LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lewiston Elementary

CDS Code: 53717466053789

School Year: 2024-25

LEA contact information:

Mary Thoreson
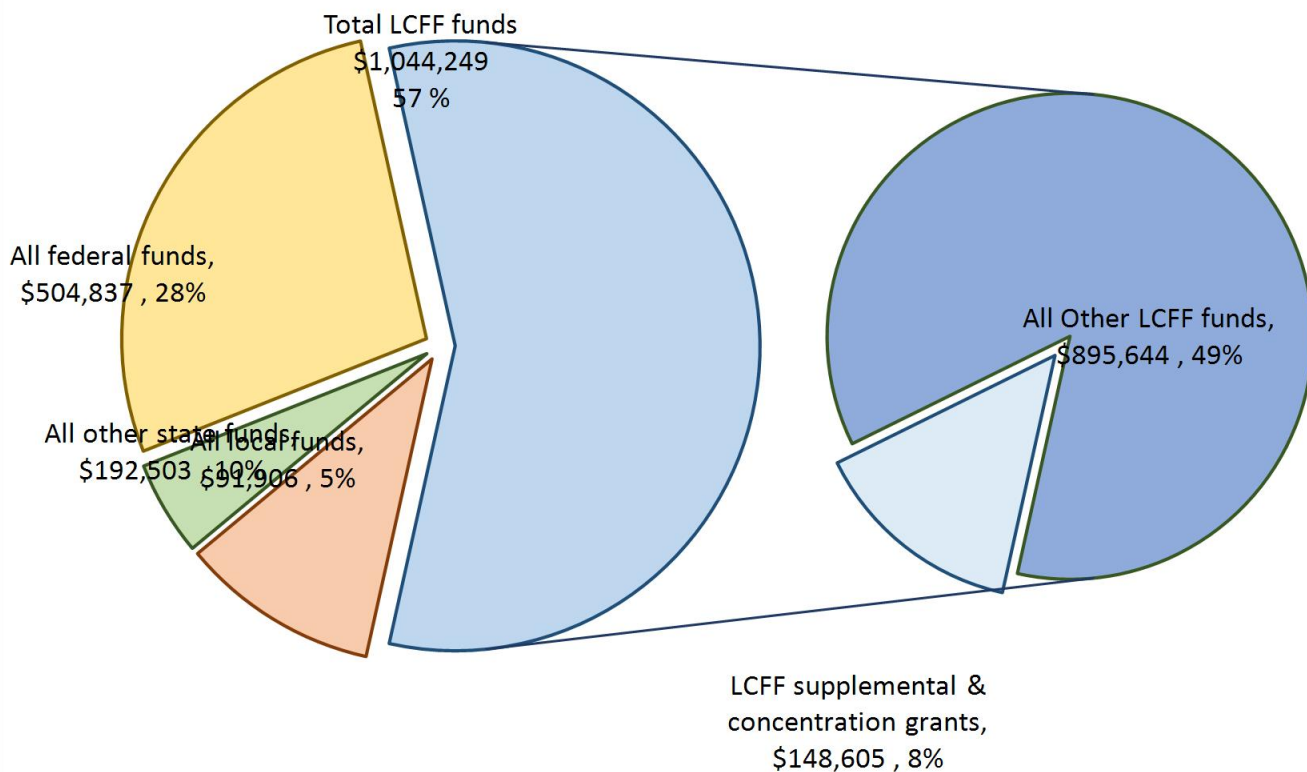
Superintendent/Principal

mthoreson@lewistonesd.com

530-778-3984

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$1,044,249
57 %

All federal funds,
$504,837 , 28%

All other state funds,
$192,503 , 10%

All local funds,
$91,906 , 5%

All Other LCFF funds,
$895,644 , 49%

LCFF supplemental &
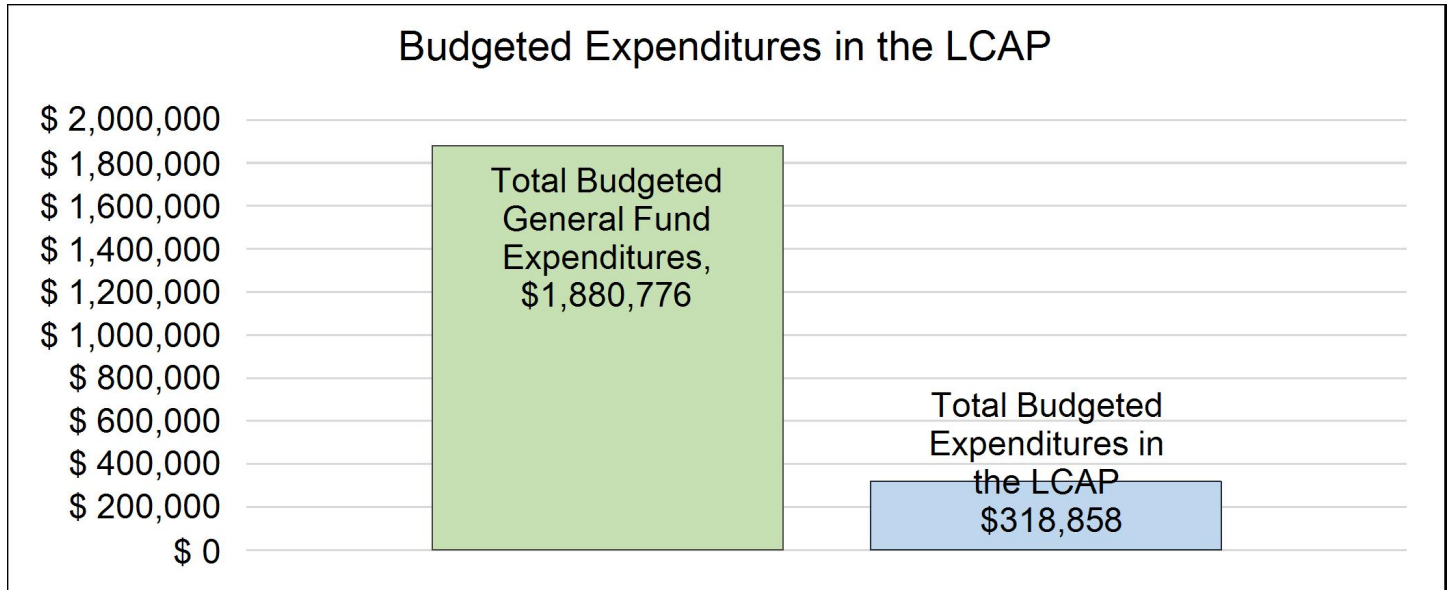concentration grants,
$148,605 , 8%

This chart shows the total general purpose revenue Lewiston Elementary 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 Lewiston Elementary is $1,833,495, of which $1,044,249 is Local Control Funding Formula (LCFF), $192,503 is other state funds, $91,906 is local funds, and $50,4837 is federal funds. Of the $1,044,249 in LCFF Funds, $148,605 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.

Budgeted Expenditures in the LCAP

$ 2,000,000	
$ 1,800,000	
$ 1,600,000	Total Budgeted General Fund Expenditures, $1,880,776
$ 1,400,000	
$ 1,200,000	
$ 1,000,000	
$ 800,000	
$ 600,000	Total Budgeted Expenditures in the LCAP $318,858
$ 400,000	
$ 200,000	
$ 0	

This chart provides a quick summary of how much Lewiston Elementary 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: Lewiston Elementary plans to spend $1,880,776 for the 2024-25 school year. Of that amount, $318,858 is tied to actions/services in the LCAP and $1,561,918 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
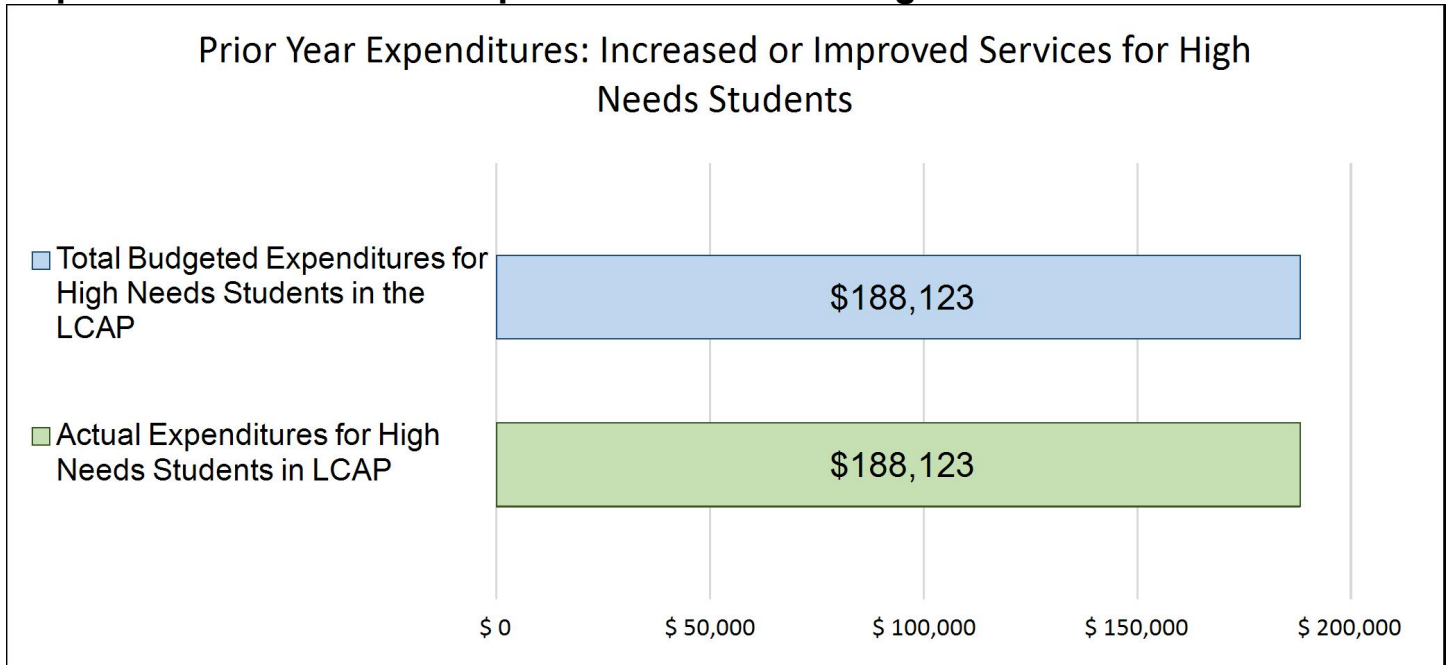
Fixed costs of operation and costs associated with regular staffing are not included in the LCAP.

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

In 2024-25, Lewiston Elementary is projecting it will receive $148,605 based on the enrollment of foster youth, English learner, and low-income students. Lewiston Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Lewiston Elementary plans to spend $149,500 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

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

	Amount
☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$188,123
☐ Actual Expenditures for High Needs Students in LCAP	$188,123

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000

This chart compares what Lewiston Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Lewiston Elementary 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, Lewiston Elementary's LCAP budgeted $188,123 for planned actions to increase or improve services for high needs students. Lewiston Elementary actually spent $188,123 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lewiston Elementary	Mary Thoreson Superintendent/Principal	mthoreson@lewistonesd.com 530-778-3984

Goals and Actions

Goal

Goal #	Description
1	The school will create and maintain a learning environment where students, staff, and parents feel welcome and safe.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1 Priority 6C-Maintain students feeling safe at school and a positive school climate at 95% or higher as measured on student surveys.	2020-21 School Survey 3.5 rating for school safety (scale 1-4)	3.5 rating	3.8 rating	3.5 rating	4 rating (Student survey)
1.2 Priority 5A-Maintain student attendance rates at 95% or higher.	2020/21 attendance rate 82%	2021-2022 Attendance Rate 83%	2022-23 Attendance Rate %88	Attendance Rate 92%	Student attendance rate will be 98% or higher. (Schoolwise)
1.3 Priority 6A-Suspension rate will remain at <5%	2019-20 was not on the Dashboard, LES maintained a 0% suspension rate.	8% suspension rate (7/79 students enrolled for the year)	1% suspension rate (1/74 students enrolled for the year)	4% suspension rate (3/74 students enrolled)	Maintain 0% suspension rate. (Schoolwise)
1.4 Priority 6B-Expulsion rate will remain at <1%	Schoolwise data for the 2019-20 school year 0%	Schoolwise data for the 2021-22 school year 0%	Schoolwise data for the 2021 school year 0%	Schoolwise data 0%	Maintain 0% Expulsion Rate. (Schoolwise)
1.5 Priority 5B-Maintain Chronic Absenteeism at <5%	California School Dashboard Chronic absenteeism for the	65% (based on 77 students enrolled)	66% (based on 74 students enrolled)	60% (Based on 74 students)	Student Chronic Absenteeism will be

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2018-19 school year: 27% which declined by 4.3%				5% or less (Schoolwise)
1.6 Priority 3B- Increase parent involvement of unduplicated students by 5% per year, with the goal of 100% participation in parent conferences.	2020-2021 was 91%	2021-2022 was 86%	2022-23 was 95%	98% for conferences	100% of parents will participate in all parent conferences. (sign in sheets, phone logs and attendance)
1.7Priority 3 A- The efforts the school district makes to seek parent input in making decisions for the school district and parent satisfaction with positive school climate, input on decisions and school communication will increase to 95% as measured on parent surveys.	With 10% of families returning surveys, there was a 92% satisfaction.	19% of surveys returned with 93% satisfaction.	37% of surveys returned with 95% satisfaction.	25%, with another round of surveys to be distributed.	100% of our parents will participate in at least one Parent Survey each school year (Track parent surveys)
1.8 Priority 3C- Maintain 95% or higher rating of students with exceptional needs	2020/21 a 92% involvement and satisfaction.	100% parental involvement and 95% satisfaction.	100% parental involvement and 100% satisfaction.	100% of participation with 95% satisfaction.	100% participation for parents of students with exceptional needs with parents attending IEP and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
who reported that the school facilitated parental involvement as a means of improving services for their children.					meetings. (Meeting invite and sign in sheets)
1.9 Priority 1C-Facilities will remain in good repair as noted on the Facilities Inspection Tool (FIT report) as completed monthly. Will continue with goal of 100% of school in good repair.	2020-2021 FIT is 80% with most comments focused on areas which are addressed in our hardship grant and work to begin 6/2021.	85% in good repair. Continue to address the hardship grants as well as the ESSER funds to bring school up to code.	85% in good repair. Continue to address the hardship grants as well as the ESSER funds to bring the school up to code.	85% in good repair. Continue to address the hardship grant as well as the ESSER funds to bring the school up to code.	100% of our facilities will be in good repair. (FIT report)
1.10 Priority 1C Monthly checks of school grounds. Goal of 100% of checks completed as kept/recorded by our risk manager.	2020-2021 85% of checks completed throughout the year.	100% of checks completed throughout the year.	100% of checks completed throughout the year.	100% in completed to this point in the year.	100% of monthly checks completed and recorded throughout the year. (FIT report)

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.

1.1, 1.3, 1.4, 1.6, 1.8, 1.9,1.10 were implemented as planned.

One success we saw was in Action 1.6, while it is always difficult getting parents to complete and turn in annual surveys, this year, of the parents who returned surveys, there was a 95% satisfaction rate.

We faced a challenge in Action 1.9, due to rising costs and the availability of some construction materials, some feel we are not addressing the many needs of an older school. We are continuing to try and find alternative grants and funding sources.

Actions 1.2 and 1.5 were both a success and a challenge. We have improved with the help of the Trinity County Office of Education and ways to focus on attendance and chronic absenteeism. We send home monthly attendance check-ins for parents and infographics explaining the effects of being out of school. Through being consistent with our monitoring and communication, our attendance will improve.

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.

Facility projects were not completed as anticipated but are slated to be completed in the 24/25 year.

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

Actions 1.1–1.5 were effective. These actions contributed to an increase in student attendance, resulting in a 10% increase over two years, as well as chronic absenteeism declining by 12.5%.
Action 1.6 is effective, as evidenced by 95% of parents are satisfied with the overall programming of the school.
Actions 1.7 and 1.8 are effective. While the overall number of surveys returned decreased, the Spring survey given in May significantly increased parent participation. 25% to 72% We will continue to make this a priority until the goal is reached.

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 are removing actions 1.5 -1.8. We will continue the actions, but feedback from partners indicated that we didn't need to capture them in this document plan. Furthermore, we are adding actions for family communication and UDL training for staff.

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

Goals and Actions

Goal

Goal #	Description
2	All students will have access to California State Standards aligned curriculum, highly qualified teachers, a broad course of study and educational supports to prepare them to be high school, college, and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 Priority 4A- Incremental growth of will 5 points annually of students achieving proficiency levels on CAASP assessments in ELA as shown on the CA School Dashboard.	Due to Covid, and the postponement of the state assessments, the last available state assessment data from the 2019 Dashboard for ELA was 52.5 points below standard. We are using the following local summative data from iReady. This will continue to be reported until the reporting of state assessments returns. State assessment data will then be used for each subsequent year. In 2020/21, IReady third window: ~ 25% Tier 1 ~ 56 Tier 2	23% Level 3/4 Met and Exceed Standard 36% Level 2 Nearly Met 41% Not Met Standard CAASPP Reporting for ELA is 77 points below standard	81.3 points below standard CAASPP Reporting	85.8 pts below standard	Overall assessment will show less than 32 points below standard which will be a 20.5 point increase(CA Dashboard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	~19% Tier 3				
2.2 Priority 4A- Incremental growth of 5 points annually of students achieving proficiency levels on CAASP assessments in Math.	Due to Covid, and the postponement of the state assessments, the last available state assessment data from the 2019 Dashboard for Math was 54.8 points below standard. We are using the following local summative data from iReady. This will continue to be reported until the reporting of state assessments returns. State assessment data will then be used for each subsequent year. In 2020/21, IReady third window: ~ 17% Tier 1 ~ 58% Tier 2 ~25% Tier 3	26% Level 3/4 Met and Exceed Standard 21% Level 2 Nearly Met 53% Not Met Standard CAASPP Reporting for Math is 74 points below standard	81.2 points below standard CAASPP Reporting	100 pts below standard	Overall assessment will show less than 34 points below standard which will be a 20.5 point increase. (CA Dashboard)
2.3 Priority 7B- Academic intervention services will be provided to all students, with the	2020-21 85% of students were provided intervention services.	75% of students were offered intervention services.	100% of students were offered intervention services.	100% of students were offered intervention services	100% of students will make progress toward their intervention goals as measured from their initial ELA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
priority given to unduplicated students, scoring at or below the 35th percentile in English Language Arts and Math on District Assessments in the regular school day as well as the after school program.					and Math district assessments data. (iReady or other assessment tool used schoolwide)
2.4 Priority 8 The percentage of students scoring at or above the 50th percentile on District Benchmark Math and ELA Assessment iReady tier 1, will increase by 5% per year on the three benchmark testing dates.	In 2019-20 Window 3 (no final test due to COVID) we tested 21 students in ELA. ~38% Tier 3 ~ 29% Tier 2 ~ 33% Tier 1 in 2020/21, Window Three, we have tested 72 students in ELA. ~19% Tier 1 ~ 56 Tier 2 ~ 25% Tier 1 In 2019-20 Window 3 (no final test due to COVID) we tested 33 students in Math. ~21% at Risk Tier 3 ~ 70% Tier 2 ~ 9% Tier 1	FIRST WINDOW ELA 42 OF 66 (NO K-1st) ~26% at Risk Tier 3 ~ 40% Tier 2 ~ 34% Tier 1 Math 40 of 65 (No Kinder or 1st) ~33% at Risk Tier 3 ~ 48% Tier 2 ~ 20% Tier 1 THIRD WINDOW ELA 56 students tested (no Kindergarten) ~29% Tier 3 at risk ~ 30%% Tier 2 ~ 41% Tier 1 Math 57 of 65 tested (no Kindergarten) ~23% at Risk Tier 3 ~ 26% Tier 2	THIRD WINDOW ELA 30 students tested (No Kinder or 1st) ~30% at Risk Tier 3 (7 students) ~ 23% Tier 2 (7 students) ~ 47% Tier 1 (14 Students) Math 32 tested (No Kinder or 1st) ~32% at Risk Tier 3 (10 students) ~ 41% Tier 2 (13 students) ~ 28% Tier 1 (9 students) FIRST WINDOW ELA 49 tested (NO K-1st)	Increase from the first through the second window: SECOND WINDOW: ELA 60 students tested ~22% at Risk Tier 3 (13 students) ~ 47% Tier 2 (28 students) ~32 % Tier 1 (19 Students) Math 62 tested (No Kinder or 1st) ~33% at Risk Tier 3 (21 students) ~ 50% Tier 2 (13 students) ~ 28% Tier 1 (9 students)	48% of students in ELA will score at or above the 50th percentile. 32% of students in Math will score at or above the 50th percentile. (iReady or other assessment tool used schoolwide)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	in 2020/21, Window Three, we have tested 68 students in Math ~25% Tier 3 ~ 58% Tier 2 ~ 17% Tier 1	~ 40% Tier 1	~40% at Risk Tier 3 (12 students) ~ 30% Tier 2 (9 students) ~ 30% Tier 1 (9 students) Math 40 tested (No Kinder or 1st) ~42% at Risk Tier 3 (14 students) ~ 44% Tier 2 (14 students) ~ 12% Tier 1 (4 students)	FIRST WINDOW ELA 53 tested ~23% at Risk Tier 3 (12 students) ~ 47% Tier 2 (25 students) ~ 30% Tier 1 (16 students) Math 53 tested ~30% at Risk Tier 3 (16 students) ~ 45% Tier 2 (24 students) ~ 25% Tier 1 13 students)	
2.5 Priority 1A- Staff appropriately assigned and fully credentialed	100% appropriately assigned and fully credentialed	100% appropriately assigned and fully credentialed.	75% appropriately assigned and fully credentialed. (1 of 4 is an intern).	50% appropriately assigned and fully credentialed. (2 of the 4 are interns)	100% maintained (CA credentialing)
2.6 Priority 1B 100% of all K-8 students will receive instruction in English Language Arts and Mathematics using the California State Standards and will have sufficient aligned curriculum.	95% alignment.	95% alignment.	95% alignment.	95% alignment.	100% of our students will receive instruction aligned to the state standards. (class schedules)
2.7 Priority 7C-Programs and	100% of exceptional needs students	100% of exceptional needs students	100% of exceptional needs students	100% of exceptional needs students	100% of exceptional needs students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
services developed and provided to individuals with exceptional needs.	receive appropriate services to meet their IEP goals.	receive appropriate services to meet their IEP goals.	receive appropriate services to meet their IEP goals.	receive appropriate services to meet their IEP goals.	receive appropriate services to meet their IEP goals. (CA standards and IEP goals)
2.8 Priority 7A- Offering remedial intervention to all students, with the highest priority to unduplicated pupil participation, will decrease by 5% until less than 10% is maintained.	Students scoring Tier 2 and three of iReady scores, benchmark testing, student study teams, teacher recommendation. Currently, Math 59% and ELA 54%, are Tier 2 and 3.	ELA 59% scored below 50th percentile. Math 54% scored below 50th percentile.	ELA 51% scored at or below 50th percentile (no k-1st) Math 76% (no k-1st)	ELA 69% scored at of below the 50th percentile (Tier 2 and 3 for iReady) Math 83% scored at of below the 50th percentile (Tier 2 and 3 for iReady)	44% of students in ELA will score below 50th percentile. (Tier 2/3) 39% of students in Math will score below the 50th percentile. (Tier 2/3) (iReady or other assessment tool used schoolwide, benchmark assessment)
2.9 Priority 2A- 90% of teachers one grade up or down, (due to small numbers) will collaborate to score student work (writing assignments and math progress), as well as target intervention supports. Feedback will be provided through walkthrough forms, staff agreed upon	0% of teachers discuss student progress between grade levels.	50% of teachers discuss student progress between grade levels. (2/4)	100% of teachers discuss student progress between grade levels. (4/4).	100% of teachers discuss student progress between grade levels (4/4)	90% of teachers will collaborate and score student work and identify intervention supports. (attendance at teacher meetings, walk throughs, ect)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
rubrics, and meeting time logs signed.					
2.10 Priority 1A 100% of teachers receive professional development in CA State Standards and standard-aligned curriculum.	75% of teachers received professional development in CA State Standards and aligned curriculum.	80% of teachers received professional development in CA State Standards and aligned curriculum.	100% of teachers received professional development in CA State Standards and aligned curriculum.	100% of teachers received professional development in CA State Standards and aligned curriculum.	Increase to100% professional development. (As seen on professional development logs turned into office)

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.

2.1–2.10 were all implemented with no substantive differences. (Action 2.5 does not exist due to DTS numbering issue)

Successes-Our local data supports the growth of our students towards grade-level expectations. Reading 51% at or above grade level in the Spring from 29% in the Fall. Math, 42% at or above grade level in the Spring from 16% in the Fall.

Challenges-Although we have the intervention time, we struggle with the challenges of hiring credentialed staff. We have had success in hiring more qualified paraprofessionals.

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.

Through the school year additional staffing was not needed.

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

Two years ago, we began collaborating with the county office to decrease our chronic absenteeism. We saw great progress in our attendance and student engagement. This last year, we again partnered with the county office staff to look at our foundational structure for instruction and assessment. After improving our foundational structure, we began implementing it. Actions 2.1–2.3, 2.6, and 2.8 saw quite a bit of change and while our results were less than we hoped for, with our new structure and practices starting the year, we hope this will change the outcome academically for students, and we will see more student growth and progress. We feel they are now effective moving forward.

Action 2.4 is effective as student feedback indicated they liked being recognized, and it helped to motivate them to do better.
Action 2.7 was effective. Although it was in its first full year, we believe we will be able to continually grow this area of enrichment.
Action 2.9 was not effective, as we were not able to hire another teacher.
Action 2.10 was effective as our paras are an integral part of our instructional structure for instruction and assessments that we will be implementing this year.

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 consolidated actions 2.2 and 2.3. We removed actions 2.4 due to overlap with action 1.4, and 2.9 as we will not be hiring an additional teacher.

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

Goals and Actions

Goal

Goal #	Description
3	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

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.

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.

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

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.

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

Goals and Actions

Goal

Goal #	Description
4	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

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.

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.

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

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.

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

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

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.

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.

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

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.

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
Lewiston Elementary	Mary Thoreson Superintendent/Principal	mthoreson@lewistonesd.com 530-778-3984

Plan Summary [2024-25]

General Information

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

The Lewiston Elementary School District is a single-school K-8 remote, rural district located in the mountains of Trinity County along the Trinity River. The district currently has 67 students, with no English Language Learner students. LES has 80% of economically disadvantaged students, but the school participates in the provisional lunch program and 100% of students receive free breakfast, lunch, and snacks. The students have access to technology on campus, but due to the remote location, cell service, and internet service are limited in many homes. Lewiston School's vision is to help students become lifelong learners and to have the knowledge and skills to be career and college-ready. We strive to provide a safe, clean, drug-free, nurturing, and technologically up-to-date physical environment in which each student is treated as a worthy individual who can succeed as we are also implementing state standards as a priority. All students have access to standards-aligned instructional materials in all subject-matter and there are sufficient textbooks for each student. The school offers a well-rounded education for all students. The school is staffed by a superintendent/principal/teacher, administrative secretary, two regular classroom teachers, two teacher interns, and a part-time special education teacher, who are all appropriately assigned and fully credentialed. In addition, there are five teacher aides, one special education aide, a custodian, and a cook. After-school staff includes a site coordinator and three instructional assistants. The administrative team works cooperatively with each other, the school board, the staff, and parents to ensure a positive environment. Parents and community members have opportunities to participate and volunteer in classrooms and school activities. All Lewiston School students participate in a curriculum that is based on California State Standards and Social-Emotional Learning (SEL). Our after-school program provides academic intervention and homework assistance.

Due to our small population, Lewiston School does not have many student groups that are over 10 students. We currently do not have any English Language Learners or Long Term English Learners (LTELs), so Priorities 2b, 4d, & 4e do not apply to our LCAP. In addition, we are a TK-8 school, and all High School Priorities (4c, 4f, 4g, 4h, 5d, & 5e) and Middle School Dropout Rates Priority (5c) do not apply. As a small, single school district with minimal student groups, all our services are provided to all students. The LCAP will serve in place of the Single Plan for Student Achievement (SPSA) and will include funds previously in the SPSA. In addition, as a single school district, the LCAP Advisory Committee will serve as the School Site Council and the LCAP will serve in place of the SPSA. (Goal 2 Action 2.10)

As a small school district, we complete a comprehensive need and budget analysis assessment for our school site on an annual basis. Due to the small student population size, which results in a small pool of data to analyze, all resources are equally distributed to all students in the district. We will continue to monitor our resources to ensure equity for all students. The school facilities are being addressed with a hardship grant from the state. We strive to provide a safe, clean environment for all our students.

The Trinity County Office of Education's (TCOE) special education department provides quality, meaningful, and relevant educational support for students with disabilities. Special education programs meet the needs of students from various categories of disabilities through a collaborative model between our school and TCOE. This collaborative model includes support services, professional development, and communities of practice.

Foster Youth County Offices of Education are mandated to provide training, coordination, consultation, help with capacity building, and support the implementation of services at the local district level. Per LCFF/LCAP each district is responsible for providing direct support services (including, but not limited to…identifying services and who provides them, etc.).

The Trinity County Office of Education coordinates all county services for the Pathways to Success program. This program provides a program manager, school-site wellness liaison, and contracted counseling services who train school staff in Tier 1 and Tier 2 support for students. Wellness liaisons support students at the Lewiston School site, interfacing with families of students confronting mental health challenges to advance the health and well-being of each student through targeted prevention, intervention, and triage school-based mental health and wellness supports.

Acronyms Key - To assist in the reading of this document, the following are acronyms used: LCAP - Local Control Accountability Plan, CCSS- Common Core State Standards, SBAC - Smarter Balance Assessment Consortium, CAASPP - California Assessment of Student Performance and Progress, ELL - English Language Learner, TK - Transitional Kindergarten, STEM - Science Technology Engineering Math, TCOE - Trinity County Office of Education, SARB - School Attendance Review Board, PBIS - Positive Behavioral Interventions and Supports, ELPAC - English Language Proficiency Assessment of California, LEA - Local Education Agency, SELPA - Special Education Local Plan Area

Reflections: Annual Performance

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

Our focus last year was decreasing our overall chronic absenteeism rate and increasing our overall attendance. We are proud that we were able to increase our overall attendance this year, and we expect better results on the 2024 dashboard in this area. This year we began working on curriculum alignment and pacing. We are focusing on our academics while keeping in place our attendance interventions and new procedures.

2023 Dashboard Results (Overall)
ELA: Red
85.8 points below standard and declined 4.5 Points

MATH: Red (Overall)
100 points below standard and declined 18.7 Points

Suspension: Green
1.2% suspended declined by 10.2%
Low-income: Blue
White: Green

Chronic Absenteeism: Orange
53.8% rate declined by 12.5%
Low-income: Orange
White: Orange

We continue to have success at the school level in using our local testing data for monitoring student growth. Due to enrollment numbers, we do not have student group dashboard information, which is useful for student improvement. Looking at local assessments, which is the iReady program:

Math:
Window 1 had 42% Tier 1, but in Window 3, 26% scored Tier 1.
31% of the students who tested are one grade level below.

Reading:
Window 1 had 37% in tier 1, but in Window 3, 29% scored tier 1.
46% of those students who tested are one grade level below.

The success is the number of students in tier 2, below one grade level. Historically, our students are two or more years below grade level, tier3.

Reflections: Technical Assistance

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

In 2022-23 we were identified for Differentiated Assistance. We collaborated with our county office of education, which supported us with data analysis and improvement science tools such as empathy interviews, root cause analysis, and a driver diagram. Our focus was on decreasing chronic absenteeism as a district and for our low-income student group. We were able to implement our action plans, and we expect a significant decrease in chronic absenteeism to show on our next dashboard based on our preliminary progress monitoring.

In 23-24, we asked the county office to partner with us again. Based on the 2023 dashboard and a significant number of our staff and teachers being new, we are focusing on curriculum alignment and pacing, UDL, and instructional strategies. We will be continuing to collaborate and utilize instructional coaches to provide a majority of this professional development.

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 There were no schools identified for CSI.

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

Educational Partner(s)	Process for Engagement
Teachers/ CTA reps	Teacher meetings- 8/16, 8/8, 9/13, 10/10, 1/19, 2/16, 3/15, 5/17, and 6/7. LCAP discussion and feedback was an agendized discussion.
Para-educators/classified meetings/ Teamster Reps	Meetings- 8/17, 9/11, 10/8, 1/17, 2/14, 3/13, and 5/13. LCAP discussion and feedback was an agendized discussion.
Support staff	Board Meetings-7/24, 8/23, 9/12, 10/16, 11/13, 12/11, 1/22, 2/12, 3/11, 4/15, 5/13, and 6/17. LCAP discussion and feedback was an agendized discussion.
Parents	Solicited feedback from parent surveys (2) 9/25 and 4/24.
Students	Solicited feedback from student Surveys (2- Fall and Spring) 9/21 and 6/7
Trinity County Office of Education/ Administrators in Neighboring Schools	Agendized discussion topics on the Trinity County Office of Education monthly administration meetings provided feedback to our programs- 9/26, 10/24, 11/28, 12/12, 1/23, 2/27, 3/26, 4/24, and 5/28.
ELAC/DELAC	We do not have either of these.
SELPA	Input was gathered from agendized discussion topics at governance meetings. SELPA Governance Meetings: 8/29/23, 9/19/23, 10/24/23, 11/28/23, 1/23/24, 2/27/24, 3/26/24, 4/23/24, 5/28/24

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

The following areas were influenced by partners on this year's LCAP development:

*The staff at LES have changed the intervention process, with an additional curriculum purchased for low-income and under-performing students. (Action 2.2)
*Parents were mailed a monthly attendance sheet, along with research-based information on the effects of chronic absenteeism. Parents reported that they would like this to continue, especially those with chronic absenteeism status. (Action 1.4)
*Staff has requested more opportunities to attend professional development to better understand the needs of low-income students. (Action 1.7, 2.1)
*Teachers increased collaboration time to focus on student achievement. (Action 2.9)
*Families and students asked for opportunities to be recognized for attendance and improved attendance on a more consistent basis. (Action 1.2, 1.4)
*Teachers designed a schedule for students to have electives five days a week. (Action 2.3)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The school will create and maintain a learning environment where students, staff, and parents feel welcome and safe.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on the California Healthy Kids Survey (CHKS), LCAP feedback survey data, as well as CA Dashboard data, there are growth areas in providing opportunities for students to have more meaningful engagement at the school site to build a more restorative community that will deter student misbehavior. There is also a need to improve ways for school site staff to engage with parents/guardians in supporting their child's student learning and in including parents/guardians in the school's decision-making progress. Equitable access to health and wellness for all, the first goal of the Lewiston Elementary School LCAP, encompasses supporting student wellness, assessing mental and physical health, monitoring progress, and providing community wellness opportunities. Healthy learning environments are fundamental to optimal educational experiences. Cultivating a culture of care involves fostering empathy, and resilience, and prioritizing the physical health and wellness of students as core values. Goal 1 reflects the district's commitment to promoting open communication, addressing mental health needs, and integrating social and emotional learning into the curriculum to create nurturing and caring schools. These actions and services will address the need to provide an environment where students, staff, and parents feel welcome and safe.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 6C Student rating for feeling safe at school Source: Student Surveys	2023-24 Student Survey 3.5 rating for school safety			4 rating (Student survey)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Priority 5A Attendance rates	2023-24 Schoolwise Data 93.86%			Student attendance rate will be 98% or higher. (Schoolwise)	
1.3	Priority 6A Suspension rate Source: Dashboard	2023-24 suspension rate 1.2% on the CA dashboard			Maintain 0% suspension rate. (Schoolwise)	
1.4	Priority 6B Expulsion Rate Source: Schoolwise	2023-24 Schoolwise Data 0% expelled. (Schoolwise)			Maintain 0% expulsion rate. (Schoolwise)	
1.5	Priority 5B Chronic Absenteeism Source: Dashboard	California School Dashboard Chronic Absenteeism for the 2022-23 school year: 53.8% which declined by 12.5%			Student Chronic Absenteeism will be 26% or less (Schoolwise)	
1.6	Priority 3B % of parents of unduplicated students who attend both parent conferences in a given year.	97% parent participation in conferences (2024)			100% parent participation in conferences	
1.7	Priority 3 A % of parent surveys completed.	78% completed (2024)			100% of our parents will complete at least one Parent Survey each school year (Track parent surveys)	
1.8	Priority 3C	100% participation			100% participation	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of parents of students with exceptional who participated in meetings to improve services for their children and % of satisfaction Source: Local Data and Parent Survey	100% satisfaction (2024)			100% satisfaction	
1.9	Priority 1C FIT report rating	98% in good repair. (2024)			100%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Social-Emotional Learning Skills	Provide a social-emotional learning curriculum with a focus on low-income students(anti-bullying, positive communication) and student connectedness. Expenses include: Teacher training Books to support SEL curriculum Student store once a month (supports those students who show qualities of a good student)	$12,500.00	Yes
1.2	Student Attendance Supports	To address the lower attendance rates of students, especially with our low-income student population, we will improve and increase our parent communication from the school to increase parent and student connectedness by implementing attendance office protocols and the dissemination of educational resources available to families.	$10,500.00	Yes
1.4	Increase Attendance/Decrease Chronic Absenteeism	We will provide the following for all students with a focus on our low-income student group Increase attendance incentives Provide attendance recognition with certificates, lunches, and field trips during each trimester. Provide a student store monthly Provide communication with students about the importance of attending school, how to set goals, and being successful	$3,000.00	Yes
1.5				
1.6	Family communication	Provide communication/connectedness with families through school newsletters, class newsletters, current website information, e-mail messaging, and weekly auto-message calls.	$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Provide special events and culture-building activities for families.		
1.7	UDL Professional Development Universal Design for Learning	Provide collaboration and professional development in UDL to improve low-income student outcomes.	$35,000.00	Yes
1.8				

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will have access to California State Standards-aligned curriculum, highly qualified teachers, a broad course of study, and educational support to prepare them to be high school, college, and career-ready.	Broad Goal

State Priorities addressed by this goal.

> Priority 1: Basic (Conditions of Learning)
>
> Priority 2: State Standards (Conditions of Learning)
>
> Priority 4: Pupil Achievement (Pupil Outcomes)
>
> Priority 7: Course Access (Conditions of Learning)
>
> Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

> Based on local data and the CA Dashboard, there is a need to focus on improving instructional strategies and the instructional program. The CA Dashboard data indicates a need to improve in the areas of English Language Arts and Math. The second goal of the Lewiston Elementary LCAP is to champion student academic growth while ensuring that students graduate prepared for college and careers through inclusive and relevant learning experiences. This involves providing access to equitable and enriching educational experiences, ensuring staff are highly qualified, and offering standards-based learning experiences. With responsive support, multiple pathways for academic success, and an educational journey aligned to the state-approved curriculum, students thrive and are equipped for success in the real world. Lewiston Elementary is significantly behind the state in ELA/math. The plan aims to raise student achievement for all students, particularly those who are not meeting academic standards. The plan creates engagement which fosters innovative, positive environments within and outside the classroom to connect students to school and learning. The actions and services will address the need to provide resources and opportunities for LESD to meet all of our student's educational needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 4A % of students achieving Met or Exceeded standard on CAASPP assessments in ELA.	25% (2024)			30%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: https://caaspp-elpac.ets.org/caaspp/					
2.2	Priority 4A % of students achieving Met or Exceeded standard on CAASPP assessments in Math. Source: https://caaspp-elpac.ets.org/caaspp/	15.15% (2024)			25%	
2.3	Priority 7B % of students progress toward their intervention goals as measured from their initial ELA and Math district assessment data. Academic intervention services will be provided to all students, with the priority given to low-income and unduplicated students, scoring at or below the 35th percentile in English Language Arts and Math on District Assessments in the regular school day and the after-school program. Source: iReady	78% (2024)			100%	
2.4	Priority 8 % of students scoring at or above the 50th	ELA ~51% Tier 1 ~29% Tier 2			ELA 61% Tier 1 39% Tier 2	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	percentile on District Benchmark Math and ELA Assessment iReady tier 1 Tier 1~On grade level Tier 2~ 1 grade level below Tier 3~ 2 or more grade levels below standard	~20% Tier 3 at Risk Math ~42% Tier 1 ~39% Tier 2 ~18% Tier 3 at Risk (2024)			10% Tier 3 at Risk Math 52% Tier 1 39% Tier 2 9% Tier 3 at Risk	
2.5	Priority 1A Staff appropriately assigned and fully credentialed Source: Dashboard Local Indicator	69.6% (2024)			100% of the staff will be fully credentialed.	
2.6	Priority 1B 100% of all K-8 students will receive instruction in English Language Arts and Mathematics using the California State Standards and will have a sufficient aligned curriculum. Source: Local Data	95% alignment (2024)			100% alignment	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Priority 7C- % of students with exceptional needs progress toward their intervention goals as measured from their initial ELA and Math district assessment data. Academic intervention services will be provided to all students, with the priority given to students with exceptional needs. Source: Local Data	85% of students with exceptional needs progressed (2024)			100%	
2.8	Priority 7A- % of students participating in all four days of enrichment classes, ensuring students are not pulled out for other interventions during this time.	100% (2024)			100%	
2.9	Priority 2A % of teachers one grade up or down, (due to small numbers) will collaborate to score student work (writing assignments and math progress), as well as target intervention supports. Feedback will	50% (2024)			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	be provided through walkthrough forms, staff agreed-upon rubrics, and meeting time logs. The administration will support conversations.					
2.10	Priority 1A % of teachers receive professional development in CA State Standards and standard-aligned curriculum.	75% of teachers received professional development in CA State Standards and aligned curriculum. (2024)			100% of teachers received professional development in CA State Standards and aligned curriculum.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	Provide professional development for staff, certificated and credentialed, in the areas of intervention curriculum and strategies with reading and mathematics instruction. Curriculum and strategies to support our low-income student's instruction and growth.	$30,000.00	Yes
2.2	Intervention Curriculum	Purchase intervention curriculum to be used for low-income students underperforming or at risk for failure in math and ELA.	$61,000.00	Yes
2.3	Enrichment activities	Maintain and recruit for enrichment activities on campus. Music Classes STEAM activities Field trips Chess club Sewing Art SEL curriculum Yearbook Gardening Disc Golf	$15,000.00	No
2.4	California State Standards Curriculum	Purchase new digital or textbook curricula as well as teacher professional development for the curriculum. Purchase curriculum and supplies, including supplementary materials for ELA, Math, Social Studies, Science, Art/Music, and PE/Health.	$10,000.00	No
2.5	Teacher collaboration time.	Additional principal and teacher collaboration time for data analysis, to develop or refine common assessments, for intervention and instructional strategies, and for articulation both within the school and within the county.	$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Schoolwide Programs	Title I, II, IV and REAP are combined in the Schoolwide Program to provide funding for classroom paraprofessionals for additional academic support for low-income students.	$98,858.00	No
2.7				

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$148,605.00	$8,083

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
18.069%	0.000%	$0.00	18.069%

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

Required Descriptions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Social-Emotional Learning Skills **Need:** As identified by student and parent surveys and a review of student attendance records, we have identified the need to build a strong sense of connectedness to the school setting for our students, especially our low-income students who exhibit a higher lack of connectedness and who have greater	Actions that will be taken to address this need include continuing to provide time for class meetings in each classroom, with assistance from the school counselor. Counseling assistance will be provided to classrooms based on individual classroom or student needs by both the school counselor and our mental health clinician. We will provide surveys, which are given a few times a year, to provide a way for educational partners to communicate their needs. We will use an SEL Curriculum at all grade levels (i.e. Mood Meter,	1.1 and 1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	inconsistencies in home to school needs. Research documents that the consistent use of an SEL curriculum will help our students build this sense of connectedness, as well as support their ability to be self-aware and self-manage in a way that creates a strong sense of self-efficacy. **Scope:** LEA-wide	Zones of Regulation), which will build self-awareness and self-management in our students, allowing them to be more fully engaged and connected to the school setting. This will also help students build positive relationships with staff and students, increasing their motivation to engage regularly within the school setting. As we offer this on a school-wide level that will benefit all students, we anticipate the benefit will be far greater for our low-income students, who may be experiencing more barriers to school connectedness. As a result, the responses to a positive feeling of school connectedness by low-income students will increase more than their peers.	
1.2	**Action:** Student Attendance Supports **Need:** In reviewing attendance rates and a review of parent, student, and staff surveys, we have identified a need to work with families of low-income students to create a higher awareness of the importance of good attendance and the need to more proactively engage with our families in a way that helps them address personal barriers that prevent regular attendance by their children. Research shows that as the home-school relationship improves, parent and student connectedness to the school is increased, which positively impacts student attendance and engagement. **Scope:** LEA-wide	As a result, we are implementing tiered supports that build more consistent and effective strategies for engaging with our families and students. We will continue to send monthly attendance to parents to ensure their students are not on the chronic absence list. Along with the attendance notices, parents will receive educational articles on the effects of missing school through 12th grade. As we offer this on a school-wide level that will benefit all students, we anticipate the benefit will be far greater for our low-income students, who may be experiencing more barriers to attendance. As a result, the attendance rates and responses to a positive feeling of school connectedness by low-income students will increase more than their peers.	1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Increase Attendance/Decrease Chronic Absenteeism **Need:** In reviewing attendance rates and a review of parent, student, and staff surveys, we have identified a need to work with low-income students to create a higher awareness of the importance of consistent attendance at school. 53% all students 61.7% low-income **Scope:** LEA-wide	We are implementing tiered supports that build more consistent and effective strategies for engaging with our families and students. We will have more ways to recognize students for their efforts in attendance. As we offer this on a school-wide level that will benefit all students, we anticipate the benefit will be far greater for our low-income students, who may be experiencing more barriers to attendance. With our monthly Chronic Absence infographics, parents are consistently reminded of their part in their child's education.	1.1 and 1.2
1.7	**Action:** UDL Professional Development Universal Design for Learning **Need:** Lewiston has identified through student and parent surveys the need to build a strong sense of connectedness to the school setting for our low-income students, especially our low-income students who exhibit a higher lack of connectedness and who have greater inconsistencies in home-to-school needs. There is a need to help our students build this sense of connectedness, as well as support their ability to be self-aware and self-manage	We are going to provide professional development and collaboration in Universal Design for Learning. This continued shift in focus of the instruction should result in the needs of more students being met with the best first instruction and allow low-income students to achieve at the same level as their peers. This will allow all students to meet them at their level and allow for less frustration and greater learning to happen. While our low-income students will receive a greater level of support that will positively impact their academic performance and attendance rates, all students will benefit from the Universal Design model.	1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	in a way that creates a strong sense of self-efficacy. **Scope:** LEA-wide		
2.1	**Action:** Professional Development **Need:** When reviewing CAASPP data for all students at Lewiston Elementary School District, there is a low number of low-income students who are meeting grade-level standards in ELA and Mathematics. Upon analysis, we found a need to ensure these students are being taught by highly qualified staff who are highly trained on the curriculum and supplemental curriculum that has been purchased and is being purchased. **Scope:** LEA-wide	To increase academic achievement, highly qualified staff must continually participate in professional development to increase their effectiveness when instructing students. By continually providing training and implementation to our staff, we anticipate that this will increase staff knowledge and skills, thereby increasing student achievement for our low-income students as well as all students who receive these supports. Offered primarily for low-income students, all students will benefit from this action.	2.1, 2.2, 2.6, 2.8, 2.7
2.2	**Action:** Intervention Curriculum **Need:** As identified by Lewiston staff surveys, observation of classroom instruction, and the performance of low-income students on the CAASPP and local data, we have identified the need to implement our intervention curriculums in math and ELA more effectively.	We will be utilizing the existing intervention curriculum we purchased last year. But this year, we will be utilizing more aspects of the program to improve delivery and fidelity. Offered primarily for low-income students, all students will benefit from this action.	2.8 and 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

We are using the additional funding in Goal 2, Action 6 to provide additional para-educators to provide academic support in the classroom.

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		9:66

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 certificated staff providing direct services to students		4:66

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	822,445.00	148,605.00	18.069%	0.000%	18.069%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$215,583.00	$1,000.00	$11,500.00	$90,775.00	$318,858.00	$244,358.00	$74,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Social-Emotional Learning Skills	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$10,000.00	$2,500.00	$11,000.00		$1,500.00		$12,500.00	
1	1.2	Student Attendance Supports	Low Income	Yes	LEA-wide	Low Income	All Schools		$9,500.00	$1,000.00	$10,500.00				$10,500.00	
1	1.4	Increase Attendance/Decrease Chronic Absenteeism	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$1,500.00	$1,500.00	$3,000.00				$3,000.00	
1	1.6	Family communication	All	No			All Schools	2024-27	$1,500.00	$1,500.00	$3,000.00				$3,000.00	
1	1.7	UDL Professional Development Universal Design for Learning	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$35,000.00	$0.00	$35,000.00				$35,000.00	
2	2.1	Professional Development	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$25,000.00	$5,000.00	$30,000.00				$30,000.00	
2	2.2	Intervention Curriculum	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$10,000.00	$51,000.00	$60,000.00	$1,000.00			$61,000.00	
2	2.3	Enrichment activities	All	No			All Schools	2024-27	$5,000.00	$10,000.00	$5,000.00		$10,000.00		$15,000.00	
2	2.4	California State Standards Curriculum	All	No			All Schools	2024-27	$8,000.00	$2,000.00	$10,000.00				$10,000.00	
2	2.5	Teacher collaboration time.	All	No			All Schools	2024-27	$40,000.00	$0.00	$40,000.00				$40,000.00	
2	2.6	Schoolwide Programs	All	No			All Schools	2024-27	$98,858.00	$0.00	$8,083.00			$90,775.00	$98,858.00	
2	2.7							2024-27								

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
822,445.00	148,605.00	18.069%	0.000%	18.069%	$149,500.00	0.000%	18.178 %	**Total:**	$149,500.00
								LEA-wide Total:	$149,500.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Social-Emotional Learning Skills	Yes	LEA-wide	Low Income	All Schools	$11,000.00	
1	1.2	Student Attendance Supports	Yes	LEA-wide	Low Income	All Schools	$10,500.00	
1	1.4	Increase Attendance/Decrease Chronic Absenteeism	Yes	LEA-wide	Low Income	All Schools	$3,000.00	
1	1.7	UDL Professional Development Universal Design for Learning	Yes	LEA-wide	Low Income	All Schools	$35,000.00	
2	2.1	Professional Development	Yes	LEA-wide	Low Income	All Schools	$30,000.00	
2	2.2	Intervention Curriculum	Yes	LEA-wide	Low Income	All Schools	$60,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,374,644.00	$384,928.43

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Social-Emotional Learning Skills	Yes	$3,500.00	$3,500.00
1	1.2	Student Attendance	Yes	$9,100.00	$9,100.00
1	1.3	School Climate	Yes	$10,000.00	$11,000.00
1	1.4	Increase Attendance/Decrease Chronic Absenteeism	Yes	$3,000.00	$3,000.00
1	1.5	Suspension/Expulsion rates	No	$0.00	$0.00
1	1.6	Parent satisfaction	No	$2,620.00	$3000.00
1	1.7	MTSS support for students and parents	Yes	$60,000.00	$45,000.00
1	1.8	Safe school facilities	No	$958,927.00	$161,806.00
2	2.1	Professional Development	Yes	$18,180.00	$18,220.00
2	2.2	Intervention Curriculum for Math and ELA	Yes	$73,840.00	$58,857.43
2	2.3	Academic intervention for ELA and Math	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Reward and recognize student progress and achievement.	No	$6,000.00	$6000.00
2	2.6	California State Standards Curriculum	Yes	$9,350.00	$9,400.00
2	2.7	Enrichment activities	No	$62,859.00	$11,000.00
2	2.8	Teacher collaboration time.	Yes	$49,195.00	$30,045.00
2	2.9	Increase staff	Yes	$17,298.00	0
2	2.10	Schoolwide Programs	No	$90,775.00	$15,000.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$147,031.00	$188,123.00	$188,123.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Social-Emotional Learning Skills	Yes	$2,000.00	$3,500.00		
1	1.2	Student Attendance	Yes	$9,100.00	$9,100.00		
1	1.3	School Climate	Yes	$10,000.00	$11,000.00		
1	1.4	Increase Attendance/Decrease Chronic Absenteeism	Yes	$3,000.00	$3,000.00		
1	1.7	MTSS support for students and parents	Yes	$60,000.00	$45,000.00		
2	2.1	Professional Development	Yes	$18,180.00	$18,220.00		
2	2.2	Intervention Curriculum for Math and ELA	Yes	$10,000.00	$52,737.00		
2	2.6	California State Standards Curriculum	Yes	$9,350.00	$9,400.00		
2	2.8	Teacher collaboration time.	Yes	$49,195.00	$36,166.00		
2	2.9	Increase staff	Yes	$17,298.00	$0.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (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)
$813,737	$147,031.00	0	18.069%	$188,123.00	0.000%	23.118%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

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

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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.

  o 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,

  o 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.

  o 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.

  o 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.

  o 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.

  o 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.

  o 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.

   o Include a discussion of relevant challenges and successes experienced with the implementation process.

   o 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.

- 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

  o 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.

- o 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.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o 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.

- o **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.

- o **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).

  - o **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.

  - o **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%).

    o 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)**

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o 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)**

- o 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**

  - o 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)**

  - o 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**

  - o 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)**

  - o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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