



MAMMOTH

UNIFIED SCHOOL DISTRICT

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
Mammoth Unified School District	Annie Rinaldi MUSD Superintendent	arinaldi@mammothusd.org 760-934-6802 x511

Plan Summary [2024-25]

General Information

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

The Mammoth Unified School District (MUSD) is located in the picturesque Eastern Sierra mountains in Mono County. The District serves approximately 1,200 students in Transitional Kindergarten through 12th grade across four schools: Mammoth Elementary School, Mammoth Middle School, Mammoth High School, and Sierra Continuation High School. Together with the Mono County Office of Education, Mono County Public Library, Cerro Coso Community College, and the Mammoth Unified School District Office, these institutions form an educational corridor along a long block of Meridian Boulevard.

The Town of Mammoth Lakes, with a population of about 8,000 full-time residents, relies on a tourism-based economy that attracts up to 30,000 visitors during peak seasons. The community places great importance on outdoor recreation, multilingualism/multiculturalism, flexible learning opportunities, and supporting individuals in achieving their goals and thriving. MUSD is committed to providing an equitable, high-

quality education for all its students. The district offers a dual language program in Spanish at the elementary school level, small class sizes at the middle school, and an early college high school that promotes dual enrollment and career technical education opportunities. In 2024, over 10% of MUSD high school seniors graduated with at least one Associate's degree.

MUSD has a diverse student body encompassing various cultural and linguistic backgrounds. Approximately 59.8% of the students are considered to be from low socioeconomic status, and around 13% receive special education services. The district also has 20% English Language Learners and about 1% Homeless/Foster Youth. The student demographics are 60.3% Hispanic/Latino, 1.1% Asian, 0.1% Native American, 35.5% White, and 2.3% identifying as two or more races.

Despite the challenges posed by its rural mountain location, MUSD students excel in academic and athletic competitions. The community plays a vital role in supporting the district, with parents and local organizations providing significant financial support for college-bound seniors through awards at Community Awards Night. The staff at MUSD are known for their commitment to the students, and parents and educational partners are recognized throughout the region for their generosity and support of the schools.

MUSD emphasizes academic achievement, social-emotional learning, equity, and safety. The district provides a rigorous educational experience that focuses on the whole child. Continuous professional development is offered for teachers and staff to bridge the achievement gap among student groups. Parent engagement and education play a crucial role, with each school's Single Plan for Student Achievement (SPSA) aligning with the district's LCAP goals. This includes encouraging parent education and active participation in committees and activities.

MUSD operates as a basic aid or community-funded school district and is devoted to serving its community by offering a world-class education to all students. As part of this commitment, MUSD collaborates closely with the Mono County Office of Education to support staff, students, and their families.

Reflections: Annual Performance

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

Mammoth Unified School District (MUSD) serves approximately 1,118 students from Kindergarten through 12th grade. The district is committed to providing a rigorous education that emphasizes academic achievement, social-emotional learning, equity, and safety. The California School Dashboard provides valuable insights into MUSD's performance across various metrics, highlighting areas of strength and opportunities for improvement.

1. Chronic Absenteeism: 24.8% of students were chronically absent, a decline of 16.6%. Despite the improvement, the rate of chronic absenteeism remains a concern, particularly among students with disabilities and socioeconomically disadvantaged students.
2. Suspension Rate: 1.1% of students were suspended at least one day, an increase of 1%. While the suspension rate is relatively low, the increase suggests a need for enhanced behavioral interventions and support.

3. English Learner Progress: 47% of English learners made progress towards English language proficiency, an increase of 4.6%. This is a positive outcome, indicating an improved, effective support and instruction for English learners.
4. Graduation Rate: 86% graduation rate, a decline of 8.9%. The decline in the graduation rate is concerning, especially for Hispanic and socioeconomically disadvantaged students. Targeted interventions are needed to support these groups.
5. College/Career Readiness: 57% of students are prepared for college/career. This is a strong performance indicator, reflecting the district's commitment to preparing students for post-secondary success.
6. English Language Arts (ELA): 17.8 points below standard, a decline of 6.3 points. The decline in ELA performance underscores the need for enhanced literacy programs and supports, particularly for English learners and socioeconomically disadvantaged students.
7. Mathematics: 48.6 points below standard, maintained with a 0.8-point decline. Mathematics performance remains a significant challenge, especially for English learners and socioeconomically disadvantaged students. Focused math interventions and support are crucial.
8. Basic Services: Standard Met - The district meets the standards for teachers, instructional materials, and facilities, ensuring a conducive learning environment.
9. Parent and Family Engagement: Standard Met -The district effectively engages parents and families, promoting collaboration and input in decision-making processes.
10. Local Climate Survey: Standard Met - MUSD maintains a positive school climate, focusing on student safety and connectedness.
11. Access to a Broad Course of Study: Standard Met - the district provides students with access to a wide range of courses, ensuring a comprehensive education.
12. UC/CSU Requirements: 50% of students met the UC/CSU requirements.
 - Disparities: Only 37% of Hispanic students and 15.4% of English learners met the requirements, compared to 71% of White students.
 - Reflection: The disparities indicate a need for targeted academic support and college preparatory programs for underrepresented groups.
13. Career Technical Education (CTE) Pathway: 18.6% of students completed at least one CTE pathway.
 - Disparities: 25.9% of Hispanic students completed a CTE pathway, while only 6.5% of White students did.
 - Reflection: The higher participation of Hispanic students in CTE pathways is encouraging, but overall completion rates need improvement.
14. UC/CSU Requirements AND CTE Pathway: 7% of students met both criteria.
 - Disparities: 9.3% of Hispanic students met both, compared to 3.2% of White students.

- Reflection: Achieving both academic and technical milestones remains a challenge, necessitating better integration of academic and CTE programs.

Recommendations

1. Targeted Support for At-Risk Groups:

- Provide additional academic support and resources for English learners, socioeconomically disadvantaged students, and students with disabilities.
- Implement mentoring and tutoring programs to address the specific needs of these groups.

2. Enhanced Behavioral Support:

- Develop and implement restorative practices and positive behavioral interventions to reduce suspension rates.
- Provide training for staff on alternative disciplinary methods.

3. Improved Literacy and Math Programs:

- Enhance literacy programs with a focus on early intervention and support for struggling readers.
- Implement targeted math interventions, including after-school tutoring and summer programs.

4. College and Career Readiness:

- Strengthen college preparatory programs and increase access to Dual Enrollment/Concurrent Enrollment Advanced Placement (AP) courses.
- Expand CTE programs and ensure all students have access to career pathways.

5. Family and Community Engagement:

- Increase efforts to engage underrepresented families through bilingual communication and culturally responsive outreach.
- Provide workshops and resources to help families support their children's education at home.

6. Professional Development for Staff:

- Offer ongoing professional development focused on differentiated instruction, culturally responsive teaching, and data-driven decision-making.
- Foster collaboration among teachers to share best practices and strategies for student success.

By addressing these areas, MUSD can work towards closing the achievement gaps, improving student outcomes, and ensuring that all students have the opportunities and support they need to succeed.

Reflections: Technical Assistance

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

Differentiated Assistance Level 2 based English Learner performance on SBAC ELA -94.4 points from the standard (-22.7) and Math -101.9 points from the standard (-0.7); students with disabilities (SWD) performance in ELA -106.1 points from the standard (-4.3). MUSD is working with the Mono County Office of Education (MCOE) to improve these areas. MUSD met with MCOE for five meetings and focused this year on English Learners with an AIM statement that EL students will make progress towards English proficiency as measured by increasing the % making annual progress to 60% and the annual redesignation % to 15% by June 2027.

Mammoth Unified School District (MUSD) is focused on improving English Learner (EL) student outcomes by addressing several critical areas. There is a pressing need for ELD teachers and bilingual tutors to mitigate the language barrier that often causes students to lose motivation and disengage due to a lack of understanding of basic terminology. To monitor progress effectively, students should take Interim ELPAC tests throughout the year. Additionally, staff across all levels need training in EL teaching strategies and a better understanding of what it means to pass these assessments. There is also a significant need for a standardized ELD curriculum and dedicated ELD classes tailored to different proficiency levels. Social-emotional needs are currently unmet, and newcomers struggle to understand the norms of MUSD, including technology use, friendships, and school rules. Providing motivation and incentives for students, practice tests, and integrating social-emotional support can help enhance engagement and learning.

Mammoth Unified School District (MUSD) is addressing several key areas to improve outcomes for students with disabilities. There is a critical need for more aides and specialized training for paraprofessionals to support students effectively. Current group sizes can be too large, hindering individualized attention. Concerns include whether English Learners (EL) and Hispanic/Latino (H/L) students are over-identified as needing special education, and there may be communication breakdowns between early intervention services and district services. Standards-based goals and appropriate curriculum, particularly for Tiers 2 and 3, are lacking.

The district must enhance training in Child Find procedures and provide more functional and study skills instruction. Families often lack information about their child's disability and the services available. Training for teachers in Universal Design for Learning (UDL) and behavior support strategies is necessary, as well as ensuring students have adequate practice with statewide assessment accommodations. Regular reviews of IEP accommodations are crucial to ensure they meet students' needs. Improved communication of accommodations and strategies between general education and special education staff, along with increased family engagement and education, are vital for student success.

Compliance and Improvement Monitoring (CIM) Plan 2024 Progress Report Summary

The Mammoth Unified School District (MUSD) is submitting its 2024 Progress Report as a Targeted Level 2 LEA under the CIM Plan. The report highlights significant accomplishments, including comprehensive professional development provided to staff at Mammoth Elementary School (MES) and Mammoth Middle School (MMS), focusing on Universal Design for Learning (UDL) and Multi-Tiered System of Supports (MTSS). Additional professional development was provided for special education staff, enhancing classroom implementation of these strategies.

Challenges faced during this period included time constraints and the difficulty of scheduling IEP meetings, particularly for bilingual students needing assessments in Spanish. To address these challenges, the team will continue evaluating UDL implementation across all grade levels and providing ongoing professional development to both certificated and classified staff.

The team identified the need for additional supports, including contacting Inyo County for UDL professional development recommendations and extending UDL training to high school staff. Parent feedback gathered during IEP meetings has been positive, particularly regarding the inclusion of UDL strategies that enhance student success.

Key strategies outlined in the CIM Plan include providing high-quality site-based professional development and effectively communicating assessment information with parents to collaboratively design educational plans. Agendas and materials from professional development sessions held at MES and MMS support progress toward these outcomes. Moving forward, the district will continue to train staff in Crisis Prevention Intervention (CPI) and collaborate with regional partners to develop comprehensive UDL training plans.

For assessment communication, MUSD ensures parents receive statewide assessment schedules via Parent Square and public postings. The district also plans to develop interim assessment schedules and materials to further inform parents about the significance of the CAASPP. By maintaining these efforts, MUSD aims to improve the academic performance of students with disabilities and ensure all students have access to a high-quality, inclusive education.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
District Administration/Principals Meetings	Ongoing through the school year.
Classified Bargaining Unit (California School Employees Association CSEA), including all Classified Staff Educational Partners	Input Meeting, May 14, 2024, with the presentation of data and draft goals and actions to support students' success.
Classified Bargaining Unit (Mammoth Educational Support Personnel MESP), including all Classified Staff Educational Partners	Input Meeting, May 14, 2024, with the presentation of data and draft goals and actions to support students' success.
Certificated Bargaining Unit, including Teacher Educational Partners	Input Meeting, May 14, 2024, with the presentation of data and draft goals and actions to support students' success.
Parents/guardians	Surveyed, Spring 2024; discussed at each school's SSC Site Council and ELAC meetings open to all parents with presentation of data and prior actions to support students' success.
Students Input Meeting	Surveyed, Spring 2024; input meetings on April 9 at Mammoth High School, Mammoth Middle School, and Mammoth Elementary School.
Mammoth Unified Board of Education	The LCAP that was submitted for Mammoth USD Governing Board approval was posted on the District's website and a link included in the Board agenda, posted 72 hours prior to the meeting. The LCAP Plan was approved at the Board meeting of June 18, 2024. Additionally, the Board also adopted the District Budget at this same 2024-25 Local Control and Accountability Plan for Mammoth Unified on June 20, 2024. The Local Indicator Report was also presented.
SELPA Consultation	The District closely consults with the SELPA through attendance at its monthly Executive Council meetings and special education staff meetings. Student records for the 12 students receiving services from FCSS are reviewed to ensure information is up-to-date and parents are receiving appropriate notification regarding their child's services.

Educational Partner(s)	Process for Engagement
	Based on input from SELPA staff and discussions with committee members, the District's Student Services team ensures that actions in the LCAP for persons with exceptional needs are aligned with the strategies in the Local Plan for students with disabilities. The support needs for students with disabilities is part of planning for the District's Expanded Learning plan.
Parent Advisory Committee (PAC)	Input on LCAP Draft has been ongoing throughout the year with the PAC. A meeting to review the draft LCAP was held on May 15, 2024. During LCAP draft review meetings with the PAC, no questions were submitted that required a written response from the Superintendent of Mammoth USD.
District English Learner Advisory Committee (DELAC)	Input on LCAP Draft has been ongoing throughout the year with the DELAC. A meeting to review the draft LCAP was held on May 28, 2024. During LCAP draft review meetings with the DELAC, there were no questions were submitted that required a written response from the Superintendent of Mammoth USD.
Sierra Continuation High School Equity Multiplier Consultation	A meeting was held on June 6, 2024, with the SSC, the principal, and the lead teacher in the development of the required focus goal and actions for the school.

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

The LCAP engagement process for our educational partners included all the groups listed above, with meetings accessible to anyone wishing to participate. The primary topic at all meetings was the District's data and current actions to provide a comprehensive instructional program for all students, including increased or improved services to support our low-income students, English Learners, and Foster Youth. A Spanish translator was available for parents needing language support. Input was collected from each group on possible additions, revisions, or updates under each goal. After these consultations, a draft LCAP was written and presented to the Parent Advisory Committee (PAC) and the District English Learner Advisory Committee (DELAC) for review before presentation to the Board.

Feedback from our educational partners was influential in developing the 2024-25 Local Control and Accountability Plan for Mammoth Unified. Key expansions included additional math support for students in grades 3-12 and more opportunities for participation in Expanded Learning, funded by the District, based on suggestions for academic support outside the classroom. Teacher and staff input highlighted the need for up-to-date, working hardware and reliable internet access for students. Both staff and parents emphasized the importance of providing incentives to improve student attendance.

Students' input on their campuses—mentioning "safety policy," "resource officer," "feels safe," "close-knit community," "positive relationships between students and staff," and "I feel safe"—confirmed the positive impact of existing initiatives. Consequently, the District will continue

Positive Behavior Interventions and Supports (PBIS), Restorative Practices, Opportunities for CTE Learning, and having more decision making on rules like cellphone policies. Additionally, consultation with the Sierra Continuation High School SSC confirmed the Equity Multiplier Goal 4 and the included actions.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	<p>Provide high-quality teaching and learning experiences to increase student achievement and academic outcomes for all students.</p> <ul style="list-style-type: none">• Learn and improve every day with constructive, consistent feedback. Create engaging, relevant, enjoyable, and interactive learning experiences.• Create collective experiences with a shared responsibility to challenge perspectives and become global citizens.• Foster lifelong learning, continually growing and making learning relevant and enjoyable.• Collaboration enhances learning and ideas.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Mammoth USD, student performance outcomes, indicate that Goal 1 actions and services have generally been effective for low-income students. On the 2023 California School Dashboard, both ELA and math SBAC Distance from Standard showed improvement for all students and low-income students, with the latter closing the achievement gap. The percentage of students meeting or exceeding standards mirrored these improvements.

In 2023, the state resumed reporting on the Dashboard College and Career Indicator. MUSD seniors scored at the "High" performance level overall, with 57% meeting the standard. Low-income students met the "Medium" level at 53%. However, English Learners (ELs) showed a decline in ELA and math, increasing the gap between them and other groups. ELs' progress towards English proficiency dropped by 5.2% to 50.4%, with Sutter Middle School's ELPI results in the "Very Low" range, necessitating targeted actions to accelerate ELD progress. L EL graduation rates fell by 9.3%, with only 10.7% graduating "Prepared" compared to 57% of all students and 53% of low-income students. CTE and A-G completion rates for ELs also declined.

Despite these challenges, the EL reclassification rate more than doubled to 18.9% in 2023. The updated EL Master Plan will include procedures for regularly monitoring RFEP students' progress and providing support as needed. The iReady program supports academic success and provides useful data for instructional decisions. Recent data showed a slight decline in ELA results, possibly due to earlier assessment timing. Math results were mixed, with some grades showing no change, others improving slightly, and some declining.

In summary, Mammoth USD's actions aim to improve academic outcomes for all students, focusing on closing achievement gaps. These efforts include targeted interventions, additional supports, and academic enrichment based on multiple sources of student progress data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California School Dashboard: ELA Distance from Standard	<p>All Students -- 13.5 points below Students w/Disabilities - - 87.8 points below English Learners -- 62.1 points below Hispanic -- 20.5 points below Low Income -- 22.3 points below White -- 9.8 points above Asian -- 46.1 points above African American -- 42.4 points below Two or More Races -- 94.7 points below Foster Youth and Homeless data sample is too small to be reported due to privacy concerns.</p> <p>[2023 California School Dashboard]</p>			<p>All Students -- 1.5 points above Students w/Disabilities -- 57.8 points below English Learners -- 32.1 points below Hispanic -- 0.5 points above Low Income -- 1.3 points above White -- 24.8 points above Asian -- 61.1 points above African American - - 12.4 points below Two or More Races -- 64.7 points below</p> <p>[2026 California School Dashboard]</p>	
1.2	California School Dashboard: Math Distance from Standard	<p>All Students -- 48.3 points below Students w/Disabilities - - 96.4 points below</p>			All Students -- 33.3 points below	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>English Learners -- 86.1 points below Hispanic -- 55.2 points below Low Income -- 55.1 points below White -- 14.3 points below Asian -- 4.1 points above African American -- 114.1 points below Two or More Races -- 107.4 points below Foster Youth and Homeless data sample is too small to be reported due to privacy concerns.</p> <p>[2023 California School Dashboard]</p>			<p>Students w/Disabilities -- 75.4 points below English Learners -- 65.1 points below Hispanic -- 34.2 points below Low Income -- 34.1 points below White -- 0.7 points above Asian -- 19.1 points above African American - - 84.1 points below Two or More Races -- 77.4 points below</p> <p>[2026 California School Dashboard]</p>	
1.3	ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency	<p>50.4%</p> <p>[2023 California School Dashboard- ELPI]</p>			<p>56.4%</p> <p>[2026 California School Dashboard- ELPI]</p>	
1.4	Reclassification Rate of English Learners to Redesignated Fluent English Proficient (RFEP)	<p>18.9%</p> <p>[2023 CALPADS Reports 8.1 and 2.16]</p>			<p>10%</p> <p>[2026 CALPADS Reports 8.1 and 2.16]</p>	
1.5	RL STAR Reading/NWEA MAPS	<p>Percentage "On Grade and Above": Overall L.I. E.L.</p>			<p>Percentage "On Grade and Above":</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All -- 47% 44% 34% K -- 74% 73% 56% 1 -- 62% 62% 39% 2 -- 50% 50% 44% 3 -- 55% 50% 32% 4 -- 35% 35% 25% 5 -- 38% 33% 18% 6 -- 38% 35% 33% 7 -- 43% 39% 35% 8 -- 39% 35% 36% [2024 STAR Diagnostic 3]			Overall L.I. E.L. All -- 47% 44% 34% K -- 74% 73% 56% 1 -- 62% 62% 39% 2 -- 50% 50% 44% 3 -- 55% 50% 32% 4 -- 35% 35% 25% 5 -- 38% 33% 18% 6 -- 38% 35% 33% 7 -- 43% 39% 35% 8 -- 39% 35% 36% [2026 NWEA MAPS Diagnostic 3]	
1.6	RL STAR Math/NWEA MAPS	Percentage "On Grade and Above": Overall L.I. E.L. All -- 47% 44% 34% K -- 74% 73% 56% 1 -- 62% 62% 39%			Percentage "On Grade and Above": Overall L.I. E.L. All -- 47% 44% 34% K -- 74% 73% 56% 1 -- 62% 62% 39%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2 -- 50% 50% 44% 3 -- 55% 50% 32% 4 -- 35% 35% 25% 5 -- 38% 33% 18% 6 -- 38% 35% 33% 7 -- 43% 39% 35% 8 -- 39% 35% 36% [2024 STAR Diagnostic 3]			2 -- 50% 50% 44% 3 -- 55% 50% 32% 4 -- 35% 35% 25% 5 -- 38% 33% 18% 6 -- 38% 35% 33% 7 -- 43% 39% 35% 8 -- 39% 35% 36% [2026 STAR Diagnostic 3]	
1.7	SBAC ELA: Percentage of students assessed meeting or exceeding standard	All Students -- 45.4% Students w/Disabilities - - 14.4% English Learners -- 12.0% Long-Term EL -- 9.1% Low-Income -- 41.8% White -- 54.2% Asian -- 69.7% African American -- 37.5% Two or More Races -- 23.1% Foster Youth and Homeless data sample is too small to be reported due to privacy concerns.			All Students -- 54.4% Students w/ Disabilities -- 29.4% English Learners -- 27.0% Long-Term EL -- % Low-Income -- 53.8% White -- 63.2% Asian -- 78.7% African American - - 49.5% Two or More Races -- 35.1% [2026 SBAC Results]	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[2023 SBAC Results]				
1.8	SBAC Math: Percentage of students assessed meeting or exceeding standard	<p>All Students -- 45.4%</p> <p>Students w/Disabilities - - 14.4%</p> <p>English Learners -- 12.0%</p> <p>Long-Term EL -- 9.1%</p> <p>Low-Income -- 41.8%</p> <p>White -- 54.2%</p> <p>Asian -- 69.7%</p> <p>African American -- 37.5%</p> <p>Two or More Races -- 23.1%</p> <p>Foster Youth and Homeless data sample is too small to be reported due to privacy concerns.</p> <p>[2023 SBAC Results]</p>			<p>All Students -- 54.4%</p> <p>Students w/Disabilities -- 29.4%</p> <p>English Learners -- 27.0%</p> <p>Long-Term EL -- %</p> <p>Low-Income -- 53.8%</p> <p>White -- 63.2%</p> <p>Asian -- 78.7%</p> <p>African American - - 49.5%</p> <p>Two or More Races -- 35.1%</p> <p>[2026 SBAC Results]</p>	
1.9	California Science Test: Percentage of students assessed meeting or exceeding standard	<p>All Students -- 45.4%</p> <p>Students w/Disabilities - - 14.4%</p> <p>English Learners -- 12.0%</p> <p>Long-Term EL -- 9.1%</p> <p>Low-Income -- 41.8%</p> <p>White -- 54.2%</p> <p>Asian -- 69.7%</p> <p>African American -- 37.5%</p>			<p>All Students -- 45.4%</p> <p>Students w/Disabilities -- 14.4%</p> <p>English Learners -- 12.0%</p> <p>Long-Term EL -- 9.1%</p> <p>Low-Income -- 41.8%</p> <p>White -- 54.2%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Two or More Races -- 23.1%</p> <p>Foster Youth and Homeless data sample is too small to be reported due to privacy concerns.</p> <p>[2023 SBAC Results]</p>			<p>Asian -- 69.7%</p> <p>African American - - 37.5%</p> <p>Two or More Races -- 23.1%</p> <p>Foster Youth and Homeless data sample is too small to be reported due to privacy concerns.</p> <p>[2026 SBAC Results]</p>	
1.10	Advanced Placement Exams: % of pupils scoring 3 or higher	<p>39.8%</p> <p>[AP College Board, 2023]</p>			<p>51.8%</p> <p>[AP College Board, 2026]</p>	
1.11	California School Dashboard: College and Career Indicator - % of Students "Prepared"	<p>All students -- 57.0%</p> <p>Students w/ Disabilities -- 7.7%</p> <p>English Learners - 10.7%</p> <p>Hispanic -- 54.1%</p> <p>Low Income -- 53.0%</p> <p>White -- 76.5%</p> <p>Asian -- 68.2%</p> <p>[2023 California School Dashboard]</p>			<p>All students -- 57.0%</p> <p>Students w/ Disabilities -- 7.7%</p> <p>English Learners - 10.7%</p> <p>Hispanic -- 54.1%</p> <p>Low Income -- 53.0%</p> <p>White -- 76.5%</p> <p>Asian -- 68.2%</p> <p>[2026 California School Dashboard]</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	A-G Completion Rate	<p>All students -- 56.1% Students w/ Disabilities -- 15.4% English Learners -- 17.9% Hispanic -- 53.0% Low Income -- 52.5% White -- 70.6% Asian -- 72.7%</p> <p>[2023 California School Dashboard Additional Reports]</p>			<p>All students -- 56.1% Students w/ Disabilities -- 15.4% English Learners -- 17.9% Hispanic -- 53.0% Low Income -- 52.5% White -- 70.6% Asian -- 72.7%</p> <p>[2026 California School Dashboard Additional Reports]</p>	
1.13	CTE Completion Rate: Graduation Cohort	<p>All students -- 47.1% Students w/ Disabilities -- 26.9% English Learners -- 17.9% Hispanic -- 49.2% Low Income -- 44.9% White -- 41.2% Asian -- 36.4%</p> <p>[2023 California School Dashboard Additional Reports]</p>			<p>All students -- 47.1% Students w/ Disabilities -- 26.9% English Learners -- 17.9% Hispanic -- 49.2% Low Income -- 44.9% White -- 41.2% Asian -- 36.4%</p> <p>[2026 California School Dashboard Additional Reports]</p>	
1.14	Combined A-G and CTE Completion Rate	<p>All students -- 28.7% Students w/ Disabilities -- 3.8%</p>			<p>All students -- 28.7%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>English Learners -- 3.6%</p> <p>Hispanic -- 29.0%</p> <p>Low Income -- 25.3%</p> <p>White -- 29.4%</p> <p>Asian -- 27.2%</p> <p>[2023 California School Dashboard Additional Reports]</p>			<p>Students w/ Disabilities -- 3.8%</p> <p>English Learners -- 3.6%</p> <p>Hispanic -- 29.0%</p> <p>Low Income -- 25.3%</p> <p>White -- 29.4%</p> <p>Asian -- 27.2%</p> <p>[2026 California School Dashboard Additional Reports]</p>	
1.15	Access to a Broad Course of Study: Results of the State's Self-Reflection Tool Reported to the MUSD Governing Board	<p>MET -- Results Reported The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs were reported to the Board. All students had access to a broad course of study.</p> <p>[June, 2024, Local Indicators Report to the Board]</p>			<p>MET -- Results Reported The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs were reported to the Board. All students had access to a broad course of study.</p> <p>[June, 2027, Local Indicators Report to the Board]</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	Teachers Appropriately Credentialed with No Mis-assignments or Vacancies Results Reported to the MUSD Governing Board [State law now requires that results from the most recent DataQuest "Teaching Assignment Monitoring Outcomes" be reported.]	86.0% of teachers appropriately credentialed and assigned. [2021-22 DataQuest]			89% of teachers appropriately credentialed and assigned. [2024-25 DataQuest]	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Qualified Teachers	The District will retain/hire properly credentialed teachers for all core, special education and elective courses with no mis-assignments or vacancies, including clerical support for school operations, administration costs, substitute teachers, and related costs per salary increases.	\$7,880,478.67	No
1.2	Standards-Aligned Curriculum	<p>The District will provide all students with rigorous and engaging adopted instructional curricula that have been state and/or locally approved to support the implementation of California State Standards and continued implementation of Mammoth USD Teaching and Learning Expectations. Teachers will place an emphasis on differentiated instruction where every student has a different learning path.</p> <p>Student's strengths will be expanded upon, and areas of growth will be identified in order to support students along their journey. To ensure access to a broad course of study for Students with Disabilities, the District will:</p> <ul style="list-style-type: none"> • Provide supplemental materials and access to technology that will allow those students to access the core curriculum more easily. • Provide professional development for teachers in supporting students with exceptional needs and increasing their access to the core curriculum. 	\$92,413.06	Yes
1.3	English Language Acquisition	<p>The District will retain/hire intervention and support staff to provide intervention and support for English Learners in grades TK–12.</p> <p>These may include:</p> <ul style="list-style-type: none"> • Title III Coordinator • Bilingual Technicians • Bilingual Instructional Aides 	\$260,337.43	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Supplemental Learning Program	The District will use the Ellevation programs which includes a data analysis system, a student assessment program, a progress monitoring and data collection element, and an intervention program, focused on supporting student needs.	\$21,500.00	Yes
1.5	Library Support Services	<p>The District will continue to improve library services. Improved services will include:</p> <ul style="list-style-type: none"> • Purchasing books, materials, and increasing computer/mobile devices that reflect the diversity of our learning community, language acquisition for English Learners, and literacy supports for Low-Income students and Foster Youth. • Staffing and training of library aides that enables educationally and culturally responsive library services. Library staff will meet four times each year to discuss best practices in guiding students in the selection of materials that are in a reading "zone of proximal development" (ZPD), the readability range within which pupils should read to best develop their reading, while avoiding frustration. 	\$182,463.72	Yes
1.6	Required Action: Mammoth Elementary School English Learner Performance in ELA and Math.	2023 California School Dashboard ELA and Math results for Mammoth ES English Learners were in the "Very Low" performance range, indicating a need to create a specific action to accelerate progress in ELA and Math for those students. The Distance from Standard, ELA and Math were both in the "Very Low" performance level. Anecdotal data from instructional staff confirm that English Learners struggle with reading instructions and word problems in math. These data strongly suggest that the lack of reading skills is hindering our English Learner students in all these areas. Mammoth Elementary School will continue to collaborate with the Ellevation platform and Title III Coordinator to provide professional development for teachers with a focus on reading and math strategies that can be implemented into integrated and designated ELD instruction.	\$0.00	Yes
1.7	Required Action: Mammoth ES	2023 California School Dashboard Distance from Standard results for Mammoth Elementary School Students with Disabilities were in the "Very	\$31,070.00	No

Action #	Title	Description	Total Funds	Contributing
	Students with Disabilities' Performance in ELA and Math	Low" performance range, indicating a need to create a specific action to accelerate progress for Students with Disabilities. The Distance from Standard in ELA was over 100 points below standard. Examining SBAC ELA and Math assessment results, Writing and word problems are the area in which our Students with Disability showed the lowest performance. Mammoth ES will utilize NWEA MAPS strategies as a support to writing and problem solving instruction. This is intended to increase students' critical thinking, problem-solving, comprehension, and communication skills. Professional development for NWEA MAPS strategies will be provided for staff, general education and special education teachers alike, to enhance writing instruction.		
1.8	Required Action: Mammoth ES Students Hispanic and Low Income (SED) Performance in ELA	The MUSD demographics of low-income and Hispanic are approximately the same students; therefore, this action is combined. 2023 California School Dashboard ELA results for Mammoth ES low-income and Hispanic students were in the "Very Low" performance range, indicating a need to create a specific action to accelerate progress in ELA for those students. The distance from standard ELA was in the "Very Low" performance level. Mammoth Elementary School will use NWEA MAPS for reading and writing strategies.	\$12,000.00	Yes
1.9	Required Action: Mammoth MS English Learner Students Performance in ELA	2023 California School Dashboard ELA results for Mammoth MS English Learners were in the "Very Low" performance range, indicating a need to create a specific action to accelerate progress in ELA for those students. The Distance from the Standard in ELA was in the "Very Low" performance level. Anecdotal data from instructional staff confirm that English Learners struggle with reading and writing. These data strongly suggest that the lack of reading skills is hindering our English Learner students in all these areas. Mammoth Middle School will continue to implement EL Achieve with a focus on reading strategies that can be implemented into integrated and designated ELD instruction.	\$1,001.54	Yes
1.10	Required Action: Mammoth	2023 California School Dashboard Math results for Mammoth HS English Learners were in the "Very Low" performance range, indicating a need to create a specific action to accelerate progress in Math and ELPI for those	\$23,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	HS English Learner Students Performance in Math and ELPI	students. The Distance from the Standard in Math was at the "Very Low" performance level. Mammoth HS will implement a new math curriculum with a focus on EL math strategies during math instruction.		
1.11	Daily high-quality, standards aligned instruction for all students (including at-risk and unduplicated) in all four art disciplines: dance, music, theatre, and visual arts (Pursuant to CA Ed. Code sections 51210 and 51220)	<p>The Mono County Office of Education (MCOE) Strategic Arts Plan, initially written in 2018, was adopted by the Eastern Sierra Unified School District (ESUD) and Mammoth Unified School District (MUSD). In Fall 2023, MCOE and Mono Arts Council (MAC) initiated a summit to update the plan for the next five-year cycle, aiming to promote and expand arts education.</p> <p>Led by Dr. Stacey Adler (MCOE Superintendent), Alonso Escobar (MAC Arts Advocacy and Policy Director), Kristin Reese (MAC Executive Director), and Shana Stapp (MCOE Adult Education Coordinator), a convention was held on September 6, 2023, with diverse educational partners. This meeting provided initial insights for revising the plan, focusing on ensuring arts availability for all Mono County students and incorporating the plan into the districts' LCAP.</p> <p>Expand course offerings within the school day to ensure access to high-quality arts instruction in dance, music, theatre, visual arts, and media arts for all students in all grade levels.</p>	\$320,236.11	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	<p>Wellness and Safety: Provide a positive environment where individuals feel valued and celebrated for their unique qualities and experience a sense of belonging.</p> <ul style="list-style-type: none">• Reflect to develop a deeper understanding of ourselves and others• Ensure decisions and plans are created using an equity lens. Understanding that equity means we don't all start from the same place, and we must provide resources and opportunities needed to reach an equal outcome.• Create and maintain safe school environments for all.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

<p>In 2024, there is a significant decrease of students reporting feeling safe at school. Chronic absenteeism rates declined notably from 2022. To address inequalities between low-income students, all students, and English learners, the district will continue implementing Positive Behavior and Intervention Strategies (PBIS), support from student counselors, security improvements, and expanded health services. School sites will also review absences, send SARB warning letters, and establish attendance incentives.</p> <p>Despite overall declines in chronic absenteeism, some groups remained at "Very High" levels at specific sites. For example, at Mammoth Middle School, White Students were at this level. Actions to address these issues will be included in the LCAP.</p> <p>Suspension rates increased overall, particularly among low-income and English learner groups, reaching the "High" level. Mammoth High School and Sierra Continuation High School had "Very High" suspension rates for English learners and all students, respectively. Specific actions to address these suspensions will be included in the LCAP.</p> <p>The district will focus on integrated student support services to enhance parental engagement, school attendance, and Social Emotional Learning (SEL), supporting student engagement and school climate. This includes PBIS, restorative practices, service learning opportunities, and campus supervisors. Educational partners emphasized the need for attendance incentives.</p> <p>Student feedback highlighted positive aspects like safety policies, resource officers, and strong relationships between students and staff. The actions aim to improve pupil engagement and school climate, focusing on closing inequalities among student groups. A positive environment</p>
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where individuals feel valued is essential for student success, addressing social, emotional, and health needs based on comprehensive data analysis.

Some metrics for Foster Youth and Homeless students were not reported due to privacy concerns. A positive school climate is crucial for engaging students and encouraging regular attendance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California School Dashboard: High School Graduation Rate	All students -- 86.0% Hispanic -- 83.3% Low Income -- 82.2% White -- 90.3% [2023 California School Dashboard]			All students -- 96.0% Hispanic -- 95.0% Low Income -- 94.0% White -- 98.0% [2026 California School Dashboard]	
2.2	Attendance	All Students -- 94.21% [2024 AERIES District Attendance Calculations]			All Students -- 98.8% [2027 AERIES District Attendance Calculations]	
2.3	California School Dashboard: Suspension Rate	All students - 1.1% Students w/ Disabilities -- 2.4% English Learners -- 0% Hispanic -- 1.3% Low Income -- 1.3% White -- 0.7% Two or More Races -- 0%			All students - 0.1% Students w/ Disabilities -- 0% English Learners -- 0% Hispanic -- 0% Low Income -- 0% White -- 0.1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[2023 California School Dashboard]			Two or More Races -- 0% [2026 California School Dashboard]	
2.4	California School Dashboard: Chronic Absenteeism (K-8)	All Students -- 24.6% Students w/ Disabilities -- 33.7% (-12.1%) English Learners -- 25% (-25.2%) Hispanic -- 25.4% (-17.6%) Low Income -- 26.0% (-17.1%) White -- 23.5% (-17%) [2023 California School Dashboard]			All Students -- 18.0% Students w/ Disabilities -- 20.0% English Learners -- 15% Hispanic -15% Low Income -- 15% White -- 13% [2023 California School Dashboard]	
2.5	Expulsion Rate	0% [2022-23 Dataquest]			0% [2022-23 Dataquest]	
2.6	High School Dropout Rate	14% (2023 California School Dashboard additional reports)			0% (2023 California School Dashboard additional reports)	
2.7	School Climate Survey: Results of the Student Survey Reported to the MUSD Governing Board	MET -- Results Reported 80.1% of students surveyed responded that they feel			MET -- Results Reported 85% of students surveyed will respond that	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	-- % of Students Feeling Connected to School % of Students Feeling Safe	<p>connected to school. 86.1% of students surveyed responded that they feel safe at school</p> <p>[June 2024, Report to the MUSD Governing Board]</p>			<p>they feel connected to school. 90% of students surveyed will respond that they feel safe at school</p> <p>[June 2027, Report to the MUSD Governing Board]</p>	
2.8	School Climate Survey: Results of Teachers' and Parents' Surveys Regarding School Connectedness and Safety	<p>Parents -- 37% expressed that their child(ren) felt connected to school. 17% expressed that their child(ren) felt safe at school. Teachers -- 56% of teachers surveyed responded that school is a safe place for students 56% of teachers surveyed responded that students feel connected to school.</p> <p>[Fall 2024, CHKS Survey]</p>			<p>Parents -- 95% expressed that their child(ren) felt connected to school. 95% expressed that their child(ren) felt safe at school. Teachers -- 95% of teachers surveyed responded that school is a safe place for students 95% of teachers surveyed responded that students feel connected to school.</p> <p>[Fall 2026, CHKS Survey]</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Facilities Inspection Tool (FIT): School facilities maintained in good repair based on FIT score reported to the MUSD Governing Board	Facilities Inspection Tool (FIT): School facilities maintained in good repair based on FIT score reported to the MUSD Governing Board [June 2024, Report to the MUSD Governing Board]			MET -- Results Reported All sites "Good" or better. [June 2027, Report to the MUSD Governing Board]	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Access to Health Services	The District will provide health services for RN and Health Technician support for students that are beyond the required specialized physical health care services prescribed by a child's licensed physician that require medically related training for the individual who performs the services and which are necessary during the school day to enable the child to attend school. Schools will also provide information on access to health services both on campus and off campus through local agencies that provide wrap-around services to students with health needs.	\$233,493.56	No Yes
2.2	Social and Emotional Learning and Supports	The District will create supportive school environments for students' mental and emotional health by: <ul style="list-style-type: none"> • Hiring and retaining intervention and support staff, including Student Support Counselors, to address the needs of Low-Income students, English Learners, and Foster Youth in grades TK-12, their parents, and staff. • Enhancing social-emotional development by teaching, modeling, and practicing social-emotional skills. This includes having a culture and climate teacher on special assignment and site-based SEL teams to implement best practices in classrooms. • Recognizing students and staff who demonstrate positive, affirming behaviors that reflect social-emotional growth and development. 	\$373,866.13	No Yes
2.3	Meeting the Needs of Homeless Students	The District will identify the needs of homeless individual students and families. The MCOE Family Liaison to work with school sites and collaborate on identification and providing targeted services to support the needs of those students.	\$179,169.50	Yes
2.4	Student Behavior and Attendance Supports	The District will promote social and emotional well-being by providing behavior support and intervention programs, including: <ul style="list-style-type: none"> • Positive Behavioral Interventions and Supports (PBIS) • Use of Playworks for healthy interactions at break and lunch recess for TK-8 • Restorative Practices 	\$12,550.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Service Learning Opportunities • School Attendance and Review Board (SARB) • Parent Square for improved communication on student attendance • Concentration Grant Add-on funds to maintain and train campus supervisors at schools with 55% or more unduplicated students, addressing mental health and reducing chronic absenteeism among Low-Income, English Learners, and Foster Youth • Concentration Grant Add-on funds to employ an air quality monitor at schools with 55% or more unduplicated students to ensure proper ventilation and support respiratory health • Regular attendance data reviews by school staff, with notifications to parents of students at risk of chronic absenteeism • Local attendance incentive programs at schools 		
2.5	Facilities	The District will conduct routine maintenance to maintain clean and safe facilities and school sites to enhance the educational experience for students.	\$1,199,287.40	No
2.6	Required Action: Mammoth MS Chronic Absenteeism Performance for White Students	<p>2023 California School Dashboard Chronic Absenteeism results were at the "Very High" performance level for White students. To address this issue, a specific action or actions to address those will be included in the LCAP.</p> <p>Mammoth MS has identified that these students did not complete long term independent study plans with traveling for athletics and/or vacation. Mammoth MS will continue to review student attendance records, use the SARB referral process, and provide incentives to lower chronic absenteeism among this group.</p>	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	<p>Increasing Equity and Access by fully engaging families and the community in support of educational outcomes.</p> <ul style="list-style-type: none">• Trust that when everyone works together towards a common goal, healthy relationships are formed and positive outcomes increase.• Actively listen, value, and inform our Mammoth community.• Promote civic engagement to enhance a greater sense of social responsibility and healthier social relationships.• Learn from and value those who have come before us and set the example for those that will follow us.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The Family Engagement Framework, a California Department of Education publication, emphasizes that family engagement is crucial for student success. Parents, families, and caring adults are primary educators early in life and can reinforce classroom learning throughout the school years.

Parents reported feeling well-informed about school activities and appreciated the prompt responses from teachers and staff. In 2024, results from 72 responses to the Family Engagement self-reflection instrument showed an increase in satisfaction, with ratings rising from 3.8 in 2023 to 4 out of 5. Parents praised the district's excellent two-way communication, especially through Parent Square.

However, CHKS Fall Survey results (see metrics in Goal 2) indicate that the district needs to improve its ability to rebuild trust and strengthen home-school relationships post-pandemic. 16% of families felt welcome at school, and 66% agreed that school staff work to build trusting relationships.

These data suggest that the district needs to have more consistent actions to make families feel welcome and empowered in their children's education. The district acknowledges the need to further enhance family engagement in local decision-making.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Engagement: Results of the State's Self-Reflection Tool Reported to the MUSD Governing Board	MET -- Results Reported 4.2 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self- Reflection Tool [June, 2024, Report to the MUSD Governing Board]			MET -- Results Reported 4.5 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool [June, 2027, Report to the MUSD Governing Board]	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Improve Communication to District Educational Partners	<p>The District will continue and improve its district-wide plan for increasing parent engagement through enhanced lines of communication with our Mammoth SD Community by continuing and/or expanding the use of:</p> <ul style="list-style-type: none"> • Communication systems and applications • Various social media platforms and tools, including -- ParentSquare and MUSD website. This includes the updating of the Mammoth Unified School District website as a resource for our parents and our communities. 	\$32,049.54	No Yes
3.2	Increase Community Outreach and Family Engagement	<p>The District will maintain and expand its commitment to authentic parent and family engagement through Educational Partner advisory meetings, including</p> <ul style="list-style-type: none"> • District English Learner Advisory Committee • Parent Advisory Committee <p>The insights from these advisory meetings will be shared and discussed at:</p> <ul style="list-style-type: none"> • District-level departments • Regular cabinet and leadership meetings 	\$0.00	Yes
3.3	Address the Needs of Our Learning Community	<p>The District will maintain procedures to examine data for student groups and gather input from their families to identify student learning needs, family support needs, and staff support requirements. Services will include:</p> <ul style="list-style-type: none"> • Translation services beyond legal requirements, such as for family event communications. • Training staff to create welcoming environments at schools and district facilities, ensuring excellent public service. • Providing information on accessing school and community resources to support family health and wellness and enhance students' behavioral and academic success. • Offering engagement opportunities for families of high-needs students, such as Parenting Workshops, Family Nights with an 	\$10,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		academic focus, Back to School Night, Open House, and Academic Awards.		
3.4	Partner-Informed Decision Making	The District will use of survey data as opportunities to collect information to make informed decisions that affect our school communities.	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By 2027, Sierra Continuation High School using local assessments will show improvements on local benchmarks in ELA and math and taking a dual enrollment course though data may not be reported due to privacy concerns.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

For the 2024-25 school year, Sierra Continuation High School (SHS) was identified as eligible for Equity Multiplier funding. Our analysis of the 2023-24 local data show that 100% of students will have improved access to online curriculum and meet their targeted Reading and Mathematics goals. Students will be exposed to careers outside the community. Expand opportunities to explore Art and Environmental Science.
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Local Benchmarks	Data not reported due to small number of students.			Data not reported due to small number of students.	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Exploration of CTE Courses	CTE courses emphasize project-based learning, where students work on hands-on projects related to their chosen career pathways. These projects often require students to apply ELA and Math skills in authentic ways, such as conducting research, analyzing data, writing reports, or presenting findings. Engaging in these activities reinforces and deepens students' understanding of ELA and Math concepts.	\$50,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1607773	\$47164

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
13.499%	0.000%	\$0.00	13.499%

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
1.2	Action: Standards-Aligned Curriculum Need: Scope: LEA-wide		

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	<p>Action: English Language Acquisition</p> <p>Need: Low rate of English Learner students making progress toward English proficiency</p> <p>Scope: LEA-wide</p>	To offer more support and resources to English Learner students	ELPAC
1.4	<p>Action: Supplemental Learning Program</p> <p>Need: Low rate of English Learner students making progress toward English proficiency</p> <p>Scope: LEA-wide</p>	To offer more support and resources to English Learner students	ELPAC and CAASPP
1.5	<p>Action: Library Support Services</p> <p>Need: English Language Acquisition through reading diverse texts in English and Spanish.</p> <p>Scope: LEA-wide</p>	To offer more support, opportunities, and resources to English Learner students	ELPAC and CAASPP
1.6	<p>Action: Required Action: Mammoth Elementary School English Learner Performance in ELA and Math.</p>	Coordinator to provide professional development for teachers with a focus on reading and math strategies that can be implemented into integrated and designated ELD instruction	CAASPP ELA and Math results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: 2023 California School Dashboard ELA and Math results for Mammoth ES English Learners were in the "Very Low" performance range</p> <p>Scope: Schoolwide</p>		
1.8	<p>Action: Required Action: Mammoth ES Students Hispanic and Low Income (SED) Performance in ELA</p> <p>Need: The distance from standard ELA was in the "Very Low" performance level. Mammoth Elementary School will use NWEA MAPS for reading and writing strategies.</p> <p>Scope: Schoolwide</p>	MUSD will use data-driven decision making with systematic collection, analysis in order to enhance student performance while addressing student learning needs	CAASPP
1.9	<p>Action: Required Action: Mammoth MS English Learner Students Performance in ELA</p> <p>Need: Very low performance Mammoth MS English Learner Students Performance in CAASPP ELA</p> <p>Scope:</p>	Offering differentiated instruction in ELD	CAASPP ELA

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
	Schoolwide		
1.10	<p>Action: Required Action: Mammoth HS English Learner Students Performance in Math and ELPI</p> <p>Need: The Distance from the Standard in Math was at the "Very Low" performance level.</p> <p>Scope: Schoolwide</p>	Mammoth HS will implement a new math curriculum with a focus on EL math strategies during math instruction.	CAASPP Math
1.11	<p>Action: Daily high-quality, standards aligned instruction for all students (including at-risk and unduplicated) in all four art disciplines: dance, music, theatre, and visual arts (Pursuant to CA Ed. Code sections 51210 and 51220)</p> <p>Need:</p> <p>Scope: Schoolwide</p>		
2.1	<p>Action: Access to Health Services</p> <p>Need:</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide		
2.2	Action: Social and Emotional Learning and Supports Need: Scope: LEA-wide		
2.3	Action: Meeting the Needs of Homeless Students Need: The District will identify the needs of homeless individual students and families. The MCOE Family Liaison to work with school sites and collaborate on identification and providing targeted services to support the needs of those students. Scope: LEA-wide	The District will identify the needs of homeless individual students and families. The MCOE Family Liaison to work with school sites and collaborate on identification and providing targeted services to support the needs of those students.	Identifying all homeless/foster students
2.4	Action: Student Behavior and Attendance Supports Need:		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.1	Action: Improve Communication to District Educational Partners Need: Scope: LEA-wide		
3.2	Action: Increase Community Outreach and Family Engagement Need: Scope: LEA-wide		
3.3	Action: Address the Needs of Our Learning Community Need: Scope: LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	Action: English Language Acquisition Need: Low rate of English Learner students making progress toward English proficiency Scope: Limited to Unduplicated Student Group(s)	To offer more support and resources to English Learner students	ELPAC
1.4	Action: Supplemental Learning Program Need: English Learners Scope: Limited to Unduplicated Student Group(s)	To offer more support and resources to English Learner students	ELPAC and CAASPP
1.8	Action: Required Action: Mammoth ES Students Hispanic and Low Income (SED) Performance in ELA Need: The distance from standard, ELA was in the "Very Low" performance level. Mammoth Elementary School will use NWEA MAPS for reading and writing strategies. Scope:	MUSD will use data-driven decision making with systematic collection, analysis in order to enhance student performance while addressing student learning needs	CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.9	<p>Action: Required Action: Mammoth MS English Learner Students Performance in ELA</p> <p>Need: Very low performance Mammoth MS English Learner Students Performance in CAASPP ELA</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Offering differentiated instruction in ELD	CAASPP ELA
1.10	<p>Action: Required Action: Mammoth HS English Learner Students Performance in Math and ELPI</p> <p>Need: The Distance from the Standard in Math was at the "Very Low" performance level.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Mammoth HS will implement a new math curriculum with a focus on EL math strategies during math instruction.	CAASPP Math
1.11	<p>Action: Daily high-quality, standards aligned instruction for all students (including at-risk and unduplicated) in all four art disciplines: dance, music, theatre, and visual arts (Pursuant to CA Ed. Code sections 51210 and 51220)</p>		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Scope: Limited to Unduplicated Student Group(s)		
2.1	Action: Access to Health Services Need: Scope: Limited to Unduplicated Student Group(s)		
2.2	Action: Social and Emotional Learning and Supports Need: Scope: Limited to Unduplicated Student Group(s)		
2.3	Action: Meeting the Needs of Homeless Students Need: The District will identify the needs of homeless individual students and families. The MCOE Family Liaison to work with school sites and collaborate on identification and providing targeted services to support the needs of those students.	The District will identify the needs of homeless individual students and families. The MCOE Family Liaison to work with school sites and collaborate on identification and providing targeted services to support the needs of those students.	Identifying all homeless/foster students

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
2.4	Action: Student Behavior and Attendance Supports Need: Scope: Limited to Unduplicated Student Group(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.

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.

Additional Concentration: N/A

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	10:643	NA

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	58:643	NA

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	11910317	1607773	13.499%	0.000%	13.499%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$10,088,495.31	\$804,921.35	\$0.00	\$21,500.00	\$10,914,916.66	\$10,337,096.41	\$577,820.25

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	Qualified Teachers	All	No			All Schools		\$7,880,478.67	\$0.00	\$7,106,627.32	\$773,851.35			\$7,880,478.67	
1	1.2	Standards-Aligned Curriculum	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$0.00	\$92,413.06	\$92,413.06				\$92,413.06	
1	1.3	English Language Acquisition	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$260,337.43	\$0.00	\$260,337.43				\$260,337.43	
1	1.4	Supplemental Learning Program	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$21,500.00				\$21,500.00	\$21,500.00	
1	1.5	Library Support Services	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$182,463.72	\$0.00	\$182,463.72				\$182,463.72	
1	1.6	Required Action: Mammoth Elementary School English Learner Performance in ELA and Math.	English Learners	Yes	School wide	English Learners	Specific Schools: Mammoth Elementary School TK-5		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.7	Required Action: Mammoth ES Students	All Students with	No			All Schools		\$0.00	\$31,070.00		\$31,070.00			\$31,070.00	

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
		with Disabilities' Performance in ELA and Math	Disabilities				Specific Schools: Mammoth Middle School 6-8									
1	1.8	Required Action: Mammoth ES Students Hispanic and Low Income (SED) Performance in ELA	English Learners Low Income	Yes	School wide Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Mammoth Elementary School TK-5		\$10,000.00	\$2,000.00	\$12,000.00	\$0.00	\$0.00	\$0.00	\$12,000.00	
1	1.9	Required Action: Mammoth MS English Learner Students Performance in ELA	English Learners	Yes	School wide Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Mammoth Middle School 6-8		\$0.00	\$1,001.54	\$1,001.54				\$1,001.54	
1	1.10	Required Action: Mammoth HS English Learner Students Performance in Math and ELPI	English Learners	Yes	School wide Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Mammoth High School 9-12		\$18,000.00	\$5,000.00	\$23,000.00	\$0.00	\$0.00	\$0.00	\$23,000.00	
1	1.11	Daily high-quality, standards aligned instruction for all students (including at-risk and unduplicated) in all four art disciplines: dance, music, theatre, and visual arts (Pursuant to CA Ed. Code sections 51210 and 51220)	All English Learners Low Income	No Yes	School wide Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		\$0.00	\$320,236.11	\$320,236.11				\$320,236.11	
2	2.1	Access to Health Services	All English Learners Foster Youth Low Income	No Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$233,493.56	\$0.00	\$233,493.56				\$233,493.56	

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
					s)											
2	2.2	Social and Emotional Learning and Supports	All English Learners Low Income	No Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		\$373,866.13	\$0.00	\$373,866.13				\$373,866.13	
2	2.3	Meeting the Needs of Homeless Students	Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	Low Income	All Schools		\$179,169.50	\$0.00	\$179,169.50				\$179,169.50	
2	2.4	Student Behavior and Attendance Supports	All English Learners Low Income	No Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		\$0.00	\$12,550.00	\$12,550.00				\$12,550.00	
2	2.5	Facilities	All	No			All Schools		\$1,199,287.40	\$0.00	\$1,199,287.40				\$1,199,287.40	
2	2.6	Required Action: Mammoth MS Chronic Absenteeism Performance for White Students	All	No			All Schools Specific Schools: Mammoth Middle School 6-8		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.1	Improve Communication to District Educational Partners	All English Learners	No Yes	LEA-wide	English Learners	All Schools		\$0.00	\$32,049.54	\$32,049.54				\$32,049.54	
3	3.2	Increase Community Outreach and Family Engagement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

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
3	3.3	Address the Needs of Our Learning Community	All English Learners Low Income	No Yes	LEA-wide	English Learners Low Income	All Schools		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.4	Partner-Informed Decision Making	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.1	Exploration of CTE Courses	All	No			Specific Schools: Sierra High SchoolSierra High School		\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
11910317	1607773	13.499%	0.000%	13.499%	\$1,732,580.59	0.000%	14.547 %	Total:	\$1,732,580.59
								LEA-wide Total:	\$1,376,342.94
								Limited Total:	\$1,415,654.27
								Schoolwide Total:	\$589,731.21

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	1.2	Standards-Aligned Curriculum	Yes	LEA-wide	English Learners Low Income	All Schools	\$92,413.06	
1	1.3	English Language Acquisition	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$260,337.43	
1	1.4	Supplemental Learning Program	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	1.5	Library Support Services	Yes	LEA-wide	English Learners Low Income	All Schools	\$182,463.72	
1	1.6	Required Action: Mammoth Elementary School English Learner Performance in ELA and Math.	Yes	Schoolwide	English Learners	Specific Schools: Mammoth Elementary School TK-5	\$0.00	
1	1.7	Required Action: Mammoth ES Students with Disabilities' Performance in ELA and Math				Specific Schools: Mammoth Middle School 6-8		

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	1.8	Required Action: Mammoth ES Students Hispanic and Low Income (SED) Performance in ELA	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Mammoth Elementary School TK-5	\$12,000.00	
1	1.9	Required Action: Mammoth MS English Learner Students Performance in ELA	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Mammoth Middle School 6-8	\$1,001.54	
1	1.10	Required Action: Mammoth HS English Learner Students Performance in Math and ELPI	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Mammoth High School 9-12	\$23,000.00	
1	1.11	Daily high-quality, standards aligned instruction for all students (including at-risk and unduplicated) in all four art disciplines: dance, music, theatre, and visual arts (Pursuant to CA Ed. Code sections 51210 and 51220)	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$320,236.11	
2	2.1	Access to Health Services	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$233,493.56	
2	2.2	Social and Emotional Learning and Supports	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$373,866.13	
2	2.3	Meeting the Needs of Homeless Students	Yes	LEA-wide Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$179,169.50	
2	2.4	Student Behavior and Attendance Supports	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$12,550.00	
2	2.5	Facilities				All Schools	\$1,199,287.40	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	Required Action: Mammoth MS Chronic Absenteeism Performance for White Students				Specific Schools: Mammoth Middle School 6-8	\$0.00	
3	3.1	Improve Communication to District Educational Partners	Yes	LEA-wide	English Learners	All Schools	\$32,049.54	
3	3.2	Increase Community Outreach and Family Engagement	Yes	LEA-wide	English Learners Low Income	All Schools	\$0.00	
3	3.3	Address the Needs of Our Learning Community	Yes	LEA-wide	English Learners Low Income	All Schools	\$10,000.00	
3	3.4	Partner-Informed Decision Making				All Schools	\$0.00	
4	4.1	Exploration of CTE Courses				Specific Schools: Sierra High School	\$50,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,135,153.00	\$1,781,111.11

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	Behavior / Academic support section for unduplicated students	Yes	\$29,078.00	40500.14
1	1.2	Community Mentorships for unduplicated students	Yes	\$5,000.00	2400
1	1.3	Tech tools to support middle school world language acquisition to support language development for English Learners	Yes	\$14,500.00	6000
1	1.4	Support for College advising, FAFSA & college transition for unduplicated high school students	Yes	\$500.00	500
1	1.5	AP World Language & Literature for Spanish speakers to increase language proficiency for English Learners.	Yes	\$60,950.00	82798.43
1	1.6	Additional CTE Section (Construction Tech) to support complete CTE pathways and a Broad Course of study for unduplicated students	Yes	\$11,130.00	13400.13
1	1.7	Additional Dual Enrollment courses for ECHS at MHS for broad course of study for unduplicated students	Yes	\$116,600.00	158042.74
1	1.8	ERWC College readiness for English for unduplicated students.	Yes	\$28,620.00	31130.89
1	1.9	Naviance College Planning program trainings (grades 5-12+) for college and career planning workshops	Yes	\$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		targeted for unduplicated students and their families.			
1	1.10	Additional days/hours for MHS counselor (MOU) to serve broad course of study for English Learners in access to college enrollment	Yes	\$19,298.00	18767.87
1	1.11	One Section to provide transition to & academic advisement for Alternative Education (continuation) for unduplicated students	Yes	\$28,090.00	33999.40
1	1.12	College & Career Information Nights for unduplicated students and parents to increase awareness of opportunities	Yes	\$500.00	500
1	1.13	Professional Learning for teachers and staff in understanding the needs of unduplicated students in an Early College High School model	Yes	\$5,000.00	0
1	1.14	ECES implementation for advising underserved students@ MHS in college and career pathways: support for staff through professional leadership organization	Yes	\$5,000.00	31500
2	2.1	Professional Development for SPED staff, including Behavior Improvement Plans for unduplicated students	Yes	\$3,000.00	4349
2	2.2	California Healthy Kids Survey administration to gather perception data regarding school climate (students, parents, staff)	No	\$0.00	0
2	2.3	SEL PD to meet the needs of unduplicated students	Yes	\$10,000.00	10000
2	2.4	SEL training for students and staff: Trauma Informed instruction/PBIS/Anti-bullying to understand the needs of unduplicated students	Yes	\$1,000.00	6050
2	2.5	Tutoring for unduplicated students to maintain eligibility for Athletics	Yes	\$1,000.00	1000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Improve mental health counseling services and articulation of services for unduplicated students	Yes	\$40,000.00	97224.14
2	2.7	Wellness & Safety Committee meetings to promote health, nutrition and wellness for students and staff, targeted goals for unduplicated students	Yes	\$500.00	500
2	2.8	Universal Screening tool to identify students with critical SEL needs and to focus SEL support for unduplicated students.	Yes	\$1,000.00	1000
3	3.1	Ongoing professional development & coaching for teachers to improve instruction for unduplicated students.	Yes	\$35,000.00	25440
3	3.2	Middle School Language Lab teacher	Yes	\$122,209.00	66241.58
3	3.3	Books & Supplies (Leadership/Professional Learning) to achieve equitable instructional access for unduplicated students	Yes	\$5,000.00	5000
3	3.4	Instructional Leadership Team Stipends for ILTs to focus on closing the achievement gap for unduplicated students	Yes	\$35,000.00	28000
3	3.5	Dual Immersion Committee stipends	Yes	\$6,600.00	0
3	3.6	Dual Immersion instruction to support English Learners	Yes	\$224,662.00	706808.13
3	3.7	Explore student curriculum and assessment resources for English Learners	Yes	\$14,838.00	17438
3	3.8	Assessment calendar and local academic assessments (STAR/CAASPP IABs & ICAs) to track learner progress for intervention	Yes	\$29,078.00	29078
3	3.9	Amity bilingual Interns	Yes	\$10,000.00	5234.76

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	3.10	Multi cultural, Inclusion and Equity-focused Library Books and Media	Yes	\$10,000.00	10000
4	4.1	Professional Learning for Staff & Equity Team	Yes	\$5,000.00	5000
4	4.2	Parent Communication/Translation for parents	Yes	\$500.00	8462
4	4.3	Latino Family Literacy (TK-8)	Yes	\$500.00	500
4	4.4	Title 3/ELPAC Coordinator	Yes	\$5,000.00	5000
4	4.5	Bilingual Technicians to support English Learners' parents	Yes	\$100,000.00	212408.89
4	4.6	Develop and conduct an Equity Climate/Culture Survey to positively impact unduplicated students	Yes	\$5,000.00	5000
5	5.1	Purchase curriculum to support MTSS for academics	No Yes	\$100,000.00	63962.01
5	5.2	Instructional Coaching and PAR for teachers serving unduplicated students in closing the achievement gap	Yes	\$10,000.00	10000
5	5.3	Recruit and hire high quality teachers and staff who can work with unduplicated students	Yes	\$1,000.00	1000
5	5.4	Broad course of study for unduplicated students	Yes	\$23,000.00	23000
5	5.5	Improve HR functions and services to recruit highly qualified teachers to work with high needs students	No Yes	\$2,000.00	2000

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)
5	5.6	New Teacher Induction for teachers of English Learners	Yes	\$10,000.00	11875

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1526995	\$1,130,153.00	\$1,781,111.11	(\$650,958.11)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Behavior / Academic support section for unduplicated students	Yes	\$29,078.00	40500.14		
1	1.2	Community Mentorships for unduplicated students	Yes	\$0.00	2400		
1	1.3	Tech tools to support middle school world language acquisition to support language development for English Learners	Yes	\$14,500.00	6000		
1	1.4	Support for College advising, FAFSA & college transition for unduplicated high school students	Yes	\$500.00	500		
1	1.5	AP World Language & Literature for Spanish speakers to increase language proficiency for English Learners.	Yes	\$60,950.00	82798.43		
1	1.6	Additional CTE Section (Construction Tech) to support complete CTE pathways and a Broad Course of study for unduplicated students	Yes	\$11,130.00	13400.13		
1	1.7	Additional Dual Enrollment courses for ECHS at MHS for broad course of study for unduplicated students	Yes	\$116,600.00	158042.74		

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	1.8	ERWC College readiness for English for unduplicated students.	Yes	\$28,620.00	31130.89		
1	1.9	Naviance College Planning program trainings (grades 5-12+) for college and career planning workshops targeted for unduplicated students and their families.	Yes	\$0.00	0		
1	1.10	Additional days/hours for MHS counselor (MOU) to serve broad course of study for English Learners in access to college enrollment	Yes	\$19,298.00	18767.87		
1	1.11	One Section to provide transition to & academic advisement for Alternative Education (continuation) for unduplicated students	Yes	\$28,090.00	33999.40		
1	1.12	College & Career Information Nights for unduplicated students and parents to increase awareness of opportunities	Yes	\$500.00	500		
1	1.13	Professional Learning for teachers and staff in understanding the needs of unduplicated students in an Early College High School model	Yes	\$5,000.00	0		
1	1.14	ECHS implementation for advising underserved students@ MHS in college and career pathways: support for staff through professional leadership organization	Yes	\$5,000.00	31500		
2	2.1	Professional Development for SPED staff, including Behavior Improvement Plans for unduplicated students	Yes	\$3,000.00	4349		

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)
2	2.3	SEL PD to meet the needs of unduplicated students	Yes	\$10,000.00	10000		
2	2.4	SEL training for students and staff: Trauma Informed instruction/PBIS/Anti-bullying to understand the needs of unduplicated students	Yes	\$1,000.00	6050		
2	2.5	Tutoring for unduplicated students to maintain eligibility for Athletics	Yes	\$1,000.00	1000		
2	2.6	Improve mental health counseling services and articulation of services for unduplicated students	Yes	\$40,000.00	97224.14		
2	2.7	Wellness & Safety Committee meetings to promote health, nutrition and wellness for students and staff, targeted goals for unduplicated students	Yes	\$500.00	500		
2	2.8	Universal Screening tool to identify students with critical SEL needs and to focus SEL support for unduplicated students.	Yes	\$1,000.00	1000		
3	3.1	Ongoing professional development & coaching for teachers to improve instruction for unduplicated students.	Yes	\$35,000.00	25440		
3	3.2	Middle School Language Lab teacher	Yes	\$122,209.00	66241.58		
3	3.3	Books & Supplies (Leadership/Professional Learning) to achieve equitable instructional access for unduplicated students	Yes	\$5,000.00	5000		
3	3.4	Instructional Leadership Team Stipends for ILTs to focus on closing the achievement gap for unduplicated students	Yes	\$35,000.00	28000		

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)
3	3.5	Dual Immersion Committee stipends	Yes	\$6,600.00	0		
3	3.6	Dual Immersion instruction to support English Learners	Yes	\$224,662.00	706808.13		
3	3.7	Explore student curriculum and assessment resources for English Learners	Yes	\$14,838.00	17438		
3	3.8	Assessment calendar and local academic assessments (STAR/CAASPP IABs & ICAs) to tracker learner progress for intervention	Yes	\$29,078.00	29078		
3	3.9	Amity bilingual Interns	Yes	\$10,000.00	5234.76		
3	3.10	Multi cultural, Inclusion and Equity-focused Library Books and Media	Yes	\$10,000.00	10000		
4	4.1	Professional Learning for Staff & Equity Team	Yes	\$5,000.00	5000		
4	4.2	Parent Communication/Translation for parents	Yes	\$500.00	8462		
4	4.3	Latino Family Literacy (TK-8)	Yes	\$500.00	500		
4	4.4	Title 3/ELPAC Coordinator	Yes	\$5,000.00	5000		
4	4.5	Bilingual Technicians to support English Learners' parents	Yes	\$100,000.00	212408.89		
4	4.6	Develop and conduct an Equity Climate/Culture Survey to positively impact unduplicated students	Yes	\$5,000.00	5000		
5	5.1	Purchase curriculum to support MTSS for academics	Yes	\$100,000.00	63962.01		
5	5.2	Instructional Coaching and PAR for teachers serving unduplicated students in closing the achievement gap	Yes	\$10,000.00	10000		

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)
5	5.3	Recruit and hire high quality teachers and staff who can work with unduplicated students	Yes	\$1,000.00	1000		
5	5.4	Broad course of study for unduplicated students	Yes	\$23,000.00	23000		
5	5.5	Improve HR functions and services to recruit highly qualified teachers to work with high needs students	Yes	\$2,000.00	2000		
5	5.6	New Teacher Induction for teachers of English Learners	Yes	\$10,000.00	11875		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
13607165	1526995	0%	11.222%	\$1,781,111.11	0.000%	13.090%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

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