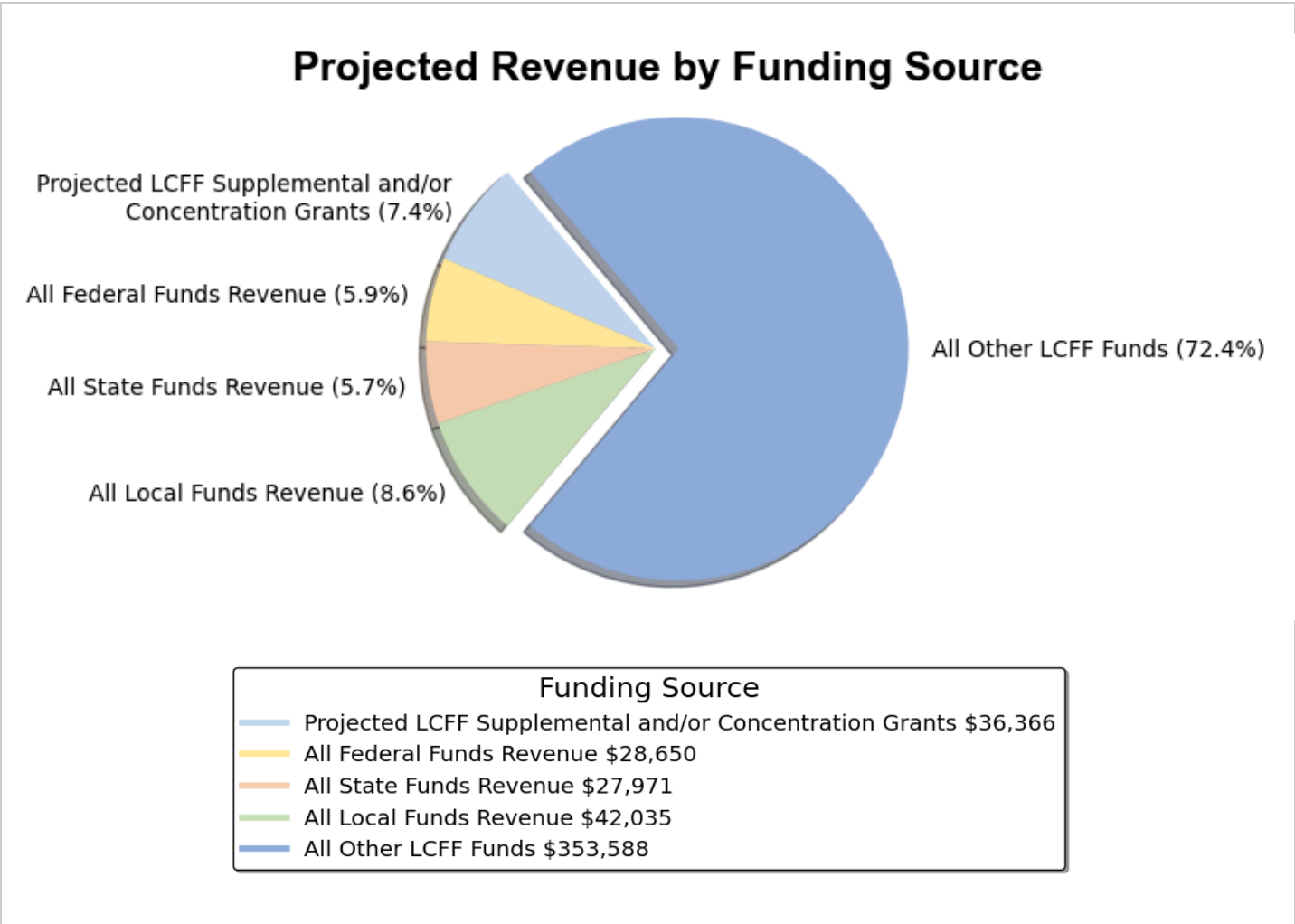


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Graves Elementary School District
 CDS Code: 27 66027 0000000
 Schools Year: 2024-25
 LEA Contact Information:
 Michelle Ross
 Superintendent/Principal
 mross@gravesschool.net
 831-422-6392

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).

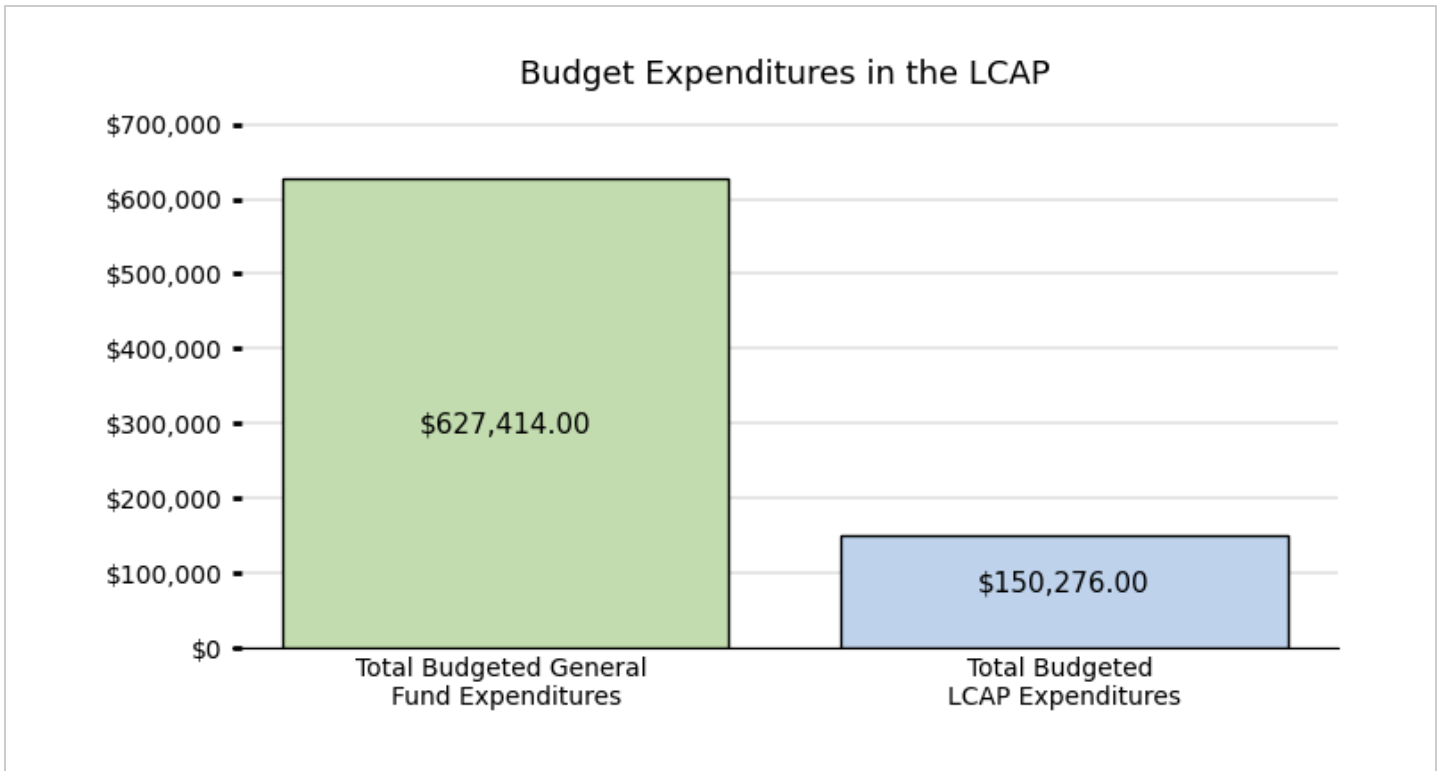


This chart shows the total general purpose revenue Graves Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Graves Elementary School District is \$524,976.00, of which \$426,320.00 is Local Control Funding Formula (LCFF), \$27,971.00 is other state funds, \$42,035.00

is local funds, and \$28,650.00 is federal funds. Of the \$426,320.00 in LCFF Funds, \$36,366.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students). 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.

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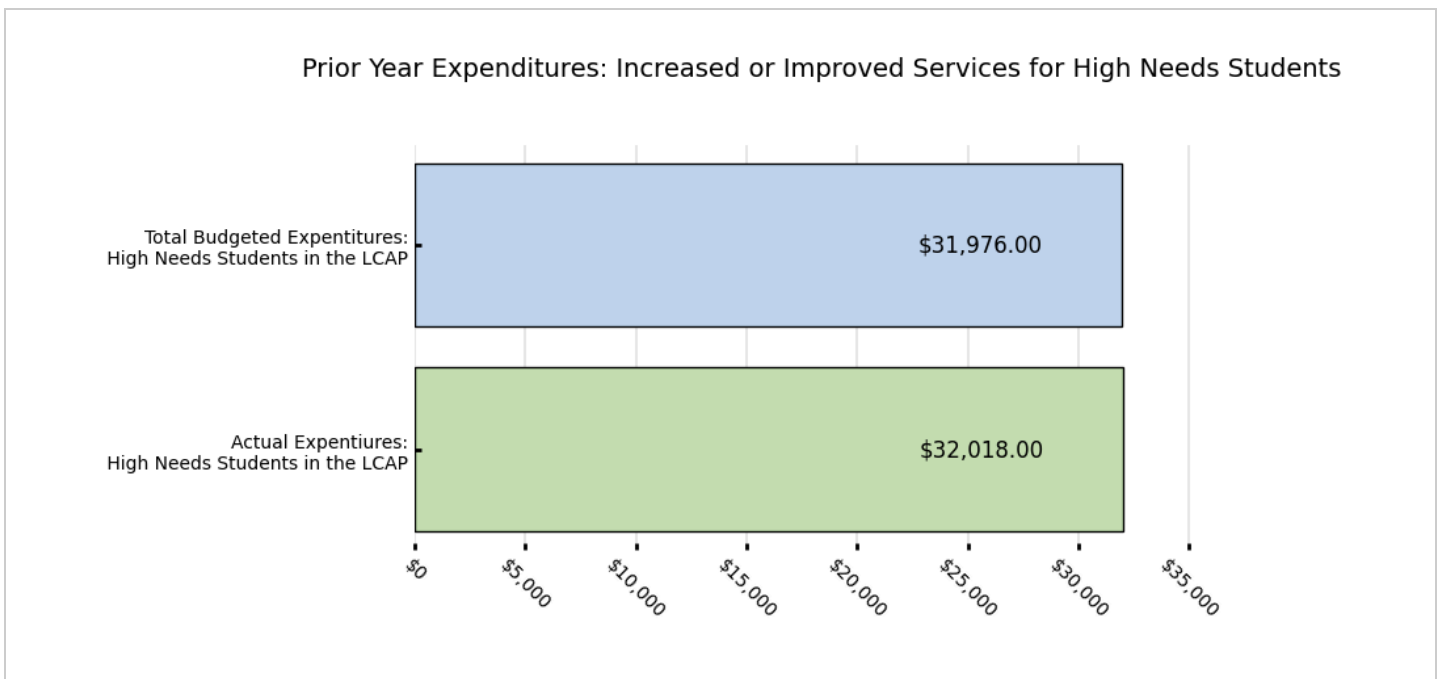
This chart provides a quick summary of how much Graves Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Graves Elementary School District plans to spend \$627,414.00 for the 2024-25 school year. Of that amount, \$150,276.00 is tied to actions/services in the LCAP and \$477,138.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: The school district's budget includes salaries and benefits for teachers, administrators, and various classified support staff such as clerical and custodial workers. It also accounts for the purchase of materials and supplies needed for both the academic programs for all students and for the administration, custodial, and clerical needs. Additionally, the budget covers contracted services in areas like legal, finance, maintenance, custodial, auditing, travel, and utilities. Finally, it sets aside funds for restricted programs such as Special Education (SPED), STRS on Behalf, local programs, and the Extended Learning Opportunities Program (ELOP).

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

In 2024-25, Graves Elementary School District is projecting it will receive \$36,366.00 based on the enrollment of foster youth, English learner, and low-income students. Graves Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Graves Elementary School District plans to spend \$36,477.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following: The school district's maintenance program is financially supported by non-supplemental LCFF funding, ensuring a safe and healthy environment for students. State funds are granted for arts and music activities. Additionally, the Rural Education Assistant Program (REAP), federally funded, assists in acquiring technology hardware and software.

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Graves 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 Graves 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 2024-25, Graves Elementary School District's LCAP budgeted \$31,976.00 for planned actions to increase or improve services for high needs students. Graves Elementary School District actually spent \$32,018.00 for actions to increase or improve services for high needs students in 2024-25.



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
Graves Elementary School District	Michelle Ross Superintendent/Principal	mross@gravesschool.net 831-422-6392

Goals and Actions

Goal

Goal #	Description
1	All students will engage in learning from highly qualified staff, aligned instruction with current state standards and rigorous curriculum to maximize student potential in a clean, safe, well-maintained facility.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1-A. Teachers appropriately assigned and fully credentialed per CALPADS	100% in 2020-2021	100% in 2020-21	100% in 2022-23 Based on data from Teaching Assignment Monitoring Outcomes at https://www.cde.ca.gov/ds/ad/tamo.asp .	100% in 2023-2024 Based on data from Teaching Assignment Monitoring Outcomes at https://www.cde.ca.gov/ds/ad/tamo.asp	Maintenance of 100% of fully qualified credentialed and appropriately assigned for the pupils they are teaching.
2-A. Implementation of state academic standards	100% implementation of state academic standards. 2020-21	100% implementation of state academic standards. 2020-21	100% implementation of state academic standards. 2022-2023	100% implementation of state academic standards. 2023-2024	Maintenance of 100% implementation of state academic standards.
4-A. Pupil Achievement ELA Assessment CAASPP	Percent of students who meet or exceed standards: 74% (2018-19 School Year). The 2019-20 and the 2020-21 CAASSP assessments were waived due to the pandemic. The 2018-	No Data	Percent of students who meet or exceed standards: 57% (2021-22 School Year).	Standards met or exceeded by 64% of students. 2023-2024	Standards met or exceeded by 65% of students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019 assessments will become the baseline.				
4-A. Pupil Achievement Math Assessment CAASPP	Percent of students who meet or exceed standards: 66% (2018-19 School Year). The 2019-20 and the 2020-21 CAASSP assessments were waived due to the pandemic. The 2018-2019 assessments will become the baseline.	No Data	Percent of students who meet or exceed standards: 38% (2021-22 School Year).	Standards met or exceeded by 36% of students. 2023-2024	Standards met or exceeded by 50% of students.
4-B. English Learner students making progress towards English Language proficiencies as measured by ELPAC and the reclassification rate	50 % of English learners are making progress reclassification rate = 0% 2020-21	50% of English Learners are making progress reclassification rate = 0% 2021-22	50% of English learners are making progress Reclassification rate = 0% 2022-2023 **Only three EL studnets in 2022-23**	33% of English learners achieve progress reclassification rate = 33% **5 EL students in 2023-2024**	75% of English learners achieve progress reclassification rate = 50%
1-B. Standards-aligned instructional materials for every	100% of students have standards	100% of students have standards	100% of students have standards	100% of students have standards	Maintenance of 100% access to standards-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
student as measured by Williams reporting and SARC	aligned instructional materials. 2020-21	aligned instructional materials. 2021-22	aligned instructional materials. 2022-2023	aligned instructional materials. 2023-2024	aligned instructional materials.
5-B. Chronic absenteeism rate as measured by California Dashboard	In the 2020-2021 academic year that took place during COVID-19 and virtual learning, the chronic absenteeism rate resulted in 17.5%.	The 2021-2022 academic year has currently resulted in 42% chronic absenteeism due to illnesses.	Chronic absenteeism rate resulted in 20.0% as measured by the California Dashboard The Chronic Absenteeism rates for 2022-23 is 20.0% based on data from Dashboard Data Files at https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3 .	34.3% chronically absent on the 2023 CA School Dashboard	Decrease chronic absenteeism rate from the prior year according to the California School Dashboard Chronic Absenteeism performance indicator.
6-C. School Climate as measured by the CDE School Climate Survey for Parents and Guardians	A parent survey was not conducted for the 2020-2021 academic year.	97% Strongly Agreed/Agreed that Graves ESD provides an inviting, respectful, safe, and supportive learning environment that promotes academic success for all students. 2021-22	98% Strongly Agreed/Agreed that Graves ESD provides an inviting, respectful, safe, and supportive learning environment that promotes academic success for all students. 2022-23	98% Strongly Agreed/Agreed that Graves ESD provides an inviting, respectful, safe, and supportive learning environment that promotes academic success for all students. 2023-2024	Maintain 98% Strongly Agreed/Agreed that Graves ESD provides an inviting, respectful, safe, and supportive learning environment that promotes academic success for all students.
6-A,B. Student suspension/expulsion rate rate as measured	0% of students were suspended.	0% of students were suspended.	0% of students were suspended.	0% of students were suspended.	Maintain 0% of students being suspended.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
by the California Dashboard	0% of students were expelled. 2020-21	0% of students were expelled. 2021-22	0% of students were expelled. 2022-23	0% of students were expelled. 2023-2024	
5-A. School monthly attendance rates	In the 2020-2021 academic year that took place during COVID-19, the monthly attendance rate resulted in 82.5%	The 2021-2022 academic year has currently resulted in 82.5% attendance rate.	The 2022-23 academic year has currently resulted in 93% attendance rate.	The 2023-2024 academic year has currently resulted in 93% attendance rate.	Maintain the District attendance rate before COVID-19 = at or above 95%
3-A,B,C. Parent Involvement inclusive of unduplicated groups, specifically attendance of parents of ELs, parents of students with disabilities, and identified lower SES families at IEP/504 meetings, Parent conferences, and Parent community meetings/events.	100% of families participated in IEP/504 meetings 94% families participated in parent conferences 92% families participated in parent community meetings/events 2020-21	100% of families participated in IEP/504 meetings 98% of families participated in parent conferences 94% of families participated in parent community meetings/events 2021-22	100% of families participated in IEP/504 meetings 100% of families participated in parent conferences 95% of families participated in parent community meetings/events 2022-2023	100% of families participated in IEP/504 meetings 100% of families participated in parent conferences 95% of families participated in parent community meetings/events 2023-2024	Maintain 100% families participate in IEP/504 98% families participate in parent conferences 96% families participate in parent community meetings/events
1-C. School Facilities as measured by the CDE's Facility Inspection Report (FIT).	"Good Repair" per CDE's Facility Inspection Tool (FIT) 2020-21	"Good Repair" per CDE's Facility Inspection Tool (FIT) 2021-22	"Good Repair" per CDE's Facility Inspection Tool (FIT) 2022-23	"Good Repair" per CDE's Facility Inspection Tool (FIT) 2022-2024	Maintenance of "Good Repair" per CDE's Facility Inspection Tool (FIT)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2-B. The degree to which the programs/services will enable ELs to access the CCSS and the ELD standards.	100% Access 2020-21	100% Access 2021-22	100% Access 2022-2023	100% Access 2023-2024	Maintain 100% Access
5-C. Middle school dropout rates	0% in Data Year: 2020-21	0% in Data Year: 2021-22	0% in Data Year: 2022-2023	0% in Data Year: 2023-2024	Maintain 0% of middle school dropout rates
7-A. A broad course of study 7-B. Programs and services developed and provided to unduplicated pupils 7-C. Programs and services developed and provided to individuals with exceptional needs	100% access to broad coarse of study, for all students, unduplicated students, students with exceptional needs. 2020-21	100% access to broad coarse of study, for all students, unduplicated students, students with exceptional needs. 2021-22	100% access to broad coarse of study, for all students, unduplicated students, and students with exceptional needs. 2022-2023	100% access to broad coarse of study, for all students, unduplicated students, and students with exceptional needs. 2023-2024	Maintain 100% access to broad coarse of study, for all students, unduplicated students, students with exceptional needs.
(8a) Another pupil outcome measure. -- i-Ready diagnostic testing **New Metric**	na	na	6% advancing to 22% of K-8 students placed within the met or exceeded grade level standards range for ELA. 9% advancing to 35% of K-8 students placed within the met or exceeded grade level	28% advancing to 42% of K-8 students placed within the met or exceeded grade level standards range for ELA. 6% advancing to 22% of K-8 students placed within the met or exceeded grade level	42% of K-8 students will place within the met or exceeded grade level standards range for ELA. 45% of K-8 students placed within the met or exceeded grade level standards range for Math.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			standards range for Math. 2022-2023	standards range for Math. 2023-2024	

Goal Analysis

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

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

The overall implementation of the actions in Goal 1 were fully implemented during the 2023-24 year. The reason for this implementation level is due to the relevant successes experienced during implementation. These included:

Action 1.1: Instructional Aide Salaries & Benefits, Fully Implemented

Maintained aides for support in classroom instruction to provide targeted assistance in the area of identified need for our low-income students, foster youth, special education, and English Learners. For special education, support was in accordance with the student's IEP.

Action 1.2: State Standards Based Curriculum, Fully Implemented

Maintained the adoption of the state-approved Common Core State standards-based curricula and materials to support rigorous and relevant standards-based instruction to improve academic achievement and provide support for low-income, foster youth, and English Learners. This goal was adapted for the 23-24 year to serve all students.

Action 1.3: English Language Development Supports, Fully Implemented

English Language Development reading, intervention, supplemental materials, and assessment resources were utilized to aid in student language development. Our previous state and local assessments indicated a need for an maintaining and increasing English Language proficiency skills of all low-income students, foster youth, and English Learners.

Action 1.4: Instructional Supplies and computer Software and Licenses, Fully Implemented

Increased curriculum and instructional materials to support the site with classroom materials, supplies, and learning tools to support the academic needs of ALL students, and specifically, low-income students, foster youth, and English Learners, LEA-wide.

Action 1.5: Credentialed Staff, Fully Implemented

Maintained highly qualified teacher with appropriate teaching placement.

Action 1.6: Facilities and Maintenance, Fully Implemented

Maintained facility maintenance and repair as an ongoing effort identified through a long term maintenance plan and needs assessment as identified through the Facilities Inspection Tool. School safety was enhanced with increased campus safety, community training, and student safety curriculum.

Action 1.7: **New Arts and Dance, Fully Implemented**

The Arts Council of Monterey provided Visual and Performing Art experiences for all students, kindergarten through 8th grade. This action depended on state funding that will not be available for the upcoming school year.

Action 1.8: **New Monterey County Behavioral Health/SEL Support, Fully Implemented**

Monterey County Behavioral Health and Harmony at Home provided a Bully Prevention specialist for all students, kindergarten through 8th grade. This action was provided by the community organizations free of charge and may not continue for the upcoming school 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.

There are no material differences for planned services. The only overall difference is that the art and music grant has not been implemented at this time.

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

The effectiveness of the actions in Goal #1 to achieve the desired outcomes, as measured by the above metrics are as follows:

Actions 1.1 through 1.5, Academic Achievement

These actions, designed to increase student achievement, have been fully implemented, with a specific focus on continually improving standardized test scores. For the English Language Arts (ELA) California Assessment of Student Performance and Progress (CAASPP) scores, there has been a notable increase, with the percentage of students meeting or exceeding standards rising from 57% in the 2021-22

school year to 64% in the 2022-23 school year. This progress demonstrates the effectiveness of the implemented strategies in enhancing literacy and comprehension skills. Additionally, on IReady ELA assessment, there was an increase from 28% to 42% of K-8 students meeting or exceeding grade-level standards during the 2023-24 school year.

However, there is a need for further action in Mathematics. CAASPP scores in this subject have slightly decreased, with the percentage of students meeting or exceeding standards dropping from 38% in 2021-22 to 36% in 2022-23. Addressing this decline in Math performance will require targeted interventions targeted at strengthening mathematical understanding and skills. It's essential to ensure that the progress observed in ELA is mirrored by advancements in Mathematics.

On the iReady Math assessment for K-8, there was an increase from 6% to 22% of students meeting or exceeding grade-level standards during the 2023-24 school year. Our efforts to offer personalized support have proven beneficial and have contributed to this improvement. We intend to continue with interventions in this area to further enhance student performance.

In the 2023-2024 academic year, data indicates significant participation from families across various forums. 100% of families participated in Individualized Education Program (IEP) or 504 meetings, ensuring that each student's unique needs were addressed. Additionally, 100% of families engaged in parent conferences, fostering strong communication between educators and caregivers to support student progress effectively. 95% of families also participated in parent community meetings and events, highlighting the commitment to building collaborative partnerships within the school community. This level of engagement emphasizes the importance of inclusivity in decision-making forums, ensuring that every family has a voice in shaping educational experiences.

Action 1.6, Facilities and Maintenance

Continuing with facility maintenance and repair as an ongoing effort to improve school and campus safety, the School Facilities Inspection Tool found that everything was in "Good Repair".

Action 1.7, Arts and Dance (Not yet implemented)

Action 1.8, MCBH SEL Support

Graves prioritized enhancing the safety and well-being of all students. Support was offered through Monterey County Behavioral Health, and Harmony at Home from kindergarten through 8th grade. In a survey conducted with parents and guardians, 98% strongly agreed or agreed that Graves ESD creates an inviting, respectful, safe, and supportive learning environment that fosters academic success for all students.

Efforts to improve attendance have also been ongoing for the 2023-24 school year. The 2023 CA School Dashboard indicated a chronic absenteeism rate of 34.3%. Current local data for the 2023-2024 academic year demonstrates significant progress, with a 93% attendance rate. In Addition, there were no instances of student suspension or expulsion.

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.

As a result of the analysis of this goal, and the analysis of the state and local data collected, the following changes will be made to the actions to best meet the needs and positive outcomes of students:

Student Interventions:

To enhance student achievement in the 2024-25 school year, the district plans to introduce targeted interventions in Math. Additional time dedicated to math intervention will target the recent decline in CAASPP scores, to enhance mathematical skills and outcomes.

Curriculum Adoption:

The district will adopt a supplemental language arts curriculum to reinforce literacy skills, with focused efforts on providing English language proficiency and literacy skills for all students, with an emphasis on supporting English learners. These efforts are intended to enhance skills across all content areas.

Attendance:

An action will be added to further address chronic absenteeism in the 2024-27 LCAP. This proactive step acknowledges the progress made while recognizing the persistent challenge. The action will include:

- *Implementing targeted strategies such as enhancing student engagement, early intervention programs, and strengthening home-school connections.
- *Launching an attendance recognition program to incentivize consistent school participation.
- *Acknowledging and rewarding perfect attendance to emphasize the importance of daily engagement in learning.
- *Promoting positive behaviors and fostering a culture of attendance and punctuality across the school community.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Graves Elementary School District	Michelle Ross, Superintendent/Principal	mross@gravesschool.net, 831-422-6392

Plan Summary 2024 - 2025

General Information

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

The Graves Elementary School District has been a cornerstone for students from kindergarten through 8th grade since its inception in 1879. This makes it a significant part of our community's history. Despite its age, the district continues to focus on fostering a love for learning and intellectual growth among its students. One notable feature is its one-room schoolhouse, a testament to its enduring presence.

This district stands out for its commitment to developing well-rounded individuals. It emphasizes the importance of confidence, independence, resilience, respect for others, and critical thinking. These values encourage students to engage deeply with the world around them and become inquisitive learners.

Graves Elementary extends beyond educational boundaries to serve as a hub for community engagement. Since its establishment in 1879, it has played a pivotal role in spreading knowledge and contributing to the local culture. This is evident in the historical class photos displayed in the school office, capturing the legacy of countless students who have walked its halls.

The school prioritizes creating an environment that nurtures enthusiasm and a positive outlook towards education. It implements various programs like Harmony at Home to combat bullying, FEMA's initiative for emergency preparedness, and Kimball and Associates' safety program. These initiatives reflect the school's dedication to ensuring a holistic educational experience that goes beyond academics.

Furthermore, the district believes strongly in parental involvement as a means to enhance educational quality and adapt to contemporary learning needs while honoring its rich history. This approach ensures that students are not only prepared for academic success but are also equipped with lifelong learning skills. This commitment underscores the district's dedication to preparing students for the future

Reflections: Annual Performance

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

In the past year, significant points have been observed regarding the annual performance of the district. An increase was noticed in chronic absenteeism across the entire student population, recording a rate of 34.3%. This issue was particularly prevalent among Hispanic students, with a rate of 36.7%, marking a rise within this group. In academic fields, a solid stabilization was observed in the performance of mathematical achievements, recording an overall rate of 3.6.

Particularly, an improvement in performance of 11.8 was recorded among Hispanic students. An increased rate of -17.1, though still negative, was noted in ELA performance for the entire student body. In the Hispanic student population, the rate remained steady at -17.8. The suspension rates within the school district were

observed to be stable, remaining at 0.0% for both the overall student population and the Hispanic student segment.

No changes were reported in these rates compared to the previous year. Assurance is given that all statistical reports provided were cross-verified with additional documentation, ensuring the avoidance of redundancy and the maintenance of accuracy.

Reflections: Technical Assistance

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

Technical assistance is not being provided at this time.

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.

There are no schools within the LEA eligible for comprehensive support and improvement.

Support for Identified Schools

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

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
Students	<ul style="list-style-type: none">• Arranged a focus group with the students to create continuous conversation and engagement [Continuous]
Principals and Administrators	<ul style="list-style-type: none">• Principal engages with all other stakeholders to both determine and implement the actions discussed in the LCAP [Continuous]

Educational Partner(s)	Process for Engagement
Other School Personnel	<ul style="list-style-type: none"> • District collaborates with our contracted RSP teacher, custodian, and speech language pathologist, ensuring our LCAP meets the evolving needs of our entire school community [Continuous]
Local Collective Bargaining Units	<ul style="list-style-type: none"> • Graves does not have classified or certificated bargaining units at the district
Special Education Local Plan Area Administrator	<ul style="list-style-type: none"> • Consult with the county SELPA office on an as needed basis to refine plans for our district [Continuous]
Parents and Parent Advisory Committee	<ul style="list-style-type: none"> • Conducted parent surveys to gather feedback on student needs and areas for improvement. [January] • Held monthly board meetings to discuss survey results and incorporate parental input into decision-making processes. [February–November] • Scheduled Parent-Teacher Committee (PTC) meetings to foster direct engagement and address specific concerns raised by parents. [Monthly] • Organized parent conferences to facilitate one-on-one interactions and obtain qualitative feedback for refining educational strategies. [October and May] • Reviewed and analyzed collected feedback from multiple sources to ensure comprehensive understanding of parental perspectives on school policies and initiatives. [April, August, December]

Educational Partner(s)	Process for Engagement
Teachers	<ul style="list-style-type: none"> • Conducted monthly staff meetings to discuss and gather feedback from teachers, facilitating continuous engagement and addressing concerns [Monthly] • Produced surveys for teachers to provide input on student needs, teaching methods, and potential improvements to educational programs [January] • Scheduled focused group events with teachers to brainstorm strategies for enhancing classroom experiences and educational outcomes [February] • Organized professional development sessions for teachers based on their feedback to ensure alignment with district goals and educational standards [October, November, January, and April] • Held follow-up meetings to review the impact of implemented changes and gather additional feedback for further refinement of educational practices [April]
Classified Staff	<ul style="list-style-type: none"> • Conducted monthly meetings with classified staff to discuss ongoing initiatives and gather feedback to ensure alignment with district goals. [Ongoing] • Organized dedicated sessions to address specific concerns raised by classified staff, encouraging open dialogue and collaborative problem-solving. [January, April] • Produced surveys targeting classified staff to solicit input on student needs, potential actions, and updates to the Local Control and Accountability Plan (LCAP) [March] • Scheduled follow-up meetings to review survey results and discuss actionable insights derived from the feedback provided by classified staff [April, May] • Facilitated workshops and training sessions to equip classified staff with necessary skills and knowledge for effectively executing their roles in line with district objectives [February, June]

Insert or delete rows, as necessary.

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

Based on the recommendation of continued enrichment sessions received from various educational partners, Graves Elementary School District has developed a broad goal to address this feedback with the following actions:

- Provide targeted assistance for low-income students, foster youth, special education, and English learners, in accordance with IEPs. (Action 1.1)
- Enhance proficiency skills for targeted student groups through English Language Development supports based on assessments. (Action 1.3)
- Continue enrichment sessions for all K-8 students through Visual and Performing Art experiences by the Art Council of Monterey. (Action 1.7)

Feedback regarding the replacement of the water source to provide clean drinking water was received from community partners, leading to the generation of a broad goal; Graves Elementary School District has developed a broad goal to address this feedback with the following actions:

- Establishing a water system for drinking water. (Action 1.6)

Feedback regarding the need for upgraded safety features was received from community partners, leading to the generation of a broad goal; Graves Elementary School District has implemented a broad goal to address this feedback with the following actions:

- Improving the security measures in and around the school campus. (Action 1.6)

Feedback regarding the reduction of chronic absenteeism was received from community partners, leading to the generation of a broad goal; Graves Elementary School District has implemented a broad goal to address this feedback with the following actions:

- Implementing an attendance tracking system to monitor student frequent absences (Action 1.4)
- Conduct support meetings for families of students with persistent absences (Action 1.8)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Engage all students in learning facilitated by highly qualified staff, using aligned instruction and a rigorous curriculum. This includes professional development, curriculum reviews, and facility maintenance audits to enhance student outcomes.	Broad

State Priorities addressed by this goal.

- 2. State Standards (Conditions of Learning)
- 4. Pupil Achievement (Pupil Outcomes)
- 5. Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

The development of the goal to maintain 100% qualified, credentialed teachers and standards-aligned instructional materials addresses various state priorities. For Priority 2: State Standards, the goal ensures that all instructional materials and teaching strategies are aligned with state standards, fostering equity, curriculum integration, and improved instruction. Regarding Priority 4: Pupil Achievement, the implementation of effective teaching strategies in ELA and Math aims to enhance student performance on standardized tests and other assessments, thereby increasing overall pupil achievement. Lastly, for Priority 5: Pupil Engagement, the emphasis on enhancing school safety measures and maintaining a positive school climate directly contributes

to higher attendance rates and greater student engagement, building a secure and motivating learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
1	Teachers appropriately assigned and fully credentialed per CALPADS	2023-24 Data 100% Source: Teaching Assignment Monitoring Outcomes at https://www.cde.ca.gov/ds/ad/tamo.asp			2026-27 Data 100%	
2	Implementation of state academic standards	2023-24 Data 100% implementation of state academic standards.			2026-27 Data 100% implementation of state academic standards.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
3	Pupil Achievement ELA Assessment CAASPP	<p>2023-24 Data</p> <p>Percentage of students meeting or exceeding standards:</p> <p>All: 64%</p> <p>Low Income: N/A*</p> <p>Students w/ Disability: N/A*</p> <p>English Learners: N/A*</p> <p>* Not enough students to include</p>			69% of students will meet or exceed standards	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
4	Pupil Achievement Math Assessment CAASPP	<p>2023-24 Data</p> <p>Percentage of students meeting or exceeding standards:</p> <p>All: 36%</p> <p>Low Income: N/A*</p> <p>Students w/ Disability: N/A*</p> <p>English Learners: N/A*</p> <p>* Not enough students to include</p>			41% of students will meet or exceed by of students.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
5	English Learner students making progress towards English Language proficiencies as measured by ELPAC and the reclassification rate	<p>2023-24 Data</p> <p>33% of English learners achieve progress</p> <p>33% reclassification rate</p> <p>5 EL students in 2023-24</p>			<p>33% of English learners achieve progress</p> <p>33% reclassification rate</p> <p>5 EL students in 2026-27</p>	
6	Standards- aligned instructional materials for every student as measured by Williams reporting and SARC	<p>2023-24 Data</p> <p>100% of students have standards aligned instructional materials.</p>			<p>2026-27 Data</p> <p>100% of students have standards aligned instructional materials.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
7	Chronic absenteeism rate as measured by California Dashboard	2023 CA Dashboard All: 34.3% Hispanic: 36.7% (Red) Low Income: N/A* Students w/ Disability: N/A* English Learners: N/A* * Not enough students to include			2026 CA Dashboard 25% will be chronically absent	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
8	School Climate as measured by the CDE School Climate Survey for Parents and Guardians	2023-24 Data 98% Strongly Agreed/Agreed that Graves ESD provides an inviting, respectful, safe, and supportive learning environment that promotes academic success for all students			2026-27 Data 98% will Strongly Agree/Agree that Graves ESD provides an inviting, respectful, safe, and supportive learning environment that promotes academic success for all students.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
9	Student suspension/expulsion rate as measured by the California Dashboard	2023-24 Data 0% of students were suspended. 0% of students were expelled.			2026-27 Data 0% of students were suspended. 0% of students were expelled.	
10	School monthly attendance rates	2023-24 Data 93% attendance rate for the academic year			2026-27 Data 96% attendance rate for the academic year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
11	Parent Involvement inclusive of unduplicated groups, specifically attendance of parents of ELs, parents of students with disabilities, and identified lower SES families at IEP/504 meetings, Parent conferences, and Parent community meetings/ events.	2023-24 Data 100% of families participated in IEP/504 meetings 100% of families participated in parent conferences 95% of families participated in parent community meetings/events			2026-27 Data 100% of families will participate in IEP/504 meetings 100% of families will participate in parent conferences 97% of families will participate in parent community meetings/ events	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
12	School Facilities as measured by the CDE's Facility Inspection Report (FIT).	2023-24 Data Good Repair" per CDE's Facility Inspection Tool (FIT)			2026-27 Data Good Repair" per CDE's Facility Inspection Tool (FIT)	
13	The degree to which the programs/services will enable ELs to access the CCSS and the ELD standards.	2023-24 Data 100% Access			2026-27 Data 100% Access	
14	Middle school dropout rates	2023-24 Data 0% rate			2026-27 Data 0% rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
15	A broad course of study 7-B. Programs and services developed and provided to unduplicated pupils 7-C. Programs and services developed and provided to individuals with exceptional needs	2023-24 Data 100% access to broad coarse of study, for all students, unduplicated students, and students with exceptional needs.			2026-27 Data 100% access to broad coarse of study, for all students, unduplicated students, and students with exceptional needs.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
16	i-Ready diagnostic testing	<p>2023-24 Data</p> <p>Percentage of K-8 students placed within the "Met or Exceeded Grade Level Standards" range for ELA:</p> <p>All: 42%</p> <p>Low Income: N/A*</p> <p>Students w/ Disability: N/A*</p> <p>English Learners: N/A*</p> <p>---</p> <p>Percentage of K-8 students placed within the "Met or Exceeded Grade Level Standards" range for Math:</p> <p>All: 22%</p> <p>Low Income: N/A*</p> <p>Students w/ Disability: N/A*</p>			<p>49% of K-8 students will place within the "Met or Exceeded Grade Level Standards" range for ELA</p> <p>27% of K-8 students will place within the "Met or Exceeded Grade Level Standards" range for Math</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
		English Learners: N/A* * Not enough students to include				

Insert or delete rows, as necessary.

Goal Analysis for 2024 - 2025

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 in Year 1 of New Plan.

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 in Year 1 of New Plan.

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

Not Applicable in Year 1 of New Plan.

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 in Year 1 of New Plan.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Aide salaries & benefits	<p>Maintain staffing of instructional aides to support classroom instruction and provide targeted assistance for low-income students, foster youth, special education students, and English learners. Support for special education will be conducted in accordance with the student's Individualized Education Program (IEP). Instructional aide salaries and benefits will be allocated to ensure effective service delivery.</p> <p>Spending Items:</p> <p>Instructional Aides</p> <p>Corresponding Metrics:</p> <p>Metric 1: Teachers appropriately assigned and fully credentialed per CALPADS</p> <p>Metric 3: Pupil Achievement ELA Assessment CAASPP</p> <p>Metric 4: Pupil Achievement Math Assessment CAASPP</p>	\$89,824.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Metric 5: English Learner students making progress towards English Language proficiencies as measured by ELPAC and the reclassification rate</p> <p>Metric 15: A broad course of study 7-B. Programs and services developed and provided to unduplicated pupils 7-C. Programs and services developed and provided to individuals with exceptional needs</p> <p>Metric 16: i-Ready diagnostic testing</p>		

Action #	Title	Description	Total Funds	Contributing
1.2	State Standards Based Curriculum	<p>Maintain the adoption of state-approved Common Core State Standards-based curricula and materials to support rigorous and relevant standards-based instruction. Improve academic achievement and provide support for low-income students, foster youth, and English learners to serve all students for the 24-25 academic year.</p> <p>Spending Items:</p> <p>Purchase of state-approved Common Core State Standards-based curricula and materials</p> <p>Corresponding Metrics:</p> <p>Metric 2: Implementation of state academic standards</p> <p>Metric 3: Pupil Achievement ELA Assessment CAASPP</p> <p>Metric 4: Pupil Achievement Math Assessment CAASPP</p>	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	English Language Development Supports	<p>Provide English Language Development reading materials, intervention programs, supplemental materials, and assessment resources to enhance student language development and to maintain and increase English language proficiency skills among low-income students, foster youth, and English learners.</p> <p>Spending Items:</p> <p>Purchase of software and license fees for English Language development reading, intervention, supplemental materials, and assessment resources to aid in student language development.</p> <p>Corresponding Metrics:</p> <p>Metric 5: English Learner students making progress towards English Language proficiencies as measured by ELPAC and the reclassification rate</p> <p>Metric 13: The degree to which the programs/services will enable ELs</p>	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to access the CCSS and the ELD standards.		

Action #	Title	Description	Total Funds	Contributing
1.4	Instructional Supplies and computer software and licenses	<p>Increase curriculum and instructional materials to support the site with classroom materials, supplies, and learning tools to support the academic needs of all students, specifically low-income students, foster youth, and English learners.</p> <p>Spending Items:</p> <p>Purchase of Instructional Supplies and computers</p> <p>Purchase of computer software and licenses (REAP)</p> <p>Corresponding Metrics:</p> <p>Metric 3: Pupil Achievement ELA Assessment CAASPP</p> <p>Metric 4: Pupil Achievement Math Assessment CAASPP</p> <p>Metric 6: Standards- aligned instructional materials for every student as measured by Williams reporting and SARC</p>	\$23,599.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Credential staff	<p>Ensure highly qualified teachers with appropriate teaching placements are maintained and recruited as needed.</p> <p>Corresponding Metrics: Metric 1: Teachers appropriately assigned and fully credentialed per CALPADS Metric 2: Implementation of state academic standards</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Facilities and Maintenance	<p>Engaging Students Through Quality Education and Facility Excellence</p> <p>Maintain facility maintenance and repair as an ongoing effort identified through a long-term maintenance plan and needs assessment utilizing the Facilities Inspection Tool. Enhance school safety through improved campus safety measures, community training programs, and implementation of student safety curriculum.</p> <p>Spending Items:</p> <p>Maintenance staff to maintain facilities</p> <p>Contracts with outside contractors to help assist with maintenance of facilities</p> <p>Purchase of maintenance supplies</p> <p>Corresponding Metrics:</p> <p>Metric 8: School Climate as measured by the CDE School</p>	\$25,300.00	No

Action #	Title	Description	Total Funds	Contributing
		Climate Survey for Parents and Guardians Metric 12: School Facilities as measured by the CDE's Facility Inspection Report (FIT).		
1.7	Arts and Dance	Provide Visual and Performing Art experiences for all students, Kindergarten through 8th Grade, in collaboration with the Art Council of Monterey. Spending Items: Art and Music instructional materials Corresponding Metrics: Metric 8: School Climate as measured by the CDE School Climate Survey for Parents and Guardians	\$4,053.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Harmony at Home SEL Support and Attendance Program	<p>Provide a specialist in Bullying Prevention and Social-Emotional Learning (SEL) for all students from Kindergarten through 8th Grade and implement an attendance incentive program to improve our chronic absenteeism rates. This initiative, in collaboration with Harmony at Home, aims to create a positive and supportive learning environment. By enhancing students' social and emotional skills, we anticipate a decrease in absenteeism as students feel safer and more connected to their school community. The incentive program will reward perfect and timely attendance to build a positive school climate where all students are excited to attend and participate fully in their educational journey. This approach will address the Red indicators for all students and Hispanic students.</p> <p>Spending Items:</p>	\$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Attendance program student incentives</p> <p>Non-Expense Specialist from Harmony at Home who will provide education around Bullying Prevention</p> <p>Corresponding Metrics: Metric 7: Chronic absenteeism rate as measured by California Dashboard Metric 8: School Climate as measured by the CDE School Climate Survey for Parents and Guardians Metric 9: Student suspension/expulsion rate as measured by the California Dashboard Metric 10: School monthly attendance rates Metric 14: Middle school dropout rates</p>		

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024 - 2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15% LCFF Concentration Grant
\$36,366.00	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected % to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total % to Increase or Improve Services for the Coming School Year
9.62%	0%	\$0	9.62%

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

Required Descriptions

A: 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 #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Needs: The school community has identified several pressing needs which prompted the creation of the "Instructional Aide salaries & benefits" action. The key concerns primarily arise from the distinct difficulties confronted by English Learners, Foster Youth, and Low-Income students. As a group, English Learners grapple with language barriers that can impede their academic development. Foster Youth, on the other hand, are often dealing with unstable home environments that can distract from their educational focus. Lastly, Low-Income students can face unique struggles tied to a limited availability of resources, which can create a gap in their academic progress.</p>	<p>Explanation: The operational scope of the initiative labeled "Instructional Aide salaries & benefits" is intended to be schoolwide. This broad scope has been specifically chosen to address the needs of English Learners, Foster Youth, and Low-Income students within our single site district. These particular groups of students often grapple with challenges such as language barriers, unstable home environments and limited resources, which invariably affect their academic progress. Our approach is to ensure that every classroom maintains instructional aides who can deliver targeted support to these students. This would empower them to overcome their unique challenges and improve their academic outcomes.</p> <p>Rationale: Maintaining instructional aides across all classrooms enables us to provide efficient, targeted assistance to every student who might need it. For English Learners, these aides can offer tailored support for language development. Foster Youth who might otherwise struggle with emotional stability in the wake of unstable home environments can find additional support. Similarly, Low-Income students will have</p>	<p>Corresponding Metrics: Metric 1: Teachers appropriately assigned and fully credentialed per CALPADS Metric 3: Pupil Achievement ELA Assessment CAASPP Metric 4: Pupil Achievement Math Assessment CAASPP Metric 5: English Learner students making progress towards English Language proficiencies as measured by ELPAC and the reclassification rate Metric 15: A broad course of study 7-B. Programs and services developed and provided to unduplicated pupils 7-C. Programs and services developed and provided to individuals with exceptional needs</p>

Goal and Action #(s)	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>access to extra academic help, leveling the playing field for them. The schoolwide implementation of this action is a reflective commitment to offering specialized support to our most vulnerable students. The idea is to ensure not just their academic survival, but also their success.</p> <p>Assessment: The proposed action is designed to tackle these issues by ensuring the continued employment of instructional aides who can provide specialized assistance where it is most needed. Specifically, for English Learners, this aid may include support for language development to bolster comprehension and communication abilities. Foster Youth could benefit from emotional support and stability provided by the aides, encouraging their focus on schoolwork. Meanwhile, Low-Income students could receive additional academic assistance to help overcome educational hurdles resulting from a scarcity of resources at home. The breadth of this action also reaches special education students, with aid tailored to meet the requirements outlined in each student's Individualized Education Program (IEP). This inclusive strategy ensures that all students, despite diverse circumstances, are offered the necessary support to thrive</p>	<p>Metric 16: i-Ready diagnostic testing</p>

Goal and Action #(s)	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
		academically. By allocating funds toward Instructional Aide salaries and benefits, the school district exhibits its commitment to delivering specialized, personal support to its most at-risk students.	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	<p>Needs: The school community has identified essential requirements that led to the creation the initiative termed "English Language Development Supports." The initiative primarily targets the improvement of English language proficiency skills among three distinct student groups: English Learners, Foster Youth, and Low-Income students. These student groups were singled out due to particular situations that could hamper their language development, including limited exposure to English language dialogue at home or minimal access to resources for practicing the language.</p>	<p>Explanation: The purpose of the action titled "English Language Development Supports" is to cater to the needs of three specific student groups on a school-wide scale. These groups include English Learners, Foster Youth, and Low Income students, all of whom confront unique challenges in language development. The rationale for employing a comprehensive, school-wide approach is a product of their specific requirements. With the help of reading materials, interventions, and assessment resources, this initiative strives to amplify their English language proficiency. By ensuring the action spans the entire facility, a broader range of classrooms can be reached, which is especially effective in a singular site district context.</p> <p>Rationale: The justification of a school-wide scope for the aforementioned action is to afford a thorough and all-encompassing implementation strategy. In creating an ambiance where the resources are distributed evenly across all classrooms, we can foster equitable learning opportunities for all the intended beneficiaries of this program. Furthermore, leveraging such an expansive scale enables the action to be</p>	<p>Corresponding Metrics: Metric 5: English Learner students making progress towards English Language proficiencies as measured by ELPAC and the reclassification rate Metric 13: The degree to which the programs/services will enable ELs to access the CCSS and the ELD standards.</p>

Goal and Action #(s)	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>seamlessly integrated into the pre-existing district context, ensuring a holistic and unified approach to the cause. Ultimately, the efficiency and success rate of the action will be gauged through an enhancement in state and local assessment results, reflecting an improved English language proficiency among the target groups.</p> <p>Assessment: The established initiative has been designed to tackle these needs through the provision of English Language development reading, intervention, and supplementary materials alongside assessment resources. The above-mentioned supports are meticulously put together with the significant objective of aiding student language development to preserve and bolster English language proficiency skills undeniably apparent in the identified student groups. The comprehensive nature of this action extends to various facets of language development, from reading to assessment, anchored securely on the outcomes from the previous state and local assessments. These outcomes have signalled a pressing requirement for enhanced English language proficiency skills among the selected student groups. The success of the action in meeting the needs will be gauged on the improvement</p>	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		in state and local assessment results for the target groups. The final objective remains to witness a meaningful escalation in English language proficiency skills across all low-income students, foster youth, and English learners.	
1.8	<p>Needs: The school community has identified a need to enhance social-emotional learning (SEL) support and foster a positive school climate for all students. This need is particularly relevant for our diverse student population, including English Learners, students in foster care, and students from varying economic backgrounds. These groups may experience unique challenges that can affect their social-emotional well-being and, in turn, their academic engagement.</p>	<p>Explanation: A broad scope has been chosen to create a unified, supportive environment for all students within our single site district. While it aims to support our diverse student groups, fostering a positive school climate benefits everyone. A schoolwide approach ensures consistency across all grade levels, creating a cohesive and supportive learning environment.</p> <p>Rationale: Implementing this action schoolwide enables us to provide efficient, targeted assistance to every student who might benefit from it. This consistency is especially beneficial for students who may experience difficult transitions between grade levels. By offering this support universally, we promote an inclusive school community where all students have access to these important services, fostering positive peer relationships and a sense of belonging for everyone. The schoolwide</p>	<p>Corresponding Metrics: Metric 7: Chronic absenteeism rate as measured by California Dashboard Metric 8: School Climate as measured by the CDE School Climate Survey for Parents and Guardians Metric 9: Student suspension/expulsion rate as measured by the California Dashboard Metric 10: School monthly attendance rates Metric 14: Middle school dropout rates</p>

Goal and Action #(s)	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>implementation of this action reflects our commitment to creating a supportive and inclusive environment that celebrates the diversity of our student body and supports the social-emotional well-being and academic success of all students.</p> <p>Assessment: The action is designed to address these needs by providing a specialist in Social-Emotional Learning (SEL) and positive school climate initiatives for Kindergarten through 8th Grade. This specialist, in collaboration with Monterey County Behavioral Health, will offer tailored support to address the diverse social-emotional needs of our student body. For English Learners, this may include culturally responsive approaches to SEL that celebrate linguistic diversity. For students in foster care, the specialist can provide consistent emotional support to enhance school stability. Students from diverse economic backgrounds can benefit from strategies to build resilience and fully participate in school life.</p>	

Insert or delete rows, as necessary.

B: 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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	N/A	N/A	N/A

Insert or delete rows, as necessary.

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.

Graves does not have 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. We plan to meet the required percentage in the actions and funds allotted listed above

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.

Graves does not receive this additional concentration grant add-on.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	17.50	N/A
Staff-to-student ratio of certificated staff providing direct services to students	17.50	N/A

2024 – 25 Total Planned Expenditures Table 1

LCAP Year (Input)	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 %)
2024	\$378,179.00	\$36,366.00	9.62%	0%	9.62%

2024 – 25 Total Planned Expenditures Table 2

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals:	\$38,477.00	\$88,200.00	\$0.00	\$23,599.00	\$150,276.00

2024 – 25 Total Planned Expenditures Table 3

Total Personnel	Total Non-personnel
\$94,161.00	\$56,115.00

2024 – 25 Total Planned Expenditures Table 4

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Instructional Aide salaries & benefits	English Learners Foster Youth Low Income	Yes	School Wide	English Learners Low Income Foster Youth	All Schools	Ongoing
1	2	State Standards Based Curriculum	All	No	School Wide	N/A	All Schools	Ongoing
1	3	English Language Development Supports	English Learners Foster Youth Low Income	Yes	School Wide	English Learners Low Income Foster Youth	All Schools	Ongoing
1	4	Instructional Supplies and computer software and licenses	All	No	School Wide	N/A	All Schools	Ongoing

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	5	Credential staff	All	No	School Wide	N/A	All Schools	Ongoing
1	6	Facilities and Maintenance	All	No	School Wide	N/A	All Schools	Ongoing
1	7	Arts and Dance	All	No	School Wide	N/A	All Schools	Ongoing
1	8	Harmony at Home SEL Support and Attendance Program	All	No	School Wide	N/A	All Schools	Ongoing

2024 – 25 Total Planned Expenditures Table 5

Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
\$89,824.00	\$0.00	\$30,977.00	\$58,847.00	\$0.00	\$0.00	\$89,824.00	
\$0.00	\$2,000.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00	
\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	
\$0.00	\$23,599.00	\$0.00	\$0.00	\$0.00	\$23,599.00	\$23,599.00	
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
\$4,337.00	\$20,963.00	\$0.00	\$25,300.00	\$0.00	\$0.00	\$25,300.00	
\$0.00	\$4,053.00	\$0.00	\$4,053.00	\$0.00	\$0.00	\$4,053.00	

Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
\$0.00	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00	

2024 – 25 Contributing Actions Table 1

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)	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)
\$378,179.00	\$36,366.00	9.62%	0%	\$36,477.00	0%	9.65%

2024 – 25 Contributing Actions Table 2

Totals by Type	Total LCFF Funds
Total:	\$36,477.00
LEA-wide Total:	\$0.00
Targeted Total:	\$0.00
Schoolwide Total:	\$36,477.00

2024 – 25 Contributing Actions Table 3

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicate d Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Instructi onal Aide salaries & benefits	Yes	School Wide	English Learners Low Income Foster Youth	All Schools	\$30,977.00	
1	1.3	English Language Development Support s	Yes	School Wide	English Learners Low Income Foster Youth	All Schools	\$5,000.00	
1	1.8	Harmon y at Home SEL Support and Attenda nce Program	Yes	School Wide	English Learners Low Income Foster Youth	All Schools	\$500.00	

2023 – 24 Annual Update Table 1

Totals:	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
Totals:	\$81,979.00	\$68,056.00

2023 – 24 Annual Update Table 2

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures	Estimated Actual Expenditures
1	1.1	Instructional Aide salaries & benefits	Yes	\$30,976.00	\$30,976.00
1	1.2	State Standards Based Curriculum	No	\$0.00	\$0.00
1	1.3	English Language Development Supports	Yes	\$1,000.00	\$1,042.00
1	1.4	Instructional Supplies and computer software and licenses	No	\$20,000.00	\$20,131.00
1	1.5	Credential staff	No	\$0.00	\$0.00
1	1.6	Facilities and Maintenance	No	\$12,003.00	\$15,907.00
1	1.7	**New** Arts and Dance	No	\$18,000.00	\$0.00
1	1.8	**New** Monterey County Behavioral Heath SEL Support	No	\$0.00	\$0.00

2023 – 24 Contributing Actions Annual Update Table 1

6. Estimated Actual LCFF Supplemental and/or Concentration Grants	4. Total Planned Contributing Expenditures	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$32,018.00	\$31,976.00	\$32,018.00	(\$42.00)	0.00%	0.00%	0.00%

2023 – 24 Contributing Actions Annual Update Table 2

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
1	1.1	Instructional Aide salaries & benefits	Yes	\$30,976.00	\$30,976.00
1	1.3	English Language Development Supports	Yes	\$1,000.00	\$1,042.00

2023 – 24 Contributing Actions Annual Update Table 3

Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services
0%	0%
0%	0%

2023 – 24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Estimated Actual Percentage to Increase or Improve Services for the Current School Year (6 divided by 9)	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 (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$371,089.00	\$32,018.00	0.0%	8.63%	\$32,018.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must

clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

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

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

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

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

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

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

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA’s community as well as relevant information about student needs and performance. In

order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

Reflections: Technical Assistance

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

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

- 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\(g\)](#) and [52066\(g\)](#)* specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,

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

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

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

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)

- Inclusion of metrics other than the statutorily required metrics
- Determination of the target outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal

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

An explanation of why the LEA has developed this goal

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal

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

An explanation of why the LEA has developed this goal

Explain why the LEA has chosen to prioritize this goal.

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

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

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

Note: EC Section [42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services

and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal

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

An explanation of why the LEA has developed this goal

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal

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

An explanation of why the LEA has developed this goal

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

Measuring and Reporting Results:

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

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

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 county offices of education for completing the “**Measuring and Reporting Results**” part of the Goal.

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

Goal Analysis:

Enter the LCAP Year.

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

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as

“Not Applicable.”

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is

working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024-25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increase 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 Summary 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)

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.

Measurement(s) of 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.

Measurement(s) of 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.

- 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 Service for the action.

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; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- 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 Service 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 of 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 + 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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