



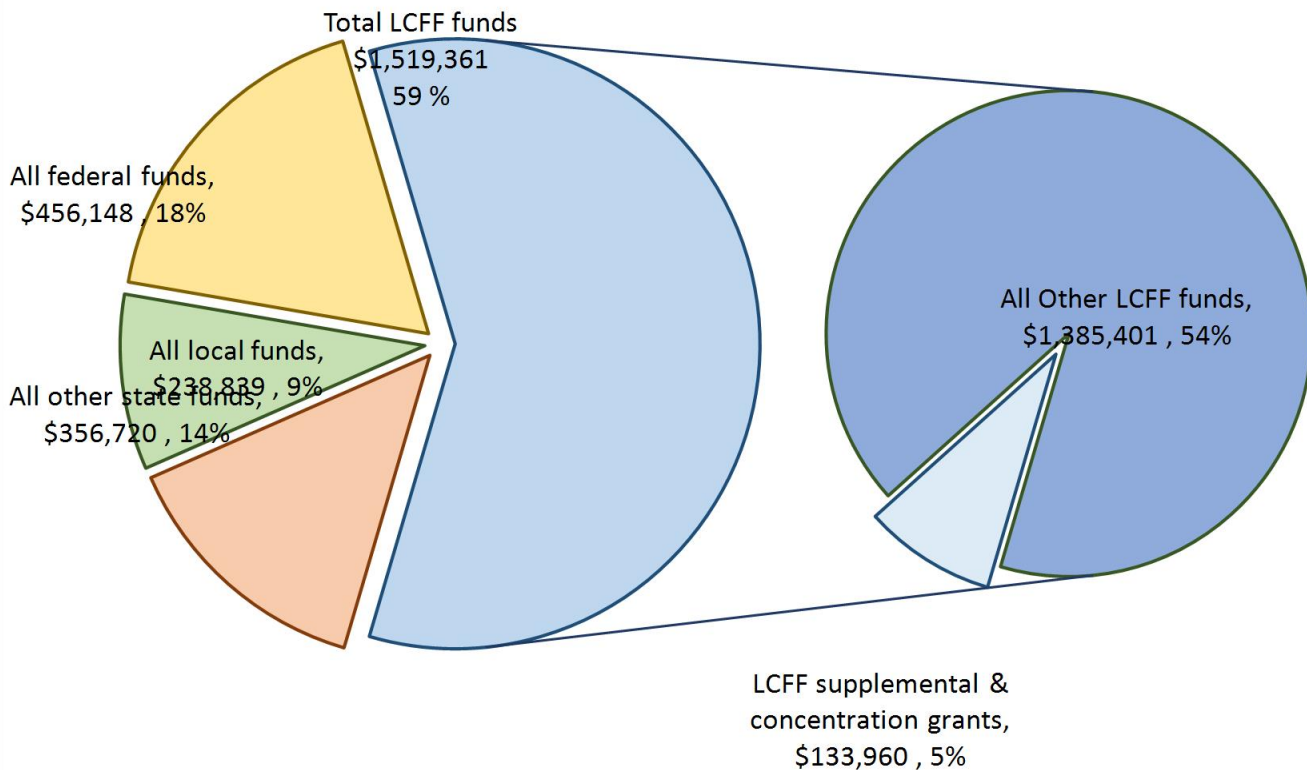
## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Two Rock Union Elementary School District  
CDS Code: 49-70979-605231  
School Year: 2024-25  
LEA contact information:  
Stephen Owens  
Superintendent/Principal  
sowens@trusd.org  
707-762-6617

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

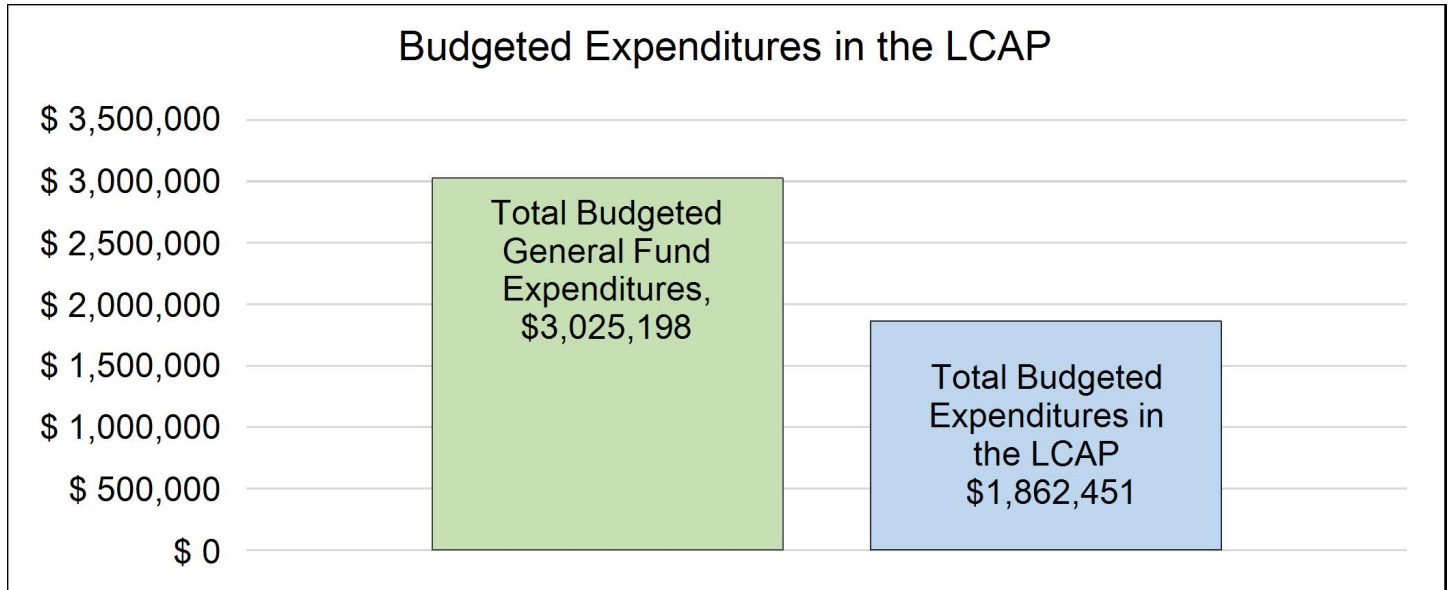


This chart shows the total general purpose revenue Two Rock Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Two Rock Union Elementary School District is \$2,571,068, of which \$1,519,361 is Local Control Funding Formula (LCFF), \$356,720 is other state funds, \$238,839 is local funds, and \$456,148 is federal funds. Of the \$1,519,361 in LCFF Funds, \$133,960 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 Two Rock Union Elementary 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: Two Rock Union Elementary School District plans to spend \$3,025,198 for the 2024-25 school year. Of that amount, \$1,862,451 is tied to actions/services in the LCAP and \$1,162,747 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

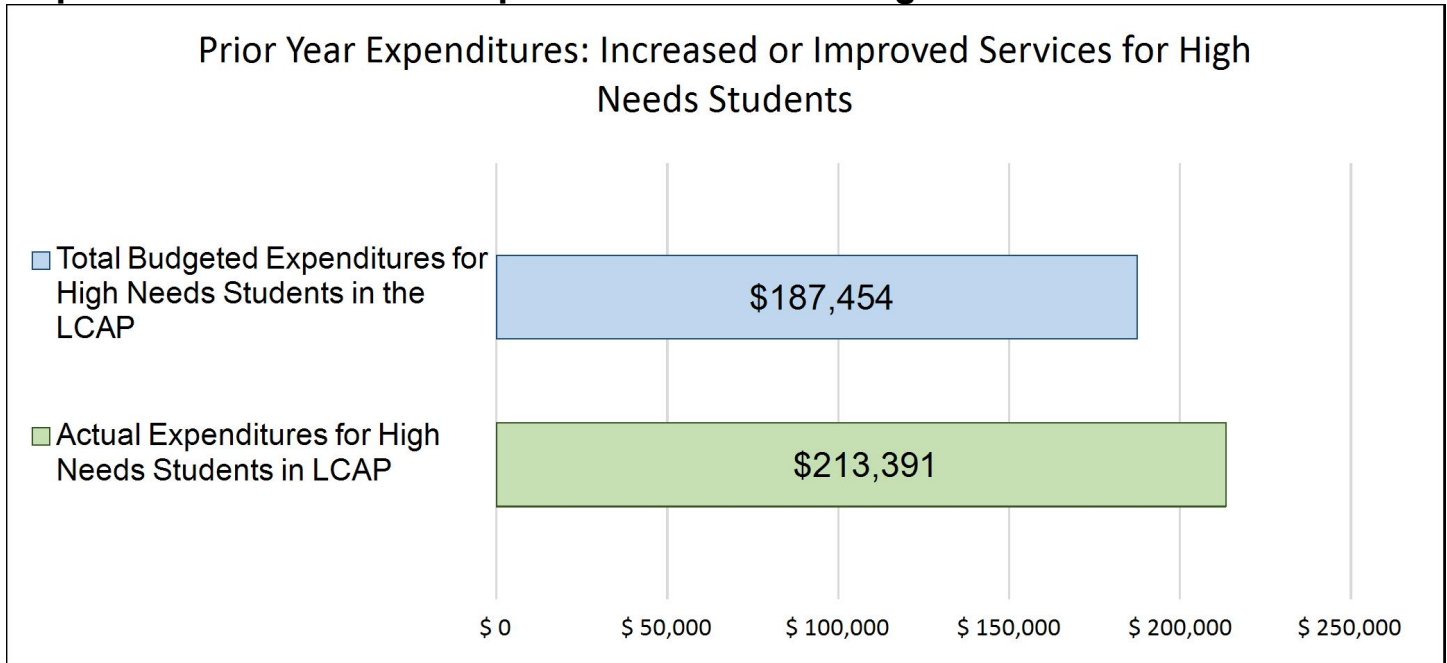
These expenditures are related to Other Operating Expenditures such as Utilities and P&L Insurance.

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

In 2024-25, Two Rock Union Elementary School District is projecting it will receive \$133,960 based on the enrollment of foster youth, English learner, and low-income students. Two Rock Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Two Rock Union Elementary School District plans to spend \$309,253 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 Two Rock Union Elementary 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 Two Rock Union Elementary 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, Two Rock Union Elementary School District's LCAP budgeted \$187,454 for planned actions to increase or improve services for high needs students. Two Rock Union Elementary School District actually spent \$213,391 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
Two Rock Union Elementary School District	Stephen Owens Superintendent/Principal	sowens@trusd.org 707-762-6617

## Goals and Actions

### Goal

Goal #	Description
1	All students will be proficient in grade level standards

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC in ELA and mathematics for all students, low income and English language learners.	2018-2019 dashboard for math students 22 points below standard. For the same reporting year, students were 1.8 points below standard in ELA.	34.37% Met or Exceeded Standard in ELA. 16.67 Met or Exceeded Standard in Math.	43.28% Met or Exceeded Standard in ELA 29.85% Met or Exceeded Standard in Math	48.39% Met or exceeded standard in ELA and 40.32% Met or exceeded standard in mathematics.	Students will in ELL, low socio-economic and student body will enter green on the State Dashboard for both ELA and mathematics. Students will hit standard in ELA and in mathematics students will increase their proficiency to standard.
Properly credentialed teachers	100% properly credentialed	100% Properly credentialed	100% Properly credentialed	100% Properly Credentialed	100% properly credentialed
Student access to instructional materials.	100% of students will have access to required instructional materials.	100% of students will have access to required instructional materials.	100% of students will have access to required instructional materials.	100% of students have access to required instructional materials.	100% of students will have access to required instructional materials.
ELL reclassification rate	2.2% ELL students reclassified	4.5%	10.9%	15.7% of ELL students were	10% of ELL students reclassified

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				reclassified English proficient.	
Percentage of ELL students who have made progress toward English Proficiency on the ELPAC.	16.40% of ELL students made progress on ELPAC	2020-2021 13.98% Proficient	2021-2022 15.57% students were proficient	2022-2023 52.9%	20% or greater shall improve on the ELPAC Proficiency.
Implementation of academic standards	All provided access to academic standards.	100%	100%	100%	All provided access to academic standards.
% of students a-g % of students CTE completion % of students either a-g or CTE completion % of students demonstrating college preparedness % of students passed an AP exam HS Grad Rate HS Dropout Rate MS Dropout Rate	N/A	N/A	N/A	N/A	N/A

## 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.

The percentage of students who met or exceeded standard on the CAASPP test has increased over the past year in both ELA and math, goals 1.6, 1.7 and 1.8 attributed to the increases in student performance. Teachers were provided with ELD professional development (1.3) during the 2023-2024 in GLAD training and from staff from the county office of education by providing targeted intervention supports to students to ensure academic growth. The number of ELL students who were reclassified was six for 2023-2024, the increase in EL

reclassification was due to professional development school wide. The District hired a bi-literate instructional aide to assist newcomer students and those who are native Spanish speakers. The site has incorporated MTSS practice to identify struggling students in core subjects and offer interventions and supports. Local assessments in math and ELA are given every six weeks to monitor progress and adjust teaching and interventions based on the analysis of the assessments. One of the main challenges was reviewing data and from local assessments and changing instructional practices to enhance student performance in the classroom, (1.5)

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

Material differences in goal 1 related to (1.6) Intervention Services was due to increasing the number of Instructional Assistants to support Intervention using Supplemental Carryover from 2022-23; (1.9) The material Difference in Intervention Software due to the continuation of a 3-year software license funded in 2022-23 and therefore not necessary to fund in 2023-24; and (1.12) The material variance in the Afterschool/Summer program was due to funding summer school using carryover in ELOP funds.

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

Action items 1.6 and 1.8, 1.9 were effective for making progress on the goals. English language learners had direct support in both English and Spanish for literacy and writing competency in all grade levels. The instructional staff received designated English language instruction professional development for greater competency in the classroom and direct support for ELL students. The District is still assessing if there is an impact on learning by incorporating the SIPPS reading program for students who read below grade level.

Action: 1.6 Effective:

A school wide intervention, Walk to Read was developed to increase literacy competency. The percentage of students who increased their reading competency according to our local assessments, STAR reading increased 20% in grades 1-6.

1.8: Effective, the District hired a bi-literate aide to work with newcomer students and EL students in grades TK-6. The number of students who were RFP'd in 2023-2024 was six. An increase of three from the previous year.

1.9 RTI/MTSS strategies is an area of focus, the results were uneven among the various student groups. Our EL students had only 5% proficient and above on math and 10% in ELA. This is an area the staff will examine in upcoming years.

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.

The actions listed above had a positive effect on students attaining progress on state assessments. Action items (1.6, 1.8) helped students who needed supports in ELA and math. Goal 1.9 was a challenge to fully implement due to the RSP/academic support teacher was out for the school year. Goal 1.2 provided needed assistance in the classroom for student with small group support in reading and literacy and mathematics.



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**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	Parents will be provided with appropriate opportunities to be involved in their students' education.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent involvement as measured by the number parents volunteering at school and other school functions.	Baseline is 0 for 2020-21	The number of parents who volunteer on a regular basis is three. One parent comes twice weekly to work in the library one hour. Other parent volunteers teach art to students several times a month. During major events, as many as 30 parents have volunteered to run the events or assist staff.	There were three parent volunteer days this year to help beautify the campus. Each day averaged at least 10 -40 parents or volunteers working to clean the campus. A school wide fundraiser in November drew approximately 20 parents who organized the event, and and the school had volunteers in class on on three thematic days and organized fundraisers for holidays and sixth-grade camp. Volunteers worked in the library two days a week. The school had eight field trips with parent volunteer as	The number of parents who volunteered to make tamales for a fund raiser numbered 10, there have been approximately 40 parent voluteers for field trip drivers and chaperones.	1. Increase parent participation to 3 parents each day.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			chaperones and drivers.		
The percentage of responses to the California Healthy Kids Survey.	40%	34% of the parents responded to the Youth Truth Survey for the Family portion of the the survey.	77% of the parents responded to the Youth Truth Survey.	53% of the parents responded to the Youth Truth Survey in January 2024.	Parent response for CHKS 60%
Increase the number of parents attending ELAC meetings.	Seven parents regularly attended	The number of parents who regularly attend ELAC increased an average of 2 parents to 9 who regularly attended.	The number of parents who attend ELAC meeting is 8-10 on a regular basis. At some meetings, one or two new parents attend, but not each meeting.	7-10 parents continue to attend the ELAC meeting.	10 or more parents attend ELAC meetings regularly.

## 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.

Parents were provided with a variety of opportunities to participate in school related activities and volunteer. The school has a strong presence of parent volunteers as chaperones and drivers for field trips. However, the number of parents who took the Youth Truth Survey declined from the prior year, but overall 20% higher in the first year of the survey. The number of parents who attend ELAC meetings remains consistent at 7-10 attending each meeting. The District will continue to work to the goal of greater parent participation to meet the goals set in the LCAP document.

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.

(2.3) The material difference in spending was due to an increase in the number of bilingual Instructional Assistants hired using LCFF funds; and (2.2) The material difference in Translation services was due to an increase in hours for the bilingual clerk. The challenge for bilingual services and instructional aide was hiring qualified staff to support students. The goal 2.3 was implemented in January of the school year.

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

The District's efforts are effective when asking for parent volunteers on field trips and outside of school activities for action 2.7. However, it is less effective, action 2.6 and 2.4 for for parents participating in surveys, advisory committees, and non-voting members to sit on the school board. The District remains consistent in retaining attendance for ELAC, but would to see more parents attend meetings to provide input on the educational program at Two Rock. Overall progress was made for parent participation on the Youth Truth Survey, but fell short of the 60% goal. Actions 2.2, 2.3 and 2.6 were not effective in attracting more parents to participate in the Youth Truth survey. This was the result of not actively promoting the survey to parent groups during meetings and school events.

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.

One of the actions 2.7 was altered to incorporate a bilingual literacy night to accomodate Spanish speaking families and promote literacy among of all of Two Rock's families. The District was not successful in hosting some cultural events due to school resources. Action item 2.5 will be eliminated from the 2024-2025 LCAP but the District will continue to seek greater parent involvement with the action items with more social media postings and more frequent communications.

**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	Provide a safe, secure environment for students.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate The suspension rate shall remain at 1% or less. The site will maintain 0% expulsion rate.	Suspension Rate at 0%	1 day of suspension 1%	0 days of suspension	0 days of suspension	Suspension rate remains at 0% Maintain 0%
California Healthy Kids Survey	98% positive response "if a student is bullied he/she would tell one of the teachers/staff members" To question on CHKS.	The District switched to the Youth Truth Survey from the CHKS. 50% student response to question. 83% Responded that a parent/guardian was told.	The Youth Truth Survey recorded that 62% of students responded that a school staff was informed and 88% informed their parent or guardian.	The Youth Truth Survey recorded that 40% of students responded that a school staff was informed and 47% informed their parent or guardian.	Review Questions "is school a safe place" 98% positive response "if a student is bullied he/she would tell one of the teachers/staff members" 100%
Facilities Inspection Tool	Good rating	Good Rating	Good Rating	Good Rating	Facilities ratings remain at Good.

### 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.

Data from the Dashboard indicates the District had zero (0) of suspensions. The District's facilities as indicated in the the FIT report for the facilities remained a good rating. However, the number of students who reported bullying to an adult dropped from the preceeding year. There were no differences in the goals or metrics relating to school behavior. A school counselor was hired for in 2023-2024 school year in October and worked three days a week rather than two from the prior year.

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

(3.10) The material difference is due to an increase in counseling services using State COVID funds to support student mental health. The District contracts with an MFT counselor to support students SEL and other emotional needs. (3.9) The District held two PBIS days to demonstrate positive reinforcement of student behavior and expectations for conduct in and outside of the classroom. Teachers, staff and students were involved in the promoting positive school culture expectations. (3.3) The District continues to seek best practices for implementing MTSS practices to support students academically and emotionally. The District worked with SEAS from Penn St to analyze practices with data and to implement systems for student supports. (3.7) The District used UPK funds to upgrade the Tk tricycle track as initiated in the UPK plan.

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

(3.10) increasing the amount of time a counselor was on campus from two day to three days during the 2023-2024 school year was effective. This impacted the cost for counseling services. It was effective with fewer instances of bullying reported to the office. It was effective in creating groups for Coast Guard/military connected families who recently arrived to Two Rock during summer or during the school year. It was effective in welcoming students to the school and preparing them for a new learning environment. When CG parents receive orders for a new duty station, it can have an emotional impact on students. The counselor created groups for students who were moving to one duty station over summer to assist with stress and anxiety. On the Dashboard local climate indicator indicates standard met.

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.

(3.10) The only changes made were increasing the number of days of counseling from the prior year. (3.1) Did not produce the desired effects of increasing parent participation in meetings and on the Youth Truth survey. The District did not change any practices other than communicating more frequently with families. However, the number of parents who participated dropped in 2023-2024 from the previous school year.

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

## Goals and Actions

### Goal

Goal #	Description
4	Students will be engaged in their learning in order to be successful

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance measured with student data system. The goal of the school will be to maintain 97% attendance for students. The school information system will maintain student attendance.	97% Attendance rate.	91.96%	93.3%	95.01%	<p>Increase attendance to 98%</p> <p>Hold attendance hold meeting with both parents and students to discuss attendance.</p> <p>Increase course offerings for all students and develop a garden class for outdoor learning.</p>
Chronic absenteeism	4.26% of students were chronic absents, or six students.	2020-2021 Data 15.35%	2021-2022 Data 25.5%	21.9%	Reduce chronic absent students by 100% to zero students.
Pupil expulsion rate	0 expulsions	0 expulsions	0 expulsions	0 expulsions	0 expulsions



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to a full range of courses such art, music, library for all students including unduplicated students and students with disabilities. Students will have access for 30 minutes weekly.	Maintained access for all students in the variety of course offerings.	Maintained access for all students	Maintained access for all students.	Maintained access for students.	Access to a full range of courses such art, music, library for all students including unduplicated students and students with disabilities. Students will have access for 30 minutes weekly.
Reduce the number of tardies by 10% and the number of students receiving them.	677 tardies in 2018-2019	454 tardies in 2021-2022.	471 tardies in 2022-2023	453 tardies in 2023-2024	Reduce the number of tardies by 10% and the number of students receiving them.

## 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.

The attendance continues to be a challenge for the District, on the Dashboard the District was in the orange for chronic absenteeism. There were no substantive differences, from the prior year. The challenge has been reducing the number of days for families that have been chronically truant. Also, the transient nature of the student body from the military connected families who may transfer out of Two Rock early because of a parent's transfer to a new duty station causes students to leave early in the school year. Parents are provided with independent study packets, but rarely return the school work. Also, it appears more families are taking vacations during the school year rather than waiting for Spring Break, Winter Break and summer.

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 material differences in Goal 4 are due to (4.10) purchase of additional student devices to support academic success; (4.9) the material difference in Enrichment is due to using ASES carryover to support Extended Learning and enrichment; and (4.11) the purchase of new student furniture for the STEAM classroom to support science and art and music.

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

The difference has an impact on the after school and summer program, nearly 30 students attended daily for the ELOP after school program in 2023-2024 and 27 students attended summer camp the past two years. In year two the District did not have a summer school. 4.4 Enrichment was successful during the school day with a weekly music class for all students. Students are exposed to fundamental music lesson weekly. However the school did not offer enrichments after school other than Champions after school program. This remains an area of focus for the school to generate a robust teacher led after school enrichment program.

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.

There were no changes for goals or metrics. A PE instructor comes once a week for physical education for each grade level, which had an impact on student engagement (4.3). Also the District held parent meetings in English and Spanish for families who had attendance challenges throughout the year (4.7). Students who had perfect attendance were recognized in school wide award ceremonies with parents, students and staff in attendance. (4.2) The actions may have contributed to increase in the attendance for the 2023-2024 school year.

**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](mailto: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
Two Rock Union Elementary School District	Stephen Owens Superintendent/Principal	sowens@trusd.org 707-762-6617

## 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.

Two Rock Elementary School is a single school school district located in west Petaluma. The school currently has an enrollment of 126 students in grades TK-6. The school also hosts two preschool programs; The YWCA preschool program serves children beginning at age 2, and the South County Consortium program is for students with disabilities. Both programs rent space from the District. Approximately 60% of the school's diverse student population comes from the United States Coast Guard Training Center (TRACEN) located adjacent to the school site. The remaining population comes from the families living on the surrounding ranches and dairies, along with other students on inter-district transfers. Our student body is comprised of 30% English Language Learners, with 47% who are socially economically disadvantaged (SED), and the total unduplicated pupil count is 52%. Two Rock Elementary School offers a full educational program to our students that includes physical education, music, art, library and garden programs. We employ an .60 FTE special education teacher, who supports students with disabilities and intervention programs. The site has instructional aides for all grade levels to support students in both English and Spanish languages. Students also benefit from counseling, speech, occupational, and school psychologist services. We offer after school and summer intervention programs in mathematics and reading. In addition to our before school care, the District contracts with a third party vendor for after school care. We offer After School Enrichment Services (ASES), that provide homework assistance combined with enrichment classes for students. There is an after school sports pro learning and integrate the sciences into core classes learning. The site has purchased within the last two years updated standards base curriculum in science, social sciences and mathematics. One of the biggest needs is greater parent participation at the school. That is also one of the biggest challenges, many students come from the adjacent Coast Guard Training Facility. Parents may be deployed long periods of time leaving one parent at home with students. Another challenge is students who have recently arrived from outside the United States with little English speaking skills. Their parents may speak little or no English and find it challenging to acclimate to a new community and school. Chronic absenteeism has been a challenge in the 2023-2024 school year. However, one of the biggest challenges is being a small rural school district reliant on the Coast Guard Base and the

surrounding diaries and farming community with limited funding to sustain programs such as ELL support and counseling services for the transient military connected families.

## Reflections: Annual Performance

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

The District showed signs of improvement on the California School Dashboard from the previous year.

Academic Performance - Students overall improved 27.2 points in English Language Arts and 25 points in mathematics. The site's English Language Learners improved to 52.9% making progress and an overall points increase of 13.9% over the previous school year.

Student Engagement - recorded on the Dashboard shows chronic absenteeism declined 4.9%.

Conditions and Climate is in the blue rating, with a decline in students suspended by 1.4% to (0) zero students suspended in 2023-2024.

All of the District's local indicators were met as indicated on the Dashboard.

### CAASPP

School wide students in ELA: 48.39% Met or Exceeded Standard, and Math: 40.32% Met or Exceeded Standard, an improvement in both areas of 5% and 11% respectively.

ELL language learners: 10% Met or Exceeded in ELA, and 5% Met or Exceeded in Math. Two Rock's ELL students have been the focus this school year for improvement.

Hispanic/Latino students dropped 2% in points in ELA and remained the same at 20.58% in mathematics who Met or Exceeded Standard.

The District has hired three instructional aides; one bilingual instructional aide to supports students in both ELA and Math.

Students from military connected families: 68.76% Met or Exceeded Standard in ELA and 65.63% Met or Exceeded Standard in Math.

### ELPAC

6.98% of those who tested on the ELPAC were proficient, a slight increase over the previous year.

Reflecting on the the performance of the District ELL students, there is room for improvement.

To support Two Rock's ELL students, the District provided designated English instruction professional development for the instructional staff from the county office of education. Teachers received training on three occasions for the 2023-2024 school year. Also, two teachers attended CAFE conference, and two teachers attended English Foundations Training by Project GLAD. The superintendent/principal and two teachers attended the California Principals Network for improving instructional practices and using data to drive instructional based on the needs of students. The results of the 2023-2024 CAASPP and ELPAC results will give an indication whether the interventions have made a positive progress.

# Reflections: Technical Assistance

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

N/A

## 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.

None

### *Support for Identified Schools*

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

N/A

### *Monitoring and Evaluating Effectiveness*

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

N/A

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Two Rock Educational partners are the parent organization Two Rock Student Educational Foundation (TRSEF), the meetings took place after school, the format was Roberts Rules of Order and discussed developing new metrics and goals after reviewing school and student data. Data was reviewed from the Youth Truth Survey and the meeting disussed improving school culture through student centered activities.	The process for engagement started with parent surveys March of 2024. Parents were surveyed on LCAP goals and the needs of the school and what is working.The survey was sent electronically in English and Spanish via email and Remind, the the parent notificaiton system. Of the 90 famiies who attend Two Rock, 24 responded to the survey. Parents were asked to participate in the PAC via school newsletters, emails, in TRSEF, ELAC meetings, and Coffee with the Principal gatherings. During the PAC meetings, stakeholders reviewed data for students and the district. From that data review, the groups came up with actions for the various metrics for each goal. Spanish speaking had the opportunity review data through an interpreter during ELAC meetings.
English Language Advisory Committee (ELAC), The meetings took place after school, the format was Roberts Rules of Order and discussed developing new metrics and goals after reviewing school and student data. The meeting agenda was in English and Spanish with an interpreter.	The parents of ELAC met with the superintendent/principal, the business manager and the first grade teacher who is the Spanish liaison and ELAC coordinator for the District. A survey in Spanish was given to the parents seeking information on the educational program at Two Rock. Questions such as what is working at Two Rock, what needs to be improved, what would you like to see for your child who is learning English that is not currently provided. Spanish speaking families are provided with surveys concerning the educational program in both English and Spanish.



Educational Partner(s)	Process for Engagement
<p>LCAP Parent Advisory Committee ( PAC) committee the meetings took place after school, the format was Roberts Rules of Order and discussed developing new metrics and goals after reviewing school and student data.</p>	<p>School assessment was provided to parents to review and fill information for questions regarding the school program. They provided information to help determine goals for the District. We met during the months of October, November, January, February and April. A School Board member also attended the meetings. The Dashboard data was also presented to staff to determine areas of growth and needs based on the preceeding year's data.</p>
<p>Certificated and classified bargaining units met during staff meetings to review school and student data including results from the Youth Truths Survey. Certificated members reviewed the last LCAP's metrics and goals. Using the data from assessments and surveys, teachers in worked to help develop new metrics and goals for the 2024- 2027 LCAP.</p>	<p>During months of February, March and April certificated members reviewed state and locals assessment data to identify the the strengths and area of needs of the school and students. From there they reviewed the goals of the past LCAP and eliminated those that were met or irrelevant and begin making new goals for the school's needs. The Youth Truth survey was used to determine needs for school culture and create a new set of goals. The Dashboard data was also presented to staff to determine areas of growth and needs based on the preceeding year's data.</p>
<p>Students in grade 3-6.</p>	<p>Students in grades 3-6 participated in the Youth Truth survey. The input on the survey helped guide the decisions regarding school culture and and student engagement int the classroom.</p>
<p>The LCAP docuement was shared on August 5, 2024 with SELPA.</p>	<p>The LCAP was shared with SELPA for consulation. It was reviewwed by a SELPA member and the following recommendations were made to include interventions for students with disabilities on specific interventions.</p>

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

Surveys to stakeholders were sent out in English and Spanish to parents. The surveys contained the three goals selected by the LCAP committee. Parents responded positively to the three goals and action steps on the survey. The goals and actions were presented at an ELAC where Spanish speaking parents were provided the opportunity to comment on the goals and LCAP. In the May Board Meeting an overview of the LCAP was presented with an opportunity for feedback from the public. Throughout the school year, parents and school staff were provided with information regarding the school year and given opportunities for input regarding the educational program at Two Rock Elementary School. The feedback presented by the educational partners emphasized the need for improving the ELL student achievement and the need for improving school literacy in reading and mathematics, the need to improve communication with the staff and parents regarding school programs. One of the biggest needs is greater parent participation at the school. That is also one of the biggest challenges, many students come from the adjacent Coast Guard Training Facility. Parents may be deployed long periods of time leaving on parent at

home with students and another challenge are students who have recently arrived from outside the United States with little English speaking skills. Their parents may speak little or no English and find it challenging to at first to be accustomed to a new community and school.

The LCAP Advisory Committee met:

October 19, 2023

November 16, 2023

January 18, 2024

February 15, 2024

April 24, 2024

ELAC Parent Group met:

December 8, 2023

March 29, 2024

April 18, 2024

May 17, 2024

SELPA

August 5, 2024

Certicated Bargaining Unit:

February 21, 2024

April 3, 2024

April 24, 2024

CSEA/Classified Bargaining Unit:

May 22, 2024

Board of Trustees Meetings:

June 6, 2024

June 13, 2024

June 20, 2024

Board Approval:

June 20, 2024

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth towards meeting or exceeding standards on state assessments in English Language Arts (ELA) and mathematics and demonstrate grade level or above proficiency in literacy and mathematics.	Broad Goal

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

Two Rock developed this goal to address the literacy levels off all students at the school. Many of the students read below grade level and the goal of the District to have all students reading at grade level or above. Scores on the state assessment, CAASPP, for all students was 48.39% for ELA and 40.32% for math who met or exceeded standard. Two Rock ELL learners who met or exceeded standard was 10% in ELA and 5% in math and our Latino students who met standard or above was 29.41% and 20.58%. The metrics will provide data to measure student performance in ELA and math. The actions for the goal will provide resources and support to target certain student groups such as ELL and the school as a whole.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Goal - ELA and Math	2023-2024 Group % who met or exceeded standard: All students grades 3-6 ELA 48.39% Math 40.32%			20% growth target over three years for: All Students grades 3-6 Latino ELL	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Latino ELA 29.41% Math 20.58% ELL ELA 10.00% Math 5.00% Military Connected ELA 68.76% Math 65.63% SED ELA 25.81% Math 12.90% Based on 2023 Data from DATA Quest			Military Connected Students SED students	
1.2	Properly assigned and highly qualified teachers	2023-2024 100%			100%	
1.3	Students will have access to standards aligned instructional materials.	2023-2024 All Students			All students will have access to the educational program	
1.4	Measure achievement and progress with local assessments, other student outcomes and support ELL students in ELA.	Use of STAR data as local assessment, in 2023-2024 an average of five students assessed per grade level scored into intensive interventions. Reduce the those who need intensive to zero for strategic intervention.			Meet all local measures and all students will be approaching reading and mathematics on grade level. The percentage of students who show progress on the local assessments shall increase by 20% from fall to spring assessments.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Implementation of State Standards including EL access to ELD Standards.	2023-2024 CAASPP ELA 10% and Math 5% met or exceeded standard.			20% growth target of the three years.	
1.6	Professional Development for EL students	2023-2024 Two teachers attend targeted EL PD			Increase the number of teaches who attend EL PD to five teachers.	

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	Provide Highly Qualilfied Teachers	All Teachers will be highly qualified and properly credentialed for grade level and assignment.	\$677,928.00	No

Action #	Title	Description	Total Funds	Contributing
<b>1.2</b>	Provide Instructional Assistants in the classroom	Instructional assistance will provide support in the classroom for students and the instructor. K-6th	\$22,461.00	Yes
<b>1.3</b>	Provide a Bi-lingual Instructional Assistants for ELL students, long term EL students and newcomers.	The bilingual instructional assistant will provide support for students who have arrived to Two Rock with little or no English speaking skills, writing or reading skills with bilingual materials & supplies.	\$77,077.00	Yes
<b>1.4</b>	Provide Induction support for beginning teacher	The site has one teacher in the induction program through county office of education who is an intern teacher.	\$10,047.00	No
<b>1.5</b>	Provide intervention services for students who are performing below grade level in literacy and mathematics and add additional intervention to ELL students.	The site has a .5 intervention teacher to address the learning and literacy gap at Two Rock and SIPPS curriculum for all students.	\$54,493.00	Yes
<b>1.6</b>	Provide support services for students.	Provide a credentialed resource specialist for grades TK-6 to support students with IEP and indentified learning challenges. Also the District shall provide Speech and Language Service with an licensed SLP. The District shall maintain a Special Education Director to oversee and administer the special education program.	\$300,632.00	No
<b>1.7</b>	Provide Staff Development in reading and literacy acquision, mathematics, other	Continue to support both classified and credential members in reading and literacy support, ie SIPPS and ELD to close the learning and literacy gaps of all students including students with disabilities. Continue to provide STEAM professional development teachers to integrate into regular standards based learning.	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
	core curriculum and STEAM and technology integration to core subjects.			
<b>1.8</b>	Intervention teacher	A .2 FTE for intervention to provide math support for students in grades 1-4 one hour each day.	\$20,271.00	Yes
<b>1.9</b>	Adopt math curriculum for grades Tk-6 with resources to support ELL students.	The District will adopt a new math curriculum that reflect the new California Math Standards.	\$33,000.00	No
<b>1.10</b>	Lexia-STAR; Ren Learn, DIBELS; and IXL	Continue to support and monitor student learning with online learning tools and measure student achievement as a local assessment measured on the CA Dashboard for all students including students with disabilities.	\$35,000.00	Yes
<b>1.11</b>	ELPAC Testing	Two Rock's ELL students are provided training and tested by a proctor, (a retired ELD teacher) annually.	\$4,106.00	No
<b>1.12</b>	To reduce class size and eliminate combination classes, an additional 1.0 FTE teacher was added	A 1.0 FTE was added and a fifth-grade teacher was hired in order to class size reduction and the elimination of combination classes and improve student achievement.	\$109,538.00	Yes
<b>1.13</b>	Data technician/front office secretary	This office position tracks student performance and MTSS support data for tracking student progress and achievement. The position supports data collection and assist the intervention teacher.	\$24,370.00	Yes
<b>1.14</b>	Professional Development for teachers to support	Two teachers will attend Guided Language Acquisition Design (GLAD) training to specifically support EL students and professional development provided by the county office of education for ELD instruction. This	\$480.00	Yes

Action #	Title	Description	Total Funds	Contributing
	ELL/long term EL students.	professional development support teachers and Two Rock long term ELL students.		



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Provide and maintain appropriate opportunities for parent and community involvement with effective communication to support a positive learning environment and culture for students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The student body of Two Rock consists of students from military connected families from the adjacent Coast Guard training facility and from the surrounding dairies in the rural community. It is important to have effective communication and input between parents from each respective community group. It is part of the school culture to have positive and welcoming environment for English and Spanish speaking families. The Youth Truth Survey is an objective measure of families engagement in the school and the metric for parent volunteers measure the involvement of parents in their child's education. The Actions promote parent and community engagement in the school to ultimately have a positive impact on the educational program of Two Rock and student achievement.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Youth Truth Survey	2023-2024 78% of the parents responded to the survey			90% of parents respond to survey	
2.2	Parent attendance on sign in sheets to account for parent participation	In 2023-2024 78 parents volunteered in a variety of roles. The District offers Redwood Empire Food Bank, chaperones and drivers for field trips and in the classroom for parent volunteers. The District			Increase the number of evening and cultural events to 12 for parent engagement and increase the volunteers to 90 parents or guardians.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		had eight evening event. The District will account for attendance of events with parent sign in sheets by teachers and the office staff.				
2.3	Parent attendance at parent meetings for parent input and decision-making. The will be recoured on the a sign in sheet for parent participation.	During the 2023-2024 school an average of four parents attended ELAC meetings, in the parent organization TRSEF four - five parents regularly attended and three parents attend PAC meetings.			Increase the attendance fo ELAC membership to 10 and increase the average attendance to 8 on for TRSEF. Also, integrate a more diverse parent representation in the TRSEF parent group.	

## 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	Use information from the Youth Truth Survey, ELAC, and LCAP surveys to inform the school for school culture and environment.	Use information from Youth Truth Parent Survey, along with input from ELAC and Two Rock School Education Foundation meetings, and school staff to provide parents with opportunities to be involved in their students' education.	\$500.00	Yes
2.2	Provides translation services for and community outreach for Spanish speaking parents seek ways to support families where Spanish is the primary language in the home.	Provide translation services for Spanish speaking parents. Two Rock's Community Liaison provides translation services for the school and teachers newsletters and is the face of the front office. She is also the interpreter for Town Hall style meetings and other school functions where an interpreter is needed. The site also has a bilingual instructional assistance who provides services for parents especially during parent/teacher conferences, Back to School Night, Open House and other evening events with parent participation. A bilingual certificated staff member facilitates ELAC meetings.	\$10,028.00	Yes
2.3	Provide parent education nights and events to showcase student work and cultural events.	Provide parent and families nights such as Back to School Night, Family Literacy Night, STEAM Night and other events for families and cultural events.	\$500.00	Yes
2.4	Pursue partnerships with the adjacent Coast Guard base for parent and student engagement and provide opportunities and events for parent	Nearly 60% of the students who attend Two Rock are from the adjacent Coast Guard base. It is important to maintain a relationship with the command and families to understand the challenges and needs of military connected families.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
	volunteers in the classroom and school for our Coast Guard and local families.			

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Students will be present and engaged in their learning in order to be successful and provided with physically and emotionally safe environment.	Broad Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We believe it is important for students to feel safe in a welcoming learning environment. The metrics measure student engagement, a well maintained school facility and a broad range of courses for student learning. Each of the Action items promote a safe learning environment and access to subjects beyond the core academic subjects. We believe a safe school and a broad course of study will promote and increase student attendance and engagement in the Two Rock educational program.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Youth Truth Survey for students	2023-2024 Safe at School Do you feel safe at school 73% responded yes.			100% of students to respond feeling safe at school.	
3.2	Attendance rate	2023-2024 94.43% attendance rate			97.1% attendance rate	
3.3	Chronic Absenteeism Rate.	21.9% of chronic absent students			Reduce to 10% of absenteeism	
3.4	Suspension Rate	2023-2024 0% suspension			0% Suspension	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Expulsion Rate	2023-2024 0% Expulsion			0% Expulsion	
3.6	School Facilities in Good Repair	2023-2024 The school had a "good" rating for overall facilities. for Facilities Inspection Tool (FIT)			Maintain positive FIT rating	
3.7	Provide full time facility maintenance and custodian and landscape maintenance.	2023-2024 The District has 40 hours a week with custodial services and contracts with a maintenance company for general maintenance and landscaping. Landscape maintenance is weekly.			Continue to provide the services in the 2024-2025 school for custodial and landscaping services.	
3.8	Access to a full range of courses such as PE, art, music, library for all students. Each students will have access to 30 minutes or more for enrichment courses.	2023-2024 Two Rock's students had: 40 minutes weekly with a non-credentialed PE instructor, 30 Minutes weekly with a music instruction 30 minutes dedicated to library weekly with a library clerk			Maintain the threshold in the 2024-2025 school 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
3.1	Administer Youth Truth Survey for students, this action will assist will identify needs of the Disripts unduplicated students.	Youth Truth Survey measure school climate and culture	\$250.00	Yes
3.2	Implement and monitor MTSS support for students in academics and and emotional needs.	Continue to implement the Student Social, Academic and Emotional survey to determine the needs of students for support and create a system of MTSS for all students including, ELL, students with disabilities, SED and military connected families.	\$0.00	No
3.3	Provide full time facility	Maintain the facility such as classrooms, multipurpose room and other school facilities for safe and secure learning environment. Provide	\$99,000.00	No

Action #	Title	Description	Total Funds	Contributing
	maintenance/custodian and landscape and irrigation maintenance.	landscape and irrigation maintainance for curb appeal and an inviting appearance for students and staff. Instill pride in the school.		
<b>3.4</b>	Counseling Service	Provide counseling services to support students' social and emotional needs. The counselor supports students to military connect families	\$56,531.00	No
<b>3.5</b>	Continue to maintain and upgrade TK-6 playground areas	Maintain a safe play area for all students with wood chips replacements and maintenance of equipment.	\$18,000.00	No
<b>3.6</b>	PE for students	All students shall be provided with a physical education program that meets states standards.	\$11,500.00	No
<b>3.7</b>	Enrichment Courses and offerings	Provide access to a wide range of courses by adding additional instruction music, art and library. Offer after school enrichment courses to include all students including TK-6.	\$19,370.00	No
<b>3.8</b>	Educational Devices	Purchase additional chromebooks for the new classroom teacher and maintain current stock of chromebooks to retain the 1:1 ratio of devices.	\$12,500.00	Yes
<b>3.9</b>	STEAM and Garden	Maintain STEAM lab and purchase new technoloy such as a new computer and other technology to support the class. Maintain the garden with supplies for enrichment and support outdoor learning for all students. The STEAM program shall have a teacher(s) receive a stipend annually.	\$3,219.00	Yes
<b>3.10</b>	Summer school or program	Provde a six week summer program for students through a third party vendor or a summer school educational program.	\$39,000.00	No



Action #	Title	Description	Total Funds	Contributing
<b>3.11</b>	Technology Support for the District/school	Contract with a third party vendor to maintain the technology used by staff and students such chromebook updates, ipad support support the internet and security infrastructure.	\$16,500.00	No
<b>3.12</b>	Provide after school and before school care and extended learning opportunities.	Partner with a third party vendor for after school care for all students TK-6. Also provide before school care for all students for students.	\$187,627.00	Yes
<b>3.13</b>	Library Clerk	Two Rock has an .1 FTE library clerk to support literacy and provide opportunities for students to access books and enrichment. The site also maintains the library accounting system with the Follet Software.	\$8,523.00	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
\$\$133,960	\$0

## 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
9.803%	0.000%	\$0.00	9.803%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p><b>Action:</b> Provide Instructional Assistants in the classroom</p> <p><b>Need:</b> To address the learning loss of students in in ELA and mathematics.</p> <p><b>Scope:</b></p>	<p>Instructional aides are assigned to classrooms to support students in ELA and mathematics. Aides will also work with students in interventios groups "Walk to Read" to promote grade reading competency.</p> <p>This action is being provided on an LEA-wide basis because high quality intervention services should be available to all students in need, regardless of unduplicated status.</p>	<p>1.1 CAASPP ELA and Math</p> <p>1.3 Students will have access to stanards aligned instructional materials</p> <p>1.4 Measure achievement and progress with locall assessments and other students outcomes.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
<b>1.5</b>	<p><b>Action:</b> Provide intervention services for students who are performing below grade level in literacy and mathematics and add additional intervention to ELL students.</p> <p><b>Need:</b> To address students who are performing below grade level in ELA and mathematics as indicated on local assessments and state wide assessments.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Supports students in ELA with SIPPS reading intervention resources for all students because a large percentage of students are reading below grade level as indicated on CAASPP scores and offers small group reading instruction to give and opportunity to greater reading competency. Math intervention support groups to assist to better under math concepts.</p> <p>This action is being provided on an LEA-wide basis because high quality intervention services should be available to any student who is struggling in reading and math, regardless of unduplicated status.</p>	<p>1.1 CAASPP ELA and Math</p> <p>1.3 Students will have access to stanards aligned instructional materials</p> <p>1.4 Measure achievement and progress with locall assessments and other students outcomes.</p>
<b>1.8</b>	<p><b>Action:</b> Intervention teacher</p> <p><b>Need:</b> The need for ELA support is evident in the CAASPP assessment scores with 48.39% of all students who Met or Exceeded standard and 40.32% Met or Exceeded in math. Track progress of students on local assessements.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Oversees the intervention program and offers intensive intervention for students two or more grade level below grade. The need for ELA support is evident in the CAASPP assessment scores with 48.39% of all students who Met or Exceeded standard and 40.32% Met or Exceeded in math. The .5 FTE intevervention coordinates local assessment data in DIBELS and STAR to track student progress.</p> <p>This action is being provided on an LEA-wide basis because high quality intervention services should be available to any student who is two or more grade levels behind, regardless of unduplicated status.</p>	<p>1.2 Properly assigned and highly qualified teachers</p> <p>1.3 Students will have access to standards aligned instructional materials</p> <p>1.4 Measure achievement and progress with local assessments and other student outcomes.</p>
<b>1.10</b>	<p><b>Action:</b> Lexia-STAR; Ren Learn, DIBELS; and IXL</p>	<p>Provides interventions in reading and math for all students and measures growth and progress. This</p>	<p>1.3 Students will have access to standards</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> Continued supports and monitoring of student literacy.</p> <p><b>Scope:</b> LEA-wide</p>	<p>support is designed to increase students literacy in ELA and math. The need for ELA support is evident in the CAASPP assessment scores with 48.39% of all students who Met or Exceeded standard and 40.32% Met or Exceeded in math. On the CA Dashboard the school is 13.4 points below Mathematics and and in ELA Hispanic/latino students are in the yellow as with our socio-economice students. The reading programs and assessments monitor and track student progress in grades 1-6. This action is needed to increase progress and performance on CAASPP for the District's ELL students.</p> <p>This action is being provided on an LEA-wide basis because high quality intervention programs should be available to any student who is two or more grade levels behind, regardless of unduplicated status.</p>	<p>aligned instructional materials</p> <p>1.4 Measure achievement and progress with local assessments and other student outcomes.</p>
1.12	<p><b>Action:</b> To reduce class size and eliminate combination classes, an additional 1.0 FTE teacher was added</p> <p><b>Need:</b> Reduce class size</p> <p><b>Scope:</b> LEA-wide</p>	<p>With a class size reduction the student to teacher ratio is decreased which provides greater student access for each contact to address learning loss. Grades 5 and 6 have been combination classes for the past two years. by eliminating combonation classes, students in respective will have the full school day devoted to grade level curriculum.</p> <p>This action is being provided on an LEA-wide basis because all students will benefit from smaller class sizes, regardless of unduplicated status.</p>	1.2 Properly assigned and highly qualified teachers
1.13	<p><b>Action:</b> Data technician/front office secretary</p>	<p>The action addresses not only all students, but those students who are ELL/long term EL</p>	1.4 Measure achievement and progress with local

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> Track student progress and chart needed interventions for students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>students. Student data is tracked to measure the effectiveness of the educational program.</p> <p>This action is being provided on an LEA-wide basis because all students will benefit from data progress-monitoring, regardless of unduplicated status.</p>	assessments and other student outcomes.
1.14	<p><b>Action:</b> Professional Development for teachers to support ELL/long term EL students.</p> <p><b>Need:</b> This action will increase support for EL students for District's new and veteran teachers need to ELD support and to professional development to continually support Two Rock's EL students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The action addresses the need of teachers to remain current and proficient in instructional methods to maintain a high level of instruction for EL students.</p> <p>This action is being provided on an LEA-wide basis because all students will benefit from the instructional strategies teachers will implement as a result of teacher professional development.</p>	Professional development to address the needs of EL students and measured by progress on state and local assessments.
2.1	<p><b>Action:</b> Use information from the Youth Truth Survey, ELAC, and LCAP surveys to inform the school for school culture and environment.</p> <p><b>Need:</b> The Youth Truth Survey indicated that the school needs to improve it school culture and increase parent participation in school activities and decisions making.</p> <p><b>Scope:</b></p>	<p>The action will address the need to improve school culture for parents and promote parent participation in activities and meetings.</p> <p>This action is being provided on an LEA-wide basis because solid lines of school-home communication are necessary for the success of all studen</p>	2.2 Promote parent participation

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
	LEA-wide		
<b>2.3</b>	<p><b>Action:</b> Provide parent education nights and events to showcase student work and cultural events.</p> <p><b>Need:</b> Increase the number of participating in decision making and access to the educational program.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The parent nights increase school to parent communication, engagement and allows parents to view the educational program and enrichment programs of Two Rock. Provide parents an opportunity to participate in the decision making process for guiding the educational program at Two Rock to have a greater impact on the educational program at Two Rock. This action is being provided on an LEA-wide basis because parent engagement is necessary for the success of all students</p>	2.2 Promote parent participation
<b>3.1</b>	<p><b>Action:</b> Administer Youth Truth Survey for students, this action will assist will identify needs of the Disricts unduplicated students.</p> <p><b>Need:</b> Track student engagement and well being at school</p> <p><b>Scope:</b> LEA-wide</p>	<p>The Youth Surveys helps to determine student engagement and if they feel safe at school.</p> <p>This action is being provided on an LEA-wide basis because all students will benefit from school engagement and a sense of safety at school.</p>	3.1 Youth Truth Survey
<b>3.8</b>	<p><b>Action:</b> Educational Devices</p> <p><b>Need:</b> Provide all students access to digital curriculum and assessments to measure progress.</p>	<p>Educational devices assist all students for greater literacy and mathematics competency with programs such as STAR Ren Learning and IXL learning apps. Also students' core curriculum has a digital component requiring digital access.</p>	3.9 Access to a full range of courses such as art, music, library for all students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide	This action is being provided on an LEA-wide basis because all students will benefit from digital learning access, regardless of unduplicated status.	
<b>3.9</b>	<b>Action:</b> STEAM and Garden  <b>Need:</b> Expose students to a wide range of instructional program and engage students to science an integration of outdoor learning.  <b>Scope:</b> LEA-wide	Integrate science and math into hands on learning and promotes outdoor education for all students.  This action is being provided on an LEA-wide basis because all students will benefit from hands-on, outdoor education, regardless of unduplicated status.	3.2 Attendance Rate 3.9 Access to a full range of courses such as art, music, library for all students
<b>3.12</b>	<b>Action:</b> Provide after school and before school care and extended learning opportunities.  <b>Need:</b> Two Rock families need before and after school care for their children  <b>Scope:</b> LEA-wide	Supports families with after school care and promotes student engagement and and families who need care where both parents work.  This action is being provided on an LEA-wide basis because all students and families will benefit from after-school care, regardless of unduplicated status.	3.1 Youth Truth Survey 3.2 Attendnace Rate 3.9 Access to a full range of courses such as art, music, library for all students
<b>3.13</b>	<b>Action:</b> Library Clerk  <b>Need:</b> Support goal 3 for student engagement and offer enrichment opportunities and support the needs of EL students with literacy.	All students shall have access the library to support the school's goal of improving literacy for all students and provide access to books in both English and Spanish. To support student literacy and promote the goal that all students will be reading on grade level or above.	3.2 Attendance Rate 3.9 Access to a full range of courses such as art, music, library for all students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide	This action is being provided on an LEA-wide basis because all students will benefit from enrichment opportunities, regardless of unduplicated status.	

### **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
<b>1.3</b>	<p><b>Action:</b> Provide a Bi-lingual Instructional Assistants for ELL students, long term EL students and newcomers.</p> <p><b>Need:</b> Add small group or 1:1 support in English and literacy skills to Spanish only speaking students.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	Targeted support for Spanish speaking student with little or no English skills.	1.1, 1.3, 1.4
<b>2.2</b>	<p><b>Action:</b> Provides translation services for and community outreach for Spanish speaking parents seek ways to support families where Spanish is the primary language in the home.</p> <p><b>Need:</b></p>	To support and engage with the District's Spanish speaking families.	2.1, 2.2, 2.3, 2.4



Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>There are approximately 20% of the families who speak Spanish only at home and the service is needed for their access to the school educational program.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		

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.

N/A

### ***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.

N/A

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

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	\$1,366,580	\$133,960	9.803%	0.000%	9.803%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,212,756.00	\$556,101.00	\$34,000.00	\$59,594.00	\$1,862,451.00	\$1,143,950.00	\$718,501.00

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	Provide Highly Qualified Teachers	All	No				Ongoing	\$677,928.00	\$0.00	\$677,928.00	\$0.00	\$0.00	\$0.00	\$677,928.00	
1	1.2	Provide Instructional Assistants in the classroom	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$22,461.00	\$0.00	\$22,461.00	\$0.00	\$0.00	\$0.00	\$22,461.00	
1	1.3	Provide a Bi-lingual Instructional Assistants for ELL students, long term EL students and newcomers.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$74,515.00	\$2,562.00	\$39,871.00	\$25,812.00	\$0.00	\$11,394.00	\$77,077.00	
1	1.4	Provide Induction support for beginning teacher	All	No				Two years	\$3,047.00	\$7,000.00	\$3,047.00	\$0.00	\$0.00	\$7,000.00	\$10,047.00	
1	1.5	Provide intervention services for students who are performing below grade level in literacy and mathematics and add additional intervention to ELL students.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$52,493.00	\$2,000.00	\$52,493.00	\$2,000.00	\$0.00	\$0.00	\$54,493.00	
1	1.6	Provide support services for students.	Students with Disabilities	No				Ongoing	\$126,755.00	\$173,877.00	\$115,422.00	\$165,812.00	\$0.00	\$19,398.00	\$300,632.00	
1	1.7	Provide Staff Development in reading and literacy acquisition, mathematics, other core curriculum and STEAM and technology integration to core subjects.	All	No			All Schools	Ongoing	\$0.00	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00	

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	1.8	Intervention teacher	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$20,271.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,271.00	\$20,271.00	
1	1.9	Adopt math curriculum for grades Tk-6 with resources to support ELL students.	All	No			All Schools	2024-2025 school year	\$0.00	\$33,000.00	\$0.00	\$33,000.00	\$0.00	\$0.00	\$33,000.00	
1	1.10	Lexia-STAR; Ren Learn, DIBELS; and IXL	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$0.00	\$35,000.00	\$35,000.00	\$0.00	\$0.00	\$0.00	\$35,000.00	
1	1.11	ELPAC Testing	All ELL	No			All Schools	Ongoing	\$4,106.00	\$0.00	\$4,106.00	\$0.00	\$0.00	\$0.00	\$4,106.00	
1	1.12	To reduce class size and eliminate combination classes, an additional 1.0 FTE teacher was added	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$106,188.00	\$3,350.00	\$109,538.00				\$109,538.00	
1	1.13	Data technician/front office secretary	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$24,370.00	\$0.00	\$24,370.00				\$24,370.00	
1	1.14	Professional Development for teachers to support ELL/long term EL students.	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$480.00	\$0.00		\$480.00			\$480.00	
2	2.1	Use information from the Youth Truth Survey, ELAC, and LCAP surveys to inform the school for school culture and environment.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$0.00	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00	
2	2.2	Provides translation services for and community outreach for Spanish speaking parents seek ways to support families where Spanish is the primary language in the home.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$10,028.00	\$0.00	\$10,028.00	\$0.00	\$0.00	\$0.00	\$10,028.00	
2	2.3	Provide parent education nights and events to showcase student work and cultural events.	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$0.00	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00	
2	2.4	Pursue partnerships with the adjacent Coast Guard base for parent and student engagment and provide opportunities and events for parent volunteers in the classroom and	All Coast Guard families	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		school for our Coast Guard and local families.														
3	3.1	Administer Youth Truth Survey for students, this action will assist will identify needs of the DisRICTs unduplicated students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$250.00	\$250.00	\$0.00	\$0.00	\$0.00	\$250.00	
3	3.2	Implement and monitor MTSS support for students in academics and and emotional needs.	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.3	Provide full time facility maintenance/custodian and landscape and irrigation maintenance.	All	No			All Schools	Ongoing	\$0.00	\$99,000.00	\$85,000.00	\$0.00	\$14,000.00	\$0.00	\$99,000.00	
3	3.4	Counseling Service	All	No			All Schools	Ongoing	\$0.00	\$56,531.00	\$0.00	\$45,000.00	\$10,000.00	\$1,531.00	\$56,531.00	
3	3.5	Continue to maintain and upgrade TK-6 playground areas	All	No			All Schools	Ongoing	\$0.00	\$18,000.00	\$18,000.00	\$0.00	\$0.00	\$0.00	\$18,000.00	
3	3.6	PE for students	All	No			All Schools	Ongoing	\$0.00	\$11,500.00	\$0.00	\$1,500.00	\$10,000.00	\$0.00	\$11,500.00	
3	3.7	Enrichment Courses and offerings	All	No			All Schools	Ongoing	\$0.00	\$19,370.00	\$0.00	\$19,370.00	\$0.00	\$0.00	\$19,370.00	
3	3.8	Educational Devices	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$0.00	\$12,500.00	\$2,500.00	\$10,000.00	\$0.00	\$0.00	\$12,500.00	
3	3.9	STEAM and Garden	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$1,219.00	\$2,000.00	\$3,219.00	\$0.00	\$0.00	\$0.00	\$3,219.00	
3	3.10	Summer school or program	All	No			All Schools	Ongoing	\$0.00	\$39,000.00	\$0.00	\$39,000.00	\$0.00	\$0.00	\$39,000.00	
3	3.11	Technology Support for the District/school	All	No			All Schools	Ongoing	\$0.00	\$16,500.00	\$0.00	\$16,500.00	\$0.00	\$0.00	\$16,500.00	
3	3.12	Provide after school and before school care and extended learning opportunities.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$13,566.00	\$174,061.00	\$0.00	\$187,627.00	\$0.00	\$0.00	\$187,627.00	
3	3.13	Library Clerk	English Learners Low Income	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$6,523.00	\$2,000.00	\$8,523.00	\$0.00	\$0.00	\$0.00	\$8,523.00	

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										

# 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
\$1,366,580	\$133,960	9.803%	0.000%	9.803%	\$309,253.00	0.000%	22.630 %	<b>Total:</b>	\$309,253.00
								<b>LEA-wide Total:</b>	\$259,354.00
								<b>Limited Total:</b>	\$49,899.00
								<b>Schoolwide Total:</b>	\$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	1.2	Provide Instructional Assistants in the classroom	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$22,461.00	
1	1.3	Provide a Bi-lingual Instructional Assistants for ELL students, long term EL students and newcomers.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$39,871.00	
1	1.5	Provide intervention services for students who are performing below grade level in literacy and mathematics and add additional intervention to ELL students.	Yes	LEA-wide	English Learners Low Income	All Schools	\$52,493.00	
1	1.8	Intervention teacher	Yes	LEA-wide	English Learners Low Income	All Schools	\$0.00	
1	1.10	Lexia-STAR; Ren Learn, DIBELS; and IXL	Yes	LEA-wide	English Learners Low Income	All Schools	\$35,000.00	
1	1.12	To reduce class size and eliminate combination	Yes	LEA-wide	English Learners Low Income	All Schools	\$109,538.00	

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 (%)
		classes, an additional 1.0 FTE teacher was added						
1	1.13	Data technician/front office secretary	Yes	LEA-wide	English Learners Low Income	All Schools	\$24,370.00	
1	1.14	Professional Development for teachers to support ELL/long term EL students.	Yes	LEA-wide	English Learners	All Schools		
2	2.1	Use information from the Youth Truth Survey, ELAC, and LCAP surveys to inform the school for school culture and environment.	Yes	LEA-wide	English Learners Low Income	All Schools	\$500.00	
2	2.2	Provides translation services for and community outreach for Spanish speaking parents seek ways to support families where Spanish is the primary language in the home.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$10,028.00	
2	2.3	Provide parent education nights and events to showcase student work and cultural events.	Yes	LEA-wide	English Learners	All Schools	\$500.00	
3	3.1	Administer Youth Truth Survey for students, this action will assist will identify needs of the Disricts unduplicated students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$250.00	
3	3.8	Educational Devices	Yes	LEA-wide	English Learners Low Income	All Schools	\$2,500.00	
3	3.9	STEAM and Garden	Yes	LEA-wide	English Learners Low Income	All Schools	\$3,219.00	
3	3.12	Provide after school and before school care and extended learning opportunities.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
3	3.13	Library Clerk	Yes	LEA-wide	English Learners Low Income	All Schools	\$8,523.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,492,472.00	\$1,697,061.00

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	1.1 Provide highly qualified teachers	No	\$639,704.00	\$656,304
1	1.2	1.2 Provide instructional assistants to assist students in classrooms re 0999 go 1110	Yes	\$21,982.00	\$22,632
1	1.3	1.3: Provide staff development for teachers to strengthen their knowledge of CCSS,History-Social Science, NGSS, STEM based activities and technology integration.	Yes	\$37,320.00	\$29,681
1	1.4	1.4: Provide CCSS, NGSS and STEM aligned materials.	No	\$0.00	\$0
1	1.5	1.5: Provide CCSS based assessments, SBAC interim assessments and CCSS report cards.	No	\$8,998.00	\$1,600
1	1.6	1.6 Provide intervention services for students performing below grade level.	Yes	\$57,074.00	\$93,982
1	1.7	1.7 Provide intervention services for students with disabilities	No	\$341,101.00	\$320,189
1	1.8	1.8: EL students will receive supplemental academic support through the services provided by our credentialed ELD teacher.	Yes	\$0.00	0



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.9	1.9 Utilize Response to Intervention/MTSS strategies to differentiate curriculum for students in the classroom.	Yes	\$26,895.00	\$16,163
1	1.10	1.10 Provide preschool program.	No	\$0.00	\$0
1	1.11	1.11 Provide BTSA to any beginning teachers	No	\$12,268.00	\$5,024
1	1.12	1.12 Provide after school and summer intervention programs	No	\$115,717.00	\$150,621
1	1.13	1:13 Provide training for Instructional Assistants	No	\$0.00	\$0
1	1.14	1:14 Implement ways to support students in families where English is not spoken in the home.	Yes	\$0.00	\$0
2	2.1	2.1: Use information from Youth Truth Survey, along with input from ELAC and Two Rock School Education Foundation meetings, and school staff to provide parents with opportunities to be involved in their students' education.	No	\$0.00	\$0
2	2.2	2.2: Provide translation services for Spanish speaking parents.	Yes	\$10,000.00	\$16,932
2	2.3	2.3 Provide bilingual instructional assistance.	Yes	\$44,183.00	59,539
2	2.4	2.4: Continue to pursue options for adding a non-voting member seat on the School Board to include English Language Learner parents and Coast Guard voice in policy decisions.	Yes	\$0.00	0
2	2.5	2.5 Provide "live" school board meetings.	No	\$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	2.6: Offer regular principal meetings to answer questions and provide input.	No	\$0.00	\$0
2	2.7	2.7: Provide parent education nights, student showcases and cultural events.	No	\$0.00	\$0
2	2.8	2.8: Implement strategies to support students and families where English is not spoken in the home.	Yes	\$0.00	\$0
2	2.9	2.9 Pursue partnership with Coast Guard Base to increase student and parent involvement.	No	\$0.00	\$0
3	3.1	3.1: Solicit parent input through surveys and parent meetings (ELAC, Site Council, etc.).	No	\$0.00	\$0
3	3.2	3.2: Maintain technology upgrade of clocks, bells, intercom, phones, cabling and wireless access throughout the school to ensure security.	No	\$18,938.00	\$23,000
3	3.3	3.3: Implement a school wide social emotional learning program.	No	\$0.00	\$0
3	3.4	3.4: Maintain school security system.	No	\$2,500.00	\$2,900
3	3.5	3.5: Provide full time facility manager/custodian.	No	\$80,000.00	\$80,000
3	3.6	3.6 Continue maintenance of landscaping and garden areas.	No	\$14,280.00	\$22,000
3	3.7	3.7 Continue to monitor and upgrade playground areas.	No	\$2,000	\$40,414
3	3.8	3.8 Continue to monitor and implement energy upgrades	No	\$1,500	\$325
3	3.9	3.9 Strengthen school policies on bullying. Provide trainings for students, parents and staff.	No	\$0.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.10	3.10 Provide counseling services to students in need.	No	\$4,440	\$43,174
3	3.11	3.11 Review and update school handbooks and disseminate to ensure understanding and compliance.	No	\$0.00	\$0
3	3.12	3.12: Provide training for yard supervisors.	No	\$0.00	\$0
4	4.1	Reduce Student Absences	No	\$0.00	\$0
4	4.2	Awards for Perfect Attendance	No	\$0.00	\$0
4	4.3	PE for Students	No	\$0.00	\$0
4	4.4	Enrichment Courses	No	\$10,000.00	\$8,175
4	4.5	Administer California Healthy Kids Survey	No	\$0.00	\$0
4	4.6	Outdoor Learning	No	\$0.00	\$0
4	4.7	Inform Parent for Student Absence	No	\$0.00	\$0
4	4.8	Student Advisory	No	\$0.00	\$0
4	4.9	Enrichment Offering	No	\$31,960.00	\$54,432
4	4.10	Student Devices / library services	No	\$8,612.00	\$30,860

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)
4	4.11	STEM to also include new student furniture for classroom learning.	No	\$3,000.00	\$19,114

# 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)
\$142,209	\$187,454.00	\$213,391.27	(\$25,937.27)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	1.2 Provide instructional assistants to assist students in classrooms re 0999 go 1110	Yes	\$21,982.00	\$22,588		
1	1.3	1.3: Provide staff development for teachers to strengthen their knowledge of CCSS,History-Social Science, NGSS, STEM based activities and technology integration.	Yes	\$37,320.00	\$29,681		
1	1.6	1.6 Provide intervention services for students performing below grade level.	Yes	\$57,074.00	\$91,463		
1	1.8	1.8: EL students will receive supplemental academic support through the services provided by our credentialed ELD teacher.	Yes	\$0.00	\$0		
1	1.9	1.9 Utilize Response to Intervention/MTSS strategies to differentiate curriculum for students in the classroom.	Yes	\$26,895.00	\$16,163		
1	1.14	1:14 Implement ways to support students in families where English is not spoken in the home.	Yes	\$0.00	\$0		
2	2.2	2.2: Provide translation services for Spanish speaking parents.	Yes	\$0.00	\$0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	2.3 Provide bilingual instructional assistance.	Yes	\$44,183.00	\$53,496.27		
2	2.4	2.4: Continue to pursue options for adding a non-voting member seat on the School Board to include English Language Learner parents and Coast Guard voice in policy decisions.	Yes	\$0.00	\$0		
2	2.8	2.8: Implement strategies to support students and families where English is not spoken in the home.	Yes	\$0.00	\$0		

## 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)
1453164	\$142,209	3.33%	13.116%	\$213,391.27	0.000%	14.685%	\$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](mailto: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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

## Total Funds

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

## Contributing

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

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

## Required Actions

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

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

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

### Purpose

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

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

### Statutory Requirements

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

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

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

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



**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

#### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

#### Identified Need(s)

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

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

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

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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



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

## LCFF Carryover Table

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

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

### **Contributing Actions Annual Update Table**

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

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

### **LCFF Carryover Table**

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

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

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