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
Sycamore Academy of Science and Cultural Arts	Barbara Hale, Executive Director	b.hale@sycamoreacademycharter.org

Plan Summary 2024 - 2027

General Information

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

The Sycamore Academy of Science and Cultural Arts charter was authorized by Lake Elsinore Unified School District on June 25, 2009, and opened in a temporary location for approximately two-hundred-forty students on September 14, 2009. In 2010, Sycamore Academy completed the Western Association of Schools and Colleges (WASC) accreditation process and gained full accreditation. Through a material revision in 2014, Lake Elsinore Unified School District granted the addition of the 7th and 8th grade, TK and a Home Study program. The Ronald Reagan Charter School Alliance, the governing board for Sycamore Academy, located property in 2014 and sold $9.4 million in revenue bonds to purchase the property and build the school's permanent home. Students were welcomed to the new site in September of 2015. In 2018, Sycamore Academy submitted a petition for renewal to the Lake Elsinore Unified School District and was approved for another five-year term, through June 30, 2024. The Governing Board authorized the replication of this successful program which was authorized by the San Bernardino County Board of Education in 2019 and opened in Chino Valley, CA in the fall of 2019. In July of 2021, in response to the lack of

data due to the COVID 19 "school shutdown", AB 130 was approved which granted a two-year extension to all charters that expire between 2022 and 2025. Therefore, the SASCA charter was extended to June 30, 2026. In 2023, Senate Bill 114 was passed which extended the term of all charter schools whose term expires on or between January 1, 2024, and June 30, 2027 for an additional year, therefore the current term expiration is June 30, 2027.

Sycamore Academy provides a rigorous, constructivist-based, academic program which is preparing our students for their future. We provide a balanced approach to learning through active participation, collaboration and hands-on learning opportunities. While we are 1:1 with technology for students and offer a well-rounded supplemental online program, our teachers work diligently to provide every student with the supports, accommodations and modifications needed to be successful and provide hands-on, problem-based instruction. Core to our program is the belief that students must develop critical skills and fundamental dispositions to be successful, life-long learners. Through the implementation of growth mindset strategies, the Leader in Me, and Kagan cooperative learning structures, teachers assist students in developing the needed skills and dispositions to be successful.

Reflections: Annual Performance

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

According to the CA School Dashboard (CASD), all Sycamore Academy students improved performance in all academic areas. Sycamore has no student groups in the "red" (lowest) performance level on any academic measure.

According to AB 1505, charter schools performance is to be measured against the state's performance for renewal. We analyzed our performance against the state of CA and found the following:

In English Language Arts, CA declined 1.4 points and has two student groups in the "red" and seven student groups in "orange". Sycamore increased 11.4 points, has no student groups in "red" and only one student group in "orange".

In Mathematics, CA increased 2.6 points and has three student groups in the "red" and four student groups in the "orange". Sycamore increased 3.6 points and has no student groups in the "red" and two student groups in the "orange".
English Language Learner progress is measured on the CA School Dashboard. The gauge used to determine progress is the percentage of current EL students who progressed at least one level according to the English Language Proficiency Assessment for California (ELPAC). CA's performance is "yellow" with 48.7% making progress. While Sycamore does not have a sufficient size group to receive a color on the CA Dashboard, it does show that 58.8% of EL students are making adequate progress.

Chronic Absenteeism is a concern throughout the state of California. The CA Dashboard shows an overall decrease in the state of about 300,000 students overall, no student groups in "red" or "orange" and ALL student groups in the "yellow". Sycamore shows an overall decrease of about 60 students and has one student group in the "red" and three student groups in the "orange". Attendance will be a focus for this LCAP.

Reflections: Technical Assistance

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

Sycamore Academy is not receiving technical assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Sycamore is not receiving 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.

Sycamore is not eligible for comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

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

Sycamore is not eligible for comprehensive support and improvement therefore, it is not required to provide an additional plan to monitor and evaluate.

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
Administrators	Administrators meet to analyze multiple measures including data, teacher input, staff input, parent input, student input, assessment data, attendance and discipline data, etc. That information is used to identify areas of need, determine targets and the actions needed to achieve the targets.
Teachers	Teachers attended multiple meetings to disaggregate data by grade levels and determine next steps including targets. Teachers analyzed all goals and provide input by grade level that is then analyzed by administration to determine schoolwide targets and actions.
Classified staff	Meetings with clerical staff, classified support staff, and custodial staff occur regularly to reflect on processes, procedures, and outcomes and determine needed changes.
Parents	Parents are invited to a Townhall with the Principal every month to learn about progress toward goals and to provide input to next steps. Parents have the opportunity to bring issues/concerns/ideas to the Townhall, School Site Council, Foundation, or meet directly with administration.
Students	Students complete an annual engagement survey.
School Site Council	The School Site Council is comprised of 5 parents who are elected by parents, 3 teachers who are elected by teachers, one classified staff member elected by classified staff, and one administrator. This committee reviews the LCAP and provides feedback for Board consideration.
Governing Board	The governing board receives monthly reports from individual teachers, the Chief Business Officer, the site administration, and the Executive Director. The Board reviewed the LCAP over multiple meetings.

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

The LCAP was significantly shaped by the invaluable feedback from our educational partners. Their insights and expertise not only guided our understanding of the needs and challenges within the education sector but also helped refine the content to

ensure its relevance and effectiveness. Their perspectives provided a crucial lens through which we could tailor our plan to better serve the diverse needs of educators, students, and institutions alike. Their input was instrumental in ensuring that the final product reflects the collective wisdom and experience of those directly involved in the educational ecosystem.

Goals and Actions

Goal

Goal #	Description	Type of Goal
#1	All student groups will reduce chronic absenteeism rates, bringing the school's attendance rate up to a minimum of 98%	Focus Goal

State Priorities addressed by this goal.

Priority #1 Basic Conditions

Priority #3 Parental Involvement

Priority #4 Pupil Achievement

Priority #5 Pupil Engagement

Priority #6 School Climate

An explanation of why the LEA has developed this goal.

Student attendance is an area that has not improved to pre-pandemic rates.

Student participation in the academic program is essential for student learning especially in the program offered at SASCA as we are highly collaborative and project based.

8.1% of the total student population is chronically absent, a 2.7% increase in chronic absenteeism from 2022 to 2023 (CASD)

When examining the data through the lens of various student groups, there is disparity with regard to access to instruction as demonstrated by attendance rates:

	ALL	English Learners	Socioeconomically Disadvantaged	Students with Disabilities	Homeless Youth
Sycamore Academy	8.1%	3.2%	10.3%	12.4%	15.4%
California	24.3%	26.3%	29.9%	33.1%	38.7%
Difference	SASCA has 16.2% LESS chronically	SASCA has 22.9% LESS chronically	SASCA has 19.6% LESS chronically	SASCA has 20.7% LESS chronically	SASCA has 24.3% LESS chronically

	absent students than the state of CA.	absent EL students than the state of CA.	absent SED students than the state of CA.	absent SWD than the state of CA.	absent HY than the state of CA.

RCOE Tableau

While the CASD only identifies SED as "red", we recognize that SWD and HY would be red if we had a large population and therefore, we developed actions to address these groups.

We then analyzed our data by grade level to determine if grade level targets and actions are appropriate.

	TK/K	1st	2nd	3rd	4th	5th	6th	7th	8th
98%	96.32%	97.69%	98.01%	98.05%	96.81%	97.26%	95.34%	97%	96.67%
Difference	**-1.68%**	**-0.31%**	**+0.01%**	**+0.05%**	**-1.19%**	**-0.74%**	**-2.66%**	**-1.0%**	**-1.33%**

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 2024-2025	Year 2 Outcome 2025-2026	Target for Year 3 Outcome 2026-2027	Current Difference from Baseline
M1.1	CA School Dashboard	The 2023 Dashboard, released in the fall of 2023, shows 8.1% chronic absenteeism.	The 2024 Dashboard, released in the fall of 2024, shows 5.4% chronic absenteeism.	The 2025 Dashboard, released in the fall of 2025, shows 7.8% chronic absenteeism.	The 2026 CASD will have chronic absenteeism of less than 5%.	-0.3% from baseline
M1.2	CA School Dashboard – SED	The 2023 CASD shows SED student attendance at 10.3% chronically absent	The 2024 CASD shows SED student attendance at 7.9% chronically absent	The 2025 CASD shows SED student attendance at 10.3% chronically absent	The 2026 CASD will have chronic absenteeism of SED students as less than 5%.	No change from baseline
M1.3	All Students Attendance Rate	The 2023-24 P1 Attendance report shows an ADA rate of 96.98%	The 2024-25 P1 Attendance report shows an ADA rate of 96%	The 2025-26 P1 Attendance report shows an ADA rate of 94.63%	Attendance rate of 98% or higher according to the 2026-2027 P1 report	-2.35 from baseline
M1.4	P2 Attendance Rate	The 2023-24 P2 Attendance report shows an ADA rate of 96.6%	The 2024-25 P2 Attendance report shows an ADA rate of 96.5%	The 2025-26 P2 Attendance report shows an ADA rate of 94.9%	Attendance rate of 98% or higher according to the 2026-2027 P2 report	-1.7 from baseline

M1.5	SED Students Attendance Rate	The Student Attendance Rate report from Powerschool shows SED attendance through 03/31/24 at 97.2%	The Student Attendance Rate report from Powerschool shows SED attendance through 06/5/25 at 96.5%	The Student Attendance Rate report from Powerschool shows SED attendance through 06/3/25 at 94.6%	Attendance rate of 98% or higher according to the PS Attendance Rate report filtered for just SED students from the start of the school year through 03/31/27.	-2.6 from baseline

Goal Analysis for 2024

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.

During the implementation of the LCAP, certain action items assigned to the Attendance Clerk were not carried out as intended, impacting the effectiveness of our attendance improvement efforts. As a result, adjustments have been made for the 2025–2026 school year to ensure more consistent and accountable execution of these responsibilities. We anticipate that these changes will lead to improved implementation of attendance strategies and contribute to an overall increase in the school's attendance rate.

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

There were no substantive differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

During the implementation of the LCAP, several action items were not executed with fidelity, which contributed to maintaining the overall attendance rate. Specifically, the Attendance Clerk did not consistently review and analyze weekly attendance reports to initiate timely meetings with families of students identified as chronically absent. Additionally, the expected monthly updates to the Community Relations Coordinator for inclusion in the e-Newsletter were not provided, limiting outreach and communication efforts.

In response, a staffing change has been made, and a new Attendance Clerk will be in place for the upcoming school year. With this change, we will re-establish clear protocols and monitoring systems to ensure consistent data review, parent outreach, and communication through the e-Newsletter, supporting improved attendance outcomes.

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.

For the 2025–2026 school year, the school has opted not to make any changes or modifications to the current LCAP. This decision reflects a commitment to continuity and confidence in the existing plan. By maintaining consistency, the implementation team can concentrate on executing the plan with fidelity and maximizing impact. Progress will be measured by the achievement of targeted outcomes, which will serve as a reflection of the effectiveness of both the original planning process and the strategies in place.

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	Professional Learning	Administration, Attendance clerk, and support staff will receive training on the Board adopted Attendance policy and procedures, the SART process, and resources available to address barriers to school attendance.	$1,500	Yes
1.2	Weekly attendance reporting review by Attendance Clerk	Attendance clerk will analyze the weekly attendance report. Attendance clerk and Support services will schedule meetings with parents of students reaching chronic absentee rates in to identify appropriate supports.	$3,600	Yes
1.3	ADA by Date Report from PowerSchool monthly review	Attendance clerk and CBO will meet to review the report and take action to remedy identified attendance issue. Report to the board quarterly.	$1000	Yes
1.4	ADA by Date Report from PowerSchool, filtered by subgroup, monthly	Attendance clerk will provide Administration with the Monthly ADA by Date Report, filter by subgroups (SED, SWD, EL). Administration will collaborate with education partners to remedy any attendance concerns specific to these groups.	$2,500	Yes
1.5	P1, P2, P-Annual analysis	Administration will analyze these reports in conjunction with additional attendance reports from the SIS to provide data to the board when considering future calendars with the focus on increased attendance. An analysis will be provided to the board annually prior to adoption of the following year's calendar.	$1,000	Yes
1.6	Monthly e-Newsletter	Attendance Clerk will provide the Community Relations Coordinator with information for parents regarding attendance each month for inclusion in the e-Newsletter.	$1,500	Yes
1.7	P1, P2, P-Annual analysis by grade level	Administration will analyze these reports by grade level and collaborate with grade level teachers to determine appropriate interventions or incentives to improve student attendance in grades with attendance rates lower than the target.	$1,000	Yes

Goal

Goal #	Description	Type of Goal
#2	Develop a stronger school culture that promotes collaboration, inclusivity and mutual respect among students, family, faculty, and staff.	Broad Goal

State Priorities addressed by this goal.

Priority #1 Basic Conditions

Priority #4 Pupil Achievement

Priority #5 Pupil Engagement

Priority #8 Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

A positive school culture not only enhances student well-being and academic performance but also contributes to a supportive and conducive learning environment for all members of the school community. Research shows that a positive school culture can contribute to acceleration of learning by improving attendance and reducing disruptions to the learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 2024-2025	Year 2 Outcome 2025-2026	Target for Year 3 Outcome 2026-2027	Current Difference from Baseline
M2.1	Suspensions	0.9% suspended according to CASD	1.3% suspended according to CASD	This data will be available in Fall of 2026	By the 2026-2027 school year, SASCA will have no more than 1 suspension in a school year.	Increase of 0.4% from baseline.
M2.2	Parent Volunteers	We have had approximately 50 cleared volunteers each year for the last 3 years.	We have had approximately 98 cleared volunteers as of May 2025	We have had approximately 84 cleared volunteers as of May 202	By the end of the 2026-2027 school year, SASCA will have more than 200 cleared volunteers.	Increased by 34volunteers
M2.3	SCORE conference attendance	In the Fall 2023, approximately 80% of students had a parent/guardian attend a SCORE conference.	In the Fall 2024, approximately 86% of parents/guardians attended a SCORE conference.	In the Fall 2025, approximately 91% of students had a parent/guardian attend a SCORE conference.	In the Fall of 2026, 95% of students will have at least one parent/guardian attend a SCORE conference.	We have improved by 11% from baseline
M2.4	Parent attendance at P.I.E.	During the. 2023-24 school year, SASCA averaged 18 adults participating at PIE events.	During the 2024-25 school year, SASCA averaged 18 adults participating at PIE events.	During the 2025-26 school year, SASCA averaged 23 adults participating at PIE events.	By the 2026-27 school year, SASCA will increase parent participation in PIE nights to an average of 50 adults.	An increase of 5 participants.

Goal Analysis for 2024

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

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

The school successfully implemented its planned actions, with no significant discrepancies between the intended goals and actual execution. This reflects a strong commitment to thorough planning, adaptability, and alignment with the school's core mission. Consistent implementation has reinforced a culture of trust and accountability, especially in the area of student support. The achievement of planned goals highlights the school's dedication to continuous improvement and its focus on delivering high-quality educational experiences for all students.

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

There were no substantive differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

The school implemented several key actions to promote stakeholder involvement and strengthen school culture. These included increased outreach to parent volunteers, enhanced attendance at informational events, and more frequent and transparent school communication. Together, these efforts created meaningful opportunities for engagement among students, families, and staff, while reinforcing the school's mission, vision, values, and academic priorities. By fostering open dialogue and inclusive participation, the school continues to build a collaborative and supportive community focused on student success and shared accountability.

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.

The decision to maintain the existing plan without modifications demonstrates a clear commitment to continuity and consistency in pursuing identified goals. Staying the course allows the implementation team to focus on executing the plan with fidelity and efficiency, confident in the alignment between planned actions and desired outcomes. Success will be measured by progress toward these outcomes, validating both the planning process and the effectiveness of the strategies in place.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Information Events (P.I.E.)	Plan and implement parent workshops utilizing the Leader In Me or academic resources	$2,000	Yes
2.2	School community events	SASCA or a Foundation group will host at least one event that brings parents on to campus each month.	$4,800	Yes
2.3	Townhall	Plan monthly townhall meetings with the principal or designee	$2,800	Yes
2.4	Behavior System	Revamp our current schoolwide token system to "KUDOS" – (kindness, understanding, diligence, ownership, service)	$8,400	Yes
2.5	Training	Prior to the start of the school year, train all staff and faculty on policies and procedures to ensure fair and equitable policy enforcement	$12,800	Yes
2.6	Monthly e-newsletter	Provide an e-newsletter prior to the start of each month that informs parents of upcoming events in an organized and concise manner	$3,700	Yes
2.7	School-wide Communication	Use a minimum of 3 types of electronic communication modes for announcements or general information	$9,200	Yes
2.8	Teacher webpage	Teachers will update their webpage at least monthly to inform parents of upcoming events and happenings in the classroom including academic unit themes and projects	$6,000	No
2.9	Teacher communication	Teachers will communicate with families weekly through Remind	$2,000	No

Goal

Goal #	Description	Type of Goal
#3	SASCA students will increase ELA proficiency as demonstrated by surpassing the standard over the course of the three-year LCAP cycle.	Focus Goal

State Priorities addressed by this goal.

Priority #1 Basic Conditions

Priority #2 State Standards

Priority #4 Pupil Achievement

Priority #5 Pupil Engagement

Priority #7 Course Access

Priority #8 Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

The school chose this goal because it aligns with our overarching mission and vision, serving as a beacon for our educational journey. Through careful consideration and analysis of all our data and feedback from our educational partners, we identified this goal as pivotal in driving meaningful progress and fostering positive outcomes for our students. It reflects our commitment to excellence, equity, and continuous improvement, addressing key areas where we believe we can make a significant impact. By focusing our efforts on this goal, we aim to catalyze transformative change and create a learning environment that empowers every individual to thrive and succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 2024-2025	Year 2 Outcome 2025-2026	Target for Year 3 Outcome 2026-2027	Current Difference from Baseline
M3.1	iReady Reading Diagnostic	The Spring administration of the iReady Reading Diagnostics show 48% of students are at or above grade level in reading	The Spring administration of the iReady Reading Diagnostics show 48% of students are at or above grade level in reading	The Spring administration of the iReady Reading Diagnostics show 49% of students are at or above grade level in reading	By May 2027, the iReady Reading Diagnostic will show that 65% of students are at or above grade level in reading.	An increase of 1% point from baseline.
M3.2	NWEA Language (Vocabulary)	The Spring administration of the NWEA Vocabulary Diagnostics show 36% of students are at or above grade level in vocabulary	The Spring administration of the NWEA Vocabulary Diagnostics show 43% of students are at or above grade level in vocabulary	The Spring administration of the NWEA Vocabulary Diagnostics show 46% of students are at or above grade level in vocabulary	By May 2027, the NWEA Map Vocabulary Assessment will show that 65% of students are at or above grade level in reading.	Increased by 10% points from baseline
M3.3	NWEA Reading	The Spring administration of the NWEA Map Reading shows 27% of students are at or above grade level in reading	The Spring administration of the NWEA Map Reading shows 40% of students are at or above grade level in reading	The Spring administration of the NWEA Map Reading shows 39% of students are at or above grade level in reading	By May 2027, the NWEA Reading Assessment will show that 55% of students are at or above grade level in reading.	Increased by 12% points from baseline

M3.4	CASD DFS	ALL students DFS -19.9	2024 CASD DFS – 19.9	2025 CASD DFS – 6.7	The 2026 CASD will show a DFS of zero or better	13.2 points closer to 0 DFS
M3.5	CAASPP Data – CA School Dashboard SPED student group	SPED students DFS -83.2	SPED students DFS -91.3	SPED students DFS -71.5	The 2026 CASD will show a DFS of -50 or better	11.7 points closer to 0 DFS

Goal Analysis for 2024

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

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

The implementation of planned actions remained consistent with the original design, with no significant deviations or modifications. This alignment reflects a high level of organization, preparation, and fidelity to the planning process. The successful execution of actions as intended demonstrates the team's readiness and capacity to carry out the plan effectively, reinforcing the integrity of the original goals and strategies.

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

There were no substantive differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

The school's planned action of NWEA professional learning proved to be effective in facilitating academic growth and progress towards proficiency. While i-Ready Reading and NWEA Vocabulary data maintained, NWEA Reading improved 4%. This can be attributed to multiple actions by using the data to drive team meetings and small group instruction to support and enhance student academic achievement.

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.

To improve student learning outcomes, several planned changes will be implemented in the upcoming academic year. Changes to action 3.5, 3.6, and 3.8. Actions 3.5 and 3.6 will have new professional development/meeting topics to address data driven areas of need and continue to drive targeted instruction. Action 3.8 will be addressed during coaching sessions and team time to ensure student collaboration during expert groups is taking place. These changes are designed to provide a more effective learning experience for students and to enhance their academic performance.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	iReady Professional Learning	iReady training for novice teachers to begin implementation and for trained teachers to understand and utilize data to inform instruction.	$3,000	Yes
3.2	NWEA Professional Learning	NWEA training for novice teachers to begin implementation and for trained teachers to understand and utilize data to inform instruction	$3,000	Yes
3.3	The Science of Reading Professional Learning for primary grade teachers	Primary grade teachers will receive professional development in the area of the science of reading prior to the start of the 2024-25 school year.	$11,800	Yes
3.4	Word Their Way training	All teachers will receive professional development to implement Words Their Way in all classrooms.	$4,000	Yes
3.5	Weekly team meetings - data dives - coaching	Grade level loops meet with curriculum specialists during PE once per week to desegrated various data that drives small group instruction	$43,000	Yes
3.6	Weekly team meetings – planning - coaching	Teachers meet after school on Friday for various trainings, professional development, and team planning time.	$109,000	Yes
3.7	Stretch growth benchmark recognition	After 2nd and 3rd diagnostic assessment, students who achieve their stretch growth target receive recognition.	$1,000	Yes
3.8	Expert Groups	Teachers will implement expert groups a minimum of 10 times per year.	$14,000	Yes
3.9	Proficiency block	Teachers will Implement proficiency blocks for targeted instruction	$36,000	Yes

Goal

Goal #	Description	Type of Goal
#4	SASCA students will improve their foundational writing skills as demonstrated by proficient writing score averages on writing prompts.	Focus goal

State Priorities addressed by this goal.

Priority #1 Basic Conditions

Priority #2 State Standards

Priority #4 Pupil Achievement

Priority #5 Pupil Engagement

Priority #7 Course Access

Priority #8 Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

The school selected this writing goal because it resonates with our overarching mission and vision, illuminating our educational pathway. Following a thorough examination of data and thoughtful consideration of feedback from educational partners, we identified this goal as pivotal for fostering meaningful advancement and fostering positive outcomes for our students. It embodies our unwavering commitment to excellence, equity, and continuous growth, addressing key areas where we believe we can make a substantial impact. By prioritizing this writing goal, we aspire to catalyze transformative change and cultivate a learning environment that enables every individual to thrive and excel in their writing abilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 2024-2025	Year 2 Outcome 2025-2026	Target for Year 3 Outcome 2026-2027	Current Difference from Baseline
M4.1	Writing Prompt – Tri 1 -OPINION	Tri 1 post writing prompt average by loop: **TK-K:** 2.3 **1-2:** 1.67 **3-4:** 1.1 **5-6:** .96 **7-8:** 2.39 **Overall** 1.68	Tri 1 post writing prompt average by loop: **TK-K:** 1.9 **1-2:** 2.2 **3-4:** 1.6 **5-6:** 2.1 **7-8:** 1.9 **Overall** 1.68	Tri 1 post writing prompt average by loop: **TK-K:** 1.92 **1-2:** 2.57 **3-4:** 1.3 **5-6:** 1.91 **7-8:** 2.29 **Overall** 2	Tri 1 post writing prompt average by loop: **TK-K:** 3.3 **1-2:** 3.3 **3-4:** 3.3 **5-6:** 3.3 **7-8:** 3.3 **Overall** 3.3	0.32 increase overall from baseline
M4.2	Writing Prompt – Tri 2-INFORMATIVE	Tri 2 post writing prompt average by loop: **TK-K:** 2.31 **1-2:** 1.95 **3-4:** 1.9 **5-6:** 1.1 **7-8:** 2.39 **Overall** 1.93	Tri 2 post writing prompt average by loop: **TK-K:** 1.9 **1-2:** 2.3 **3-4:** 1.7 **5-6:** 2.0 **7-8:** 1.9 **Overall** 1.96	Tri 2 post writing prompt average by loop: **TK-K:** 2.23 **1-2:** 2.78 **3-4:** 1.37 **5-6:** 2.04 **7-8:** 2.32 **Overall** 2.15	Tri 2 post writing prompt average by loop: **TK-K:** 3.3 **1-2:** 3.3 **3-4:** 3.3 **5-6:** 3.3 **7-8:** 3.3 **Overall** 3.3	.22 increase from baseline
M4.3	Writing Prompt – Tri 3 -	Tri 3 post writing prompt average by loop: **TK-K:** 2.08 **1-2:** 2.18 **3-4:** 2.24 **5-6:** 2.7 **7-8:** 2.5 **Overall** 2.34	Tri 3 post writing prompt average by loop: **TK-K:** 2.3 **1-2:** 2.6 **3-4:** 1.9 **5-6:** 1.6 **7-8:** 1.2 **Overall** 1.92	Tri 3 post writing prompt average by loop: **TK-K:** 2.24 **1-2:** 2.52 **3-4:** 1.51 **5-6:** 2.4 **7-8:** 2.54 **Overall** 2.24	Tri 3 post writing prompt average by loop: **TK-K:** 3.3 **1-2:** 3.3 **3-4:** 3.3 **5-6:** 3.3 **7-8:** 3.3 **Overall** 3.3	Reduction 0.1 from baseline

Goal Analysis for 2024

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

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

The school successfully executed its planned actions, maintaining overall alignment between the original goals and their implementation. However, one notable discrepancy emerged: although after-school tutoring consistently focused on ELA and was informed by student data, the specific monitoring and emphasis on writing instruction within those sessions was limited. Addressing this gap will help ensure a more intentional and balanced approach to writing support, ultimately strengthening student progress across all literacy domains.

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

There were no substantive differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

The school implemented several planned actions to strengthen foundational writing skills. Professional Learning effectively targeted key areas of need, and for the 2025–2026 school year, the focus on writing will continue, guided by ongoing analysis of student writing data. However, tutoring and inter-rater reliability processes did not yield the anticipated impact.

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.

To enhance student learning outcomes, targeted improvements will be implemented in the upcoming school year. Writing tutoring will be more closely monitored to ensure effectiveness and alignment with student needs. Additionally, the inter-rater reliability process will be revised to address discrepancies across grade levels. This will involve disaggregating writing data during team meetings to promote consistency in expectations, scoring, and instructional practices schoolwide.

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
4.1	Professional learning –writing rubrics	Teachers will receive professional learning to better understand the writing rubrics.	$3,000	Yes
4.2	Professional learning – inter rater reliability	Teachers will be taught the inter-rater reliability process	$3,000	Yes
4.3	Use of inter-rater reliability for school-wide writing prompts	Implement inter-rater reliability for scoring of writing prompts	$9,000	Yes
4.4	Tutoring	Required focus on writing for after school tutoring	$37,500	Yes
4.5	Writers Workshop	Teachers will be trained to implement weekly Writers Workshop to include peer feedback processes	$3,000	Yes
4.6	Professional Learning	Teachers will participate in professional learning of best practices for delivering writing instruction by writing genre	$3,000	Yes
4.7	Professional Learning	Teachers will participate in professional learning with emphasis in Kagan structures that align to Accountable Talk to improve communication skills	$6,400	Yes
4.8	Professional Learning	Teachers will be taught how to hold writing conferences with students to provide actionable feedback, support self-directed revision practices, and model "think a-louds".	$3,000	Yes

Goal

Goal #	Description	Type of Goal
#5	SASCA will increase Mathematics proficiency by closing the distance from standard over the course of the three-year LCAP cycle.	Focus goal

State Priorities addressed by this goal.

Priority #1 Basic Conditions

Priority #3 Parental Involvement

Priority #4 Pupil Achievement

Priority #5 Pupil Engagement

Priority #6 School Climate

An explanation of why the LEA has developed this goal.

The school selected this math goal because it harmonizes with our fundamental mission and vision, guiding our educational trajectory. After meticulously evaluating all available data and incorporating feedback from educational partners, we pinpointed this goal as essential for driving substantial advancement and cultivating favorable results for our students. It underscores our dedication to excellence, fairness, and

ongoing enhancement, targeting critical domains where we perceive the potential for profound influence. By directing our attention to this math goal, we strive to ignite significant progress and establish a learning atmosphere that empowers each individual to flourish and achieve success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 2024-2025	Year 2 Outcome 2025-2026	Target for Year 3 Outcome 2026-2027	Current Difference from Baseline
M5.1	iReady Data	The Spring administration of the iReady Mathematics Diagnostics shows 41% of students are scoring at or above grade level.	The Spring administration of the iReady Mathematics Diagnostics shows 50% of students are scoring at or above grade level.	The Spring administration of the iReady Mathematics Diagnostics shows 52% of students are scoring at or above grade level.	In 2027, the spring administration of the iReady Mathematics Diagnostics will show 65% of students score at or above grade level.	11% increase from baseline
M5.2	NWEA Data	The Spring administration of the NWEA Map Mathematics shows 32% of students scoring at or above grade level.	The Spring administration of the NWEA Map Mathematics shows 42% of students scoring at or above grade level.	The Spring administration of the NWEA Map Mathematics shows 39% of students scoring at or above grade level.	In 2027, the Spring administration of the NWEA Map Mathematics Diagnostics will show 65% of students score at or above grade level.	7% increase from baseline
M5.3	CAASPP Data – CA School Dashboard	ALL students on the 2023 CASD: DFS -54.9	ALL students on the 2024 CASD: DFS –43.7	ALL students on the 2025 CASD: DFS –27.1	ALL students on the 2026 CASD data will be within 25 points from standard.	27.8 point closer to DFS
M5.4	CAASPP Data – CA School Dashboard SPED student group	SPED students on the 2023 CASD: DFS -119.2	SPED students on the 2024 CASD: DFS -120.5	SPED students on the 2025 CASD: DFS -91	SPED students on the 2026 CASD data will be within 65 points from standard.	28.2 points closer to DFS

Goal Analysis for 2024

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

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

The planned actions were implemented with fidelity, with no significant deviations from the original design. This consistency reflects a thorough and well-structured planning process, as well as a high level of proficiency among the implementation team. Alignment between planning and execution is essential for achieving intended outcomes, ensuring that resources and efforts are effectively translated into measurable results.

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

There were no substantive differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

The implementation of specific curriculum-based actions, such as the use of math games, tutoring, and manipulatives, played a key role in supporting academic growth and progress toward proficiency. These strategies provided students with engaging, targeted opportunities to strengthen their skills. Additionally, Professional Learning focused on disaggregating data enabled educators to closely monitor student progress and identify areas requiring further support. This data-driven approach is essential to ensuring that all students have equitable access to high-quality instruction and the resources needed to succeed.

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.

The decision to maintain the existing plan without modifications reflects a strong commitment to continuity and consistency in pursuing the school's identified goals. This approach enables the implementation team to focus on executing the plan with fidelity and efficiency, confident that the planned actions remain aligned with the desired outcomes. Success will be evaluated based on progress toward these goals, reinforcing both the strength of the planning process and the effectiveness of the strategies in place.

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
5.1	Error Analysis - Teachers	Prior to the start of the 2024-25 school year, all teachers will receive training in error analysis and how to teach error analysis to students.	$3,000	Yes
5.2	Math games	Purchase of math skills games	$4,000	Yes
5.3	Training – math games	Train teachers on the implementation of developmentally appropriate and skill-based math games	$3,000	Yes
5.4	Tutoring	Required focus on mathematics for after school tutoring	$37,500	Yes
5.5	Professional Learning	Teachers will participate in professional learning to teach students mathematical writing so that students can explain their mathematical thinking, justify their solutions, and critique the reasoning of others	$3,000	Yes
5.6	Manipulatives	Purchase additional mathematics manipulatives for use during Instruction and intervention	$3,000	Yes

.

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 percent LCFF Concentration Grant
$374,571	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.531%	0%	$0	8.531%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(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
Goal #1 All Actions	The Attendance rate for socio economically disadvantaged students is particularly low indicating that additional resources need to be allocated to support their attendance.	By analyzing attendance data on a more consistent and deliberate basis, meetings with families can be held sooner and resources can be provided and implemented prior to the student being considered chronic.	Each Attendance reporting mechanism will be analyzed by student groups, specifically SED.
Goal #2 All Actions	Ensure that the social-emotional needs of specific student groups are met when planning and implementing the various actions to increase participation.	The LEA chose to make this schoolwide to ensure equity of implementation with careful consideration of the various student groups.	Data as described in the metrics for Goal 2 with emphasis in the desegregation by student group
Goal #3 All Actions	Ensure that the unique needs of specific student groups are met when planning and implementing the various actions to increase reading achievement.	The LEA chose to make this schoolwide to ensure equity of implementation with careful consideration of the various student groups.	Data as described in the metrics for Goal 3 with emphasis in the desegregation by student group
Goal #4 All Actions	Ensure that the unique needs of specific student groups are met when planning and implementing the various actions to increase writing achievement.	The LEA chose to make this schoolwide to ensure equity of implementation with careful consideration of the various student groups.	Data as described in the metrics for Goal 4 with emphasis in the desegregation by student group
Goal #5 All Actions	Ensure that the unique needs of specific student groups are met when planning and implementing the various actions to increase mathematics achievement.	The LEA chose to make this schoolwide to ensure equity of implementation with careful consideration of the various student groups.	Data as described in the metrics for Goal 5 with emphasis in the desegregation by student group

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.

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.

Actions are being provided to all students.

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.

School does not have more than 55% foster youth, English learners, and low income students.

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

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be

increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

California Department of Education
November 2023