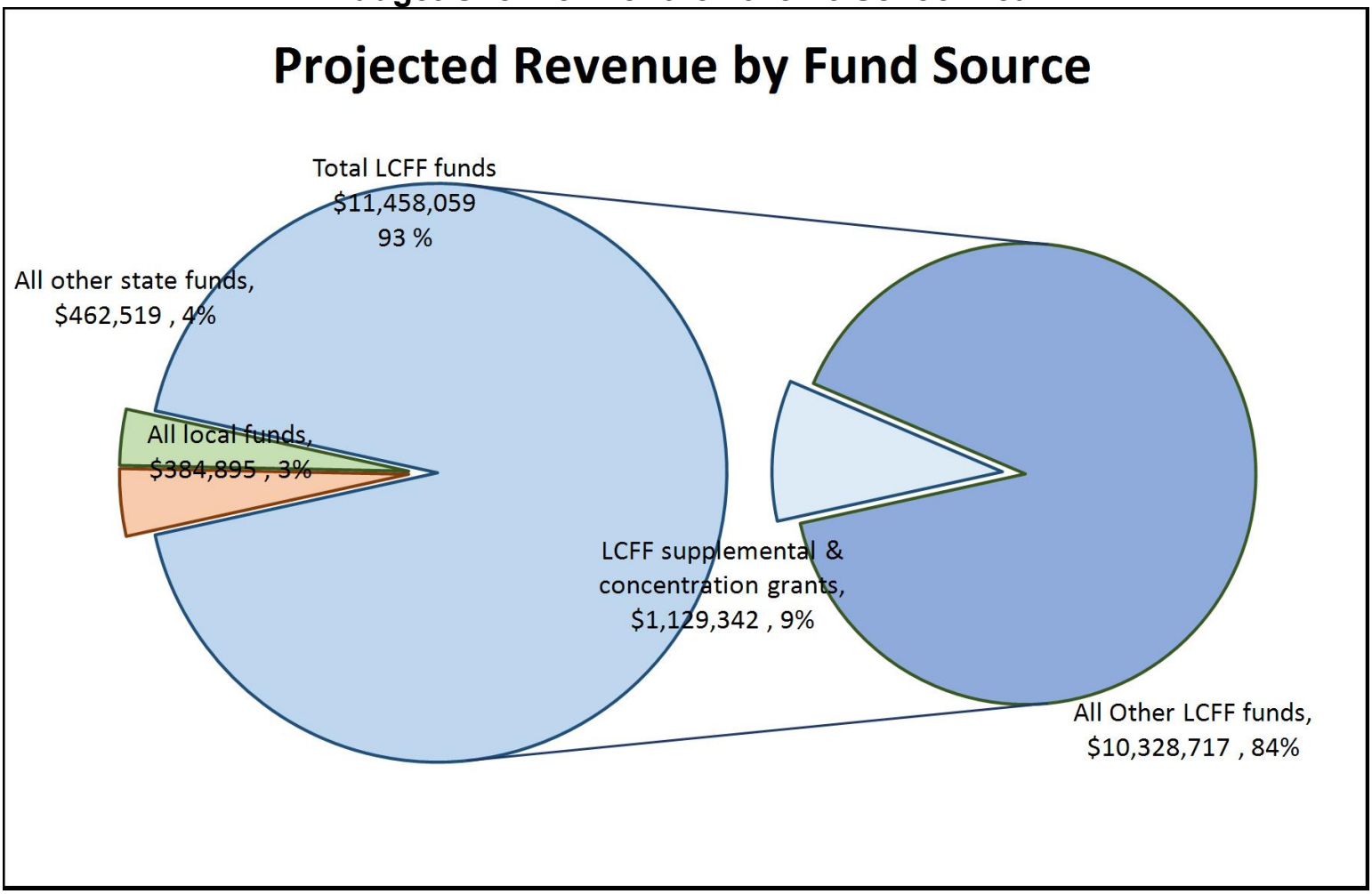
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Clovis Unified School District - Clovis Online Charter School
CDS Code: 10621170118018
School Year: 2025-26
LEA contact information:
Sean Osterberg
Principal

(559)327-4400

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 2025-26 School Year

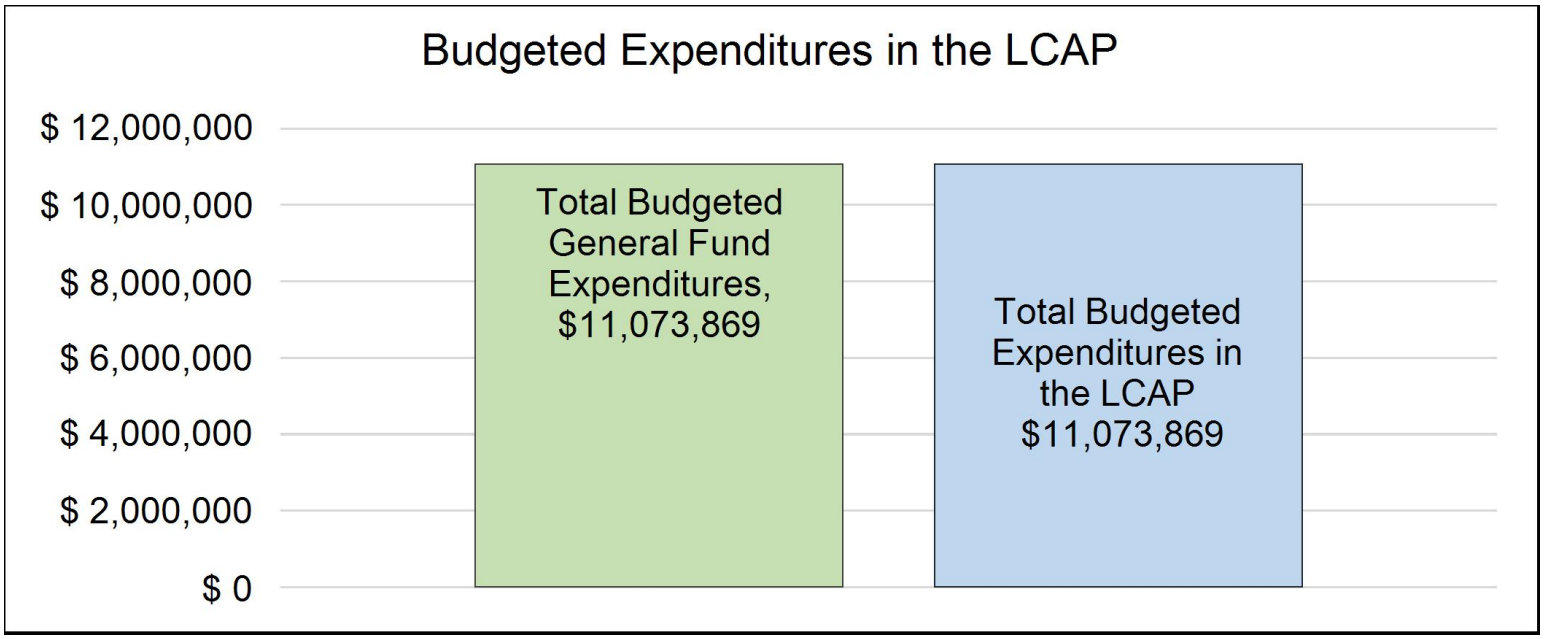


This chart shows the total general purpose revenue Clovis Unified School District - Clovis Online Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Clovis Unified School District - Clovis Online Charter School is $12,305,473, of which $11458059 is Local Control Funding Formula (LCFF), $462519 is other state funds, $384895 is local funds, and $ is federal funds. Of the $11458059 in LCFF Funds, $1129342 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Clovis Unified School District - Clovis Online Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

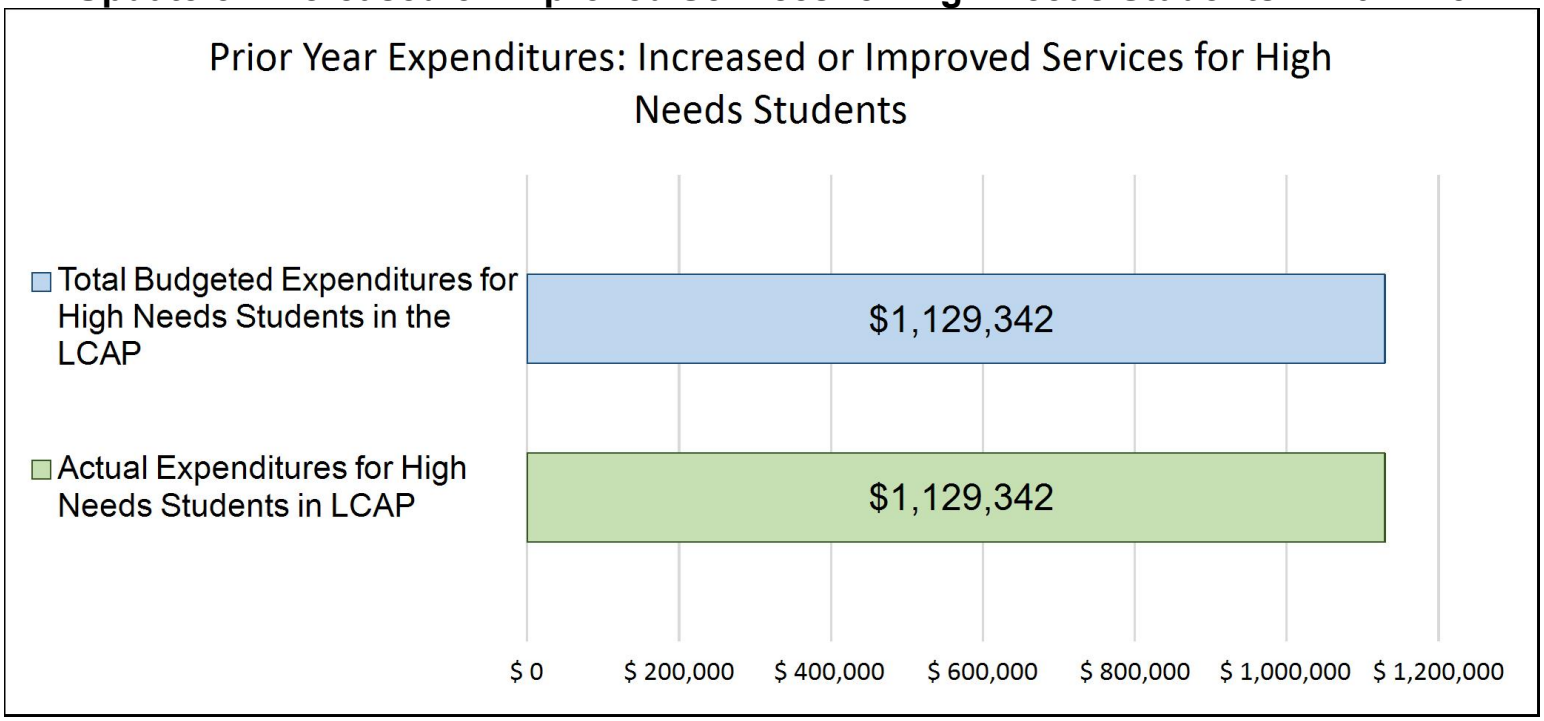
The text description of the above chart is as follows: Clovis Unified School District - Clovis Online Charter School plans to spend $11073869 for the 2025-26 school year. Of that amount, $11073869 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Clovis Unified School District - Clovis Online Charter School is projecting it will receive $1129342 based on the enrollment of foster youth, English learner, and low-income students. Clovis Unified School District - Clovis Online Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Clovis Unified School District - Clovis Online Charter School plans to spend $1129342 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Clovis Unified School District - Clovis Online Charter School's LCAP budgeted $1129342 for planned actions to increase or improve services for high needs students. Clovis Unified School District - Clovis Online Charter School actually spent $1129342 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $0 had the following impact on Clovis Unified School District - Clovis Online Charter School’s ability to increase or improve services for high needs students:

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
Clovis Unified School District - Clovis Online Charter School	Sean Osterberg Principal	seanosterberg@cusd.com (559)327-4400

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Clovis Online Charter began serving students at the start of the 2009–2010 school year, initially enrolling only a small group of students. Today, the school serves nearly 1,000 students across nine counties. A significant portion of our student body resides within Clovis Unified School District boundaries, while the remainder comes from surrounding areas. Approximately 86% of our students live in Fresno County, with the rest coming from eight neighboring counties.

Our student demographics include 50% Hispanic, 33.7% White, 7.1% Asian, 3.1% African American, and 6.1% identifying as other. Nearly 56% of our students are socioeconomically disadvantaged, and around 3% are identified as students with special needs, English Learners, or foster youth.

Clovis Online Charter (COS) is committed to setting the standard for excellence in online education. Guided by our mission, we aim to create a high-quality educational environment that supports the academic, physical, and social development of every student, encouraging them to reach their full potential.

Our mission states:
"Clovis Online is committed to providing students a nontraditional, distance learning program that is designed to meet the individual needs and learning abilities of students who may not have been successful at traditional comprehensive schools, or who have been successful but now require an alternative approach to learning. We believe all students can learn, and we must explore different strategies to ensure every student can graduate and thrive—mind, body, and spirit."

At Clovis Online Charter and throughout Clovis Unified, we believe that every student can learn, and we are dedicated to meeting the educational needs of all children.

Reflections: Annual Performance

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

Clovis Online Charter School continues to demonstrate strong performance on the California School Dashboard, with no indicators in the red zone. Our 93% graduation rate reflects the strength of our targeted, standards-based academic program. This success is driven by personalized learning plans, daily student-teacher interaction, a dedicated instructional staff, a rigorous curriculum, and robust support services addressing students' academic, social, emotional, and mental health needs.

While academic performance compared to our charter district indicates areas for growth, our Advanced Placement (AP) program boasts a 67% pass rate, highlighting our commitment to academic rigor and college readiness. Our continued enrollment growth allows us to further individualize instruction, aligning with our district's vision of developing excellence in mind, body, and spirit.

Areas for Improvement

Despite these successes, we've identified two key areas for improvement:

College and Career Indicator (CCI): Currently, only 24.7% of our students are classified as "Prepared," with an additional 20.2% as "Approaching Prepared." Many students enroll with credit deficiencies, making it essential to prioritize college and career readiness alongside on-time graduation. We're expanding our focus on A-G completion and developing Career Technical Education (CTE) pathways in collaboration with Clovis Unified’s alternative education programs.

Mathematics Achievement: Students score an average of 73.8 points below standard, placing this indicator in the orange zone. This trend is consistent across all student subgroups. Improving math proficiency is a top priority, as we work to provide targeted interventions and support to close these learning gaps.

By addressing these challenges head-on, Clovis Online Charter is committed to continuous improvement, ensuring all students are equipped for success in school and beyond.

Reflections: Technical Assistance

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

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Staff	-February 13, 2025Teacher and Support Staff Feedback Meeting -Clovis Online School in Conference room C1 -Topics Discussed Funding, Dashboard Subgroups, Dashboard Indicators, Metrics Goals, Actions -Main Thoughts: Building a strong intervention program to support student academically
Parents	-February 3 & 28, and March 31, 2025 -Veterans Memorial Building -Topics Discussed Funding, Dashboard Subgroups, Dashboard Indicators, Metrics Goals, Actions -Main Thoughts Finding more ways to support student academically and Emotional -ELD supports
Students	-March 20, 2025 Student Union -Clovis Online School in Conference room C1 -Topics Discussed Funding, Dashboard Subgroups, Dashboard Indicators, Metrics Goals, Actions

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

The collaborative involvement of our educational partners has been instrumental in shaping the 2025 Local Control and Accountability Plan (LCAP). Feedback gathered from staff, parents, and students revealed recurring themes and valuable insights that have informed our goals, actions, and priorities for the coming year.

Staff Perspective: Fostering an Inclusive, Safe, and Supportive Environment
Staff emphasized the importance of maintaining a school environment that is inclusive, accepting, and physically secure. Reflections highlighted a strong appreciation for the diverse student body and the ongoing efforts to build a culture of respect and belonging. However, there is a continued need to enhance initiatives that directly support student mental health and emotional well-being.

To address these concerns, staff recommend:

Expanding peer support and mentorship programs to foster connection and shared responsibility.

Increasing access to on-campus counseling services and ensuring timely referrals.

Integrating mindfulness and wellness activities into the daily routine.

Strengthening staff training in trauma-informed practices and mental health awareness.

Parent Perspective: Enhancing Learning Through Innovation and Support
Parents expressed support for the current curriculum and instructional approach, particularly the school's flexibility and individualized learning model. However, they also highlighted opportunities to further strengthen academic outcomes and engagement.

Recommendations from parents include:

Introducing additional tutoring and enrichment programs, particularly in reading and math.

Exploring more project-based and experiential learning opportunities.

Providing clearer communication regarding student progress and expectations.

Continuing to innovate within the curriculum to meet the evolving needs of diverse learners.

Student Perspective: Addressing Academic Needs and Increasing Motivation
Student feedback pointed to a strong need for additional academic support, particularly in reading, writing, and mathematics. Students also expressed a desire for increased motivation and more engaging learning experiences.

To meet these needs, students recommended:

Targeted academic interventions, such as small-group instruction and one-on-one support.

Academic clubs and peer-led study groups to encourage collaboration.

Interactive and gamified learning activities to boost engagement.

Opportunities for student voice and leadership in shaping their educational experience.

Key Themes Across Stakeholder Groups

Upon analyzing feedback from all educational partners, three consistent areas of focus emerged:

Social-Emotional and Mental Health Support
There is widespread recognition of the need to prioritize student mental health and emotional well-being. Stakeholders emphasized that supporting students socially and emotionally is essential for academic success and overall development.

Academic Intervention and Personalized Support
Stakeholders underscored the importance of timely, targeted academic support for struggling students. Calls were made to strengthen intervention systems, particularly in math and literacy, while maintaining high expectations and adapting to various learning styles.

Behavioral Support and School Climate
Concerns around student behavior and suspension rates prompted a call for enhanced behavioral support structures. Stakeholders advocated for proactive discipline strategies, clearer expectations, and expanded use of restorative practices.

Families of English Learners (EL), Foster Youth (FY), and Low-Income (LI) students expressed strong support for the district's current engagement and intervention efforts. While affirming the direction of services and metrics, they encouraged deeper investment in strategies that elevate student achievement and long-term success for historically underserved populations

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maximize Achievement for all Students	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Clovis Online has developed this broad goal because not all our students are currently performing at or above grade level. Our FY, EL, and LI students are performing below all students as measured by the California Dashboard, local assessments, and data on DataQuest. This goal was developed to reflect our school's commitment to a quality education and to accelerate learning, ensuring that all students are met with challenging curriculum and appropriate instruction. Using research-based principles, we seek to look for innovative methods, better-trained personnel, and quality programs to offer our students the time and means necessary to achieve their highest potential. We have carefully selected metrics to track progress across a wide span of areas. We measure overall achievement in mathematics and English Language Arts (ELA) using state and local assessment data. We monitor the progress and reclassification of English learners. We believe it is important that students are prepared for college and career, monitoring things like A-G completion, AP course enrollment, etc.. Clovis Online carefully monitors student progress to ensure that students stay actively enrolled and participating by monitoring dropout rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC ELA	All: 51.1% EL: 18.8% SED: 48.8% FY: Not significant Data Year: 22-23 Data Source: DataQuest	All: 45.8% EL: 4.8% SED: 38.5% FY: Not significant Data Year 2023-24 Data Source: Dataquest		All: 55% EL: 21% SED: 51% FY: TBD Data Year: 25-26 Data Source: DataQuest	All: -5.3% EL: -14% SED: -10.3% FY: Not significant

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	SBAC Math	All: 28.2% EL: 9% SED: 22.8% FY: Not significant Data Year: 22-23 Data Source: Dataquest	All: 27.99% EL: 9.09% SED: 21.16% FY: Not significant Data Year: 23-24 Data Source: Dataquest		All: 32% EL: 14% SED: 28% FY: TBD Data Year: 25-26 Data Source: DataQuest	All: -.21% EL: +.09% SED: -1.2%
1.3	High School Graduation Rate	All: 93% EL: Not significant SED: 96.4% FY: Not significant Data Year: 22-23 Data Source: Dataquest	All: 90.8% EL: Not significant SED: 92.4% FY: Not significant Data Year: 23-24 Data Source: Dataquest		All: 96% EL: Not significant SED: 98% FY: Not significant Data Year: 25-26 Data Source: Dataquest	All: -2.2% EL: Not significant SED: -4%
1.4	A-G Completion Rate	All:30.5% EL: Not significant SED: 25.2% FY: Not significant Data Year: 22-23 Data Source: California Dashboard	All:30% EL: Not significant SED: 24.6% FY: Not significant Data Year: 23-24 Data Source: California Dashboard		All: 34% EL: Not significant SED: 28% FY: Not significant Data Year: 25-26 Data Source: California Dashboard	All:-0.5% EL: Not significant SED: -0.6% FY: Not significant
1.5	PFT Score	45% of students meeting Healthy Fitness Zone Standard Data Year: 22-23 Data Source: Local	52% of students meeting Healthy Fitness Zone Standard Data Year: 23-24 Data Source: Local		55% of students meeting Healthy Fitness Zone Standard Data Year: 25-26 Data Source: Local	+7%of students meeting Healthy Fitness Zone Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	California Science Test (CAST) Met or Exceeded	All: 45.7% EL: 7.6% LI: 32.9% FY: 17.1% Data Year: 22-23 Data Source: DataQuest	All: 24.81% EL: 7.8% LI: 17.8% FY: Not significant Data Year: 23-24 Data Source: Dataquest		All: 50..7% EL: 10.6% LI: 35.9% FY: 20.1% Data Year: 25-26 Data Source: DataQuest	All: -20.81% EL: -0.2% LI: -15.1% FY: Not significant
1.7	College Career Indicator (CCI)	All: High (64% prepared) EL: Low (29.4% prepared) LI: Medium (51.9% prepared) FY: Low (18.5% prepared) Data Year: 22-23 Data Source: Dashboard	All: 24.81% prepared EL: 20.1% prepared LI: Not significant FY: Not significant Data Year: 23-24		All: High (66% prepared) EL: Low (31.4% prepared) LI: Medium (53.9% prepared) FY: Low (20.5% prepared) Data Year: 25-26 Data Source: Dashboard	All: -39.19% prepared EL: % prepared LI: Not significant FY: Not significant
1.8	AP Passage Rate	All: 30.3% EL: 8.1% LI: 21.4% FY: 20.0% Data Year: 22-23 Data Source: CollegeBoard	All: 44% EL: 11% LI: 21.2% FY: 18.0% Data Year: 23-24 Data Source: College Board		All: 33.3% EL: 9.1% LI: 23.4% FY: 21% Data Year: 25-26 Data Source: CollegeBoard	All: +13.7% EL: +2.9% LI: -.2% FY: -2%
1.9	Chronic Absenteeism Rate	All: 17.2% EL: 16.9% SED: 22.8% FY: 28.4% Weldon: 34.2%	All: 3.3% EL: Not significant SED: 4.3% FY: Not significant Data Year: 23-24		All: 17.2% EL: 16.9% SED: 22.8% FY: 28.4% Weldon: 34.2%	All: -13.9% EL: Not significant SED: -18.5% FY: Not significant

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: Dashboard			
1.10	EL students making progress toward English Proficiency	All EL: 55% Data Year: 22-23 Data Source: Dashboard	All EL: 62% Data Year: 23-24 Data Source: Dashboard		All EL: 58% Data Year: 25-26 Data Source: Dashboard	All EL: +7%

Goal Analysis [2024-25]

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.

Clovis Online School has successfully implemented a comprehensive set of actions aligned with our goal of expanding academic support and ensuring equitable access to technology. These efforts have directly contributed to increased student engagement, improved learning outcomes, and progress toward graduation for all student groups, including students with IEPs, English Learners, Foster Youth, and Low-Income students.

Achieved Outcomes:
Technology Access and Infrastructure:
The school fully implemented upgrades to its technology infrastructure, ensuring all students and staff had consistent, reliable access to devices, internet connectivity, and digital learning tools. This access supported personalized learning and instruction aligned with District goals.

Credit Recovery and Graduation Support:
To support students at risk of falling behind, Clovis Online launched a targeted summer intervention program. Teachers, academic counselors, and administrative staff worked together to provide credit recovery opportunities, resulting in increased graduation pathway progress for participating students.

Instructional and Curriculum Support:
The school implemented several initiatives to strengthen instructional delivery and support learning across content areas:

Distributed supplemental instructional supplies to meet diverse student needs.

Provided online curriculum platforms paired with instructional support staff, including push-in teachers and instructional assistants.

Employed bilingual assistants to support English Learners and promote inclusive access.

Professional Development:
Ongoing, targeted professional development was provided to teachers and instructional staff to enhance their ability to support student learning, utilize online tools effectively, and apply differentiated strategies to meet individual needs.

Student and Family Engagement:
The school increased efforts to engage families through literacy programs and regular communication. Administrative support was designated to oversee family outreach and ensure meaningful connections between school and home.

Social-Emotional and Behavioral Support:
Recognizing the critical role of student well-being, Clovis Online expanded social and emotional support programs, ensuring students had access to mental health resources and intervention as needed.

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

There were no material differences between the budgeted and estimated actual expenditures for this action item. The goal to enhance equitable access to instructional and operational technology was fully funded as planned. All allocated resources were utilized to support infrastructure upgrades, device distribution, and digital access, ensuring that every student and staff member had the necessary tools for instruction and learning.

Similarly, the Planned Percentage of Improved Services matched the Estimated Actual Percentage of Improved Services, as all targeted student groups—including English Learners, Foster Youth, and Low-Income students—benefited from increased access to technology. These efforts directly supported improved academic outcomes and aligned with the District's commitment to equity and access.

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

These actions collectively contributed to the achievement of this goal by addressing barriers to learning, increasing access to supports, and fostering an environment where students can thrive academically and emotionally. The successful implementation of these strategies positions Clovis Online School to continue advancing student achievement and equity in the years ahead. Staff reported improved instructional delivery, and students—particularly those from underserved groups—benefited from more personalized and accessible learning experiences. These outcomes demonstrate that the technology access initiative has successfully advanced the District's goals related to equity, academic achievement, and instructional innovation.

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.

After reflecting on prior practices and evaluating the outcomes of this year's initiatives, Clovis Online School has identified opportunities to refine its approach to enhancing equitable access to instructional and operational technology. While the original goal was largely successful, with increased access and improved digital learning experiences, stakeholder feedback highlighted areas for growth. Moving forward, the goal will continue to focus on equitable access but with a stronger emphasis on the ongoing maintenance and upgrade of infrastructure to meet the evolving needs of students and staff. In terms of metrics, the school will go beyond tracking device distribution by introducing new measures that assess technology usage rates and student engagement, providing deeper insight into the effectiveness of integration into daily instruction. Target outcomes will include increased engagement among historically underserved student groups, such as English Learners, Foster Youth, and Low-Income students, with specific goals for improvements in digital literacy and academic performance in technology-supported subjects. To support these objectives, actions will include expanded professional development for staff on effective technology integration and increased tech support services for students and families to ensure reliable, ongoing access and troubleshooting. These adjustments aim to build on existing successes while addressing areas where further progress can be made.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional and Operational Technology	Enhance access to instructional and operational technology for all students. Uphold and bolster technology infrastructure to guarantee both students and staff have reliable access to impactful technology that aligns with the District's objectives.	$73,606.00	No
1.2	IEP Support	Provision of services to students with Individual Education Plans (IEPs) or otherwise qualifying for Special Education programs/services.	$219,054.00	No
1.3	Supplemental Instructional Support	To provide additional academic support, Clovis Online School will provide the following: -supplemental instructional supplies -professional development -instructional assistants -bilingual assistants -push--in teachers -Student Relations Liaison's technology	$118,687.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-intervention programs -social and emotional support programs -parent and family engagement literacy programs -administrative support to oversee parent engagement		
1.4	Academic Counselors	To provide additional academic counseling support, Clovis Online School will provide the following: Reduce counselor caseload	$422,044.00	Yes
1.5	Intervention Summer School	To provide additional academic support in credit recovery, Clovis Online School will provide intervention summer school for students at--risk of not progressing toward graduation Teachers Academic Counseling Administrative support to oversee engagement	$95,258.00	Yes
1.6	English Language Development resources	To provide additional academic support, Clovis Online School will provide the following: supplemental instructional supplies professional development bilingual assistants parent and family engagement literacy programs administrative support to oversee parent engagement	$7,998.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Online Curriculum and Instructional Support	To provide additional academic support, Clovis Online School will provide the following: online curriculum and Instructional Support professional development	$187,695.00	Yes
1.8	Interventions and support personnel	To provide additional academic support, Clovis Online School will provide the following: supplemental instructional supplies professional development instructional assistants push--in teachers social and emotional support programs	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Operate with Increasing Efficiency and Effectiveness	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Efficiency and effectiveness stand as paramount objectives in our execution of actions. Efficiency denotes the ability to accomplish tasks with minimized time, resources, and human effort. On the other hand, effectiveness examines the quality of the outcomes we attain; ensuring that we consistently meet our goals and objectives. When we operate with both efficiency and effectiveness, our students are more likely to thrive and realize their individual growth potential. Students and parents experience a sense of comfort within the school environment, and students feel emotionally and physically secure. To assess the efficiency and effectiveness of our operations, we employ various metrics including suspension and chronic absenteeism rates. Additionally, our annual surveys gauge student and parent involvement in school activities, as well as perceptions of safety.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Access to Standards-Aligned Instructional Materials	100% Data Year: 23-24 Data Source: Williams Act	100% Data Year: 24-25 Data Source: Williams Act		100% Data Year: 26-27 Data Source: Williams Act	0%
2.2	Facilities Maintained in Good Repair	100% Data Year: 23-24 Data Source: Dashboard	100% Data Year: 24-25 Data Source: Dashboard		100% Data Year: 26-27 Data Source: Dashboard	0%
2.3	Attendance Rates	Attendance Rates – 95.6%	Attendance Rates – 97.6%		Attendance Rates – 98%	+2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Suspension Rates	All: 0% EL: 0% SED: 0% FY: 0% Data Year: 22-23 Data Source: DataQuest	All: 3% EL: 0% SED: 0% FY: 0% Data Year: 23-24 Data Source: DataQuest		All: 0% EL: 0% SED: 0% FY: 0% Data Year: 26-27 Data Source: DataQuest	All: +3% EL: 0% SED: 0% FY: 0%
2.5	Parent Safety Satisfaction	Parent Safety Satisfaction - 96% Data Year: 2022-23 Data Source: SART Survey	Parent Safety Satisfaction - 96.5% Data Year: 2023-24 Data Source: SART Survey		Parent Safety Satisfaction - 99% Data Year: 2026-27 Data Source: SART Survey	+.5%
2.6	Parent Meeting Participation Rate	Parent Meeting Participation Rate - Met	Parent Meeting Participation Rate - Met		Parent Meeting Participation Rate - Met	N/A
2.7	Parents Who Feel Welcomed at School	Parents Who Feel Welcomed at School - 94% Data Year: 2022-23 Data Source: SART Survey	Parents Who Feel Welcomed at School - 92% Data Year: 2023-24 Data Source: SART Survey		Parents Who Feel Welcomed at School - 97% Data Year: 2026-27 Data Source: SART Survey	-2%
2.8	Middle School Drop Out Rate	All: 0% EL: 0% SED: 0% FY: 0% Data Year: 22-23	All: 0% EL: 0% SED: 0% FY: 0% Data Year: 23-24		All: 0% EL: 0% SED: 0% FY: 0% Data Year: 25-26	All: 0% EL: 0% SED: 0% FY: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CALPADS Fall 1	Data Source: CALPADS Fall 1		Data Source: CALPADS Fall 1	
2.9	High School Drop Out Rate	All: 0% EL: 0% SED: 0% FY: 0% Data Year: 22-23 Data Source: CALPADS Fall 1	All: 0% EL: 0% SED: 0% FY: 0% Data Year: 23-24 Data Source: CALPADS Fall 1		All: 0% EL: 0% SED: 0% FY: 0% Data Year: 25-26 Data Source: CALPADS Fall 1	All: 0% EL: 0% SED: 0% FY: 0%
2.10	Expulsion Rate	All: 0% EL: 0% SED: 0% FY: 0% Data Year: 22-23 Data Source: DataQuest	All: 0% EL: 0% SED: 0% FY: 0% Data Year: 23-24 Data Source: DataQuest		All: 0% EL: 0% SED: 0% FY: 0% Data Year: 22-23 Data Source: DataQuest	All: 0% EL: 0% SED: 0% FY: 0%
2.11	Staff Overall Safety Satisfaction	89% Data Year: 2023-24 Data Source: Climate Assessment	92% Data Year: 2024-25 Data Source: Climate Assessment		92% Data Year: 2026-27 Data Source: Climate Assessment	+3%
2.12	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Full Implementation Data Year: 22-23 Source: Dashboard	Full Implementation Data Year: 23-24 Source: Dashboard		Full Implementation Data Year: 25-26 Source: Dashboard	N/A

Goal Analysis [2024-25]

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.

The overall implementation of actions during the year remained closely aligned with the planned initiatives outlined in our LCAP, with only minor adjustments made in response to evolving student and operational needs. Clovis Online School successfully sustained essential programs and services through the ongoing funding of operational expenses, including maintenance, instructional supplies, utility costs, transportation services, custodial support, BTSA, teacher staffing, administration, clerical support, salaries, statutory benefits, and intervention services. Custodial and maintenance teams continued to play a critical role in ensuring that learning environments were clean, safe, and conducive to academic success. Facility repairs and ongoing upkeep were prioritized to maintain quality learning conditions for all students.

In support of instructional goals, the school provided updated and standards-aligned instructional materials to effectively implement Common Core and State Standards across a broad, rigorous curriculum. Participation in districtwide Parent Resource Centers, particularly within the alternative education network, helped strengthen family-school partnerships. Clovis Online expanded parent engagement efforts by offering additional resources, including workshops, training, and tools to help families better connect with school systems. These efforts were coordinated through the Transition Counselor and administrative team.

To address the needs of targeted student groups, the school also provided supplemental instructional materials and oral and written translation services, ensuring equitable access to curriculum and communication. Notably, a strong emphasis was placed on maintaining intervention services and academic supports already in place. While no significant deviations occurred between the planned and actual implementation of actions, a few logistical challenges—such as coordinating translation services and ensuring timely delivery of supplies—were encountered but ultimately resolved. Overall, the successful execution of these efforts contributed to a stable and supportive learning environment that upheld the academic and operational goals of the school.

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

There were no material differences between the Budgeted Expenditures and Estimated Actual Expenditures, nor between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services. All planned actions and services were fully funded and implemented as intended, ensuring consistent support for student learning, equity, and engagement. This alignment reflects accurate budget forecasting and a strong commitment to maintaining and delivering the services outlined in the LCAP.

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

The specific actions implemented to date have proven effective in making progress toward the established goal. Investments in technology access, academic interventions, instructional support, and family engagement have contributed to improved student participation, increased access to rigorous curriculum, and more equitable learning opportunities for all student groups. The provision of supplemental instructional materials, professional development, and enhanced support services for English Learners, Foster Youth, and Low-Income students has led

to greater academic support and engagement. Additionally, participation in parent engagement initiatives and access to translation services has strengthened school-to-home communication. While some areas continue to require sustained focus—such as closing achievement gaps and improving outcomes in key content areas—the actions taken have laid a strong foundation for continued growth and progress.

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.

No major changes were made to the planned goal, metrics, target outcomes, or actions for the coming year as a result of reflections on prior practice. The current strategies have shown effectiveness in supporting student success and equitable access to services. As such, Clovis Online School will continue with the established approach while maintaining a focus on consistent implementation and monitoring to ensure continued progress and impact. Minor refinements may be introduced as needed to enhance efficiency, but the overall direction and objectives remain unchanged.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Progress towards maintaining current programs and campus safety	On--going operating costs to maintain existing programs and services to students such as operational expenses; maintenance; instructional supplies; utility costs; transportation services; custodial services; BTSA; teachers; administration; clerical support; salaries, statutory and benefits; existing intervention services. • Custodial and maintenance services to ensure schools are clean and well--kept environments that maximize student learning. • Maintenance and repair of school facilities to ensure quality learning environments for students. • To successfully implement new State Standards, including Common Core, and offer a rigorous, broad course of study requires aligned instructional materials and supplies. • Participate in the district wide Parent Resource Centers in each the alternative education area. Provide additional parent engagement resources (workshops, training, connection points to schools, "how to" resources, etc.). This service would be coordinated with the Transition	$9,929,770.00	No

Action #	Title	Description	Total Funds	Contributing
		Counselor/Coordinator/Director team.		
2.2	Supplemental Instructional materials	Provide supplemental instructional materials to ensure targeted students have access to rigorous standards aligned curriculum.	$2,500.00	No
2.3	Translation Services Instructional Support	To provide additional academic support, Clovis Online School will provide the following: Oral and written translation services	$2,257.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Clovis Online Charter will provide a collaborative learning and working environment that effectively recruits, trains, and retains a highly skilled workforce, reflecting the culture and tradition of Clovis Unified School District	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This objective is meticulously formulated to ensure the recruitment, development, and retention of a diverse staff, while integrating our system with top-notch professional development opportunities to continually enhance the capabilities of our personnel. In Clovis Unified, we recognize the holistic needs of every child and acknowledge that addressing the myriad challenges faced by our schools requires collective effort. Our classrooms not only prioritize curriculum alignment and quality instruction but also diligently attend to the social-emotional well-being of students and foster a culturally diverse and enriching environment. Within this objective, we gauge the assignment of teachers, ensuring that all classrooms are staffed by adequately certified educators. We track professional development initiatives, aiming to provide comprehensive training to 100% of our teachers throughout the year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Appropriately Assigned and Fully Credentialed Teachers	0% Misassignments 0% Vacancies Data Year: 23-24 Data Source: Dashboard	0% Mis-assignments 0% Vacancies Data Year: 24-25 Data Source: Dashboard		0% Misassignments 0% Vacancies Data Year: 26-27 Data Source: Dashboard	0% Mis-assignments 0% Vacancies

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Access to Standards-Aligned Instructional Materials	100% Data Year: 23-24 Data Source: Williams Act	100% Data Year: 24-25 Data Source: Williams Act		100% Data Year: 26-27 Data Source: Williams Act	0%
3.3	Provide Professional Development	100% of certified teachers attended Data Year: 23-24 Data Source: Dashboard	100% of certified teachers attended Data Year: 24-25 Data Source: Dashboard		100% of certificated teachers attended Data Year: 26-27 Data Source: Dashboard	0%
3.4	Implement CA Content Standards Via Walk Through and Formal Teacher Observations	100% Data Year: 23-24 Data Source: Dashboard	100% Data Year: 24-25 Data Source: Dashboard		100% Data Year: 26-27 Data Source: Dashboard	0%

Goal Analysis [2024-25]

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.

The overall implementation of this objective has been successful, with actions aligning closely to the original plan. The goal of recruiting, developing, and retaining a diverse and high-quality staff was carried out through deliberate efforts in hiring practices, ongoing support, and strategic professional development. All classrooms were staffed by appropriately credentialed teachers, meeting assignment standards and ensuring instructional consistency across the school. Comprehensive professional development opportunities were offered throughout the year, with participation from 100% of teachers, focusing on curriculum alignment, instructional best practices, and strategies to support the social-emotional and cultural needs of students.

No substantive differences were observed between the planned and actual implementation of actions. However, some challenges were encountered in scheduling and personalizing training sessions to accommodate varying levels of experience and areas of need among staff. These were addressed by offering flexible, modular PD sessions and integrating online options for greater accessibility. Successes included strengthened instructional delivery, improved student engagement, and greater teacher collaboration. The commitment to a holistic approach—supporting both academic rigor and student well-being—remained central to implementation, reinforcing Clovis Unified mission to meet the diverse needs of every learner.

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

There were no material differences between the Budgeted Expenditures and the Estimated Actual Expenditures, nor between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services. All planned funds were allocated and utilized as intended to support the recruitment, development, and retention of high-quality, diverse staff, as well as to provide comprehensive professional development opportunities. The expenditures aligned closely with projections, and the targeted percentage of improved services for unduplicated students was achieved, reflecting consistent implementation and effective resource management throughout the year.

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

The specific actions taken to date have been highly effective in making progress toward the goal of recruiting, developing, and retaining a diverse and highly qualified staff. By ensuring that all classrooms are staffed by appropriately credentialed teachers and offering comprehensive professional development opportunities, we have enhanced instructional quality and improved the overall educational experience for students. The training provided throughout the year, which was completed by 100% of our teachers, effectively addressed curriculum alignment, instructional strategies, and the social-emotional needs of students, contributing to a more inclusive and supportive learning environment.

Additionally, the focus on professional development has led to improvements in teacher collaboration and student engagement, both of which are key indicators of success. The integration of culturally responsive teaching practices, combined with continuous support for social-emotional learning, has helped to foster a more diverse and enriching classroom environment.

While the implementation has been largely successful, some challenges were encountered in personalizing professional development to meet the diverse needs of all staff. However, these challenges were addressed by offering flexible training options and ensuring that resources were accessible to all teachers. Overall, the actions taken have significantly advanced our goal and contributed to the ongoing success of our students and staff.

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.

After reflecting on prior practices, no major changes were made to the planned goal, metrics, or target outcomes for the coming year. The goal of recruiting, developing, and retaining a diverse and highly qualified staff remains central to our efforts, and the current actions have proven effective. However, based on feedback and lessons learned, we will refine our professional development offerings to better address the varying needs and experience levels of our staff. Specifically, we will introduce more personalized and differentiated PD sessions, allowing teachers to select training based on their specific areas for growth.

Additionally, while 100% of teachers participated in professional development, we recognized the need for more ongoing support in the form of coaching and mentoring, particularly for newer staff. To address this, we plan to expand our coaching model to provide continuous guidance throughout the year, with an increased focus on culturally responsive teaching and supporting student social-emotional well-being.

The metrics will remain largely the same, with an emphasis on tracking the completion of PD, teacher satisfaction, and the direct impact on student engagement and outcomes. The target outcomes will continue to focus on improving the quality of instruction, enhancing teacher collaboration, and supporting the diverse needs of students, with a particular focus on creating a more inclusive and culturally responsive learning environment.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development	To enhance the skills, knowledge, and effectiveness of educators teaching in virtual or blended learning environments. It focuses on equipping teachers with the tools and strategies needed to deliver high-quality instruction onlin	$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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.

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.

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

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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.

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.

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

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,129,342.00	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.934%	0.000%	$0.00	10.934%

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
1.3	**Action:** Supplemental Instructional Support **Need:** A review of Smarter Balanced in ELA and Math indicates that the academic achievement of EL, FY, and LI students compared to the all-student group needs to be increased. Based on a local needs assessment, these student groups need additional opportunities	*supplemental instructional supplies--to provide additional reading and math instruction tailored to the individual EL, FY, and LI student needs *professional development--to target tiered support for the MTSS based on EL, FY, and LI areas of needs *instructional assistants--to support EL, FY, and LI with small group instruction *bilingual assistants--to provide support for EL students with language acquisition	ELA SBAC Percent Proficient for EL, FY, LI and all students Math SBAC Percent Proficient for EL, FY, LI and all students Educational Partner Input for EL, FY, LI and all students

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
	for individualized instruction to ensure strong foundational reading and math skills at our schools with the most needs. Educational partners stated that to support EL, FY, and LI students additional academic support would provide more effective instruction to meet their academic needs, in particular with Math and ELA. **Scope:** LEA-wide	*push--in teachers--to provide additional support for small group instruction *Student Relations Liaison's technology--to provide devices to support and progress monitor students with academic needs intervention programs--to provide additional research-based programs for individualized instruction *social and emotional support programs--to provide support for students in order to access their learning *parent and family engagement literacy programs--to provide opportunities for families to engage in their students learning process *administrative support--to oversee services and resources for students and families To maintain effectiveness throughout the academic year, we will implement regular check-ins and enhance our Teacher Grade Level Expectations (TGLE) process to assess progress and effectiveness for EL, FY, and LI students. Moreover, we will enhance scheduling flexibility to accommodate the varied needs and circumstances of EL, FY, and LI students and revisit our structure, models, and strategies for small-group instruction. Site Area Administrators will collaborate with the district to ensure the staff addresses the learning gaps of the EL, FY, and LI students at their site. Services for students are determined based on the identified student needs. The aim is to ensure access to increase supplemental support for EL, FY, and LI students regardless of their class. We	

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
		believe this action is the most effective use of the funds to increase ELA and Math proficiency for EL, FY, and LI students supported by educational research. Research shows that supplemental support enhances students' academic performance generally and has been proven to be effective when compared to those who did not receive supplemental support. It has also been shown to reduce dropout rates and increase students' pass rates (Adebola, 2021) We expect that the state data in ELA and Math for EL, FY, and LI students will benefit; however, because we expect that all students struggling academically will benefit, this action is provided on a school-wide basis.	
1.4	**Action:** Academic Counselors **Need:** A review of the California Dashboard on College and Career indicators of EL, FY, and LI students compared to the all-student group needs to be increased. Based on State indicators these student groups need additional opportunities for Academic Counseling to ensure they have a clear understanding and pathway to being College and Career "Prepared."	Provide academic counselors to reduce caseloads and increase the amount for LI, FY and EL, spend with counselors to prepare for college and career readiness To maintain effectiveness throughout the academic year, we will implement regular check-ins and enhance our Provide academic counselors to reduce caseloads and increase the amount for LI, FY and EL, spend with counselors to prepare for college and career. Moreover, we will enhance scheduling flexibility to accommodate the varied needs and circumstances of EL, FY, and LI students and revisit our structure, models, and strategies.	College and Career Indicator EL, FY, and LI students

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
	Educational partners stated that to support EL, FY, and LI students additional academic Counselors will have allow more time to meet with students. **Scope:** LEA-wide	Site Area Administrators will collaborate with the district to ensure the Counseling staff addresses the learning gaps of the EL, FY, and LI students at their site. Services for students are determined based on the identified student needs. The aim is to ensure academic counseling for EL, FY, and LI students regardless of their class. We believe this action is the most effective use of the funds to increase ELA and Math proficiency for EL, FY, and LI students supported by educational research. NACADA standards recommend an average of 300 students per advisor, we aim to maintain a 250 average due to the necessity of high-touch outreach to a select portion of each caseload. An analysis of caseloads by tier is essential for effective planning and successful outcomes for advisors and students. (National Academic Advising Association, 2024) We expect that the state data for College and Career readiness indicators for EL, FY, and LI students will benefit; however, because we expect that all students struggling to meet the level of “prepared” will benefit, this action is provided on a school-wide basis.	
1.5	**Action:** Intervention Summer School **Need:** A review of Graduation Rates for EL, FY, and LI students compared to the all-student group needs to be increased.	*Intervention programs--to provide additional research-based programs for individualized instruction *Social and emotional support programs--to provide support for students in order to access their learning *Academic Counseling	Graduation Rates for EL, FY, LI and all students

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
	Based on credit counts, these student groups need additional opportunities for credit recovery. Educational partners stated that to support EL, FY, and LI students additional opportunities for credit recovery. **Scope:** LEA-wide	*Administrative support--to oversee services and resources for students and families Services for students are determined based on the identified student needs. The aim is to ensure access to increase Graduation Rates for EL, FY, and LI students regardless of their class. We believe this action is the most effective use of the funds to increase ELA and Math proficiency for EL, FY, and LI students supported by educational research. Rigorous studies have shown that strong summer programs can achieve several important goals: (1) reverse summer learning loss, (2) achieve learning gains; and (3) give low-performing students the chance to master material that they did not learn during the school year (McCombs, Augustine, Schwartz, Bodilly, McInnis, Lichter, & Cross, 2012). We expect that the state data in Graduation Rates for EL, FY, and LI students will benefit; however, because we expect that all students struggling academically will benefit, this action is provided on a school-wide basis.	
1.6	**Action:** English Language Development resources **Need:** A review of English Learner Progress Indicator indicates that the academic achievement of EL students.	*supplemental instructional supplies--to provide additional *instruction tailored to the individual EL student needs *professional development--to target tiered support for the MTSS based on EL students needs *bilingual assistants--to provide support for EL students with language acquisition	ELPI for EL students

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
	Based on a local needs assessment, these EL students need additional opportunities for individualized instruction to ensure strong foundational reading skills at our school with the most needs. Educational partners stated that EL students need additional academic support and would provide more effective instruction to meet their academic needs. **Scope:** LEA-wide	*parent and family engagement literacy programs--to provide *opportunities for families to engage in their students learning process *administrative support--to oversee services and resources for students and families Research shows that supplemental support enhances students' academic performance generally and has been proven to be effective when compared to those who did not receive supplemental support. It has also been shown to reduce dropout rates and increase students' pass rates (Adebola, 2021) To maintain effectiveness throughout the academic year, we will implement regular check-ins and enhance our Teacher Grade Level Expectations (TGLE) process to assess progress and effectiveness for EL students. Moreover, we will enhance scheduling flexibility to accommodate the varied needs and revisit our structure, models, and strategies for English Learner instruction.	
1.7	**Action:** Online Curriculum and Instructional Support **Need:** A review of Smarter Balanced in ELA and Math indicates that the academic achievement of EL, FY, and LI students compared to the all-student group needs to be increased. Based on a local needs assessment, these student groups need Quality first time	Curriculum and instructional supplies--to provide reading and math instruction tailored to the individual EL, FY, and LI student needs Professional development--for first time instruction and target tiered support for the MTSS based on EL, FY, and LI areas of needs Services for students are determined based on the identified student needs. The aim is to ensure access to increase support for EL, FY, and LI	ELA SBAC Percent Proficient for EL, FY, LI and all students Math SBAC Percent Proficient for EL, FY, LI and all students

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
	instruction to ensure strong foundational reading and math skills. Educational partners stated that Curriculum needs to support ELL, FY, and LI students to meet their academic needs, in particular with Math and ELA. **Scope:** LEA-wide	students regardless of their class. We believe this action is the most effective use of the funds to increase ELA and Math proficiency for EL, FY, and LI students supported by educational research. Research shows that students who work with aligned materials and effective supplemental resources in school achieve higher levels (Alfaucan and Tarchouna, 2017; Squires, 2012). We expect that the state data in ELA and Math for EL, FY, and LI students will benefit; however, because we expect that all students struggling academically will benefit, this action is provided on a school-wide basis.	

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.

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		4
Staff-to-student ratio of certificated staff providing direct services to students	1to 25	

2025-26 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	10,328,717.00	1,129,342.00	10.934%	0.000%	10.934%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$10,226,455.00	$462,519.00	$384,895.00	$0.00	$11,073,869.00	$8,622,503.00	$2,451,366.00

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	Instructional and Operational Technology	All	No			All Schools		$0.00	$73,606.00	$73,606.00				$73,606.00	
1	1.2	IEP Support	Students with Disabilities	No			All Schools		$219,054.00	$0.00	$219,054.00				$219,054.00	
1	1.3	Supplemental Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$118,687.00	$0.00	$118,687.00				$118,687.00	9.342
1	1.4	Academic Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$422,044.00	$0.00	$422,044.00				$422,044.00	9.342
1	1.5	Intervention Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$95,258.00	$0.00	$95,258.00				$95,258.00	9.342
1	1.6	English Language Development resources	English Learners	Yes	LEA-wide	English Learners	All Schools		$7,998.00	$0.00	$7,998.00				$7,998.00	9.342
1	1.7	Online Curriculum and Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$187,695.00	$0.00	$187,695.00				$187,695.00	9.342
1	1.8	Interventions and support personnel	All	No			All Schools		$5,000.00	$0.00	$5,000.00				$5,000.00	
2	2.1	Progress towards maintaining current programs and campus safety	All	No			All Schools Specific Schools: Clovis Online School		$7,564,510.00	$2,365,260.00	$9,082,356.00	$462,519.00	$384,895.00		$9,929,770.00	

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
							k-12									
2	**2.2**	Supplemental Instructional materials	All	No			All Schools Specific Schools: Clovis Online School k-12		$0.00	$2,500.00	$2,500.00				$2,500.00	
2	**2.3**	Translation Services Instructional Support	All	No					$2,257.00	$0.00	$2,257.00				$2,257.00	9.342
3	**3.1**	Professional Development	All	No			All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	

2025-26 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
10,328,717.00	1,129,342.00	10.934%	0.000%	10.934%	$831,682.00	56.052%	64.104 %	**Total:**	$831,682.00
								LEA-wide Total:	$831,682.00
								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	**1.3**	Supplemental Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$118,687.00	9.342
1	**1.4**	Academic Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$422,044.00	9.342
1	**1.5**	Intervention Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$95,258.00	9.342
1	**1.6**	English Language Development resources	Yes	LEA-wide	English Learners	All Schools	$7,998.00	9.342
1	**1.7**	Online Curriculum and Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$187,695.00	9.342

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,054,083.00	$10,027,933.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Instructional and Operational Technology	No	$73,606.00	$73,606.00
1	**1.2**	IEP Support	No	$111,637.00	$210,865.00
1	**1.3**	Supplemental Instructional Support	Yes	$345,855.00	$344,028.00
1	**1.4**	Academic Counselors	Yes	$200,527.00	$199,467.00
1	**1.5**	Intervention Summer School	Yes	$95,258.00	$89,625.00
1	**1.6**	English Language Development resources	Yes	$7,998.00	$7,998.00
1	**1.7**	Online Curriculum and Instructional Support	Yes	$135,409.00	$138,983.00
1	**1.8**	Interventions and support personnel	No	$5,000.00	$5,000.00
2	**2.1**	Progress towards maintaining current programs and campus safety	No	$8,064,036.00	$8,943,604.00
2	**2.2**	Supplemental Instructional materials	No	$2,500.00	$2,500.00
2	**2.3**	Translation Services Instructional Support	No	$2,257.00	$2,257.00

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)
3	**3.1**	Professional Development	No	$10,000.00	$10,000.00

2024-25 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)
$1,106,004.00	$785,047.00	$780,101.00	$4,946.00	56.052%	0.000%	-56.052%

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	1.3	Supplemental Instructional Support	Yes	$345,855.00	$344,028.00	9.342	
1	1.4	Academic Counselors	Yes	$200,527.00	$199,467.00	9.342	
1	1.5	Intervention Summer School	Yes	$95,258.00	$89,625.00	9.342	
1	1.6	English Language Development resources	Yes	$7,998.00	$7,998.00	9.342	
1	1.7	Online Curriculum and Instructional Support	Yes	$135,409.00	$138,983.00	9.342	

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
	$1,106,004.00		0.000%	$780,101.00	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

Note: *EC* Section 42238.024(b)(1) 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.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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