



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chatom Union School District

CDS Code: 50-71050

School Year: 2024-25

LEA contact information:

Cherise Olvera

Superintendent

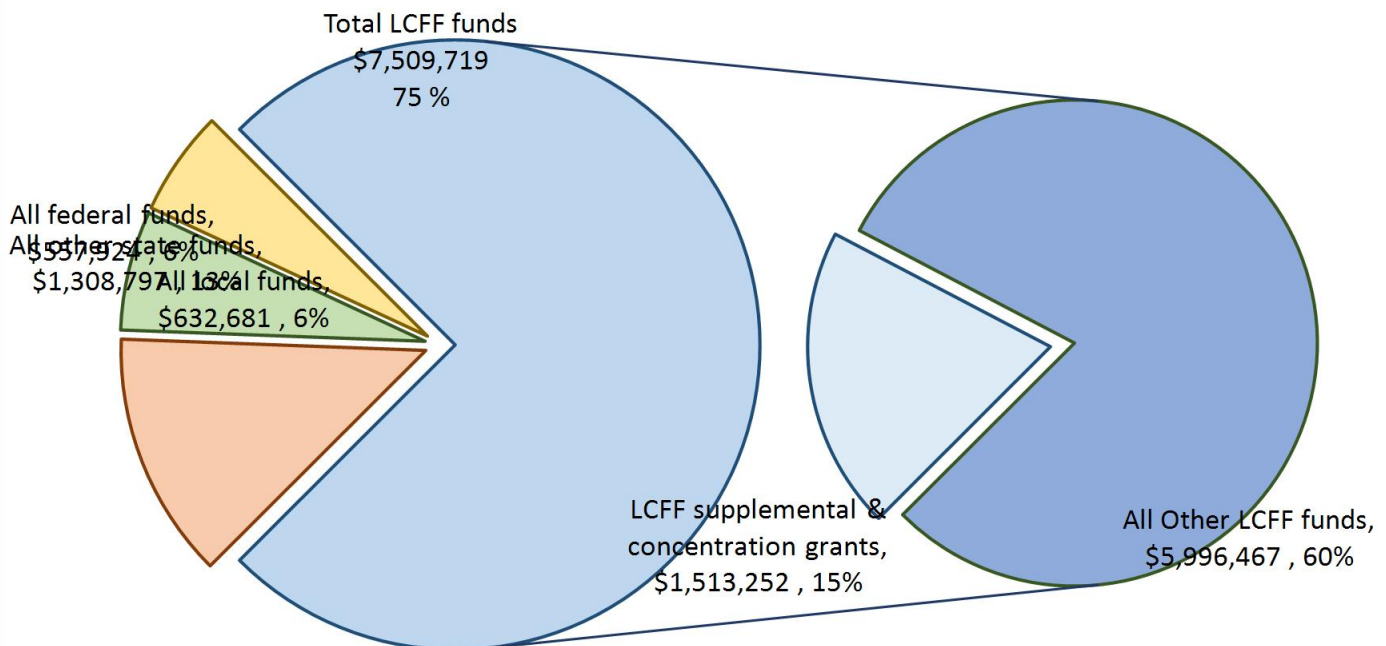
colvera@chatom.k12.ca.us

209-664-8505 Ext 1

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

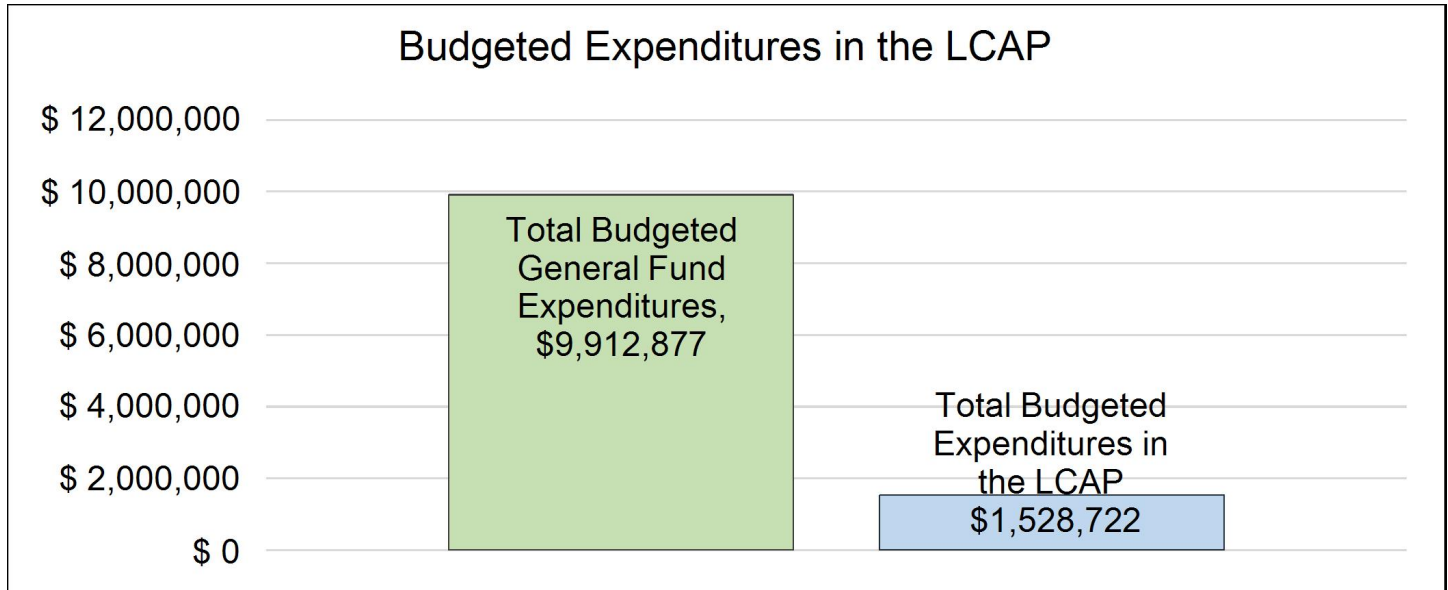


This chart shows the total general purpose revenue Chatom Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Chatom Union School District is \$10,009,121, of which \$7,509,719 is Local Control Funding Formula (LCFF), \$1,308,797 is other state funds, \$632,681 is local funds, and \$557,924 is federal funds. Of the \$7,509,719 in LCFF Funds, \$1,513,252 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Chatom Union School District plans to spend \$9,912,877 for the 2024-25 school year. Of that amount, \$1,528,722 is tied to actions/services in the LCAP and \$8,384,155 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

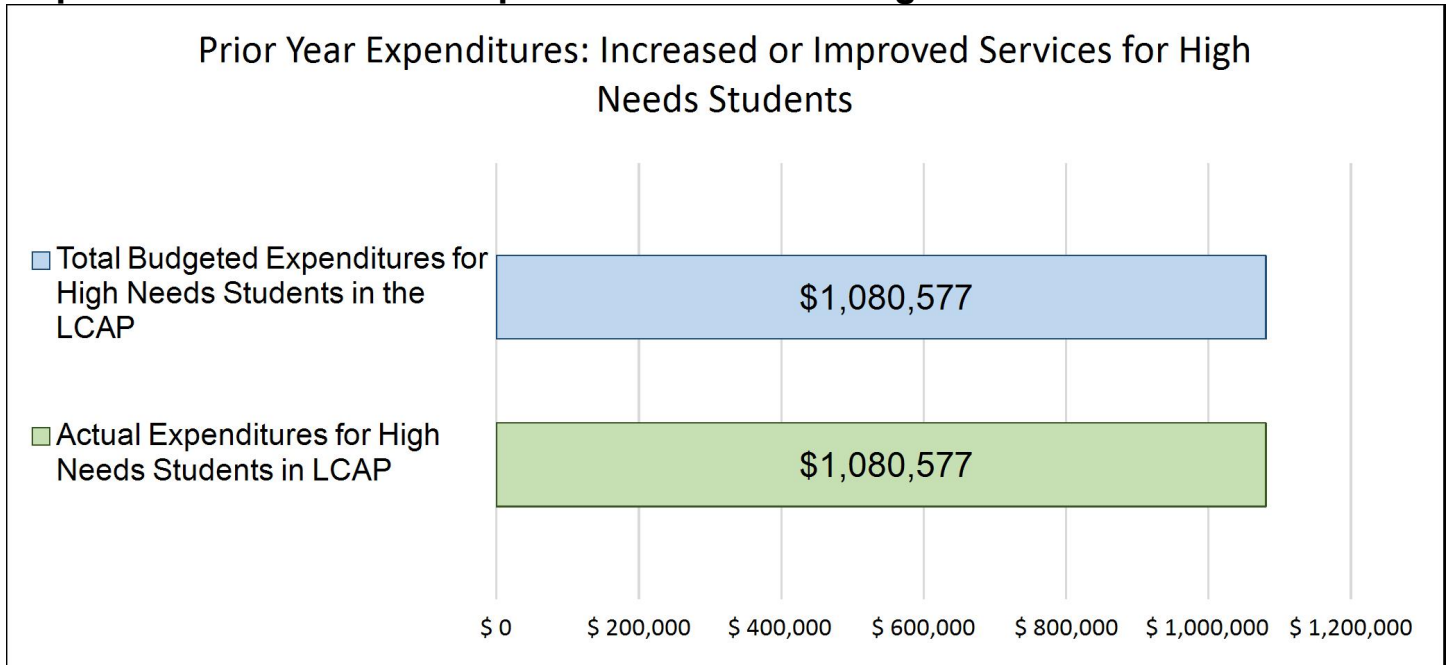
General Fund expenditures outside of the Local Control Accountability Plan (LCAP) cover necessary expenses including salaries, benefits, supplies, and other services.

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

In 2024-25, Chatom Union School District is projecting it will receive \$1,513,252 based on the enrollment of foster youth, English learner, and low-income students. Chatom Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Chatom Union School District plans to spend \$1,453,722 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Chatom Union School District's LCAP budgeted \$1,080,577 for planned actions to increase or improve services for high needs students. Chatom Union School District actually spent \$1,080,577 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chatom Union School District	Cherise Olvera Superintendent	colvera@chatom.k12.ca.us 209-664-8505 Ext 1

Goals and Actions

Goal

Goal #	Description
1	Schools will increase the conditions of learning through the use of CCSS aligned instructional materials, and highly qualified teachers in a clean and safe learning environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator-Facility Inspection Tool	Local Indicator-Facility Inspection Tool Chatom - Good Mountain View - Good	Local Indicator-Facility Inspection Tool September 2021 Chatom - Good Mountain View - Good	Local Indicator-Facility Inspection Tool September 2022 Chatom - Exemplar Mountain View - Good	All of the data listed below reflects the 2023-2024 School year:	Local Indicator-Facility Inspection Tool Chatom - Maintain good or higher Mountain View - Maintain good or higher
Local Indicator - Sufficiency of Materials	Local Indicator - Sufficiency of Materials Chatom- 100% Mountain View - 100%	Local Indicator - Sufficiency of Materials Chatom- 100% Mountain View - 100%	Local Indicator - Sufficiency of Materials Chatom- 100% Mountain View - 100%	Local Indicator-Facility Inspection Tool September 2023 Chatom - Exemplary Mountain View - Good	Local Indicator - Sufficiency of Materials Chatom- Maintain 100% Mountain View - Maintain 100%
Local Indicator - Highly Qualified Staff properly assigned by credential	Local Indicator - Highly Qualified Staff properly assigned by credential Chatom - 100% Mountain View - 100%	Local Indicator - Highly Qualified Staff properly assigned by credential Chatom - 100% Mountain View - 100%	Local Indicator - Highly Qualified Staff properly assigned by credential Chatom - 100% Mountain View - 100%	Local Indicator - Sufficiency of Materials Chatom- 100% Mountain View - 100%	Local Indicator - Sufficiency of Materials Chatom- Maintain 100% Mountain View - Maintain 100%
Local Indicator - Implementation of Standards	Local Indicator - Implementation of ELA Chatom- 3 Mountain View- 2	Local Indicator - Implementation of ELA Chatom- 5 Mountain View- 5	Local Indicator - Implementation of ELA Chatom- 5 Mountain View- 5	Local Indicator - Highly Qualified Staff properly assigned by credential Chatom - 100% Mountain View - 100%	Local Indicator - Highly Qualified Staff properly assigned by credential Chatom - Maintain 100% Mountain View - Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Local Indicator - Implementation of NGSS Chatom- 2 Mountain View- 2 Minimum of 1 Study Trip or Program per grade level IT Time- 15 hours per week	Local Indicator - Implementation of NGSS Chatom- 2 Mountain View- 4 Minimum of 1 Study Trip or Program per grade level Kdg - R.A.M. Pumpkin Farm 1st Grade - Fresno Chaffee Zoo 2nd Grade- Fossil Discovery Center 3rd Grade- Monterey Bay Aquarium 4th Grade- Columbia State Park 5th Grade- Sutters Fort - Old Sacramento 6th Grade- Foothill Horizons & Big Trees 7th Grade- Foothill Horizons & Medieval Day 8th Grade- College Visits IT Time- 15 hours per week	Local Indicator - Implementation of NGSS Chatom- 2 Mountain View- 5 Minimum of 1 Study Trip or Program per grade level Kdg - R.A.M. Pumpkin Farm 1st Grade - Fresno Chaffee Zoo 2nd Grade- Fossil Discovery Center 3rd Grade- Monterey Bay Aquarium 4th Grade- Columbia State Park 5th Grade- San Francisco Exploratorium 6th Grade- Foothill Horizons/ Moaning Cavern 7th Grade- Medieval Day 8th Grade- Levi Stadium IT Time- 15 hours per week	Local Indicator - Implementation of ELA Chatom- 5 Mountain View- 5 Local Indicator - Implementation of NGSS Chatom- 3 Mountain View- 5 Minimum of 1 Study Trip or Program per grade level * TK- Resendiz Farms & Hilmar Cheese * Kdg - Hunter Farms & Stockton Museum * 1st Grade - Fresno Chaffee Zoo * 2nd Grade- Fossil Discovery Center * 3rd Grade- Monterey Bay Aquarium * 4th Grade- Columbia State Park * 5th Grade- Sacramento Museum of Curiosity * 6th Grade- Foothill Horizons/ Moaning	Local Indicator - Implementation of ELA Chatom- 4 Mountain View- 4 Local Indicator - Implementation of NGSS Chatom- 4 Mountain View- 4 Minimum of 1 Study Trip or Program per grade level IT Time- 40 hours per week

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		IT time has been expanded to 35 hours per week for 2021-2022	IT time was maintained at 35 hours per week for 2022-2023	Cavern * 7th Grade- Medieval Day * 8th Grade- College Visits IT Time- 15 hours per week Lab Time IT time was maintained at 35 hours per week for 2023-2024	

Goal Analysis

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

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

All actions within goal one were completed and did not have any substantive differences.

1. Professional Learning - The Professional Development plan in conjunction with Stanislaus County Office of Education (SCOE) was fully implemented. Professional Development was also offered to Para-Educators to increase instructional support within the classroom.
2. Study Trips- Every grade level participated in an off-site study trip and or an on-site simulated experience related to their grade level standards
3. Instructional Materials - 100% sufficiency of instructional materials. Additional supplemental materials were also purchased to support literacy at Chatom Elementary
4. Facilities - Both sites received a good or higher status on the Facility inspection Tool
5. Highly Qualified Staff - 100% of staff meet highly qualified status and 100% are properly assigned
6. Playground and Equipment - Play structures were inspected by CRSIG and found to be safe for all students
7. Technology Infrastructure - Infrastructure speed was increased from 100 MB to 1 GBPS
8. Technology Devices/Equipment - Maintained one-to-one devices for all grades
9. IT Support- Maintained increased IT hours to support the one-to-one needs District-wide

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.

The District had originally set aside \$40,000 for Professional Learning. The District was able to acquire additional support and technical assistance from the Stanislaus County Office of Education through the use of Differentiated Assistance funds. The professional learning focused on literacy and mathematics at both sites. Highly qualified staff costs also increased by 8% due to negotiated increased wages, pension costs and added hours to provide additional support to students.

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

All actions were effective in providing positive learning experiences to students.

- * Professional Learning - 100% of Professional learning days reflected on the SCOE Differentiated Assistance Plan were completed along with the implementation of walk-throughs with administration and SCOE representatives. Support from SCOE yielded best practices across curricular areas, which are being implemented in all classes.
- * Study Trips - Study trips & experiences were aligned to grade-level standards and evidence of student learning was evident in the classroom
- * Instructional Materials - Although the District is no longer under the required Williams Inspection an internal audit was conducted and 100% of the required materials were in place
- * Facilities - Facility needs were ongoing through the school year. The greatest need was in HVAC systems. Three systems were completely replaced and several others were repaired throughout the year
- * Highly Qualified Staff - All staff are 100% highly qualified and properly assigned. There were no interns in the 2023-2024 school year
- * Playground and Equipment - No injury claims were filed due to playground equipment
- * Technology Infrastructure, devices, and IT support - There were no instructional delays due to lack of technology access, devices, or support.

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

Added the following Metrics:

- English Learner Progress Indication (ELPI)
- Implementation of State Board-adopted content and performance standards

- Progress in implementing policies or programs to support English Learners

Changes to Actions:

- Combined all our technology actions (1.7, 1.8, 1.9) into a single comprehensive action to ensure continuity.

* Actions for Professional learning will now be included in goal 2 for better alignment.

CRSIG inspected the playground and equipment and found them to be safe. However, input from education partners shared that the playground structures are very hot in the late afternoon. Based on their input the District will look at different options to provide shade over the structures.

Overall support from SCOE yielded best practices across curricular areas, which are being implemented in all classes. Mountain View ELA teachers reported that they would like more targeted training from a Study Sync trainer or other Study Sync Districts who are experiencing positive outcomes.

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

Goals and Actions

Goal

Goal #	Description
2	Students' academic, language, social and emotional development will be strengthened through a broad scope of learning opportunities and appropriate instructional strategies and support.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Indicator - EL Proficiency	State Indicator - EL Proficiency as measured by ELPAC	State Indicator - EL Proficiency as measured by ELPAC	State Indicator - EL Proficiency as measured by ELPAC	State Indicator - EL Proficiency as measured by ELPAC	State Indicator - EL Proficiency as measured by ELPAC
State Indicator - ELA Achievement	Well Developed - 16.40%	(All Grades) Well Developed - 11.06%	(All Grades) Well Developed - 15.57%	(All Grades) Well Developed - 16.50%	Level 4 - Well Developed - Increase percentage each year
State Indicator - Math Achievement	Moderately Developed - 37.77%	Moderately Developed - 31.49%	Moderately Developed - 35.23%	Moderately Developed - 33.77%	Level 3 - Moderately Developed
State Physical Fitness Test (PFT)	Somewhat Developed - 30.12%	Somewhat Developed - 40.43%	Somewhat Developed - 30.73%	Somewhat Developed - 29.40%	Increase percentage each year
	Minimally Developed- 15.71%	Minimally Developed- 17.02%	Minimally Developed- 18.74%	Minimally Developed- 20.33%	Level 2 - Somewhat Developed
Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.	41% Making progress towards proficiency LTEL: 36 students Reclassification - 12 students	60 % Making progress towards proficiency LTEL: 44 students Reclassification - 12 students	43.5 % Making progress toward proficiency LTEL: 30 students Reclassification - 21 students (2 moved and 3 graduated)	43 % Making progress toward proficiency LTEL: 12 students Reclassification - 11 students	Decrease percentage each year Level 1 - Minimally Developed Decrease percentage each year
	State Indicator - ELA Achievement CUSD - Yellow Maintained 5.6 Chatom - Yellow Increased 11.5	State Indicator - ELA Achievement (CAASPP 2020-2021) 2020-2021 Met or Exceeded Standards CUSD - 32.89%	State Indicator - ELA Achievement (CAASPP 2021-2022)	State Indicator - ELA Achievement (CAASPP 2022-2023)	Increase the percentage of EL students making progress each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Mountain View - Yellow maintained 0.7 State Indicator - Math Achievement CUSD - Orange Decreased -50.7 Chatom - Yellow Maintained 42.8 Mountain View -Red Decreased 57.9 State Physical Fitness Test (PFT): 5th Grade: >60% in HFZ in 2 of 6 areas 7th Grade: >60% in HFZ in 4 of 6 areas API - NA Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.	Chatom - 32.23% Mountain View - 33.51% State Indicator - Math Achievement (CAASPP 2020-2021) 2020-2021 Met or Exceeded Standards CUSD - 22.02% Chatom - 27.22% Mountain View - 17.26% State Physical Fitness Test (PFT): 5th and 7th Grade State PFT was not administered in 2020-2021 Local physical education skill assessments were given quarterly and all students received a passing score. API - NA Chatom Union School District is a TK-8 grade District. High	2021-2022 Met or Exceeded Standards CUSD - 35.10% Chatom - 37.14% Mountain View - 33.16% State Indicator - Math Achievement (CAASPP 2021-2022) 2021-2022 Met or Exceeded Standards CUSD - 24.31% Chatom - 32.77% Mountain View - 16.21% State Physical Fitness Test (PFT): 5th and 7th Grade State PFT was administered only at the local level. State data only included participation rate: There was a 100% participation rate at both Chatom and Mountain View Local physical education skill assessments were given quarterly and all	2022-2023 Met or Exceeded Standards CUSD - 33% Chatom - 33% Mountain View - 35% State Indicator - Math Achievement (CAASPP 2022-2023) 2022-2023 Met or Exceeded Standards CUSD - 31% Chatom - 39% Mountain View - 23% State Physical Fitness Test (PFT): 5th and 7th Grade State PFT was administered only at the local level. State data only included participation rate: There was a 100% participation rate at both Chatom and Mountain View Local physical education skill assessments were given quarterly and all students received a passing score.	LTEL: Decrease the percentage of LTEL each year Reclassification: Increase the percentage each year State Indicator - ELA Achievement CUSD - Increase change level from the prior year Chatom - Increase change level from the prior year Mountain View - Increase change level from the prior year State Indicator - Math Achievement CUSD - Increase change level from the prior year Chatom - Increase change level from the prior year Mountain View - Increase change level from the prior year State Physical Fitness Test (PFT):

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		School metrics are not applicable.	students received a passing score. API - NA Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.	API - NA Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.	5th Grade: >60% in HFZ in 6 of 6 areas 7th Grade: >60% in HFZ in 6 of 6 areas API - NA Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.

Goal Analysis

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

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

Actions implemented with no substantive differences:

- * Data Systems - AERIES, Jupiter, and STAR were fully implemented
- * Expanded Learning - Summer School consisting of an academic program and enrichment program was offered in 2023-2024 and will be continued in 2024-2025. Five study trips were also added to the end of the regular summer school program.
- * EL Support (Planning, Professional Learning, Intervention ELD, Bilingual Para Support) - Bilingual para-educators provided primary language support to TK and Kindergarten classes. Professional learning provided by SCOE included ELD training and instructional strategies to support EL students
- * SPSA Site Goals- Site goals established by Mountain View and Chatom site councils were fully implemented
- * Technology Instruction is utilized in all grades
- * Increase Academic Accountability & Engagement- Literacy Walks and Math Walks with debrief and feedback occurred at both sites with Principals and SCOE representatives

Actions implemented with Substantive differences:

- * Instructional Support (Intervention/Foundations)- The Foundations class was not offered in 2023-2024 during the regular instructional day due to declining enrollment, but intervention support was offered to all students during the after-school program.
- * I-Ready was added as a new supplemental diagnostic tool and personalized curricular program to support student academic achievement

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

There was minimal material differences between budgeted expenditures and estimated actuals that was due mostly to increase wages, pension costs and inflation.

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

Effective Actions:

- * Data Systems - Data systems have effectively identified and communicated student needs and progress. The data is used by teachers in developing instructional groups within the classroom and pull-out intervention groups. Parents have also shared positive feedback regarding the ease and content of following their child's assignments and progress on Jupiter.
- * I-Ready has been very effective evidenced by the growth made between diagnostic number two administered in December and diagnostic number three administered in March.
- * Expanded Learning - Summer School consisting of an academic program, and enrichment program was offered in 2023-2024 and will continue in 2024-2025. Five study trips were also added to the end of the regular summer school program.
- * EL Support - Bilingual para-educators provided primary language support to TK and Kindergarten classes. Professional learning provided by SCOE included ELD training and instructional strategies to support EL students
- * SPSA Site Goals- Site goals established by Mountain View and Chatom site councils were fully implemented. Students shared that beyond the academic use of the Mountain View library, they appreciate the activities (puzzles and games) available to give them another place to go before school, after school, and during lunch.
- * Technology Instruction is utilized in all grades. All classrooms are equipped with Smartboards for instructional use
- * Increase Academic Accountability & Engagement- Literacy and math walks have helped support both our students and staff from the feedback provided and specific planning which was created based on reflection from the walks.

Ineffective actions:

- * Mountain View staff provided feedback indicating that they felt the after-school intervention was less effective mostly due to lack of attendance.

* The Summer School study trips were effective because they were directly aligned to the S.T.E.A.M curricular program utilized during summer school but student participation was less than anticipated.

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

* Added the following Metrics:

California Science Test (CAST)

Reclassification Rate for English Learners (R-FEP)

* Changes to Actions:

Combined our actions that support summer school and extended learning (2.3 and 3.4) into one comprehensive action to ensure continuity under goal 2.

* The 2022-2023 summer school schedule was Monday through Thursday for five weeks followed by a five-day study trip excursion that directly supported student learning during summer school. Once the regular summer school session ended some students did not return for the study trips. The 2023-2024 summer school schedule will be redesigned to have the five study trips occur each Friday during the regular summer school schedule. The goal is to have both programs end at the same time to increase participation.

* I-Ready will be continued in the 2024-2025 as a diagnostic tool. The 2023-2024 I-ready data will be analyzed to determine the correlation between I-Ready and CAASPP results.

* Mountain View staff will discuss alternate plans to support intervention within the school day in addition to after school.

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

Goals and Actions

Goal

Goal #	Description
3	Parents and students will be engaged partners in the education of students and the development of character traits, safety and school connectedness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator - Parent Involvement State Indicator - Suspension Rate State Indicator - Chronic Absenteeism	Local Indicator - Parent Engagement Local Indicator Tool Building Relationships - 3.94 Building Partnerships for Student Outcomes - 4.03 Seeking Input for Decision Making - 4.59 Parenting Class 1 training (6 participants) State Indicator - Suspension Rate (2019-2020) CUSD - 2.8% Chatom- 1.4% Mountain View- 6.1%	Local Indicator - Parent Engagement Local Indicator Tool - Building Relationships - 4.25 Building Partnerships for Student Outcomes - 4.43 Seeking Input for Decision Making - 4.5 Parenting Class Training Family Literacy November 17, 2021, with over 50 participants Family Literacy scheduled for January 26, 2022, was canceled due to the Omicron surge Family Literacy was held on March 2, 2022	Local Indicator - Parent Engagement Local Indicator Tool - Building Relationships - 4.88 Building Partnerships for Student Outcomes - 4.5 Seeking Input for Decision Making - 4.5 Parenting Class Training Family Literacy October 26, 2022 Family Literacy January 18, 2023 Family Literacy March 1, 2023 Family Math April 19, 2023 Family Science May 10, 2023	Local Indicator - Parent Engagement Local Indicator Tool - Building Relationships - 4.88 Building Partnerships for Student Outcomes - 4.5 Seeking Input for Decision Making - 4.5 Parent Class Training Family Literacy October 25, 2023 Family Math December 13, 2023 Family Literacy March 6, 2024 Family Literacy May 3, 2024 Family Science Night May 8, 2024	Family Local Indicator - Parent Engagement Local Indicator Tool Building Relationships - 4.5 Building Partnerships for Student Outcomes - 4.5 Seeking Input for Decision Making - 5.0 Parenting Class- Minimum of 2 trainings State Indicator - Suspension Rate CUSD - Decrease change level from the prior year Chatom- Decrease change level from the prior year Mountain View- Decrease change

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	State Indicator - Chronic Absenteeism (2018-2019) CUSD - 2.46% Chatom- 2.68% Mountain View- 2.01% State Indicator - Chronic Absenteeism (COVID-19 School Closure Year 2019-2020) CUSD - 9.9% Chatom- 11.0% Mountain View- 7.4% Expulsion Rate: Chatom: 0% Mountain View: 0% Average Daily Attendance - April 2021 ADA CUSD - 95.54% ADA Chatom: 96.4% ADA Mountain View: 93.86% Middle School Dropout Rate: 0% Chatom Union is a TK-8th grade District. High School metrics are not applicable.	Family Literacy was held on April 13, 2022 State Indicator - Suspension Rate (2020-2021) CUSD - 0.5% Chatom- 0.5% Mountain View- 0.5% State Indicator - Chronic Absenteeism (2020-2021) CUSD - 12% Chatom- 7.1% Mountain View- 21.4% Stanislaus County - 16.5% California - 14.3% Expulsion Rate: Chatom: 0% Mountain View: 0% Average Daily Attendance - April 2022 ADA CUSD - 93.95% ADA Chatom: 93.98% ADA Mountain View: 93.89%	State Indicator - Suspension Rate (2021-2022) CUSD - 2.9% Chatom- 1.9% Mountain View- 5.0% State Indicator - Chronic Absenteeism (2021-2022) CUSD - 21.8% Chatom- 18.1% Mountain View- 26.8% Stanislaus County - 44.6% California - 30% Expulsion Rate: Chatom: 0% Mountain View: 0% Average Daily Attendance - April 2022 ADA CUSD - 94.4% ADA Chatom: 94.34% ADA Mountain View: 94.38% Middle School Dropout Rate: 0%	State Indicator - Suspension Rate (2022-2023) CUSD - 3.7% Chatom- 2.4% Mountain View- 5.6% State Indicator - Chronic Absenteeism (2022-2023) CUSD - 13.7% Chatom- 11.1% Mountain View- 15.9% Stanislaus County - 25.3% California - 24.9% Expulsion Rate: Chatom: 0% Mountain View: 0% Average Daily Attendance - April 2023 ADA CUSD - 95.89 ADA Chatom: 96.13 ADA Mountain View: 95.33 Middle School Dropout Rate: 0%	level from the prior year State Indicator - Chronic Absenteeism CUSD - Decrease change level from the prior year Chatom- Decrease change level from the prior year Mountain View- Decrease change level from the prior year Expulsion Rate: Chatom: Maintain 0 Mountain View: Maintain 0 Average Daily Attendance - ADA CUSD - Increase change level from the prior year ADA Chatom - Increase change level from the prior year ADA Mountain View: Increase change level from the prior year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Middle School Dropout Rate: 0% Chatom Union is a TK-8th grade District. High School metrics are not applicable.	Chatom Union is a TK-8th grade District. High School metrics are not applicable.	Chatom Union is a TK-8th grade District. High School metrics are not applicable.	Middle School Dropout Rate: 0 Chatom Union is a TK-8th grade District. High School metrics are not applicable.

Goal Analysis

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

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

All actions within goal three were completed and did not have any substantive differences.

Parent Involvement - Expanded family literacy nights to include math, science, and fun family engagement activities. A variety of Coffee Connection activities were also offered to increase parent involvement. Some topics included: Tips for Student Success, MJC Dual Enrollment, Social Media Safe Usage, Gaming Safety, and Without Permission. District and Site administrators provide a monthly update at each Parent Teacher Club Meeting and Regular Board Meetings to keep all education partners involved and informed.

Home-School Communication - in addition to effective communication through the regular use of Parent Square, the school sites also increased their presence on social media with weekly posts.

Guest Speakers & Presentations- A variety of speakers and presentations occurred at each site. Examples include a variety of presentations on agricultural careers, monthly counseling presentations, character trait presentations, and speakers from Turlock High School related to THS programs.

After-School Programs/ Transportation- After-school transportation was offered which had a positive impact on the increase in the number of program participants

Counseling Support- District Counselor offered services two days a week and a Behavioral Clinician offered services three days a week.

Positive Behavior- Students were recognized for good behavior, citizenship, attendance, and academic progress

Camera Security - Verkada security cameras were installed at both sites

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

There was minimal material differences between budgeted expenditures and estimated actuals that was due mostly to increase wages, pension costs and inflation.

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

Effective Actions:

- * Parent Involvement- More parent involvement activities and a greater variety of topics were offered in 2023-2024 resulting in greater participation.
- * Home-School Communication- Parent Square has been an effective communication tool reaching 98.6% of families
- * Guest Speakers & Presentations - Eight additional presentations were added in 2023-2024
- * After-School Programs/ Transportation- Two transportation routes support after-school programs and increase program participation
- * Counseling Support- Maintained a second clinician through the Behavioral Health and Recovery Services (BHRS) Grant
- * Camera Security - Camera security has been very effective in aiding site administrators with discipline investigations and theft prevention. Due to the effectiveness in other areas, the Mountain View site is also looking into adding vape security sensors at their site.

Ineffective Strategies:

- * Positive behavior strategies to increase attendance were very effective. However, positive behavior support to decrease the number of referrals and suspensions was not effective. The number of suspensions in 2023-2024 increased compared to 2022-2023

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

Changes to Actions:

- Combined our actions that support parent involvement, including communication, (3.1 and 3.2) into one comprehensive action to ensure continuity.

Changes to metrics

- * Middle School dropout rate

PBIS will be revisited at each site to create check-in opportunities and incentives to promote positive behavior, attendance and academic efforts. An added focus on students behavior and connectedness will be made to decrease the number of suspensions for all student groups. The budget will also be reviewed to allocate funds for incentives to sustain and support effective implemented programs.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chatom Union School District	Cherise Olvera Superintendent	colvera@chatom.k12.ca.us 209-664-8505 Ext 1

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.

Introduction:

The Chatom Union School District (CUSD) is located in a small rural community. It is located west of Turlock in an agricultural area, bordered by orchards, dairies, and cornfields. The District consists of Chatom Elementary School, Mountain View Middle School, and Chatom State Preschool. The District is part of a wonderfully supportive community. The students at CUSD are part of a long legacy of community involvement, agriculture, student enrichment, and quality education. As of April 29, 2024, there are 546 students enrolled in the District with 95.89% average daily attendance. The student population consists of 39.75% English learners, 66.12% free and reduced program participants, 7.15% homeless, and 0 % foster students. Motivational programs are established at both sites to encourage positive behavior and minimize suspensions and expulsions. The Chatom Union School District prides itself on providing quality educational programs in a safe and clean learning environment. Chatom Elementary offers a rigorous academic program designed to meet state standards and challenge students to think creatively and problem-solve for transitional kindergarten students through the fifth grade. Transitional kindergarten provides students with a full-day solid academic foundation. The close-knit staff collaborates regularly to meet the needs of students and analyze student progress. Supplemental instructional support is available at both sites. A physical education specialist provides instruction to grades 3-5 students. Chatom Elementary also offers a quality after-school program that includes homework help, academic intervention, and enrichment electives. Enrichment course offerings vary. Some course examples include; Art, Move & Dance, Games, Kidz Bop, Gardening, Fun with Sports, Cooking, Fun with Math, Yoga, Spanish, Leadership, and World Travels. A late bus is provided for

students who participate in after-school courses. Chatom is a place where students can get a high-quality, college-prep education within a positive and safe learning environment.

Mountain View Middle School offers a quality education that reflects the state standards, curriculum, and instruction that focuses on providing 6th-8th grade students with the 21st-century skills necessary to succeed in college and beyond. It is the vision of Mountain View to provide an environment where all students can reach their fullest potential both academically and socially. They strive to create an environment where all students can feel safe and valued for their uniqueness and abilities. Communication continues to be a focus to reach out to parents and community members through monthly newsletters, Aeries Parent Portal, JupiterEd, Parent Square, Mountain View website, electronic marquee, and social media. In addition to the regular school curricular program, Mountain View offers enrichment, intervention, and support programs. Some support programs include tutoring and intervention held during lunch and after school. Enrichment courses vary. Some course examples include; Art/ Cricket, Sports & More, Cooking, Yearbook, and Performance Class which includes drums, singing, acting, piano, and dance. The after-school sports program includes volleyball, soccer, girl's basketball, boy's basketball, and track. Students take pride in their school as part of the "Warrior Way" which demonstrates the elements of civility

No schools within the Chatom Union School District receive Equity Multiplier funding.

Reflections: Annual Performance

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

A reflection of the district, school sites, and student groups who received the lowest performance level on one or more state indicators is as follows:

Chatom Union School District (Red areas)

- * Suspension rates for Students with Disabilities increased by 4.6%
- * Suspension rate for white students increased by 2.5%
- * English Language Arts academic indicator for students with disabilities was 121.2 below standard

Chatom Elementary School (Red area)

- * Suspension rates for homeless students increased 4%

Mountain View Middle School (Red area)

- * English Language Arts academic indicator for English learners was 88.4 below standard

The Chatom USD will focus on strengthening Positive Behavior Interventions and Supports (PBIS) implementation to address the disproportionate suspension rate among white, homeless, and students with disabilities.

The Chatom USD is developing a Differentiated Assistance Plan with the Stanislaus County Office of Education to support all student groups who received the lowest performance level on one or more state indicators including English language arts for English learners and students with disabilities.

Reflections: Technical Assistance

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

Chatom Union Elementary School District qualifies for differentiated assistance based on the Fall 2023 California School Dashboard data for students with disabilities in English Language Arts, Math, and Suspension rates.

As part of differentiated assistance, and in collaboration with Stanislaus County Office of Education, we will address our needs with a focus on:

- Targeted professional development for teachers: This PD will cover:
Small group instruction: Techniques for effectively working with smaller student groups.
Universal Design for Learning (UDL) principles: Creating inclusive learning environments that benefit all students.
 - Effective scaffolding practices for EL: Strategies to support English Learners in accessing grade-level content.
 - Paraprofessional training: Equipping paraprofessionals with the skills to assist teachers in implementing these strategies.
- Additionally, the district will focus on strengthening Positive Behavior Interventions and Supports (PBIS) implementation to address the disproportionate suspension rate among Students with Disabilities.

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.

No schools within the LEA are eligible 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.

No schools within the LEA are eligible for CSI.

Monitoring and Evaluating Effectiveness

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

No schools within the LEA are eligible for CSI.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Complete a survey in January, discussion at advisory meetings, discussion and comments at Public Board Meetings and parent representation from each site on the LCAP Advisory Committee
Students	Elected student body members and members from each student subgroup including homeless, English learners, students with disabilities, Hispanic, nonhispanic, and socioeconomically disadvantaged meet with the administration in March to review all of the goals within the LCAP and provide input on what they feel is working best and what they would like to see added to programs. All of their feedback is shared with the LCAP Advisory Committee
Teachers	Complete a survey in January, discussion at advisory meetings, discussion and comments at Public Board Meetings and teacher representation from each site on the LCAP Advisory Committee
Principals	Complete a survey in January, discussion at advisory meetings, discussion at cabinet meetings, discussion and comments at Public Board Meetings and Principal representation from each site on the LCAP Advisory Committee
Administrators	Complete a survey in January, discussion and comments at Public Board Meetings and administrative representation on the LCAP Advisory Committee
Local Bargaining Units Chatom Union Educators Association (CUEA) and Chapter #585 Classified School Employees Association (CSEA)	The President and Vice President of each bargaining unit are part of the LCAP Advisory Committee in addition to their input on the staff surveys in January, and discussion at advisory meetings and Board meetings

Educational Partner(s)	Process for Engagement
Other School Personnel	Complete a survey in January, discussion at advisory meetings, discussion and comments at Public Board Meetings and classified representation from each site on the LCAP Advisory Committee
Board of Trustees	A Board representative is part of the LCAP Advisory Committee in addition to their input and discussion at Public Board Meetings
Advisory Groups Parent Advisory - PTC, DELAC, and School Site Council	All parents are given an opportunity to complete an LCAP survey in their primary language in January. Reports are shared at each advisory meeting and further input and discussion is collected at advisory group meetings during LCAP development
SELPA	The LCAP draft is shared with the SELPA Executive Director to receive input on goals, actions and metrics in May

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

Educational Partner Feedback that Influenced Goal 1:

- 1.1 Professional learning will include more ELD strategies and will include paraeducators based on staff feedback
- 1.2 Study trips will be maintained based on positive feedback from students as a memorable and hands-on learning experience
- 1.4 A lot of feedback was received from parents, staff, and students regarding the need for a one-way security fence at Chatom Elementary. This will be a priority item for the District to consider to increase safety for students, staff, and afterschool programs that run until 6:00 p.m.
- 1.6 Educational partners shared that the playground structures are too hot to play on in the afternoon during after-school programs. As a result, the District will look into the costs of shade structures to increase playground safety.
- 1.8 The use of technology devices received positive feedback from staff, parents, and students. The budget will be reviewed to utilize appropriate funding to sustain the one-to-one devices and staff devices.

Educational Partner Feedback that Influenced Goal 2:

- 2.1 Staff shared that I-Ready helped develop student groups within the classroom and was a good source to measure student progress. I-Ready was completed in 2023-2024 as a trial diagnostic tool, but based on the feedback received, it will be continued and added to action 2.1.
- 2.3 Educational partners shared that they liked the added field trip to summer school but preferred they were held on Fridays instead of adding an extra week to the summer program which resulted in lower attendance by program participants. Based on their feedback the summer school schedule will be adjusted to reflect a nine-hour program consisting of academics and enrichment Monday-Thursday and a corresponding study trip on Friday for five weeks.

Educational Partner Feedback that Influenced Goal 3:

- 3.2 Educational partners shared positive feedback that they appreciated the increased use of social media as a communication tool. The use of social media will be maintained as another ongoing source of communication. Each site will post a minimum of one time a week.

3.4 Parents and students shared that they would like more enrichment opportunities offered after school. As a result of the feedback, Mountain View will be reviewing its master schedule to see if intervention support could be moved to within the regular school day to open up spaces for enrichment opportunities after school.

3.6 Students shared that they are more engaged and encouraged by prizes, rewards, and activities like the Summit program. Several students requested more incentives to promote good behavior. Staff also provided feedback that the Every Day Count Attendance Program was successful because students were motivated by the rewards and prizes. To sustain these programs and promote positive behavior the budget will be increased for incentives to support good behavior, attendance, and academic growth.

3.7 A lot of positive feedback was received from staff and parents regarding the security cameras installed in October. The District will consider adding additional cameras or vapor sensors to increase safety further.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Schools will increase the conditions of learning through the use of CCSS aligned instructional materials, and highly qualified teachers in a clean and safe learning environment.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Chatom Union School District aims to create an optimal learning environment by focusing on several key areas. By providing professional development for teachers and staff, we equip educators with effective teaching strategies. Retaining highly qualified staff ensures continuity and expertise. Safe facilities and up-to-date technology minimize distractions and provide the necessary tools for effective learning. All these elements combined contribute to a well-rounded learning experience for students.
--

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Implementation of the state board-adopted academic content and performance standards for all students Source: Local Indicator Tool	Progress in making instructional materials that are aligned to the adopted standards and/or curriculum frameworks available to all classrooms & students. ELA- 5 ELD- 4.5 Mathematics- 5 NGSS- 5 History- 5 (April 2024)			Progress in making instructional materials that are aligned to the adopted standards and/or curriculum frameworks available to all classrooms & students. ELA- 5 ELD- 5 Mathematics- 5 NGSS- 5 History- 5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Field Trip Request Form	Each grade level attends a minimum of 1 study trip or program and 100% of study trips and/or program are standards aligned (May 2024)			Each grade level will attend a minimum of 1 study trip or program and 100% of study trips and/or program will be standards aligned	
1.3	All students will be provided standards-aligned materials and will be asked to exhibit the materials within the first eight weeks of school to take a physical count to ensure sufficiency of materials	100% Sufficiency of Materials (September 2023)			Maintain 100% Sufficiency of Materials and update and/or adopt new materials in ELA and Math	
1.4	Local Indicator- Facility Inspection Tool	Local Indicator- Facility Inspection Tool Chatom - Good Mountain View - Good (Fall 2023)			Local Indicator- Facility Inspection Tool Maintain an overall level of good or greater	
1.5	SARC data on the number of teachers properly credentialed and assigned	100% Highly Qualified Staff 0 Misassignments (January 2024)			Maintain 100% Highly Qualified Staff with 0 Misassignments	
1.6	Inspection by CRSIG and Maintenance Director	5 Items listed for review on 2024 CRSIG Inspection - Loss Prevention Survey (Spring 2024)			2 or less items noted on CRSIG Inspection - Loss Prevention Survey related to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					playgrounds and equipment	
1.7	Annual technology walk thrus	* one to one devices for students * 80% optimal speed and efficiency (Spring 2024)			* Maintain one to one devices for students * 100% optimal speed and efficiency	
1.8	Progress in implementing policies or programs to support EL's Source: Local Indicator Tool - Implementation of Standards	ELD (Aligned to ELA Standards) - 4 (April 2024)			ELD (Aligned to ELA Standards) - 5	

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	Study Trips	Increase real-life hands on student experiences through study trips or programs for each grade level in order to provide access to a broad course of study for all students.	\$25,000.00	Yes
1.2	Instructional Materials and Supplemental Materials	Adopt new standards aligned materials and supplemental materials including learning software to support all needs of students, including students with disabilities, English learners, foster youth students, homeless students and low-income students.	\$150,000.00	Yes
1.3	Facilities	Increase and improve facilities and sanitation to ensure a safe and well maintained school environment.	\$50,000.00	No
1.4	Highly Qualified Staff	Increase and improve services through highly trained staff, recruitment and career development.	\$320,400.00	Yes
1.5	Playgrounds and Equipment	Increase safety of playground and equipment.	\$25,000.00	No
1.6	Technology	Improve technology by: * Providing sufficient infrastructure * Providing equipment and voice systems * Purchasing staff and student devices and equipment * Providing IT time to support technology needs and devices	\$165,525.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students' academic, language, social and emotional development will be strengthened through a broad scope of learning opportunities and appropriate instructional strategies and support.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The well-rounded, comprehensive approach based on the actions for goal 2 will support our students academically, socially, and emotionally and will set them up for future success and overall well-being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Academic Indicator: Math Academic Indicator: ELA Academic Indicator: English Learner Progress Academic Indicator: Science State Physical Fitness Test (PFT) Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.	Academic Indicator: Math CUSD- Yellow (57.8 pbs) Chatom- Yellow (28.8 pbs) Mountain View- Yellow (85.6 pbs) Academic Indicator: ELA for all CUSD- Orange (41.9 pbs) Chatom-Orange (36.9 pbs) Mountain View- Orange (45.8 pbs)			Academic Indicator: Math CUSD- Green or 51.8 pbs Chatom- Green or 22.8 pbs Mountain View- Green or 78.6 pbs Academic Indicator: ELA for all CUSD- Yellow or 35.9 pbs Chatom-Yellow or 30.9 pbs Mountain View- Yellow or 41.8 pbs	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Academic Indicator: ELA for EL's CUSD- Orange (67.6 pbs) Chatom-Orange (52.4 pbs) Mountain View- Red (88.4 pbs) Academic Indicator: ELPI Progress CUSD- Orange (43% making progress) Chatom- Orange (42.4% making progress) Mountain View- Green (46% making progress) Academic Indicator: Science CUSD- 14.85% met or exceeded Chatom- 8.33% met or exceeded Mountain View- 20.59% met or exceeded State Physical Fitness Test (PFT): 5th Grade: 100% Participation Rate 7th Grade: 100% Participation Rate (Dashboard December 2023)			Academic Indicator: ELA for EL's CUSD- Yellow Chatom-Yellow Mountain View- Orange Academic Indicator: ELPI Progress CUSD- Yellow or 49% making progress Chatom- Yellow or 48.4% making progress Mountain View- Green or 52% making progress Academic Indicator: Science CUSD- 40% met or exceeded Chatom- 35% met or exceeded Mountain View- 45% met or exceeded State Physical Fitness Test (PFT):	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.			5th Grade: Maintain 100% Participation Rate 7th Grade: Maintain 100% Participation Rate Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.	
2.2	Academic Indicator: ELA for 3rd-5th grades Local Indicator - I-Ready Diagnostics and/or BPST	Intervention participant's I-Ready baseline score 60% of Intervention participants will meet their individual growth target on I-Ready Diagnostic 3 (March 2024)			Each year 100% of Intervention participants will meet their individual growth target on I-Ready Diagnostic 3	
2.3	Number of participants	Attendance of academic program Attendance of enrichment program Attendance of study trips (July 2023)			6% Increase of attendance in academic program, enrichment program and study trips	
2.4	Academic indicator: Language Proficiency LTEL Data and RFEP Data	Decrease the number of LTEL's and increase the number of RFEP's LTEL: 12 students			Decrease the number of LTEL's and increase the number of RFEP's	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		RFEP: 11 (8 additional students qualified but had moved or graduated) (May 2024)			LTEL: Decrease 30% RFEP: Increase 30%	
2.5	Goals are evaluated annually by School Site Councils to monitor effectiveness	Minutes to reflect SPSA goal analysis a minimum of one time per year (May 2024)			Minutes to reflect SPSA goal analysis three times per year	

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	Data Systems	Acquire and/or maintain data systems to measure and monitor student progress at a deeper level and identify the need to provide additional academic intervention programs for students identified as long-term English learners or at risk of failure. Utilize AERIES, Jupiter, STAR, and I-Ready	\$40,000.00	Yes
2.2	Instructional Support	Provide support to accelerate progress to close learning gaps through the implementation, expansion, or enhancement of learning supports for all students including EL's and SWD. Implement ongoing analysis to determine appropriate next steps to address areas of pupil learning loss.	\$190,640.00	Yes
2.3	Expanded Learning	Increase instructional time to students by offering expanded learning opportunities including regular instructional after-school sessions, Saturday sessions, summer school sessions which includes academic and enrichment opportunities. Provide a weekly study trip each Friday during summer school which supports summer school instruction. Transportation is offered between sites to increase participation and access.	\$170,377.00	Yes
2.4	EL Support	Increase instructional support to English Learners attaining language proficiency and support educator planning of Designated and Integrated ELD through collaborative planning and professional learning opportunities.	\$45,000.00	Yes
2.5	SPSA - Site Goals	Increase student achievement through goals identified at each site within the SPSA based on a needs assessment and evaluated by parent advisory groups.	\$130,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Increase Academic Accountability and Engagement	Increase academic achievement through implementing engaging and effective teaching strategies.	\$0.00	Yes
2.7	DA Support - Academic Indicators	Stanislaus County Office of Education (SCOE) will partner with Chatom Union School District to provide focused instructional support for their Students with Disabilities and English Learners students. This collaboration will prioritize targeted professional development for: a) Small group instruction b) Universal Design for Learning (UDL) principles c) Effective scaffolding practices for EL d) Additionally, paraprofessionals will receive professional development to enhance their ability to support these strategies.		Yes
2.8	Professional Learning	Train staff on technology, student engagement, and state content standards in tandem with ELD standards by attending local and county training and providing ongoing research-based professional learning to support teachers in meeting the needs of students at varying academic levels and proficiency levels. Professional learning for 2024-2025 will be developed based on data from 2024 CAASPP, and 2024 ELPAC, and identified academic and social-emotional needs. It will also focus on ELA support for students with disabilities and English learners. Professional Learning will also be offered to para-educators	\$40,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parents and students will be engaged partners in the education of students and the development of character traits, safety and school connectedness.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Strong home-school communication along with counseling and attendance incentives, fosters a collaborative environment where parents and students are active participants. This engagement strengthens character development, safety awareness, and a sense of belonging within the school community, all of which are crucial for student success.
--

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Local Indicator - Parent Involvement with specific attention to parents of SED, EL, and SWD students	Local Indicator - Parent Engagement Local Indicator Tool Building Relationships - 5 Building Partnerships for Student Outcomes - 4.5 Seeking Input for Decision Making - 4.5 (April 2024)			Local Indicator - Parent Engagement Local Indicator Tool Building Relationships - 5 Building Partnerships for Student Outcomes - 5 Seeking Input for Decision Making - 5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Monitor data on the number of presenters and presentations provided through newsletters, Board reports and social media.	The number of presenters and presentations Mountain View - 2 Chatom Elementary - 2 (May 2024)			The number of presenters and presentations Mountain View - 4 Chatom Elementary - 4	
3.3	Number of resources provided to families outside of individual services	Social and emotional resources, information and tips provided to students and families. Counselor's Corner Newsletter provided monthly (May 2024)			Social and emotional resources, information and tips provided to students and families. Maintain or increase Counselor's Corner Newsletter	
3.4	State Indicator - Suspension Rate State Indicator - Chronic Absenteeism Average Daily Attendance	State Indicator - Suspension Rate (2022-2023) CUSD - Orange 2.8% Chatom- Orange 2.4% Mountain View- Orange 5.6% State Indicator - Chronic Absenteeism (2022-2023) CUSD - Yellow 13.7% Chatom- Yellow 11.1% Mountain View- Yellow 15.9%			State Indicator - Suspension Rate CUSD - Yellow Chatom- Yellow Mountain View- Yellow State Indicator - Chronic Absenteeism (2022-2023) CUSD - Yellow 10% or below Chatom- Yellow 10% or below	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Average Daily Attendance - April 2024 ADA CUSD - 95.89% ADA Chatom: 96.39% ADA Mountain View: 94.68% (Dashboard December 2023)			Mountain View- Yellow 10% or below Average Daily Attendance - ADA CUSD - 97% ADA Chatom: 98% ADA Mountain View: 96%	
3.5	Expulsion Rate Dropout Rate	Expulsion Rate: Chatom: 0% Mountain View: 0% Dropout Rate: Mountain View: 0% (SARC January 2024)			State Indicator - Suspension Rate CUSD - Yellow Chatom- Yellow Mountain View- Yellow Expulsion Rate: Maintain Chatom: 0% Mountain View: 0% Dropout Rate: Maintain Mountain View: 0%	
3.6	Local - Safety Survey	Percent who agree that the school is safe: Chatom TK-5 _____% Mountain View 6-8 _____%			Percent who agree that the school is safe: Chatom TK-5 _____% Mountain View 6-8 _____%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Percent who agree that they are connected to the school District baseline Chatom TK-5 _____% Mountain View 6-8 _____% Baseline to be determined by 2024-2025 data collection on safety survey			Percent who agree that they are connected to the school District baseline Chatom TK-5 _____% Mountain View 6-8 _____%	

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	Parent Involvement	Increase parent academic classes, mental health classes and attendance (Classes, workshops, and trainings). Increase home/school academic communication and build home-school connectedness	\$25,000.00	Yes
3.2	Guest Speakers & Presentations	Provide guest speakers and presentations based on parent, staff, and student needs and input Some topics may include college, careers, motivation, and mental health Build school and career partnerships	\$3,000.00	Yes
3.3	Counseling Support	Maintain increased counseling services to maintain safety and involvement where students are supported academically, socially, emotionally and develop positive healthy behaviors. Include review of social and emotional resources, tools and training.	\$42,780.00	Yes
3.4	Positive Behavior and Increased Attendance	Review discipline procedures in the District to reduce the number of suspensions and referrals. Focus on strengthening Positive Behavior Interventions and Support (PBIS) implementation to address the disproportionate suspension rate for all students including students with disabilities, white, homeless, and EL. The District will also focus on increased attendance and school connectedness through incentives, motivation, and activities.	\$6,000.00	Yes
3.5	Campus Safety	We will review yard duty procedures and camera placement, to ensure all school areas are well-supervised and monitored, creating a safer environment for students.	\$100,000.00	Yes

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
\$1,513,252	\$159,119

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
26.773%	0.000%	\$0.00	26.773%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Study Trips Need: Study trips offer EL and SED students valuable opportunities to engage with real-world contexts, enhancing their understanding of academic concepts. Our academic indicators demonstrate the need to provide multiple ways to engage our students in learning and increase student outcomes.	Field trips provide SED, EL and SWD students with hands-on, experiential learning opportunities that cannot be replicated within the classroom, enriching their understanding of academic concepts and fostering a deeper connection to their studies, that may not have access to beyond school. Offering field trips LEA-wide ensures equitable access to these enriching experiences for all students, regardless of their school or background,	1.2 Field Trip Request Form

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
	ELA - Overall 41.9 points below standard ELs: 67.6 points below standard SED: 53.8 points below standard Math - Overall 57.8 points below standard ELs 80.9 points below standard SED: 70.2 points below standard ELPI - 43% making progress Scope: LEA-wide	promoting a more inclusive and comprehensive educational experience across the district.	
1.2	Action: Instructional Materials and Supplemental Materials Need: Based on our academic indicators it is evident that we need to ensure that our instructional materials and supplemental materials are standards aligned, and provide high quality resources to support their individual learning needs. ELA - Overall 41.9 points below standard ELs: 67.6 points below standard SED: 53.8 points below standard Math - Overall 57.8 points below standard ELs 80.9 points below standard SED: 70.2 points below standard ELPI - 43% making progress	Adopting new standards-aligned materials and supplemental learning software will support our EL, SED and SWD academic achievement by providing students with high-quality resources that meet their individual learning styles and paces. Providing these resources LEA-wide promotes consistency in instruction and ensures equitable access to high-quality education for every student across the district.	1.3 All students will be provided standards-aligned materials and will be asked to exhibit the materials within the first eight weeks of school to take a physical count to ensure sufficiency of materials

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		
1.4	Action: Highly Qualified Staff Need: Academic Indicators demonstrate the need to ensure staff are supporting students in meeting state standards. In ELA, EL (-67), SED (-54) points below standard. In math the deficit increases to EL (-81) and SED (-70) subgroups being even further below standard. Having highly qualified staff at schools ensures that students receive the best possible education, because they possess the expertise and skills necessary to effectively facilitate learning, foster student growth, and create a supportive academic environment. Scope: LEA-wide	Ensuring highly qualified staff can benefit both English learners and SED students by providing effective instruction (differentiating instruction, using visuals and small groups), and providing a supportive learning environment conducive to academic success. District-wide investment in highly qualified staff ensures equitable access to a quality education for all students and promotes consistency in effective teaching practices.	1.5 Measured by SARC on the number of teachers properly credentialed and assigned
1.6	Action: Technology Need: Improving technology at schools is crucial for enhancing educational delivery, facilitating modern teaching methods, and preparing students with the digital skills necessary for success in an increasingly technology-driven	By ensuring equitable access for our English Learners and SED students to digital resources and promoting a technologically enriched learning environment, we are preparing them for future academic and professional endeavors. Providing these improvements LEA-wide guarantees consistency in access to technology across all schools, and leveling the educational playing field for all students within the district.	1.7 Annual technology walks thrus

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
	society. In particular, our EL and SED students. ELA - Overall 41.9 points below standard ELs: 67.6 points below standard SED: 53.8 points below standard Math - Overall 57.8 points below standard ELs 80.9 points below standard SED: 70.2 points below standard ELPI - 43% making progress Scope: LEA-wide		
2.1	Action: Data Systems Need: Our academic indicators demonstrate that we need to identify the specific learning gaps and strengths of our EL and SED students. In ELA, EL (-67), SED (-54) points below standard. In math the deficit increases to EL (-81) and SED (-70) subgroups being even further below standard. Scope: LEA-wide	Data systems and diagnostic tools can pinpoint the specific learning gaps and strengths of EL and SED students, allowing teachers to tailor instruction and interventions to their unique needs. By providing these resources LEA-wide, all schools within the district can benefit from standardized practices, ensuring that every student, regardless of their school, receives the support they need to succeed academically	2.1 Academic Indicator Data
2.2	Action: Instructional Support	Instructional support is essential to accelerate student progress because it provides EL and SED students with targeted guidance and scaffolding	2.2 Academic Indicator: ELA for 3rd-5th grades

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
	Need: Our EL and SED students need extra support to address individual learning needs and overcome challenges, ensuring they can succeed academically and reach their full potential. ELA - Overall 41.9 points below standard ELs: 67.6 points below standard SED: 53.8 points below standard Math - Overall 57.8 points below standard ELs 80.9 points below standard SED: 70.2 points below standard ELPI - 43% making progress Scope: LEA-wide	necessary to bridge gaps in understanding, leading to improved academic performance. Offering support LEA-wide ensures equitable access to resources and opportunities, benefiting all students across the district regardless of their school or background.	Local Indicator - I-Ready Diagnostics and/or BPST
2.3	Action: Expanded Learning Need: Academic indicators underscore the importance of ensuring there are multiple opportunities for our unduplicated students to close academic gaps to attain grade level proficiency and acquiring English language proficiency. SED and EL students need increased instructional time to prevent learning loss, reinforce academic skills, and close learning gaps. ELA - Overall 41.9 points below standard	Extending after-school programs with transportation removes barriers for EL and SED students, allowing them to participate in enriching activities that can boost language skills, social interaction, and academic achievement. Extending after-school programs and offering transportation benefits all students by providing equitable access to enriching activities that can improve social skills, develop new interests, and reinforce classroom learning.	2.3 Participant numbers

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
	ELs: 67.6 points below standard SED: 53.8 points below standard Math - Overall 57.8 points below standard ELs 80.9 points below standard SED: 70.2 points below standard ELPI - 43% making progress Scope: LEA-wide		
2.4	Action: EL Support Need: Increase the number of students making progress in language proficiency and decrease the number of LTELS Academic Indicator: ELA for EL's CUSD- Orange (67.6 pbs) Chatom-Orange (52.4 pbs) Mountain View- Red (88.4 pbs) Academic Indicator: ELPI Progress CUSD- Orange (43% making progress) Chatom- Orange (42.4% making progress) Mountain View- Green (46% making progress) Scope: LEA-wide	Increasing instructional support for English Learners is crucial for fostering language proficiency and ensuring their academic success, while collaborative planning and professional learning opportunities empower educators to effectively implement Designated and Integrated English Language Development (ELD) strategies. Providing these resources LEA wide ensures consistency and equity in English language instruction across all schools, benefiting every English Learner within the district.	2.4 Academic indicator: Language Proficiency LTEL Data

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
2.5	Action: SPSA - Site Goals Need: The school sites at Chatom Union have different needs and require flexibility to support the unique identified needs of their EL and SED students through the implementation of their school goals. The academic indicators for each school are: Academic Indicator: Math Chatom- Yellow (28.8 pbs) Mountain View- Yellow (85.6 pbs) Academic Indicator: ELA for all Chatom-Orange (36.9 pbs) Mountain View- Orange (45.8 pbs) Scope: LEA-wide	Increasing student achievement through goals identified at each site within the SPSA will lead to improved academic performance, language proficiency, and positive behavior, fostering a conducive learning environment for EL and SED students. Providing this approach LEA-wide ensures that every school within the district is equipped to address specific needs and priorities, promoting consistency and equity in student outcomes across the entire district	2.1 Academic Indicators
2.6	Action: Increase Academic Accountability and Engagement Need: Based on our academic indicators our EL and SED students can benefit from hands-on engaging instruction to support students who may not have the same resources or background knowledge as their peers. ELA - Overall 41.9 points below standard	Hands-on, engaging instruction benefits EL and SED students by making learning more active and relatable, fostering deeper understanding and engagement. Will provide professional development to support high-quality instruction that supports hands-on engagement instructional practices. Offering these opportunities LEA-wide ensures that all educators and students have access to	2.1 Academic Indicators

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
	ELs: 67.6 points below standard SED: 53.8 points below standard Math - Overall 57.8 points below standard ELs 80.9 points below standard SED: 70.2 points below standard ELPI - 43% making progress Scope: LEA-wide	resources that develop active and engaged learners.	
2.7	Action: DA Support - Academic Indicators Need: Chatom Union qualifies for DA for academic indicators of ELA and math. Our academic indicators demonstrate that we need to identify the specific learning gaps and strengths of our EL and SED students. In ELA, EL (-67), SED (-54) points below standard. In math the deficit increases to EL (-81) and SED (-70) subgroups being even further below standard. Scope: LEA-wide	Targeted professional development in the following areas will support our EL's, and SED: a) Small group instruction b) Universal Design for Learning (UDL) principles c) Effective scaffolding practices for EL d) Additionally, paraprofessionals will receive professional development to enhance their ability to support these strategies. District-wide implementation ensures equitable access to a quality education for all students and promotes consistency in effective teaching practices.	2.1 Academic Indicator: Math Academic Indicator: ELA Academic Indicator: English Learner Progress
2.8	Action: Professional Learning Need:	Professional learning is essential for both teachers and paraeducators to stay abreast of evolving instructional methods and best practices, ensuring they can effectively meet the diverse needs of our English Learners, SED and SWD. Continuous	2.1 Academic Indicators Academic Indicator: Math Academic Indicator: ELA Academic Indicator: English Learner Progress

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
	Academic Indicators demonstrate the need to ensure staff are supporting students in meeting state standards through high-quality instruction, with specific attention to our unduplicated student groups. ELA - Overall 41.9 points below standard ELs: 67.6 points below standard SED: 53.8 points below standard Math - Overall 57.8 points below standard ELs 80.9 points below standard SED: 70.2 points below standard ELPI - 43% making progress Scope: LEA-wide	professional development enhances their skills, fosters collaboration, and ultimately improves student outcomes. Providing professional learning LEA-wide ensures consistency in teaching approaches and promotes a unified vision for success for all students and across all schools.	
3.1	Action: Parent Involvement Need: We need to increase parent involvement and attendance in DELAC/ELAC meetings and continue to promote classes and events to support our families. Our DELAC meeting in May 2024 had only one attendee. Scope: LEA-wide	Increasing parent academic classes, mental health classes, and attendance at workshops is crucial for empowering parents to support their SED, EL and SWD children's academic success and mental well-being, fostering a strong home-school partnership. Providing these resources LEA-wide ensures that all families have access to valuable support services, promoting equity and enhancing overall student outcomes across the district.	3.1 Local Indicator - Parent Involvement CDE Tool
3.2	Action: Guest Speakers & Presentations	Guest speakers and presenters can be a powerful tool for EL and low-income students, exposing them to different backgrounds and careers, and	3.3 Monitor data on the number of presenters and presentations provided

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
	Need: Based on educational partnership feedback, we have emphasized the importance of exposing students (EL/ SED) to a variety of career paths fostering their exploration of future careers. Scope: LEA-wide	making learning more engaging and relatable. This can broaden their horizons and inspire them to pursue their own academic and professional goals. Providing this opportunity LEA-wide ensures equitable access for all students, fostering inclusivity and broadening educational horizons district-wide.	through newsletters, Board reports and social media.
3.3	Action: Counseling Support Need: In response to feedback from our educational partners, continue to ensure that EL/SED students are supported academically, socially and emotionally to develop positive healthy behaviors. Scope: LEA-wide	Maintaining increased counseling services ensures EL/SED students receive comprehensive support academically, socially, and emotionally, fostering the development of positive, healthy behaviors. Providing tools and resources for staff promotes a safe and inclusive learning environment for all students. Providing these services LEA-wide ensures equitable access and enhances the overall well-being and success of all students across the district.	3.5 In addition to providing individual services, provide monthly newsletters which include tips, tools and resources to support social and emotional learning.
3.4	Action: Positive Behavior and Increased Attendance Need: Overall, Chatom needs to improve attendance and behavior rates across the district. Based on the Chronic Absenteeism indicator, EL has a rate of 16.5%, and SED has rate of 15.5%. Based on the Suspension Indicator, EL has a rate of 2.7%, and SED a rate of 3.8%. If students are not in school, they cannot close achievement gaps, acquire language	Reviewing discipline procedures, increasing motivation, and strengthening Positive Behavior Interventions and Support (PBIS) can reduce the number of suspensions and referrals of SED, EL and SWD students by promoting a supportive and proactive approach to behavior management. Implementing these strategies LEA-wide ensures consistent and fair discipline practices, fosters a positive school culture, and maximizes the potential for student success across the entire district.	3.4 Dashboard Suspension Indicator Dashboard Chronic Absenteeism Indicator

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
	proficiency, or receive services that improve their academic outcomes. Scope: LEA-wide		
3.5	Action: Campus Safety Need: Based on a review of our referral and suspension data, there is a need to review yard supervision expectations to reduce behavior incidents and suspensions, amongst our unduplicated student groups. Scope: LEA-wide	This action will support a safer school environment, which can be especially beneficial for EL and SED students who might face additional vulnerabilities. A safer environment can help them feel more comfortable and increase their focus on learning. Implementing these measures LEA-wide ensures consistent safety protocols across all campuses, fostering a secure learning environment conducive to student well-being and academic success.	3.4 Suspension Rate Indicator

Limited Actions

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

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

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

Not applicable

Additional Concentration Grant Funding

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

Additional funding has been utilized to increase the number of staff providing certificated intervention support to students in addition to classified para-educators to provide further support to students within the classroom under the direction of the certificated teacher. Some para-educators have also participated in professional learning with the teachers to learn instructional strategies to support foster youth, English learners, low-income students and at-risk students who are performing below grade level.

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		1:41.49
Staff-to-student ratio of certificated staff providing direct services to students		1:21.63

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	\$5,652,057	1,513,252	26.773%	0.000%	26.773%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,528,722.00	\$0.00	\$0.00	\$0.00	\$1,528,722.00	\$914,197.00	\$614,525.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Study Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2023 - May 2024	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
1	1.2	Instructional Materials and Supplemental Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$150,000.00	\$150,000.00				\$150,000.00	
1	1.3	Facilities	All	No			All Schools	Ongoing	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
1	1.4	Highly Qualified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$320,400.00	\$0.00	\$320,400.00				\$320,400.00	
1	1.5	Playgrounds and Equipment	All	No			All Schools	Ongoing	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
1	1.6	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$165,525.00	\$165,525.00				\$165,525.00	
2	2.1	Data Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	
2	2.2	Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$190,640.00	\$0.00	\$190,640.00				\$190,640.00	
2	2.3	Expanded Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$170,377.00	\$0.00	\$170,377.00				\$170,377.00	

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
						Low Income										
2	2.4	EL Support	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$45,000.00	\$0.00	\$45,000.00				\$45,000.00	
2	2.5	SPSA - Site Goals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$130,000.00	\$0.00	\$130,000.00				\$130,000.00	
2	2.6	Increase Academic Accountability and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$0.00			\$0.00		\$0.00	%
2	2.7	DA Support - Academic Indicators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2025 and 2025-2026								1.11
2	2.8	Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$15,000.00	\$25,000.00	\$40,000.00				\$40,000.00	
3	3.1	Parent Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
3	3.2	Guest Speakers & Presentations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
3	3.3	Counseling Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$42,780.00	\$0.00	\$42,780.00				\$42,780.00	
3	3.4	Positive Behavior and Increased Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$6,000.00	\$6,000.00		\$0.00		\$6,000.00	
3	3.5	Campus Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$100,000.00	\$100,000.00				\$100,000.00	

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
\$5,652,057	1,513,252	26.773%	0.000%	26.773%	\$1,453,722.00	1.110%	26.830 %	Total:	\$1,453,722.00
								LEA-wide Total:	\$1,453,722.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Study Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
1	1.2	Instructional Materials and Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
1	1.4	Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$320,400.00	
1	1.6	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$165,525.00	
2	2.1	Data Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
2	2.2	Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$190,640.00	
2	2.3	Expanded Learning	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$170,377.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.4	EL Support	Yes	LEA-wide	English Learners	All Schools	\$45,000.00	
2	2.5	SPSA - Site Goals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,000.00	
2	2.6	Increase Academic Accountability and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		%
2	2.7	DA Support - Academic Indicators	Yes	LEA-wide	English Learners Foster Youth Low Income			1.11
2	2.8	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
3	3.1	Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
3	3.2	Guest Speakers & Presentations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
3	3.3	Counseling Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$42,780.00	
3	3.4	Positive Behavior and Increased Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	
3	3.5	Campus Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,155,577.00	\$1,155,577.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Learning	Yes	\$40,000.00	\$40,000.00
1	1.2	Study Trips	Yes	\$20,000.00	\$20,000.00
1	1.3	Instructional Materials and Supplemental Materials	Yes	\$50,000.00	\$50,000.00
1	1.4	Facilities	No	\$50,000.00	\$50,000.00
1	1.5	Highly Qualified Staff	Yes	\$260,000.00	\$260,000.00
1	1.6	Playgrounds and Equipment	No	\$25,000.00	\$25,000.00
1	1.7	Technology Infrastructure	Yes	\$35,000.00	\$35,000.00
1	1.8	Technology Devices or Equipment	Yes	\$35,000.00	\$35,000.00
1	1.9	IT Support	Yes	\$75,525.00	\$75,525.00
2	2.1	Data Systems	Yes	\$5,000.00	\$5,000.00
2	2.2	Instructional Support	Yes	\$158,000.00	\$158,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Expanded Learning - Summer School	Yes	\$44,720.00	\$44,720.00
2	2.4	EL Support	Yes	\$30,670.00	\$30,670.00
2	2.5	SPSA - Site Goals	Yes	\$91,026.00	\$91,026.00
2	2.6	Technology Instruction	Yes	\$0.00	\$0.00
2	2.7	Increase Academic Accountability and Engagement	Yes	\$0.00	\$0.00
3	3.1	Parent Involvement	Yes	\$10,000.00	\$10,000.00
3	3.2	Home-School Communication	Yes	\$15,000.00	\$15,000.00
3	3.3	Guest Speakers & Presentations	Yes	\$3,000.00	\$3,000.00
3	3.4	After-School Programs & Transportation	Yes	\$75,000.00	\$75,000.00
3	3.5	Counseling Support	Yes	\$32,636.00	\$32,636.00
3	3.6	Positive Behavior	Yes	\$0.00	\$0.00
3	3.7	Campus Safety	Yes	\$100,000.00	\$100,000.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,594,628.00	\$1,080,577.00	\$1,080,577.00	\$0.00	14.990%	14.990%	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	Professional Learning	Yes	\$40,000.00	\$40,000.00		
1	1.2	Study Trips	Yes	\$20,000.00	\$20,000.00		
1	1.3	Instructional Materials and Supplemental Materials	Yes	\$50,000.00	\$50,000.00		
1	1.5	Highly Qualified Staff	Yes	\$260,000.00	\$260,000.00		
1	1.7	Technology Infrastructure	Yes	\$35,000.00	\$35,000.00		
1	1.8	Technology Devices or Equipment	Yes	\$35,000.00	\$35,000.00		
1	1.9	IT Support	Yes	\$75,525.00	\$75,525.00		
2	2.1	Data Systems	Yes	\$5,000.00	\$5,000.00		
2	2.2	Instructional Support	Yes	\$158,000.00	\$158,000.00		
2	2.3	Expanded Learning - Summer School	Yes	\$44,720.00	\$44,720.00		
2	2.4	EL Support	Yes	\$30,670.00	\$30,670.00		
2	2.5	SPSA - Site Goals	Yes	\$91,026.00	\$91,026.00		
2	2.6	Technology Instruction	Yes			0.27%	0.27%

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	2.7	Increase Academic Accountability and Engagement	Yes			0.14%	0.14%
3	3.1	Parent Involvement	Yes	\$10,000.00	\$10,000.00		
3	3.2	Home-School Communication	Yes	\$15,000.00	\$15,000.00		
3	3.3	Guest Speakers & Presentations	Yes	\$3,000.00	\$3,000.00		
3	3.4	After-School Programs & Transportation	Yes	\$75,000.00	\$75,000.00		
3	3.5	Counseling Support	Yes	\$32,636.00	\$32,636.00		
3	3.6	Positive Behavior	Yes			14.58%	14.58%
3	3.7	Campus Safety	Yes	\$100,000.00	\$100,000.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$5,756,887	\$1,594,628.00	4.86%	32.559%	\$1,080,577.00	14.990%	33.760%	\$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).

California Department of Education
November 2023