaissance Reading STAR data indicate improvement, especially in the drop of	Meet or exceed standards: All Students: 60% Hispanic Students: 50% White Students: 55% Data Year: 2023-2024 Data Source: MMARS

		<p>or above was 37% and in the spring of 2022, it was 48%.</p> <p>The student on watch for intervention was at 29% for fall 2021 and dropped to 16% for the spring of 2022.</p> <p>The percentage of students for fall 2021 in need of intervention was 23% and that number dropped to 20% for spring of 2022. Those in need of urgent intervention grew from 12% in fall 2021 to 16% in spring 2022.</p>	<p>Renaissance Reading STAR data indicate improvement, especially in the drop of students requiring "urgent intervention".</p> <p>In the fall of 2022, the percentage of students at or above was 32% and in the spring of 2023, it was 40%.</p> <p>The student on watch for intervention was at 17% for the fall of 2022 and 16% for the spring of 2023.</p> <p>The percentage of students for fall 2022 in need of intervention was 16% and 24% for spring 2023. Those in need of urgent intervention were 34% in fall 2022 to 18% in spring 2023.</p> <p>Data Year: 2022-2023</p>	<p>students requiring "urgent intervention".</p> <p>Data Year: 2023-2024</p>	
EL Reclassification Rate	<p>0%</p> <p>Data Year 2019-2020</p> <p>Data Source: Data Ed</p>	<p>During the 2021-2022 school year, we had 0% students reclassified. Since we didn't have students in person at school for the first trimester of the year, we did not have reliable scores to use with students, especially in relation to writing scores.</p> <p>Data Year: 2020-2021</p>	<p>During the 2022-2023 school year, we reclassified 6 of the 26 EL Students = 23%.</p> <p>Data Year 2022-2023</p>	<p>During the 2023-2024 school year, we reclassified 1 of the 19 EL students = 5%</p>	<p>25%</p> <p>Data Year: Spring of 2022-2023</p> <p>Data Source: Data Ed</p>
Implementation of standards for all students and enable ELs access to CCSS and ELD standards	<p>Initial Implementation</p> <p>Data Year: 2020-2021</p> <p>Data Source: Local Tools</p>	<p>During the 2021-2022 school year, after school tutoring was implemented. Additionally, teachers met and used data to specifically plan for EL</p>	<p>During the 2022-2023 school year, after-school tutoring was continued. Teachers continued to use data to create intervention groups.</p>	<p>During the 2023-2024 school year, support for EL students increase to assist language learners. The school has set up activities inside and outside the classroom.</p>	<p>Full Implementation</p> <p>Data Year: 2022-2023</p> <p>Data Source: Local Tools</p>

		students. Intervention groups were created, based on data. Partial Implementation Data Year: 2021-2022 Data Source: Local Tools	Continued Partial Implementation Data Year: 2022-2023 Data Source: Local Tools	Examples are used district wide: iReady language support, library books in Spanish, working in small group instruction with a bilingual paraprofessional aide, and through the pull out program. Continued partial implementation	
Access to standards aligned instructional materials	100% Data Year: 2020-2021	Data Year: 2021-2022 100% of students have access to standards aligned instructional materials.	Data Year: 2022-2023 100% of students have access to standard aligned instructional materials.	Data Year: 2023-2024 100% of students have access to standard aligned instructional materials.	100% Data Year: 2023-2024
Middle School Dropout Rate	0% Data year: 2019-2020 Data Source: CALPADS Fall	0% Middle School Dropout Rate Data Year: 2021-2022	0% Middle School Dropout Rate Data Year: 2022-2023	0% Middle School Dropout Rate Data Year: 2023 - 2024	0% Data year: 2022-2023 Data Source: CALPADS Fall
Broad course of study	Data Year: 2020-2021 Students enrolled in VAPA courses All 0% Student enrolled	All students were enrolled in music. Music instruction takes place weekly, by class. Data Year: 2021-2022	All students were enrolled in both music and coding. Instruction in music and coding takes place at least weekly. Data Year: 2022-2023	All students were enrolled in both music and coding. Instruction in music takes place at least weekly. Instruction in coding takes place at least monthly. Data Year: 2023 - 2024	Students enrolled in VAPA courses All 100% Student enrolled
Improve ELPAC achievement	DATA Source: Summative ELPAC Results Data Year: 2019 Level 4 (Well Developed) 14.29% Data Year: 2020 Level 3 (Moderately Developed) 64.25% Level 2: (Somewhat Developed) 21.43% Level 1: (Minimally Developed) 0%	2020-2021 Performance Bands All Grades: 29% Well Developed 71% Somewhat Developed 0% Beginning	2021-2022 Performance Bands All Grades: 42.86 % Well Developed; Level 4 21.43% Moderately Developed; Level 3 28.57 % Somewhat Developed; Level 2 7.14 % Beginning; Level 1	DATA Source: Summative ELPAC Results 2022-2023 All Grades: 36.84% Well Developed; Level 4 26.31% Moderately Developed; Level 3 10.52% Somewhat Developed; Level 2 26.31% Beginning; Level 1	DATA Source: Summative ELPAC Results Data Year: 2024 Level 4 (Well Developed) 20% Level 3 (Moderately Developed) 50% Level 2: (Somewhat Developed) 20% Level 1: (Minimally Developed) Less than 10%
Improve student achievement in science	46.15% met or exceeded Science standard Data year 2021-2022			33% met or exceeded Science standard Data year 2022-2023	Increase proficiency by 10% from the baseline data .

	Source: CAST Data			Source: CAST Data	
Improve Student Achievement in mathematics	All students: 24.39% met or exceeded standards Data Year: 2021-2022 Data Source: SBAC Mathematics			All students: 30% met or exceeded standards Data Year: 2022-2023 Data Source: SBAC Mathematics	Improve student achievement on met or exceeded standards by 10%.

Goal Analysis

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

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

There was a substantive difference in planned actions and actual implementation in 1.1 and 1.2 We added iReady to our local math benchmarks this year. Implementation started after the start of the school year. iReady was implemented because of a reflection on the previous year's 2022-2023 plan for improvement.
1.2 iReady was added to the local benchmark for ELA this year. Implementation started after the start of the school year.
1.3, 1.4, and 1.5 were implemented as planned.

The challenge we faced while pursuing this goal was securing teachers. We were successful at implementing iReady benchmarks and providing iReady intervention resources throughout the year.

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

1.1 and 1.2 Based on reflecting on the previous year's LCAP, it was decided to implement a program that would provide data. After researching, iReady was added after the school year had started. This expense was unexpected. Additionally, since finding appropriately credentialed teachers was not realized, substitutes were used in addition to the assigned classroom teacher to relieve the burden on multiple-grade classrooms and decrease reading teacher-to-student ratios as student enrollment increased.

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

Our team implemented the same approach to increase both our mathematic achievement and English Language Arts Achievement, our first and second actions for Goal 1. Utilizing iReady gave us a more in-depth description of student learning, with subcategories focusing on student learning. We followed the prescribed 20 minutes daily for math and 20 minutes daily for ELA, without exception, with fidelity.

In mathematics, iReady end of year scores showed that 71% of our students improved their placement and 62% met their goals. SBAC math scores increased from 24.39% in the baseline year to 30%, meeting or exceeding standards. We were unable to reach our goal of 10% growth on the SBAC,

however the number of students meeting and exceeding standards grew by 6% indicating that we were effective at action 1.1.

In English Language Arts, Overall, iReady data shows effective progress. 24% of students increased in grade level or above, while those below grade level decreased by 23%. Specifically, the percentage of students who exceeded growth outcomes went from 9% to 26%; on grade level, the percentage increased from 1% to 19%. Below 1 grade level, the percentage decreased from 33% to 26%; below 2 grade levels decreased from 18% to 8%; and below 3 grade levels decreased from 18% to 12%.

Despite these positive gains shown through iReady, our SBAC scores show a 13 point decrease in overall ELA achievement compared to 2022. Even with this decrease, our students performed on 4.5 points below standard compared to the State of California.

Our third action, to increase EL Student Achievement was effective as reflected on the 2023 California School Dashboard. According to the dashboard, 72.7% of our English Learning students showed improvement compared to our 2022 data. Our EL students showed higher growth than the 48.7% average growth in the state of California. Over the course of this LCAP cycle, we ensure that our EL students had access to standards-aligned materials.

All students enrolled in VAPA courses and coding classes indicating that Action4 was effective. All students in grades 7/8 have access to Future Farmers of America. Despite our efforts to provide more STEAM and NGSS options for all students, our CAST data showed a decrease in overall student achievement from 46% meeting or exceeding the standard to only 33%.

Our final action for this goal was to provide Spanish instruction and was implemented effectively as indicated by student participation in the sessions. Students in K-3rd grade received weekly instruction and students in 4th-8th received Spanish instruction twice a week.

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

Based on the positive student outcomes we observed in ELA and mathematics, we will continue to use Accelerated Reader to monitor student reading and reading levels but will use iReady as our primary local benchmark in the future. Our certificated staff meetings will focus on student learning and will devote time to reflect on the iReady benchmark data and weekly utilization of iReady lessons.

We have decided to have a science teacher teach science to all students in grades 4-8 to increase rigor and protect science time in the lab setting since we did not meet the goals of this area.

Finally, we had intended to increase our EL performance on the ELPAC by a certain percentage schoolwide. Due to a constant influx of new EL students, we have decided to focus on individual student growth.

For 2024-25, we removed Action 5, regarding Spanish instruction. Though we will continue to offer Spanish instruction, we will not be incurring a cost for these services and as a result did not include it in the upcoming LCAP.

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

Goal

Goal #	Description
2	Improve Parent Engagement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Increase parent participation at in-person, academic events.	Data Year: 2020-2021 2% of parents participated in events in 2020 Based on sign-in sheets at events, survey participation	At the Coding Night, 80% of parents participated. A School Advisory Committee was established and had a quorum from it's start in March through May. An EL Parent Committee was established. Data Year: 2021-2022	Opportunities for parent participation have been increased. Coding Night was again a success. Other family nights were added, including a game night , Back-to-School Night, PTSO meetings at varying times in the day, and open house. Between the two events, over 80% of parents participated. The School Advisory Committee continued to meet and grew in participation. In spring, we added a weekly on-line "upcoming events" weekly to our communication, ensuring educational partners have up-to-date communication for participation. The school grew by 50% and parent participation opportunities also grew. Data Year: 2022-2023	During the 2023-2024 school year, we continued Coding Night but included it as part of our regular Open House. Some classes had over 100% participation by families, with extended family also attending. PTSO continued to meet monthly and added their own Open House Hoe Down Night, which was well attended. Monthly parent advisory met and had low parent attendance. A Family Math Night was added and well attended. In a Spring 2024 Survey, 89.2% of parents who participated indicated that they "have adequate opportunities to have a voice in school decisions that affect me and my student". On the same survey 94.1% of parents indicated that they feel welcomed at the school.	Participation Rates: 50% Data Year: 2022-2023 As measured by sign in sheets, survey participation
Seek parental input and promote parental participation in	Initial Implementation Data Year: 2020-2021 Data Source: Local Tools	This year, we were able to provide many opportunities for parental	School Advisory Committee (SAC) continued to meet.	The School Advisory Committee (SAC) continued to meet. Parent input was	Full Implementation Data Year: 2023-2024 Data Source: Local Tools

<p>programs for unduplicated students.</p>		<p>participation. We implemented EL Parent Meetings and also had SELPA sponsored meetings this year. Additionally, we instituted a School Advisory Committee (SAC). Partial implementation Data Year: 2021-2022</p>	<p>EL Parent Committee was not as effective as we reclassified several students and need to get the parents of newcomers who recently enrolled connected with the school. Parental LCAP meetings were held on February 16. Parent input was also solicited through surveys. Partial Implementation Data Year: 2022-2023</p>	<p>solicited through surveys. Gorman hosted quarterly meetings for our EL parents and students. Data Year: 2023-24</p>	
<p>EL Parent Academy</p>	<p>Not implemented Data Year: 2020-2021</p>	<p>EL Parent Academy met in November 18, 2021; January 13, 2022, and February 22, 2022. Partial implementation Data Year: 2021-2022</p>	<p>EL Parent Academy was not well attended. We did offer a field trip for ELs and invited parents, to try to reconnect with the group. Our newer EL students are newcomers who live further away, they were not interested in attending. We will need to communicate and build this group back up. Partial Implementation Data Year 2022-2023</p>	<p>We continued to host EL parent meetings in October 2023, February, April and June 2024. Due to reclassification of many of our EL students in the spring of 2023, our EL parent meetings saw a drop in attendance compared to previous years. Data Year: 2023-2024</p>	<p>Fully implemented Data Year: 2022-2023 Data source: Participation Records</p>

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.

Goal actions were implemented as planned.

The biggest success we saw related to this action was the overall increase in our parent participation as measured in surveys and in-person opportunities such as advisory council.

In 2023-24, our biggest challenge was connecting with our new parents due to language barriers.

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

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2.1 Parent Participation

We were able to increase parent participation without adding incentives such as food thus spending less than our budgeted expenditures for this action. Our parent organization ran food concessions.

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

Goal 2 Parental Involvement

Action 2.1 was effective. Parent involvement opportunities have increased and are well-attended. We reached over 50% of our parents through events such as Open-House, Back-to-School Night and parent-teacher conferences.

Parent input is solicited in a number of ways and feedback has been collected. Parents had the opportunity to be involved in decision-making through our Gorman Advisory Council. An EL Parent group has been implemented, but getting parents to participate is a struggle. We have more success on family nights or social activities.

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

To increase EL parent attendance, we will continue to make phone calls to homes and post hours that parents can call or come in. We have a Spanish speaking staff member in the office during those times to assist parents with questions and listen to their concerns. We are planning a weekend day EL family field trip in the fall of 2024 to start the year with a bonding experience.

For 2024-25, two additional actions were added to this LCAP Goal. We are seeking to provide increased support to our Spanish speaking families through a Spanish Speaking liaison (2024-25 Action 2.3). We are also seeking to increase communication to all of our families and include parents in decision making by increasing in-person parent and student opportunities such as family nights and LCAP meetings. (2024-25 Action 2.1 and Action 2.2).

Additionally, for 2024-25, we have added a school-connectedness metric and parent LCAP meeting participation metric and removed the EL Parent Academy metric.

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

Goal

Goal #	Description
3	Establish a Professional Culture

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
<p>Calendared PLC Meetings and Staff Meetings</p> <p>Using student data to make decisions: previous SBAC scores, Grade Level Writing, Renaissance Reading, Renaissance Math; ELPAC</p>	<p>In 2020-2021, there were PLC meetings via Zoom and also scheduled less than once per month, after we came back to campus.</p>	<p>Certificated staff met at least monthly together, to go over student scores and to provide PD opportunities. Early outs on Wednesday facilitated certificated meetings. Due to having a small staff and many classified staff members working in programs after school, classified meetings were during the school day, monthly. A day was added for whole-staff meetings before school started. We also had a Saturday meeting for all staff, that included classified, certificated, and administrative employees.</p> <p>Data Year: 2021-2022 Data Year: 2021-2022</p>	<p>Certificated staff met at least monthly together, to go over student scores and to provide PD opportunities. Early outs on Wednesday facilitated certificated meetings. Due to having a small staff and many classified staff members working in programs after school, classified meetings were during the school day, monthly. A day was added for whole-staff meetings before school started. We also had a Saturday meeting for all staff, that included classified, certificated, and administrative employees.</p> <p>Three Saturday meetings were scheduled in the spring of 2023.</p>	<p>Certificated staff met at least monthly together, to go over student scores and to provide PD opportunities. Early outs on Wednesday facilitated certificated meetings. Due to having a small staff and many classified staff members working in programs after school, classified meetings were during the school day, monthly. A day was added for whole-staff meetings before school started. We also had a Saturday meeting for all staff, that included classified, certificated, and administrative employees. Three Saturday meetings were scheduled in the spring of 2024. Monthly meetings for classified were also initiated this school year. This year, we added a non-</p>	<p>Data Year: 2022-2023</p> <p>Weekly, targeted meetings</p> <p>Week 1: PLC-Student Assessment DATA; view by all students; students with disabilities, EL students; low income students, homeless, and foster youth</p> <p>Week 2: PLC-Social Emotional Learning Needs for all students as well as individuals</p> <p>Week 3: All Staff Meeting</p> <p>Week 4: PLC-Using assessment to direct instruction for all students and student groups; view by all students; students with disabilities, EL students; low income students, homeless, and foster youth</p>

			<p>Monthly meetings for classified were also initiated this school year.</p> <p>This year, we added four Saturdays for professional development in brain-based strategies and eL teaching strategies. School Year: 2022-2023</p>	<p>student PD day to provide training for certificated and classified staff. School Year: 2023-2024</p>	
Science Training	<p>Data Year: 2019-2020 75% of our teachers were hired after science adoption, 75% have not been trained in the science curriculum.</p>	<p>It was difficult to have the company meet with staff, due to COVID guidelines of the company. A teacher took over the PD late in the year. This will be continued next school year. Data Year: 2021-2022</p>	<p>We compartmentalized our science curriculum. Teachers teamed up and switched classes for science and Spanish. The teachers delivering the science curriculum are highly trained. 100% trained. Data Year: 2022-2023</p>	<p>Because it is difficult to find qualified substitutes, we focused on a Trainer-of-Trainers approach to science. Therefore, one teacher is trained and coaches the other teachers. 100% of teachers were trained. Data Year 2023-2024</p>	<p>Data Year: 2022-2023 Full implementation Data Source: Professional Development</p>
Appropriately assigned and fully credentialed teachers	<p>0% Misassignments 0% Vacancies Data Year: 2020</p>	<p>0 Misassignments 0% Vacancies Data Year: 2021-2022</p>	<p>0 Misassignments 0% Vacancies Data Year: 2022-2023</p>	<p>0 Misassignments 0% Vacancies Data Year: 2023-2024</p>	<p>Misassignments 25% or less Vacancies 25% or less Data Year: 2022-2023</p>

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.

Action 3.1: Professional opportunities were added this year as we plan to add a separate TK classroom for the 2024-2025 school year. The teacher hired required professional development.

Action 3.2: There were substantial differences. We planned in the budget for teachers participating in an induction program, but we could not secure teachers with preliminary credentials.

Our biggest success was increasing our professional learning community opportunities. Our biggest challenge was recruiting and retaining teachers.

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.

Material differences existed between actions 3.1 and 3.2.

Action 3.1: \$13,952 more was spent. We are preparing to open a TK classroom for the 2024-2025 school year. Also, we reduced classroom size and increased coaching time by adding substitutes to the classes to lessen the burden of multiple grade-level classes.

Action 3.2: \$10,251 less was spent than anticipated. We expected to have some teachers with preliminary credentials who would need mentor support while clearing their credential. We ended up not hiring as many teachers with preliminary credentials, and as a result, we did not spend all 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.

Action 3.1: Our professional development action was effective. As we had new staff members this year, we were able to schedule more training and meetings for both classified and certificated. We had two days, one at the beginning of the school year and one in January. These days were received well by staff and provided time to provide PD.

Action 3.2: Teacher learning plans were effective. However, we had no teacher in induction as was planned. Our progress toward achieving action 3.2 I was measured by staff and student feedback and classroom walkthroughs.

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

We will continue to calendar a non-student school day as it was a great opportunity to plan together.

Moving forward, we will provide more out-of-class time for teachers to get their data together prior to meeting as a team. This will allow our time spent together to be better utilized for discussion and collaboration around student data.

For the 2024-25 LCAP, this Goal (3) will be moved to Goal 4. We will continue to plan for the induction of teachers with preliminary credentials (New Goal 4 Action 1). We are expanding Goal 3 Action 2 into two goals for 2024-25. The new Goal 4 Action 2 and Action 3 will include professional development and collaborative opportunities for staff as well as the coaching of staff by mentor teachers. The metric for science training for teachers was removed, and the calendared PLC and staff meetings metric has been revised and moved to Goal 1.

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

Goal

Goal #	Description
4	Provide a Safe, Welcoming, Caring, and Comfortable Learning Environment that Meets the Intellectual, Social-emotional, and Physical Needs Conducive to Learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Social emotional Learning instruction	Data Year: 2019-2020 Not implemented	Whole school monthly lessons implemented. Second-Step curriculum was also implemented in classrooms with success. Data Year: 2021-2022	Whole school monthly lessons were continued. Second-Step curriculum was continued in classrooms with success. Data Year: 2022-2023	The whole school monthly lessons were continued. The Second-Step curriculum was continued in classrooms with success. Wellness and mindfulness activities were added. Data Year: 2023-2024	Data Year: 2023-2024 Full implementation of SEL curriculum
Student Attendance	2020-2021 attendance rate was 84.8%.	The attendance rate is 98% for 2021-2022. However, this is misleading. Our attendance rate is good, because our school experienced an increase in enrollment. Our actual daily attendance rate is approximately 89% for all students enrolled.	The attendance rate is 92.6 for 2022-2023	The attendance rate is 92.81% for 2023-2024. Data Source: Airies data system Tuesday after Memorial Day	Data Year: 2023-2024 Rate: 95%
Chronic Absenteeism All and Hispanic	Data Year 2019 All Students: 21.6% Hispanic Students:	Data Year 2020-2021 All Students: 38.31% Hispanic: 36%	Data Year 2021-2022 All Students: 38.8%% Hispanic: 17.9%	Data Year 2022-2023 All Students: 25.3% (down 13.5%)	Data Year 2022-2023 All Students: 5% Hispanic Students: 5%

	25.8% Data Source: California School Dashboard	*During this school year, the mandatory quarantine period was 10 days for anyone with COVID or Exposed to COVID, this data does not represent normal absenteeism.	*During this school year, the mandatory quarantine period was 10 days for anyone with COVID or Exposed to COVID, this data does not represent normal absenteeism.	Hispanic: 14.6% (down 3.3%) Data Source: California School Dashboard	Data Source: California School Dashboard
Suspension Rate	Data Year: 2019 2.1% suspended at least once Data Source: California School Dashboard	Data Year 2020-2021 0% suspension rate, but we were on distance learning for over 1/2 of the year.	Data Year 2021-2022 2 % suspension rate. We had one student suspended in 2021-2022.	Data Year 2022-2023 4.5% suspension rate Data Source: California School Dashboard	Data Year: 2023 1.5% suspended at least once Data Source: California School Dashboard
Expulsion Rate	Data Year: 2020-2021 0% Data Source: Local Discipline Data	0% Data Year: 2021-2022	0% Data Year: 2022-2023	0% Data Year: 2023-2024	Data Year: 2022-2023 Below 2% Data Source: Local Discipline Data
Facilities maintained in good repair	3 instances did not meet good repair Data Year: 2019 Data Source: California School Dashboard	All areas are in good repair. Data Year: 2021-2022	All areas are in good repair. Data Year: 2022-2023	All areas are in good repair. Data Year: 2023-2024	Facilities in good repair Data Year: 2022-2023 Data Source: California School Dashboard
Welcoming environment	Data Year: 2020-2021 100% of parents feel safe and welcome at Gorman School; 50% Agree, 50% Strongly Agree 100% of parents said they " have adequate opportunities to have a voice in school decisions that affect me and my student"; 50% Agree, 50% Strongly Agree Students: All students indicated feeling safe most of the time. Staff, includes classified, certificated, and administration: 100% of staff feel safe Data Source: Local Surveys	100% of parents feel safe and welcome. 100% of parents said they have adequate opportunities to have a voice in school decisions. Student data is not available, the school did not administer the Healthy Kids' Survey during this school year. 100% of staff: classified, certificated, administration, and confidential, indicated they had opportunities to have a voice in school decisions, during a survey in the creation of this document. 100% of staff: classified,	100% of parents feel safe and welcome. 100% of parents said they have adequate opportunities to have a voice in school decisions. 100% of staff surveyed, which included classified, certificated, and administrative staff feel safe on campus and believe the campus is safe and well-cared for. Student data indicates students in grades 4-8 believe their school is safe, 82% believe bullying is not allowed and is enforced and the remaining 18% believe bullying is not allowed most of the time.	94.1% of parents feel welcomed, and 88.2% believe they have a voice in school decision-making. 100% of staff surveyed, which included classified, certificated, and administrative staff, feel safe on campus and believe the campus is safe and well-cared for. Student data indicates that 95.3 percent of students in grades 4-8 believe their school is safe. For students in grades 1-3, the school is 100% safe. Students in grades 1-3 were asked in an open-ended question if they feel safe at school; 80% indicated they	Data Year: 2022-2023 100% of parents feel welcome at Gorman School; with no less than 50% Agree, 50% Strongly Agree 100% of parents said they " have adequate opportunities to have a voice in school decisions that affect me and my student"; 50% Agree, 50% Strongly Agree Students: All students indicate feeling safe most of the time. Staff, includes classified, certificated, and administration: 100% of staff feel safe Data Source: Local Surveys

		certificated, administration, and confidential, indicated they felt safe at school, while developing the school safety plan. Data Year 2021-2022	When asked in an open-ended question, if students feel safe at school, 80% indicated they do, 16% felt fairly safe, 4% indicated they do not feel safe, with one being afraid of a shooter in schools. 100% of staff: classified, certificated, administration, and confidential, indicated they had opportunities to have a voice in school decisions, during a survey in the creation of this document. Data Year 2022-2023	do, 16% felt fairly safe, and 4% indicated they do not feel safe, with one being afraid of a shooter in schools. staff: classified, certificated, administration, and confidential, 81.8 %indicated they had opportunities to have a voice in school decisions, and 22.2% were neutral. Data Source 2023-2024 Local Survey	
Chronic Absenteeism Rates for White and SED Students	In 2021-2022, chronic absenteeism rates were: White: 19.4% SED: 22.3%			2022-2023, White Students: 34% SED Students 32.3%	The desired outcome for attendance will be 15% or less for SED and White students.
Suspension Rate for Hispanic Students	Hispanic Student Suspension rate: 1.7% We had one student suspended, and they were Hispanic. Data Year 2021-2022			In 2023-2023 Hispanic Suspended 2.3%	To maintain 1.7% or less.

Error: Subreport could not be shown.

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
Gorman Joint	Dena Kiouses Superintendent/Principal	d.kiouses@gormanschool.com 6612486441

Plan Summary 2024-2025

General Information

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

Gorman School is in a small, rural, one-school elementary school district. We experience the four seasons and have a strong science-based program. Students attend our school from a large geographic area in both Kern and Los Angeles counties. As of May 31, 2024, the school has 99 students in PK through 8th grade. Our school population is made up of 24.1% English Learners and 63.9% of the students are Socioeconomically Disadvantaged. Gorman School has grown by 300% in the past few years.

Currently, there are six general education classrooms: PK/TK, K-1st, 2nd-3rd, 4th, 5th-6th, 7th-8th. Gorman also has an RSP class. We offer art, physical education and dance. In addition to this, we have an early morning program and an after school program through the Boys and Girls club.

Reflections: Annual Performance

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

Successes

We have implemented coding in grades 1-8 resulting in all students having knowledge of coding. Students have created showcase projects and used coding in cross-curricular projects successfully.

Our enrollment has grown by nearly 300% in a few years and we continue to obtain new students. Our suspension Rate decreased by .4% (CA State increased by .4%) and we implemented more attendance incentives, which led to increased attendance rates in May.

The annual performance data on the California School Dashboard indicates our students performed nearly 5 points lower in mathematics than the California state average. We saw an improvement in English Learner students making progress from 72.7% moving up a level of proficiency in English; the suspension rate improved from 1.4% to 1.0%; the chronic absenteeism rate improved from 38.2% to lot 25.3%. Despite these gains in the full student population, our SED students maintained 32% chronic absenteeism like the previous year, causing us to score red on the Dashboard. Overall our ELA performance decreased by 13 points, and math decreased by 18 points.

Our team implemented iReady with fidelity in grades K-8. Local benchmarks indicate growth in math and ELA for all grade levels. The LEA provided teachers time to review local benchmark data to improve instruction. Additionally, through 2022 input, the LEA provided the school with iReady, to support students needing more intervention and provide more comprehensible data on student achievement. Staff PD days are monthly on an early out, and we also have two non-student days during the year.

We increased FFA and grew the music program.

Writing needs more direct, prioritized instruction

Multiple Tiers of Student Success MTSS needs to focus on student groups as well as individual students.
Parental Involvement has improved, but not to the extent of pre-Covid involvement.

Data year comparisons from 2022 to 2023.

Reflections: Technical Assistance

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

Not applicable.

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.

NA

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
Parents, guardians, and community members	On April 16, 2024, In-person meetings were scheduled at multiple times during the day: 8:30 am, 9:00 am, and 2:00 pm, 6:30 pm; a Zoom meeting on April 29 at 1:00 pm; and a parent survey was sent out on many occasions, asking for input.
Classified staff	Feedback from classified staff occurred through community meetings, surveys, and classified meetings held on the second Wednesday of each month.
Students in grades 1 through 8	On April 29, students in grades 1 through 8 were asked to complete a survey to solicit their opinions. Students in grades 4-8 took a Google survey in class. Students in grades 1-3 had the survey read to them first.
Certificated Staff	Certificated Staff were welcome to attend community meetings. We also had a certificated staff survey on April 29, 2024. and staff meetings on March 20 and April 24, 2024, to solicit opinions.
Administrative Staff	Administrative staff attended community meetings, completed the certificated surveys, and attended all meetings.

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

Educational partners had multiple opportunities to consult in the development of the LCAP. Parents and staff could attend input meetings on April 16, 2024, at 8:30 a.m., 9:00 a.m., 2:00 p.m., or 6:30 p.m. On April 29, a Zoom meeting at 1:00 p.m. was offered to any adult partner who could not attend in person.

There is no collective bargaining unit at Gorman Joint School District. Staff, including classified, certificated, and administration, had multiple opportunities at staff meetings to provide input.

All educational partners, including parents, students in grades 1-8, and all staff, including classified, certificated, and administrative, were invited to complete an anonymous survey in the spring of 2024.

According to the data:
 Parents expressed satisfaction with iReady and the data they received about their students' learning. Parents were interested in more social-emotional learning (SEL) and wellness. As we design the 2024-25 plan, more wellness support and SEL will be provided (Action 3.5). Additionally, we will ensure parents know what is being taught and what is added to the wellness and SEL curriculum and plans (Action 2.2). Parents, classified staff, and certificated staff would like to see more emphasis on physical fitness learning and school sports.

Certificated staff also commented positively on iReady and believe it is especially helpful for students requiring intervention (Action 1.1 and 1.2).

All groups believed the school is safe and welcoming. Additionally, there is support for coding, art, and music.

Parents would like SEL and Mindfulness to be added to the Wellness Plan (Action 3.5).

Parents would like science supported through FFA, coding, and science camps (Action 1.4). Additionally, they would like FFA-type activities available to younger students.

As a result of the feedback from our Educational Partners, we will continue to utilize iReady for our ELA and Math interventions (Actions 1.1 and 1.2), and offer coding, music, art and science (Action 1.4). Moving forward, we are looking to add more physical education opportunities and a science camp.

On June 24, 2024, a posted and advertised special board meeting was held, allowing any input before the June 25, 2024 approval at a board meeting.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will increase their math, English Language Arts and literacy proficiency.	Broad Goal

State priorities address by this goal.

4, 5, 2, 7, 8

An explanation of why the LEA has developed this goal.

Gorman wants to ensure our students are well prepared for college and career. We currently utilize iReady scores, CAASPP results and ELPAC results to measure our academic achievement. Reflecting on these scores we noted the following:

- 2023 Academic Indicator for Math indicated CAASPP Math at the second lowest performance quantile level (orange) on CA Dashboard (addressed by Action 1.2).
- ELA is in the middle quantile level (yellow) on the CA Dashboard. Though we continue to exceed the California average by 9 points, our overall performance decreased by 13 points compared to 2022 data (addressed by Action 1.1).
- 54.5% of EL students progress at least one level in proficiency on the ELPAC test, according to the CA Dashboard (addressed in Action 1.3).
- According to CAST Data from 2022-23, only 28.57% of students met or exceeded the standard (addressed by Action 1.4).

Note: Because the number of students taking the test is so small, scores for groups of students are not available for student privacy.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	Reading Achievement measured by iReady and STAR Assessment Data	<p>iReady Reading On or Above Grade Level - 56% One Grade Below - 26% Two or More Grades Below - 18%</p> <p>Data Source: iReady Data Year: Spring 2024</p> <p>Overall Growth - STAR Assessment Data Reading Grade Equivalency increased by 0.7 for all students from Fall to Spring. Data Source: Reading Renaissance STAR data Data Year: Spring 2024</p>			<p>70% of students performing on or above grade level on iReady reading assessment.</p> <p>On the Reading Renaissance STAR assessment, students will improve their Grade Equivalency by 0.9 from fall to spring assessments.</p>	
2	Math Achievement measured by iReady Assessment Data	<p>iReady Math On or Above Grade Level - 49% One Grade Below - 34% Two or More Grades Below - 17%</p> <p>Data Source: iReady Data Year: Spring 2024</p>			60% of students performing on or above grade level on iReady reading assessment.	
3	SBAC ELA	<p>Meets or Exceeds Standard All student groups: 47.27% White: 37.04 SED: 48.48 Hispanic: 58.34</p> <p>Data Source: SBAC Data Year: 2023</p>			All Student Groups will increase by 10%	

4	SBAC Math	SBAC Math Meets or Exceeds Standard All: 25.46% White: 22.22 SED: 24.24 Hispanic: 29.16 Data Source: SBAC Data Year: Spring 2023			Increase Student Achievement Data by 10% on SBAC Math Assessments across all student groups.	
5	ELPAC	SUMMATIVE DATA for EL Students ELPAC 2023/2024 Well Developed Level 4: 36% Moderately Developed Level 3: 26% Somewhat Developed Level 2: 11% Beginning to Develop Level 1 : 26%			Increase percentage of students scoring Well Developed by 5%	
6	California Science Test (CAST) Met or Exceeded Standards	5th and 8th Grade CAST Meet or Exceeds- 28.57% Data Source: CAST Data Year: Spring 2023			Increase by 5% the students for Met or Exceeded Standards	
7	Implementation of standards for all students and enabling ELs access to CCSS in all content areas	Full Implementation in ELA, Math, ELD, Science and Social Studies. Data Year: 2023-2024			Full Implementation and Sustainability Data Source: Local Indicator Report	
8	Broad course of study	All students have access to a broad course of study, including STEAM courses. 100% of students have an opportunity for VAPA. Data year 2023-24			Students served in STEAM classes 100% Students participating in VAPA 100% Maintain sustainability	

9	Outdoor STEAM/VAPA area	Currently no outdoor STEM/VAPA area Data year 2023-24			Provided area for STEAM/VAPA activities on campus.	
10	EL students making progress toward English proficiency	72.7% Data Year: 2022-23 ELPAC Data Source: CA Dashboard ELPI			75% Data Source: CA Dashboard ELPI	
11	Reclassification Rate	18% Data Year: 2022-2023 Data Source: CALPADS			23%	
12	Collaboration for Improved Instruction	Certificated staff meet for one hour per month to review student data, share best practices, and plan instructional strategies to address student needs. Data Year 2023-24			Certificated staff will meet for two hours per month. This will allow staff to review student data, share best practices, and plan instructional strategies to address student needs.	
13	Site-based instructional coaching focusing on integrated and designated ELD	Beginning implementation: No consistent site-based instructional coaching focused on ELD Data Year: 2023-2024 Data Source: Local Data			Full implementation	
14	EL Student Language Acquisition	54.5% of ELs improved at least one ELPI level Data Source: CA Dashboard Data Year: 2023			70% of ELs improved at least one ELPI level and maintains progress	

Goal Analysis for 2024-2025

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	ELA Interventions and Small Groups	Increasing achievement will be used with an MTSS lens, providing what each student needs by way of intervention or enrichment. Small reading groups will be available in multigrade classrooms to better support SED Students, English learners and long-term English learners after school. iReady will be used to support students in these after-school interventions and small groups.	\$38,548.21	Yes
2	Math Coaching for SED students	First, best instruction, with an emphasis on providing content for each student's individual needs, will be utilized. Small group instruction to intervene or enrich will be utilized to support students after school. Teachers, with the support of coaches, will create lessons that bridge the gap to grade-level learning. Tutoring will also be provided. iReady will be used to support students in these after-school interventions and small groups.	\$39,526.22	Yes
3	English Language Acquisition Support for EL Students	Strategies and lessons to increase fluency, writing, and comprehension in the after-school setting for EL students will be provided. Small group instruction with additional staff will be utilized to support their needs.	\$38,903.50	Yes
4	STEAM Instruction for all students.	CAST data indicates a need to increase achievement in science by utilizing the science lab and science teacher on a regular basis for students in grades 4-8. Lessons that focus on the three dimensions of the CA NGSS, grade-level standards, evidence and evaluation, and scientific vocabulary will be created and utilized. In addition to science, we are offering coding, music and art.	\$19,204.00	No

Goal

Goal #	Description	Type of Goal
2	Parents will be involved in school activities and decision-making.	Broad Goal

State priorities address by this goal.

3, 6

An explanation of why the LEA has developed this goal.

Active parental engagement is crucial as it inspires and motivates children to develop good learning habits, participate more in the classroom, and foster an overall positive attitude toward education.

Although there have been increased opportunities for engagement, there has been less engagement in our EL population parents. Additionally, we get more engagement in social activities than in academic or decision-making activities.

By providing a Spanish-speaking liaison, additional communication tools and additional opportunities for engagement in activities such as advisory council, we hope to engage parents in school activities and decision making. In addition to this, we will continue to provide opportunities for parents to engage in our surveys to help guide decision-making.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	Seek parent input and promote parental participation in programs	<p>Current opportunities for involvement in 2023-2024 include the following:</p> <ul style="list-style-type: none"> - PTSO meetings - Monthly school tours with Gorman Advisory Council (GAC) - Parents have the opportunity to participate in LCAP planning meetings either in person or via Zoom. - A survey is sent to all parents to provide input in the process. sent to all parents to provide input in the process. sent to all parents to provide input in the process. <p>There was also a math night, Open House, Back-to-School Night, and Parent-Teacher Conferences.</p> <p>In 2023-2023, on 17% of parents participated in the survey.</p>			Continue to provide opportunities for parental participation. Sustainability	
2	School Connectedness Survey	<p>18% of parents and 100% of students completed the survey.</p> <p>Data Year 2023-24</p>			25% of parents will complete the survey 100% of students will complete the survey	
3	Parent LCAP Meetings In-Person and Online	<p>5% of parents attended in-person meeting, 0% attended Zoom meeting</p> <p>Data Year 2023-24</p>			25% of parents attending in-person meeting or online	

Goal Analysis for 2024-2025

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Opportunities for Parental Involvement	Many opportunities for parental involvement will be provided such as advisory committees, volunteer opportunities, and school events.	\$932.00	No
2	Communication to all Educational Partners	Use multiple communication tools to include parents in activities and decision-making opportunities. Studies show that when parents are involved, student achievement increases. Communication with flyers, emergency response systems, ParentSquare, and email will widen how parents can communicate with the school, providing multiple ways for educational partners to be engaged.	\$931.60	No
3	Spanish Speaking Liaison	Use of a liaison, Parent Square Communication. This action improves services for Spanish-speaking families. Families will have access to a Spanish speaker and all calendar events and parent texts in their chosen language. The liaison will also have specific hours available, including parent nights to increase EL Parent involvement	\$931.60	Yes

Goal

Goal #	Description	Type of Goal
3	We will cultivate a welcoming and inclusive school environment to increase student connectedness and improve student attendance.	Broad Goal

State priorities address by this goal.

6, 5

An explanation of why the LEA has developed this goal.

We hope to create a welcoming and inclusive school environment to increase student-connectedness and improve student attendance.

A welcoming environment and maintained facilities help to create a safe space (addressed in Actons 3.1 and 3.2). Students who want to come to school do better academically and socially. We are aiming at addressing our students' social and emotional needs through Action 3.5.

Attendance rates have been a problem across all student groups. Students who are in school do better academically. Additionally, there is breakfast, snack, and lunch at school. For some students, coming to school is directly tied to nutritional needs.

32.3% of our low-income students have chronic absenteeism (more than 18 school days), in comparison to 25.3% of all students who have been identified to be chronically absent. Actions 3.3 and 3.4 are aimed at targeting chronic absenteeism.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Attendance Rate Data Source: Aries, Last School Day in May	The current student attendance rate is 92.81%. Data Year: 2023-24			95% attendance rates for all students.	

2	Chronic Absenteeism Rate	All: 25.3 % SED: 32.5% Data Source: California Dashboard Data Year: 2022-2023			All: 15% SED 25% Data Source: California Dashboard	
3	Safety	Parent/Guardian Results: 88.3% Student Survey Grades 1-3 Results: 95.6% Student Survey Grades 4 - 8 Results: 74.4% All Employee Survey Results: 94.4% Data Year 2023-24			Parent/Guardian Results: 90% Student Survey Grades 1-3 Results: 95.6% Maintain Student Survey Grades 4 - 8 Results: 80% All Employee Survey Results: 94.4 %Maintain	
4	Middle School Dropout Rate	0% Data Year: 2022-23 Data Source CALPADS Fall 1			0% Data Source: CALPADS Fall 1	
5	School Connectedness Survey	Welcome at School Parent/Guardian Results: 94.1% Student Survey Grades 1-3 Results: 91.3% Student Survey Grades 4 - 8 Results: 65.1% All Employee Survey Results: 88.9% Voice In/Listened To Parent/Guardian Results: 88.3% Student Survey Grades 1-3 Results: 82.6% Student Survey Grades 4 - 8 Results: 55.8% All Employee Survey Results: 72.2% Spring 2024			Welcome at School Parent/Guardian Results: Exceed 90% Student Survey Grades 1-3 Results: Exceed 90% Student Survey Grades 4 - 8 Results: Exceed 90% All Employee Survey Results: Exceed 90% Voice In/Listened To Parent/Guardian Results: 90% Student Survey Grades 1-3 Results: 85% Student Survey Grades 4 - 8 Results: 65% All Employee Survey Results: 85%	

6	Suspension Rate	1% Suspension Rate for all students Data Source: California School Dashboard Data Year: 2022-2023			Maintain 5% or less Data Source: California School Dashboard	
7	Expulsion Rate	0% Data Source: Aries Data Year: 2022-2023			0% Data Source: Aries	
8	Trauma-informed professional development	Not Implemented Data Year: 2023-2024 Data Source: Local Data			Fully implemented	
9	Student Wellness Education	Not implementation Data Year: 2023-2024 Data Source: Local Data			Full Implementation	
10	SEL/Mindfulness Strategies Education	Beginning Implementation: 1/2 classes use strategies, not set time period Local Data Data Year: 2023-24			Full implementation: students have opportunities for SEL/Mindfulness daily	
11	Student Collaboration	Not implemented; currently, there is no formal collaboration plan Data Year: 2023-2024 Data Source: Local data			Full implementation; daily student collaboration	
12	Facilities maintained and in good repair	One instance did not meet good repair Data Year: 2023-2024 Data Source: Local Indicator Report			All facilities meet good repair.	

Goal Analysis for 2024-2025

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	PBIS Materials	Our district will expand our PBIS theme to the exterior of our campus. We will utilize banners and window wraps to continue to communicate to our students and parents the importance of pride and consistent attendance.	\$1,791.85	No
2	Maintain Facilities	Keeping facilities clean, safe, and welcoming can increase engagement and decrease disruptive behavior, leading to better academic performance.	\$25,000.00	No
3	Attendance Store, Attendance Monitoring and SART Meetings	We are expanding our Attendance Store in an attempt to increase attendance rates for SED students. Local indicators illustrate that our students with better attendance rates do better academically. In addition, SART meetings will be held for any student who misses more than 10% of the school year. Our attendance monitor will monitor student attendance and provide incentives to SED students with a 10% more absence rate. This action will address the red on the California State Dashboard for absenteeism for SED students.	\$500.00	Yes
4	Saturday School	Saturday school is available for chronically absent students to makeup missed school days. We have included fieldtrips to a farm to study science and the California Science Center. This action will address the red on the California State Dashboard for absenteeism for SED students.	\$500.00	Yes
5	Cook Center for Human	Cook Center will provide one-to-one mental health coaching for parents to better support their	\$10,000.00	Yes

Connection

students.

Create a wellness plan to create lessons for wellness strategies, including SEL, Mindfulness, nutrition, and collaboration among students

Goal

Goal #	Description	Type of Goal
4	Ensure that certificated and classified staff are well trained and contribute to a professional culture to better support our students.	Broad Goal

State priorities address by this goal.

1

An explanation of why the LEA has developed this goal.

Creating a professional culture is important. According to parent survey data, wellness is important. SEL, Mindfulness, and student collaboration are not implemented and are vital to student wellness. We will provide professional development to both credentialed and classified staff to better support students (Action 4.2 and 4.3).

Additionally, the use of data for decision-making needs to be directed to improve student achievement (Action 4.2).

A teacher shortage is affecting schools nationwide, but it's especially bad in California. A recent study by the California School Boards Association found that California ranks 47th among all states for its student-teacher ratio. Located in a rural area, it is even more difficult to secure appropriately assigned and fully credentialed teachers (Addressed in Action 4.1).

Maintaining standards-aligned instructional materials is part of students' learning conditions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Teachers who are appropriately assigned and fully credentialed.	83.12% Data Source: SARC Data Year 2023			85% Data Source: SARC	
2	Access to standards-aligned instructional materials	100% Data Year: 2023-2024 Data Source: Local Indicator Report			100% Data Source: Local Indicator Report	

Goal Analysis for 2024-2025

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Induction	Provide a stipend for each mentor supporting a teacher through the induction process.	\$1,500.00	No
2	Professional Development and Data Collaboration	Staff collaboration and data analysis meetings each Wednesday. Four professional development days occurring on Saturday.	\$34,258.00	Yes
3	Coaching of Staff	We will create staff coaching opportunities that focus on training and implementation of trauma based practices, creating a welcoming environment, and lesson plan development to encourage utilization of ELD materials and increase overall student participation in lessons. In addition, we will provide PBIS and Kagan strategy training and support.	\$30,555.98	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$183,183.00	\$13,243.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
18.63%	0.00%	\$0.00	18.63%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Actions 1 and 3	<p>According to 2023 ELPAC Data on the California State Dashbord, 9.1% of Gorman's English learners decreased at least one ELPI level from 2022 to 2023 and 18.2% maintained their ELPI level. English learners need continued support to develop english proficiency as well as support to improve the ELA scores as reflected on CAASPP.</p> <p>Low-income students scored 12.1 points below standard on the 2023 CAASPP in English Language Arts. This was a 23.1 point decline from 2022 for this student group. Low-income students need additional support to reach proficiency in ELA.</p>	<p>Increasing achievement will be used with an MTSS lens, providing what each student needs by way of intervention or enrichment.</p> <p>Small reading groups will be available in multigrade classrooms to better support SED students, English learners, and long-term English learners. We are implementing this action on a school-wide basis because all of our students can benefit from additional ELA instruction.</p>	<p>Gorman will utilize iReady assessments, SBAC and ELPAC assessments to monitor the effectiveness of the additional supports provided for EL and low-income students.</p>
Goal 1, Actions 2	<p>Students who are socioeconomically disadvantaged often experience education barriers such as limited family resources. According to 2023 CAASPP data, Gorman's low income students performed 50.7 points below standard in mathematics, which was a 13.9 decline from the previous year. Low-income students need additional support in mathematics to achieve proficiency.</p>	<p>Gorman is providing additional tutoring and academic coaching opportunities for socioeconomically disadvantaged students during or directly after school hours to ensure students are able to access the services. Though this action was designed to benefit our SED students, it will be beneficial for all students.</p> <p>We are implementing this action on a school-wide basis because all of our students can benefit from additional academic support and tutoring.</p>	<p>Gorman will monitor student participation in coaching and tutoring sessions as well as progress on iReady and CAASPP.</p>
Goal 2, Action 3	<p>Parents of English learners need to be able to access curriculum and resources for the benefit of their students.</p> <p>According to 2023 CAASPP Data, English Learners scored 54.1 points below standard in English Language Arts and 92.5 points below standard in mathematics. In addition to this, 72.7 percent of Gorman's English Learners are making progress towards English Proficiency as measured by the 2023 ELPAC. English learners need additional support and resources to develop English proficiency.</p>	<p>Gorman will provide parents of EL students the opportunity to participate in counsels, have access to a translator, and ParentSquare postings available in Spanish. We are implementing this action on a school-wide basis because this staff liaison will be able to assist all families with supporting their students at home.</p>	<p>Parent participation in LCAP meetings, advisory councils and PTSO meetings.</p>

Goal 3, Actions 3, 4 and 5	Students that are socioeconomically disadvantaged often struggle with transportation to access mental health and educational resources. According to Gorman 2023 California State Dashboard, 32.3% of our low income students are chronically absent, causing us to score red in this category. Low income students need additional support and resources to increase connectedness and attendance.	The Cook Center for Human Connection will provide mental health support and training to parents of students. This broadens the available mental health resources beyond the city of Gorman where providers may be limited. In addition, Saturday School will allow an opportunity for chronically absent students to complete work missed during the week. We are implementing this action on a school-wide basis because all of our students can benefit from access to mental health resources. By addressing students' mental health issues, we hope to improve their school experience and overall attendance as a result. The attendance store will allow us to incentivize student attendance and the attendance monitoring and SART meetings will allow us to meet regularly with students who are chronically absent.	We will monitor student absenteeism rates and participation with the Cook Center for Human Connection.
Goal 4, Actions 2 and 3	<p>Socioeconomically disadvantaged students and English learners can often face barriers to academic success. According to our 2023 CAASPP data, low income students scored 12.1 points below standard in ELA and 50.7 points below standard in mathematics. English learners scored 54.1 points below standard in ELA and 92.5 points below standard in mathematics.</p> <p>EL and low income students benefit from targeted support and strategies from their teachers to reach proficiency in ELA and math.</p> <p>Professional development for our staff allows each staff member to address the unique needs of these populations and all students.</p>	Gorman will provide time for teaching staff to collaborate and analyze data connected to student achievement. Targeted professional development will support our staff in utilizing best practices for students that are socioeconomically disadvantaged and students that are English learners. We are implementing this action on a school-wide basis because all of our students will benefit from a well-trained staff.	We will track staff participation in professional development. In addition, we will monitor EL and low income student progress on local assessments in math and ELA.

Limited Actions

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

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

Not applicable.

Additional Concentration Grant Funding

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

We will be utilizing the additional concentration grant funding we received to retain our teaching staff to provide direct services to students as detailed in Goal 1 Actions 2 and 3. The certificated and/or classified staff will be providing after school services to English Learners and SED students. Services will include after school intervention and tutoring related to math and language acquisition.

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

Action Tables

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	\$983,107.00	\$183,183.00	18.63%	0.00%	18.63%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$243,082.96	\$0.00	\$0.00	\$0.00	\$243,082.96	\$169,791.24	\$73,291.72

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	ELA Interventions and Small Groups	All	Yes	Schoolwide	English learner (EL), Low Income	All Schools	yearly	\$33,552	\$4,996	\$38,548	\$0	\$0	\$0	\$38,548	0.00%
1	2	Math Coaching for SED students	All	Yes	Schoolwide	Low Income	All Schools	yearlong	\$29,507	\$10,020	\$39,526	\$0	\$0	\$0	\$39,526	0.00%
1	3	English Language Acquisition Support for EL Students	English learner (EL)	Yes	Schoolwide	English learner (EL)	All Schools	yearlong	\$38,785	\$119	\$38,904	\$0	\$0	\$0	\$38,904	0.00%
1	4	STEAM Instruction for all students.	All	No				yearlong	\$17,785	\$1,420	\$19,204	\$0	\$0	\$0	\$19,204	0.00%
2	1	Opportunities for Parental Involvement	All	No				yearlong	\$491	\$441	\$932	\$0	\$0	\$0	\$932	0.00%
2	2	Communication to all Educational Partners	All	No				All Year	\$491	\$441	\$932	\$0	\$0	\$0	\$932	0.00%
2	3	Spanish Speaking Liaison	English learner (EL)	Yes	Schoolwide	English learner (EL)	All Schools	All Year	\$491	\$441	\$932	\$0	\$0	\$0	\$932	0.00%
3	1	PBIS Materials	All	No				ongoing	\$1,792	\$0	\$1,792	\$0	\$0	\$0	\$1,792	0.00%
3	2	Maintain Facilities	All	No				ongoing	\$5,000	\$20,000	\$25,000	\$0	\$0	\$0	\$25,000	0.00%
3	3	Attendance Store, Attendance Monitoring and SART Meetings	All	Yes	Schoolwide	Low Income	All Schools	ongoing	\$0	\$500	\$500	\$0	\$0	\$0	\$500	0.00%
3	4	Saturday School	Low Income	Yes	Schoolwide	Low Income	All Schools	ongoing	\$0	\$500	\$500	\$0	\$0	\$0	\$500	0.00%
3	5	Cook Center for Human Connection	All	Yes	Schoolwide	Low Income	All Schools	ongoing	\$0	\$10,000	\$10,000	\$0	\$0	\$0	\$10,000	0.00%
4	1	Teacher Induction	All	No				All Year	\$1,500	\$0	\$1,500	\$0	\$0	\$0	\$1,500	0.00%
4	2	Professional Development and Data Collaboration	All	Yes	Schoolwide	English learner (EL), Low Income	All Schools	ongoing	\$9,843	\$24,415	\$34,258	\$0	\$0	\$0	\$34,258	0.00%
4	3	Coaching of Staff	All	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	ongoing	\$30,556	\$0	\$30,556	\$0	\$0	\$0	\$30,556	0.00%

2024-2025 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$983,107.00	\$183,183.00	18.63%	0.00% - No Carryover	18.63%	\$193,723.51	0.00%	19.71%	Total:	\$193,723.51
								LEA-wide Total:	
								Limited Total:	
								Schoolwide Total:	\$193,723.51

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	ELA Interventions and Small Groups	Yes	Schoolwide	English learner (EL), Low Income	All Schools	\$38,548.21	0.00%
1	2	Math Coaching for SED students	Yes	Schoolwide	Low Income	All Schools	\$39,526.22	0.00%
1	3	English Language Acquisition Support for EL Students	Yes	Schoolwide	English learner (EL)	All Schools	\$38,903.50	0.00%
2	3	Spanish Speaking Liaison	Yes	Schoolwide	English learner (EL)	All Schools	\$931.60	0.00%
3	3	Attendance Store, Attendance Monitoring and SART Meetings	Yes	Schoolwide	Low Income	All Schools	\$500.00	0.00%
3	4	Saturday School	Yes	Schoolwide	Low Income	All Schools	\$500.00	0.00%
3	5	Cook Center for Human Connection	Yes	Schoolwide	Low Income	All Schools	\$10,000.00	0.00%
4	2	Professional Development and Data Collaboration	Yes	Schoolwide	English learner (EL), Low Income	All Schools	\$34,258.00	0.00%
4	3	Coaching of Staff	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	\$30,555.98	0.00%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$291,481.78	\$324,431.12

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	Improve Mathematical Achievement	Yes	\$29,356.60	\$40,601.41
1	2	Improve English Language Arts Achievement	Yes	\$11,142.40	\$41,578.55

1	3	Increase EL Student Achievement	Yes	\$49,295.60	\$50,061.80
1	4	Increase STEAM (science, technology, engineering, art, math) and NGSS opportunities for all students that include California VAPA (visual and performing arts) Standards	No	\$52,030.58	\$56,526.22
1	5	Spanish Instruction	No	\$9,367.53	\$8,616.67
2	1	Parent Involvement	Yes	\$9,000.00	\$4,658.49
3	1	Provide Professional Opportunites to Improve Best Practices That Lead to Student Achievement	Yes	\$75,557.40	\$89,509.63
3	2	Teacher Learning Plans	Yes	\$15,174.72	\$4,924.49
4	1	Create an Inviting Learning Environment	No	\$12,947.60	\$4,572.89
4	2	SART and SARB Monitoring	No	\$19,679.35	\$940.00
4	3	Maintain Facilities	No	\$7,930.00	\$22,440.97

2023-2024 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$201,003.00	\$189,526.72	\$216,334.37	(\$26,807.65)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	1	Improve Mathematical Achievement	Yes	\$29,356.60	\$40,601.41	0.00%	0.00%
1	2	Improve English Language Arts Achievement	Yes	\$11,142.40	\$41,578.55	0.00%	0.00%
1	3	Increase EL Student Achievement	Yes	\$49,295.60	\$35,061.80	0.00%	0.00%
2	1	Parent Involvement	Yes	\$9,000.00	\$4,658.49	0.00%	0.00%
3	1	Provide Professional Opportunites to Improve Best Practices That Lead to Student Achievement	Yes	\$75,557.40	\$89,509.63	0.00%	0.00%
3	2	Teacher Learning Plans	Yes	\$15,174.72	\$4,924.49	0.00%	0.00%

2023-2024 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)
\$982,559.00	\$201,003.00	0.00%	20.46%	\$216,334.37	0.00%	22.02%	\$0.00 - No Carryover	0.00% - No Carryover

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).