

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ducor Union Elementary School District

CDS Code: 5471894

School Year: 2024-25

LEA contact information:

Robert M. Hudson Ed.D.

Interim Superintendent

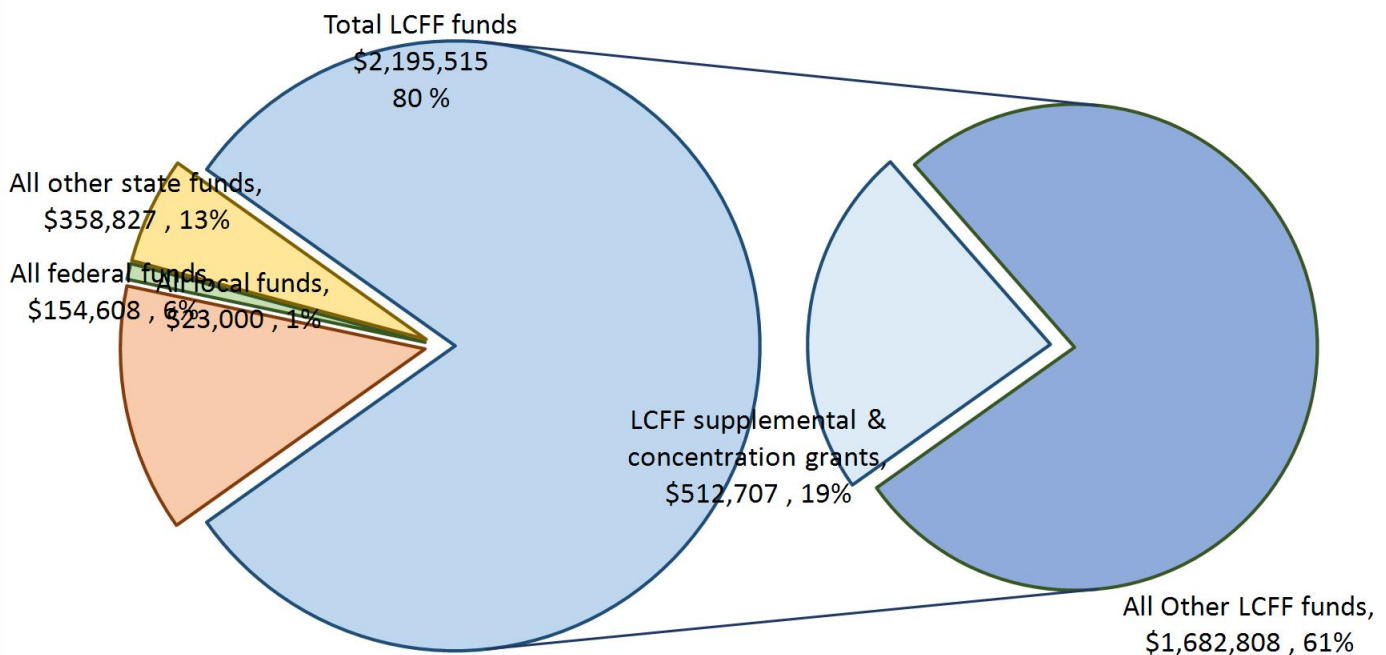
superintendent@ducor.k12.ca.us

559-534-2261

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

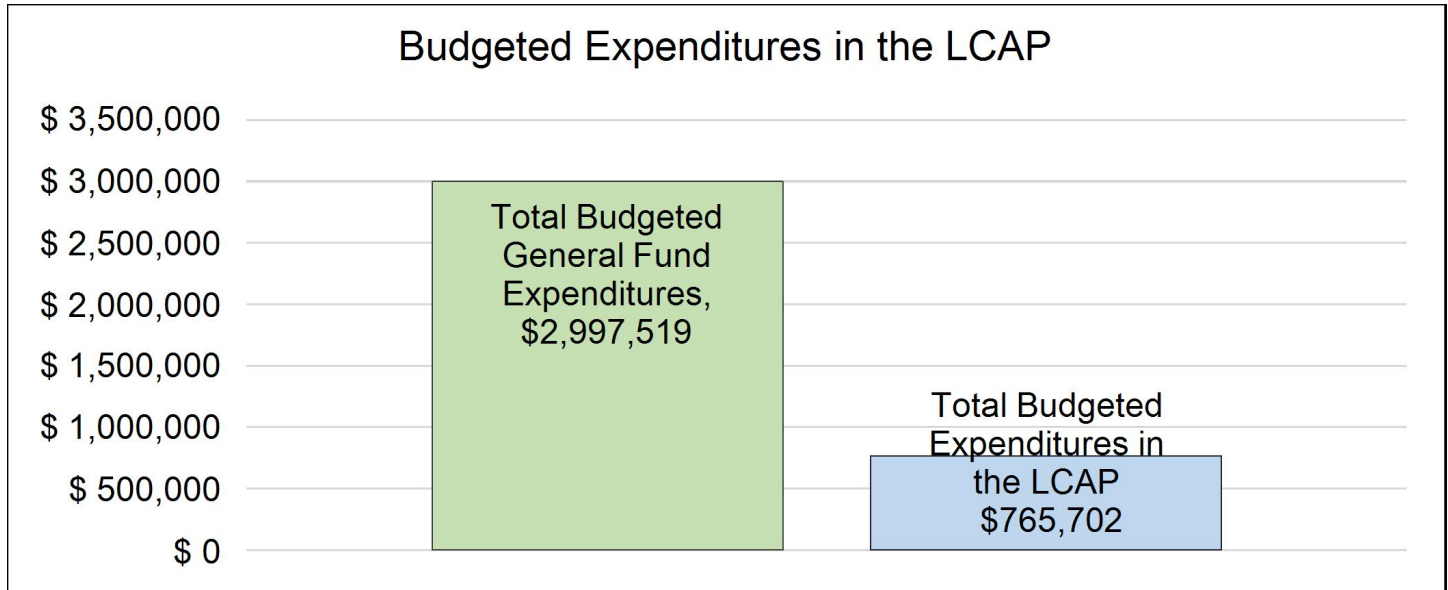


This chart shows the total general purpose revenue Ducor Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ducor Union Elementary School District is \$2,731,950, of which \$2,195,515 is Local Control Funding Formula (LCFF), \$358,827 is other state funds, \$23,000 is local funds, and \$154,608 is federal funds. Of the \$2,195,515 in LCFF Funds, \$512,707 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Ducor Union Elementary School District plans to spend \$2,997,519 for the 2024-25 school year. Of that amount, \$765,702 is tied to actions/services in the LCAP and \$2,231,817 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

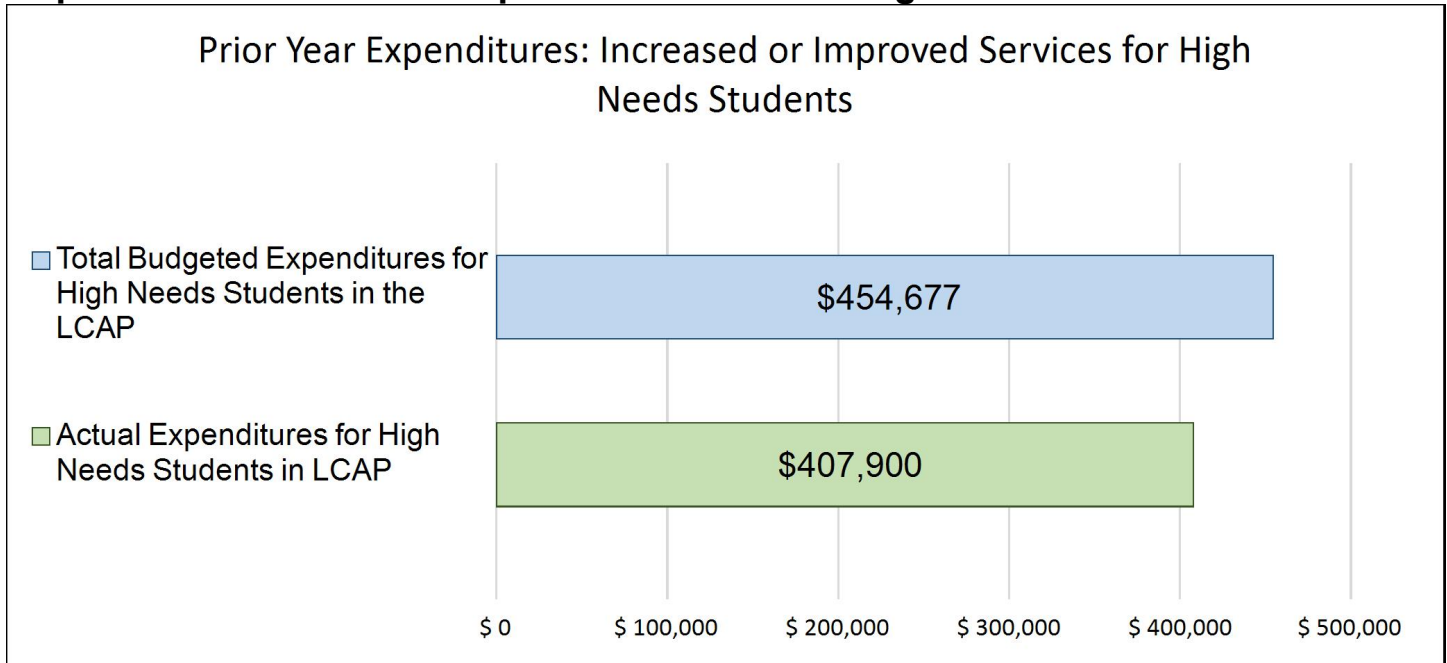
There is carry-over funding in the CSI and ELOP grants that will be expended to cover the cost of the STEAM program. There is also the cost of operating summer school which is located in ELOP. There are also expenditures occurring from donations to support special activates.

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

In 2024-25, Ducor Union Elementary School District is projecting it will receive \$512,707 based on the enrollment of foster youth, English learner, and low-income students. Ducor Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Ducor Union Elementary School District plans to spend \$619,910 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Ducor Union Elementary School District's LCAP budgeted \$454,677 for planned actions to increase or improve services for high needs students. Ducor Union Elementary School District actually spent \$407,900 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$46,777 had the following impact on Ducor Union Elementary School District's ability to increase or improve services for high needs students:

The impact is minimal as the district was able to spend 89% of the planned expenditures. Unfortunately, the District was operating in severe deficit with a qualified budget. It was necessary for the new superintendent assess all spending plans and rein in planned expenditure in order to meet obligations for the coming year. The district is still operating in deficit, but is continuing to reduce services and spending while maintaining a program that effectively serves students.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ducor Union Elementary School District	Robert M. Hudson Ed.D. Interim Superintendent	rhudson@ducor.k12.ca.us@ducor.k12.ca.us 559-534-2261

Goals and Actions

Goal

Goal #	Description
1	All state content and performance standards will be fully implemented in all classrooms to provide access to a rigorous broad course of study and maximum learning opportunities for all students and all subgroups. Conditions of learning improvements and pupil and parent engagement improvements will result in improved student achievement and reduced risk factors.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Degree to which teachers are fully credentialed	70% (2020-21 actual per Williams report)	90% (2021-22)	64% (2022-23)	70% (2023-24)	100%
Degree to which teachers are appropriately assigned	100% (2020-21 actual per Williams report)	100% (2021-22)	100% (2022-23)	100% (2023-24)	100%
Degree to which students have standards-aligned instructional materials	100% (2020-21 actual per Williams report)	100% (2021-22)	100% (2022-23)	100% (2023-24)	100%
English Language Arts State Standards Implementation	4=full implementation (2020-21 actual per district survey)	4=full implementation (2021-22)	5=full implementation and sustainability (2022-23)	5=full implementation and sustainability (2023-24)	5=full implementation and sustainability
English Language Development State Standards Implementation	4=full implementation (2020-21 actual per district survey)	4=full implementation (2021-22)	5=full implementation and sustainability (2022-23)	5=full implementation and sustainability (2023-24)	5=full implementation and sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Mathematics State Standards Implementation	4=full implementation (2020-21 actual per district survey)	4=full implementation (2021-22)	5=full implementation and sustainability (2022-23)	5=full implementation and sustainability (2023-24)	5=full implementation and sustainability
Science State Standards Implementation	4=full implementation (2020-21 actual per district survey)	4=full implementation (2021-22)	5=full implementation and sustainability (2022-23)	5=full implementation and sustainability (2023-24)	5=full implementation and sustainability
History/Social Science State Standards Implementation	4=full implementation (2020-21 actual per district survey)	4=full implementation (2021-22)	5=full implementation and sustainability (2022-23)	5=full implementation and sustainability (2023-24)	5=full implementation and sustainability
Visual and Performing Arts State Standards Implementation	4=full implementation (2020-21 actual per district survey)	4=full implementation (2021-22)	5=full implementation and sustainability (2022-23)	5=full implementation and sustainability (2023-24)	5=full implementation and sustainability
Physical Education State Standards Implementation	4=full implementation (2020-21 actual per district survey)	4=full implementation (2021-22)	5=full implementation and sustainability (2022-23)	5=full implementation and sustainability (2023-24)	5=full implementation and sustainability
Model Library Standards State Standards Implementation	4=full implementation (2020-21 actual per district survey)	4=full implementation (2021-22)	5=full implementation and sustainability (2022-23)	5=full implementation and sustainability (2023-24)	5=full implementation and sustainability
Health State Standards Implementation	4=full implementation (2020-21 actual per district survey)	4=full implementation (2021-22)	5=full implementation and sustainability (2022-23)	5=full implementation and sustainability (2023-24)	5=full implementation and sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
district/schoolwide CAASPP ELA distance from standard	72.7 points below standard declined 10.1 points (2019 CA School Dashboard)	CAASPP not assessed in 2020/21, data not yet available for 2021/22 Updated Data: 114 points below standard (2021-22, 2022 CA School Dashboard)	114 points below standard (2021-22, 2022 CA School Dashboard)	95.4 points below standard (2022-23, 2023 CA School Dashboard)	40 points below standard increase 32.7 points
Hispanic CAASPP ELA distance from standard	72.7 points below standard declined 9 points (2019 CA School Dashboard)	CAASPP not assessed in 2020/21, data not yet available for 2021/22 Updated Data: 113.3 points below standard (2021-22, 2022 CA School Dashboard)	113.3 points below standard (2021-22, 2022 CA School Dashboard)	97.6 points below standard (2022-23, 2023 CA School Dashboard)	40 points below standard increase 32.7 points
English Learner CAASPP ELA distance from standard	78.8 points below standard declined 13.5 points (2019 CA School Dashboard)	CAASPP not assessed in 2020/21, data not yet available for 2021/22 Updated Data: 108 points below standard (2021-22, 2022 CA School Dashboard)	108 points below standard (2021-22, 2022 CA School Dashboard)	92.2 points below standard (2022-23, 2023 CA School Dashboard)	40 points below standard increase 38.8 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Socioeconomically Disadvantaged CAASPP ELA distance from standard	72.7 points below standard declined 8.7 points (2019 CA School Dashboard)	CAASPP not assessed in 2020/21, data not yet available for 2021/22 Updated Data: 122.6 points below standard (2021-22, 2022 CA School Dashboard)	122.6 points below standard (2021-22, 2022 CA School Dashboard)	105.4 points below standard (2022-23, 2023 CA School Dashboard)	40 points below standard increase 32.7 points
district/schoolwide CAASPP Math distance from standard	123.6 points below standard declined 18.7 points (2019 CA School Dashboard)	CAASPP not assessed in 2020/21, data not yet available for 2021/22 Updated Data: 144.8 points below standard (2021-22, 2022 CA School Dashboard)	144.8 points below standard (2021-22, 2022 CA School Dashboard)	139.7 points below standard (2022-23, 2023 CA School Dashboard)	60 points below standard increase 63.6 points
Hispanic CAASPP Math distance from standard	124.1 points below standard declined 18.6 points (2019 CA School Dashboard)	CAASPP not assessed in 2020/21, data not yet available for 2021/22 Updated Data: 146.2 points below standard (2021-22, 2022 CA School Dashboard)	146.2 points below standard (2021-22, 2022 CA School Dashboard)	141.7 points below standard (2022-23, 2023 CA School Dashboard)	60 points below standard increase 64.1 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner CAASPP Math distance from standard	127.5 points below standard declined 18.6 points (2019 CA School Dashboard)	CAASPP not assessed in 2020/21, data not yet available for 2021/22 Updated Data: 143.7 points below standard (2021-22, 2022 CA School Dashboard)	143.7 points below standard (2021-22, 2022 CA School Dashboard)	140.1 points below standard (2022-23, 2023 CA School Dashboard)	60 points below standard increase 67.5 points
Socioeconomically Disadvantaged CAASPP Math distance from standard	126.5 points below standard declined 19.9 points (2019 CA School Dashboard)	CAASPP not assessed in 2020/21, data not yet available for 2021/22 Updated Data: 149.4 points below standard (2021-22, 2022 CA School Dashboard)	149.4 points below standard (2021-22, 2022 CA School Dashboard)	150.8 points below standard (2022-23, 2023 CA School Dashboard)	60 points below standard increase 66.5 points
Enrollment in broad course of study schoolwide and by unduplicated count students and by students with exceptional needs	100% district/schoolwide 100% Socioeconomically Disadvantaged 100% students with exceptional needs (2020-21 per enrollment records)	100% district/schoolwide 100% Socioeconomically Disadvantaged 100% students with exceptional needs (2021-22 per enrollment records)	100% district/schoolwide 100% Socioeconomically Disadvantaged 100% students with exceptional needs (2022-23 per enrollment records)	100% district/schoolwide 100% Socioeconomically Disadvantaged 100% students with exceptional needs (2023-24 per enrollment records)	100% district/schoolwide 100% Socioeconomically Disadvantaged 100% students with exceptional needs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Programs and services to increase access to broad course of study by unduplicated count students and students with exceptional needs as measured by the percentage of students receiving supplemental services and/or classroom-based differentiated instruction	100% district/schoolwide 100% Socioeconomically Disadvantaged 100% students with exceptional needs (2020-21 per teacher survey)	100% district/schoolwide 100% Socioeconomically Disadvantaged 100% students with exceptional needs (2021-22 per teacher survey)	100% district/schoolwide 100% Socioeconomically Disadvantaged 100% students with exceptional needs (2022-23 per teacher survey)	100% district/schoolwide 100% Socioeconomically Disadvantaged 100% students with exceptional needs (2023-24 per teacher survey)	100% district/schoolwide 100% Socioeconomically Disadvantaged 100% students with exceptional needs
Percent of students who demonstrate proficiency in digital skills embedded in state standards as measured by technological platforms in both ELA and Math, integrated with rigor and fidelity.	20% (2020-21 actual)	100% evidenced by all students participating in distance learning. (2021-22)	100% evidenced by all students participating. (2022-23)	100% evidenced by all students participating. (2023-24)	100%

Goal Analysis

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

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

All actions were substantively implemented.

Fiscal difficulties have made it difficult to continue to prioritize full day kindergarten (Action 1.14) and Reducing class sizes and combination classes (Action 1.18) but through judicious use of all funding, we were able to maintain that for the 2023-2024 school year.

We consider being able to fully implement our actions, throughout the LCAP, despite the fiscal uncertainties to be a major success.

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.

In the last three years, there has been a tremendous flux in material funding. Due to recent reductions, the district became creative in maintaining the level of services from several different funding streams. The result has been a more efficient operating budget that is addressing the needs of the students. These investments resulted in improvement in the ELA scores, and the math program now has benchmarks assessments in place with evidence of improvement in the math scores.

Action 1.2- There were not as many staffing changes as budgeted for, so the costs were less than anticipated.

Action 1.3- Due to fiscal issues, there was one less field trip this year than previous

Action 1.4- The district found a way to navigate extra PLC time without subs and related costs.

Action 1.5- Due to fiscal issues, the district elected a less expensive program package than in previous years

Action 1.6- Many of the events for student recognition were sponsored by other school groups this year

Action 1.7- There was less need for repairs and other services this year

Action 1.9- Items in this spending area were donated

Action 1.13- The number of consulting days was reduced, due to need and fiscal management

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

Actions 1.1, 1.2, 1.4, 1.11, and 1.13 were highly effective with increase to math (63.6-point increase overall. 66.5 for SED, 67.5 for EL students) and ELA scores (32.7 increase for all students and SED and 38.8-point increase for EL students) on the CAASPP as well as high teacher ratings on local indicators for training and implementation of the state standards and benchmarks in ELA/ELD/Math/and Science (5 Full Implementation).

Action 1.3 and 1.6 were effective as shown by the maintenance of 0% suspensions across all subgroups and improvement in benchmark exams as well as state test results for all subjects (see noted math and ELA results above) and nearly all subgroups.

Action 1.5, 1.7, 1.8, 1.9, 1.12, and 1.10 were effective as shown by academic test improvement in CAASPP on ELA and Math. math (63.6-point increase overall. 66.5 for SED, 67.5 for EL students) and ELA scores (32.7 increase for all students and SED and 38.8-point increase for EL students)

Action 1.14 was successfully implemented with full day TK and Kindergarten provided for all eligible students. This has been seen through teacher partner feedback as well as parent feedback. The literacy level of Kinders moving into first has been increasing, as well as the Social-emotional skills of students.

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

In teacher, parent, administrator analysis of actions and educational partner input, it was determined that the specific actions related to full day kindergarten, reduced class combinations/ class sizes, and professional development were key to improving student outcomes. These are retained for the 2024-25 LCAP.

Additional actions of maintaining library services and MTSS instructional aide services were added to the 2024-25 LCAP. Although these are continuing, they were paid from general funds in prior years. With financial considerations in the district and spending cuts, these supplemental services are seen as high leverage in supporting student needs.

In particular, when analyzing the needs of English Learners for increased supports in reading/writing skills at the EL 3 level and EL/SED/SWD needs for addressing math skill gaps, the LCAP writing team determined that these actions needed to be maintained and moved to LCFF funding.

In light of these discussions, the following changes were made to Goal One in the 2024-25 LCAP new three-year plan:

Goal: The academic broad goal was kept with additional language added to clarify the action focus areas.

Metrics: The CAASPP metrics for ELA and Math average scores were reorganized and placeholders for Students with Disabilities (SWD) and Long-Term English Learners (LTEL) were added to make the changes required for future LCAPS easier to implement. The % of students overall in the subgroups who met ELA, Math, and CAST standards were also added as three new metrics for this goal.

Actions:

The actions underwent substantial changes.

Action 1.1 (Professional Development) was kept with a smaller budget and more targeted focus based on educational partner and data analysis of unduplicated student needs. Action 1.2 was eliminated and incorporated into Action 1.1.

Actions 1.3 (field trips/incentives) and 1.7 (technology) were eliminated due to fiscal constraints and the need to prioritize expenditures. While effective contributing factors, educational partners felt the remaining actions were more in line with the demonstrated needs of unduplicated students and students with disabilities.

Action 1.8 (class size reduction) was maintained but reduced in budget. It was changed to be more focused to unduplicated student needs. This can be found in action 1.3 of the 2024-2025 LCAP

Actions 1.9 (additional supports-training) and 1.10 (Summer School) were eliminated and will be funded through Expanded Learning or other funds, if at all.

Actions 1.11 (Instructional Coaches), 1.12 (Extended learning time) -1.13 (Improvement consulting) were eliminated due to fiscal constraints and the need to prioritize expenditures. While effective contributing factors, educational partners felt the remaining actions were more in line with the demonstrated needs of unduplicated students and students with disabilities.

Actions 1.14 (All day TK and Kinder) was maintained due to the results and the data on its long-term impact on student achievement, particularly for socioeconomically disadvantaged students, students with disabilities, and English learners. This is now action 1.4 in the new LCAP

Action 1.5 in the 2024-2025 LCAP was added- supporting school library services.

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

Goals and Actions

Goal

Goal #	Description
2	English Language Development and exemplary practices for teaching English learners will be fully implemented in all classrooms to provide access to a rigorous broad course of study and maximum learning opportunities for all English learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC Summative Assessment: Percentage of EL students scoring level 3 or 4 (moderately developed to well developed)	61.17% (2018-19) 19.42% well developed 41.75% somewhat developed	27.66% (2020-21) 7.45% well developed 20.21% somewhat developed	50% (2021-22) 20.24% well developed 29.76% moderately developed	50.71% (2022-23) 9.86% well developed 40.85% moderately developed	40%
English Language Development State Standards Implementation	4= full implementation (2020-21 per district survey)	4= full implementation (2021-22)	5=full implementation and sustainability (2022-23)	5=full implementation and sustainability (2023-24)	5=full implementation and sustainability
English Learner CAASPP ELA distance from standard	78.8 points below standard declined 13.5 points (2019 CA School Dashboard)	CAASPP not assessed in 2020/21. 2021/22 data not yet available. Updated data: 108 points below standard (2021-22, 2022 CA School Dashboard)	108 points below standard (2021-22, 2022 CA School Dashboard)	92.2 points below standard (2022-23, 2023 CA School Dashboard)	40 points below standard increase 38.8 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner CAASPP Math distance from standard	127.5 points below standard declined 18.6 points (2019 CA School Dashboard)	CAASPP not assessed in 2020/21. 2021/22 data not yet available. Updated data: 143.7 points below standard (2021-22, 2022 CA School Dashboard)	143.7 points below standard (2021-22, 2022 CA School Dashboard)	140.1 points below standard (2022-23, 2023 CA School Dashboard)	60 points below standard increase 67.5 points
Percentage of English Learners making progress towards English language proficiency	50.6% (2019 CA School Dashboard)	Data not available until December 2022. Updated data: 72.9% (2022 CA School Dashboard)	72.9% (2022 CA School Dashboard)	52.5% (2023 CA School Dashboard)	65%
English Learner redesignation rate	0% (2019-20 per district report)	9%: 8 of 86 EL students redesignated. (2020-21)	21%: 15 of 71 EL students redesignated. (2022-23)	11.6%% (2023-24 Data)	25%
English Learner enrollment in a broad course of study	100% (2020-21 per enrollment records)	100% (2021-22)	100% (2022-23)	100% (2023-24)	100%
Programs and services to increase access to broad course of study by English learners as measured by the	100% (2020-21 per teacher survey and enrollment reports)	100% (2021-22)	100% (2022-23)	100% (2023-24)	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
percentage of students receiving supplemental services and/or classroom-based differentiated instruction					
Percent of English Learner students who demonstrate proficiency in digital skills embedded in state standards	20% (2020-21 as measured by annual teacher survey)	100% as evidenced by distance learning. (2021-22)	100% evidenced by participation (2022-23)	100% evidenced by participation (2023-24)	100%

Goal Analysis

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

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

All actions were substantively implemented.

Due to the overall fiscal challenges faced by Ducor, the maintenance of our ongoing programs for SED, EL, and FY students, as well as full services for Students with Disabilities was a success.

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.

Action 2.1 (Professional Development) - The number of consulting days was reduced due to fiscal management. Site leads supported the coaching.

Action 2.3 (Supplemental Materials)- Fewer supplemental materials were needed than anticipated

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

Actions 2.1 (Professional Development) and 2.3 (Supplemental materials) were both effective in supporting English Learner development as shown by the increase in ELA scores (38.8 points for EL group) and Math (67.5 points for EL group) on the 2023 CAASPP. They could be more effective, however, and will be more focused in the next LCAP, to help maintain that initial growth in student results on the ELPAC we saw the previous year.

During the years prior to 2023-2024 the data is not an accurate reflection of English Learner student results due to inconsistencies in testing and reclassification. Students were left to remain at level 4 until the end of 8th grade, then reclassified in one batch, which kept the # of students increasing or staying at level 4 higher than a true annual accounting, with annual reclassifications of students would have. Beginning in 2023-2024 the data is a more accurate reflection and shows positive results for our designated ELD program and related actions. (2.1 and 2.3)

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

Goal 2 will still be focused on English Learner students, but the language was changed to provide readers with clarity on the actions included within that goal.

The metrics for goal 2 were changed to add the LTEL subgroup where appropriate and also to add a full metric for the % of LTEL students within the English learner subgroup.

Actions in this goal were altered slightly to narrow the focus.

Action 2.1 (Professional Development) was maintained, with a focus on LTEL student needs added. - Maintained as Action 2.1

Action 2.3 (Supplemental Materials) was maintained in the new LCAP (numbering changed to Action 2.2 to fix numbering error in 2023-2024 LCAP)

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

Goals and Actions

Goal

Goal #	Description
3	School/Community/Parent Partnership: Deepen, strengthen, and support empowered engagement of all educational partners (students, parents, teachers, school staff and administration) in order to foster collaborative feedback mechanisms which improve student outcomes and empower shared decision-making with a clear vision of and commitment to student success in school and beyond.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Degree to which all facilities are maintained and in good repair as measured by district FIT report.	good (2020-21 per Williams Report)	good (2021-22)	good (2022-23)	good (2023-24)	good
Participation rate in parent training/involvement opportunities in school and district decision-making including parents of unduplicated students and students with disabilities.	60% (2018-19 per sign-in sheets and minutes)	46% (2021-22)	90% (2022-23)	60% (2023-24)	90%
Availability of parent training/involvement opportunities in school and district decision-making	5 opportunities (2018-19)	Monthly opportunities for input (2021-22)	Monthly opportunities for input (10) (2022-23)	Total opportunities (10)	12 opportunities per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	96.70% (2018-19 per CALPADS Report)	84.82% in 2019-20, 94.45% for 2021-22 as of May 2022	93.88% (2022-23 as of P-2)	94.7% 2023-24	95%
Chronic Absenteeism rate	16% (2019 CA School Dashboard)	41.4% in 2020/21, 18% for 2021/22 as of April 2022	36.4% (2021-22, 2022 CA School Dashboard)	31.1% (2022-23, 223 CA School Dashboard)	less than 2%
Middle School Dropout rate	0% (2020-21)	0% (2021-22)	0% (2022-23)	0% (2023-2024)	Maintain 0%
Percentage of students participating in co-curricular and extra-curricular programs	89% (2018-19 per enrollment records and teacher survey)	100% (2021-22)	100% (2022-23)	100% (2023-24)	Maintain 100%
Suspension rate	1.00% (2019 CA School Dashboard)	0% (2020-21)	0% (2021-22)	0% (2022-23, 2023 CA School Dashboard)	less than 1%
Expulsion rate	0% (2018-19 actual)	0% (2020-21)	0% (2021-22)	0% (2022-23)	Maintain 0%
Percent of Parents, staff, and students who report feeling safe and connected to school.	Parent feeling of connectedness 91% Student feeling of connectedness 91% Teacher feeling of connectedness 100% Parent feeling of safety 91%	California Healthy Kids Survey was administered in February 2022 but results have not been received yet.	92% Parent feeling of connectedness 74% Student feeling of connectedness 100% Teacher feeling of connectedness 92% Parent feeling of safety	97% Parent feeling of connectedness 95% Student feeling of connectedness 100% Teacher feeling of connectedness 100% Parent feeling of safety	Parent feeling of connectedness 95% Student feeling of connectedness 95% Teacher feeling of connectedness 100% Parent feeling of safety 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Student feeling of safety 91% Teacher feeling of safety 100% (2019-20)		90% Student feeling of safety 100% Teacher feeling of safety (2021-22)	95% Student feeling of safety 100% Teacher feeling of safety (2023-24)	Student feeling of safety 95% Teacher feeling of safety 100%

Goal Analysis

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

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

All actions were substantively implemented, although due to fiscal issues, other funds were utilized, or the action was done through donations. Due to fiscal constraints of the district, we are proud that we came together as a community to support this area with donations. That partnership is a success.
The fiscal issues were a daunting challenge, that we managed to overcome to continue this work.

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 material differences between budgeted and actual expenditures.

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

Actions targeted toward improving parent engagement were effective as shown by the two-year increase of parents participating in school events from 48% to 90%. (Actions 3.1 (communication to home) (Action 3.5- Family events and workshops))

Actions targeted at increasing student participation in school and co-curricular events were successful with a 2-year increase from 89% participation to 100% (Actions 3.2 (contracted supports) (Action 3.4- supportive learning environment))

Action 3.6 (substitutes), designed to target interventions and support a team-approach to supporting at risk students was effective with 0% maintained for drop-outs, expulsions, and suspension rates for all groups.

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

Goal 3- the essence of the goal was maintained but the wording was changed to clarify the prioritized actions.

The metrics for goal 3 were primarily unchanged. The survey results for safety (staff, student, parent feeling) and connectedness (staff, student, parent feeling) were separated for easier analysis and clarity of reporting.

Action 3.1 was maintained and the funding increased to keep IT supports for these systems and move that funding to LCFF for those supplemental services.

Actions 3.2 and 3.4 were dropped and will be covered by other funding, if available.

Action 3.5 was kept as a highly effective action, determined by educational partner input.

Action 3.6 was eliminated due to educational partner feedback on other actions being of higher priority to meet unduplicated student needs.

An action was added to fund the Behavioral and Social-Emotional support staff. This supplemental service was seen as a high leverage action to maintain current suspension, expulsion, drop-out rates at 0% and to continue decreasing the high number of chronically absent students, particularly SED and SWD subgroups, but also affecting the EL group.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ducor Union Elementary School District	Robert M. Hudson Ed.D. Interim Superintendent	rhudson@ducor.k12.ca.us@ducor.k12.ca.us 559-534-2261

Plan Summary [2024-25]

General Information

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

Ducor Union Elementary School District is a small rural, single school TK-8 school district located in South Tulare County.

The school currently enrolls 162 students with a staff of 9 teachers and 18 support staff positions. Ducor's student population, according to the 2023 CDE School Dashboard data, is 94.2% Hispanic and 5.8% White. The district is located in Ducor, California, which is a high poverty district and 70.3% of our students are socio-economically disadvantaged. 51.4% of our students are English Learners. 5.8% of our student population have identified disabilities impeding their academic progress. Many parents work in the region's agricultural fields.

Ducor has been identified by Tulare County Office of Education for financial soundness issues and has been closely examining all spending including staffing, training costs, supplemental materials, and other significant areas of the annual budget. Improvements have been made in this area under a new, interim superintendent and with the input and participation of a dedicated Ducor staff team. The Ducor team has identified key areas to continue supplemental supports, focusing on unduplicated student needs, and maintained those in this year's LCAP.

Despite the challenges, the district is moving forward as indicated by the dashboard and local assessment. It is indeed a growing district in terms of attendance and academic proficiency.

Reflections: Annual Performance

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

Ducor was previously identified for Comprehensive School Improvement. As a result of the consistent improvements and work of the Ducor team, the school is no longer considered CSI and has exited this state program.

Local performance indicators indicate a significant growth pattern over the last three years, especially in ELA.

CA Dashboard Results December 2023

ACADEMIC PERFORMANCE INDICATORS- OVERALL

English Language Arts- Ducor performed in the "Orange" level overall, averaging 95.4 Points below Standard - This is an average increase of 18.6 points from last year. All groups increased in ELA CAASPP performance this past year.

Mathematics- performed in the "Orange" level overall, averaging 139.7 Points below Standard- This is an average increase of 5.1 points from last year. Our Socioeconomically Disadvantaged group scored in the "Red" level in the area of Mathematics. Average Scale Score for this group was 150.8 Points below Standard- which was approximately the same level as last year. All other groups increased slightly in math CAASPP performance this year, however the scores are significantly lower than ELA and an area of focus.

English Learner Progress- 52.5% of Ducor English Learners made progress towards proficiency- This is a decline of 20.3% from last year, when the district saw a large jump to 72.9% but a 1.9% increase from the pre-COVID rate of 50.6%.

Local Indicator: Implementation of Academic Standards- Continued to meet this standard.

ACADEMIC ENGAGEMENT

Chronic Absenteeism- Ducor performed in the "Yellow" level overall with 31.1% of students chronically absent- This is a decline of 5.3% from last year. It is still significantly higher than the pre-COVID 2019 baseline rate of 16% and Ducor continues to address this area to increase student academic success. The small Students with Disabilities group, in particular, with 50% chronic absenteeism will be a focus.

Local Indicator: Access to a Board Course of Study: Continued to meet this standard.

CONDITIONS AND CLIMATE

Suspension Rate: performed in the "Blue" level overall. 0% of Ducor students were suspended 1 or more days in 2022-2023. This level was maintained from the prior year. Ducor is proud of its work in this area, supporting positive student behaviors and utilizing interventions other than suspension whenever possible.

Local Indicators: Basics: Teachers, Instructional Materials, Facilities- Continued to meet this standard

Parent and Family Engagement- Continued to meet this standard.

Local Climate Survey- Continued to meet this standard.

Ducor District and Ducor Elementary School had one subgroup perform on the CA Dashboard in the lowest range of "Red" on one indicator.

Our Socioeconomically Disadvantaged group scored in the "Red" level in the area of Mathematics. In examining the results for this subgroup, we determined that there was a need for continuing professional development, focused in this area and on evidence-based strategies targeted to meet the needs of this subgroup. In light of the overall need in mathematics, these trainings will support all staff and the strategies will be used school wide.

FINANCIAL DIFFICULTIES AFFECTING PROGRAMS DURING RESTRUCTURING

DUESD was listed as "qualified" in terms of meeting the Multi Year Projections (MYP) for the 23-24 school year. In light of this, Ducor is highly limited due to a loss of funding from CSI, DA, and other one-time monies. The district is in the position of reducing expenditures in terms of programs and staffing. This has a direct impact on the LCAP since these funds will provide income for the few supplemental services that are remaining. The result is an LCAP that is simple, limited, and quite focused on student progress through better instruction teacher effectiveness, specialized services, and enhanced parent participation. Through the shared leadership model, the team has worked through these reductions, and will still retain the necessary services that will most benefit our students and support our academic program.

Reflections: Technical Assistance

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

Ducor has not been identified for Differentiated Assistance or other program 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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	DUESD operates with a shared leadership model. Teachers are involved with district decision making, and included as full partners in the process. They directly participate in the developing the learning model and are directly involved in the LCAP development. Teachers are also provided an annual Spring survey sheet to provide direct input into the LCAP document. Information taken from monthly schoolwide staff meetings is collected for the ongoing identification of needs. Assessments went out on February 13, 2024
Principals	The principal and superintendent meet several times a week to discuss ongoing needs and educational partner feedback and have continue to meet to prioritize those needs for this LCAP. Ongoing and frequent!
Administrators	There are only two administrators on campus, and they both are deeply involved in this process on a daily basis.
Classified (Other Personnel)	Classified staff were provided an annual survey to complete and their input is integrated into the process participates in the shared leadership model. Classified staff also participate in input meetings throughout the school year as part of our shared leadership model. Information taken from monthly schoolwide staff meetings is collected for ongoing identification of needs. Assessments sent out February 13, 2024.
Parents and community members	35 out 61 families responded to the Spring 2024 parent survey and indicated that they would like to see better communication between

Educational Partner(s)	Process for Engagement
	<p>the school and the parents; they would like to be more informed about what is happening at the school.</p> <p>Superintendent Responded in Writing to the feedback on: April 25, 2024</p> <p>School Site Council/DELAC held a public meeting on April 10, 2024, to provide information relative to the district financial situation, and to review the current LCAP budget. The SSC also serves as the DAC/PAC with representation from EL and SED youth. (Foster Youth count for 2023 Dashboard was 0%)</p>
Board Members	<p>Board members received information in their packets for the February 13, 2024 Board meeting. Input was solicited collectively and individually. The item was open for public comment.</p> <p>The Draft LCAP is shared at regularly scheduled public meetings and again on June 11, 2024, which is open for public comment. The final draft is agendized, and open to public comment again on June 25, 2024.</p>
Students	<p>Students participated in the Healthy Kids survey, and data during the month of March. Data was extrapolated on April 13, 2024.</p>
SELPA	<p>Consultation with SELPA occurred on: April 25, 2024.</p>
Local Bargaining Units	<p>Both bargaining units were consulted formally on April 17, 2024 though collaboration on the LCAP is an ongoing process in the weekly Huddles.</p>

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

Teachers: Maintaining MTSS and reduced grade combinations within classrooms were identified as focus areas to help teachers meet the needs of unduplicated students. This can be found in Actions 1.2 (MTSS supports) and 1.3 (additional teaching staff)

Classified Staff: Maintaining MTSS, Information Technology support services and behavioral support services were identified as important. These can be found in Actions 1.2 (MTSS), and 3.1 (Communication)

Parents: Parents indicated that they would like the district to solicit parents and include them decision-making process and that they would like to have additional parent training. This can be found in 3.2 (Family Engagement Events and Workshops)

Students: Students are excited about the new STEAM materials and want to continue with that program. They are also satisfied with the school and like their teachers. They do feel safe on campus.

Administrators: Maximizing the use of Title funds and LCFF funds to fund the most effective ongoing actions was a priority and can be seen reflected through the entire LCAP document. Continue to invest in smaller class sizes and fewer combo classes. 1.3 (Reducing class sizes and combination classes .)

Principal: ELD and math focus with professional Development were focused on in Actions 1.1 (professional development) and keeping Goal 2 as an explicit area to focus our work.

SELPA: Chronic Absenteeism is an area to focus on as well as services for SED students since the majority of SWD are also identified in that group. This feedback is reflected in Actions 1.1 (Professional Development) and 3.2 (SEL intervention and support staff)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All state content and performance standards will be fully implemented in all classrooms to provide access to a rigorous broad course of study and maximum learning opportunities for all students and all subgroups. Conditions of learning improvements and pupil and parent engagement improvements will result in improved student achievement and reduced risk factors as indicated by student performance. The focus of this goal will be on high quality classroom instruction, supplemental materials, and timely interventions using evidence-based practices to support student performance.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

<p>Ducor has made some positive growth in the area of academic achievement with an average increase of 18.6 points in English Language Arts for the 2022-23 school year- with all subgroups increasing more than 14 points on average as well. In the area of mathematics, the increase was 5.1 points in 2022-23 with the EL and Hispanic subgroups also increasing, while the SED group stayed static in results compared to the previous year, but with significant growth in both math and ELA over the three years of the prior LCAP.</p> <p>Educational Partners repeatedly report that the smaller class sizes allow more differentiation for their student, as well as improved behavior management and relationships between students and staff.</p> <p>Parents and teacher report that the all-day TK/kindergarten results are becoming noticeable now in grades 1 and 2 with improved literacy and social-emotional development in students.</p> <p>In order to build on that growth pattern, we are continuing to focus on these areas. We have carefully selected the highest leverage actions from our previous LCAP and added them to the new 3-year plan.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Degree to which teachers are fully credentialed. CALSASS "Detail Report"	70% 2023-2024 School Year			85%	
1.2	Degree to which teachers are appropriately assigned. CALSASS "Detail Report"	100% (2023-24)			Maintain 100%	
1.3	Degree to which students have standards-aligned instructional materials	100% (2023-24)			Maintain 100%	
1.4	English Language Arts State Standards Implementation Local Indicators Self Reflection Tool	5=full implementation and sustainability (2023-24)			Maintain 5=full implementation and sustainability	
1.5	English Language Development State Standards Implementation Local Indicators Self Reflection Tool	5=full implementation and sustainability (2023-24)			Maintain 5=full implementation and sustainability	
1.6	Mathematics State Standards Implementation	5=full implementation and sustainability (2023-24)			Maintain 5=full implementation and sustainability	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Local Indicators Self Reflection Tool					
1.7	Science State Standards Implementation Local Indicators Self Reflection Tool	5=full implementation and sustainability (2023-24)			Maintain 5=full implementation and sustainability	
1.8	History/Social Science State Standards Implementation Local Indicators Self Reflection Tool	5=full implementation and sustainability (2023-24)			Maintain 5=full implementation and sustainability	
1.9	Visual and Performing Arts State Standards Implementation Local Indicators Self Reflection Tool	5=full implementation and sustainability (2023-24)			Maintain 5=full implementation and sustainability	
1.10	Physical Education State Standards Implementation Local Indicators Self Reflection Tool	5=full implementation and sustainability (2023-24)			Maintain 5=full implementation and sustainability	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Model Library Standards State Standards Implementation Local Indicators Self Reflection Tool	5=full implementation and sustainability (2023-24)			Maintain 5=full implementation and sustainability	
1.12	Health State Standards Implementation Local Indicators Self Reflection Tool	5=full implementation and sustainability (2023-24)			Maintain 5=full implementation and sustainability	
1.13	CAASPP ELA Ca School Dashboard	<p>95.4 points below standard- All Students</p> <p>92.2 points below standard- English Learners</p> <p>105.4 points below standard- SED</p> <p>__Long Term English Learners (not reported- small group)</p> <ul style="list-style-type: none"> -Foster Youth (data not reported due to small group size) -Students with Disabilities 			<p>80 points below standard- all students</p> <p>78 points below standard- English Learners</p> <p>90 points below standard- SED</p> <p>Goals will be set for Foster Youth and SWD if they arise to significant subgroups in subsequent years.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(not reported- small group size) 2023 CA School Dashboard				
1.14	CAASPP Math Ca School Dashboard	139.7 points below standard- All Students 140.1 points below standard- English Learners 150.8 points below standard- SED <u>Long Term English Learners (not reported- small group)</u> <ul style="list-style-type: none"> -Foster Youth (data not reported due to small group size) -Students with Disabilities (not reported- small group size) 2023 CA School Dashboard			120 points below standard- all students 120 points below standard- English Learners 130 points below standard- SED Goals will be set for Foster Youth and SWD if they arise to significant subgroups in subsequent years.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	Enrollment in Broad Course of Study- including unduplicated students and SWD Student class schedule analysis	100% district/schoolwide 100% Socioeconomically Disadvantaged 100% Students with exceptional needs (2023-24 per enrollment records)			Maintain 100% district/schoolwide 100% SED 100% SWD	
1.16	Access in Broad Course of Study- including unduplicated students and SWD Master Schedule Analysis	100% district/schoolwide 100% Socioeconomically Disadvantaged 100% students with exceptional needs (2023-24 per teacher survey)			Maintain 100% district / schoolwide. 100% SED 100% SWD	
1.17	Digital Proficiency- Classroom observations	100% evidenced by students demonstrating proficiency related to digital skills embedded in state standards (2023-24)			Maintain 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	CAASPP ELA % of students meeting or exceeding standards. https://caaspp-elpac.ets.org/caaspp/	21.59% All Students 10.64%- English Learners 15.39%- SED Data not reported for Foster Youth, SWD, and LTEL due to small population size 2023 CAASP Results			54% Meeting or exceeding standards	
1.19	CAASPP Math % of students meeting or exceeding standards. https://caaspp-elpac.ets.org/caaspp/	4.55% All Students 2.13%- English Learners 3.08%- SED Data not reported for Foster Youth, SWD, and LTEL due to small population size 2023 CAASSP Results			28% Meeting or exceeding standards	
1.20	CAASP CAST (Science) % of students meeting or exceeding standards. https://caaspp-elpac.ets.org/caaspp/	4.35% All Students 0%- English Learners 0%- SED Data not reported for Foster Youth, SWD,			38% Meeting or exceeding standards	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and LTEL due to small population size 2023 CAASPP Results				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Provide staff training for effective standards implementation and curriculum focused on Math, Science, History, Technology, and transitional Kindergarten. Early Childhood Education. This will include induction mentoring and support services for new teachers.	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The focus of this training will be on instructional strategies designed to meet the needs of unduplicated students - particularly Socioeconomically Disadvantaged students in the area of Mathematics.</p> <p>Our Socioeconomically Disadvantaged group scored in the "Red" level in the area of Mathematics. Average Scale Score for this group was 150.8 Points below Standard- which was approximately the same level as last year. This Action addresses the Red performance level Dashboard result in Math for socioeconomically disadvantaged students</p> <p>Title II</p>		
1.2	MTSS	<p>Multi-Tiered Systems of support will be continued to provide interventions for students at Tier I, Tier II, and Tier III levels of need in the area of math and English/language arts. Federal Title Funding pays for 4 part-time-instructional aide salaries and benefits.</p> <p>A focus area for MTSS work will be socioeconomically disadvantaged students needing math intervention. Our Socioeconomically Disadvantaged group scored in the "Red" level in the area of Mathematics. Average Scale Score for this group was 150.8 Points below Standard- which was approximately the same level as last year. This Action addresses the Red performance level Dashboard result in Math for socioeconomically disadvantaged students</p> <p>Title I</p>	\$103,792.00	No
1.3	Reducing class sizes and combination classes	<p>Provide additional teachers to lower class sizes and reduce the number of combination classes needed. To maintain the legally required class size maximums outlined in California Education Code (EC) sections 41376 and 41378, Ducor would require 5 full time teachers. However, this would produce many combination classes with either two or three grade levels represented in each room.</p>	\$377,660.00	Yes

Action #	Title	Description	Total Funds	Contributing
		To provide teachers with better California State Standards foci for their instruction, we will pay for 3 additional full-time teachers. While 2 classes will still be multi-grade level when needed, the number of combination classes, overall, will be reduced.		
1.4	Prekindergarten- Full Day	Offer access to full-day Kindergarten and Transitional Kindergarten to students within the Ducor School District. Staff, supplies, and services will be provided to maintain the program.	\$66,500.00	Yes
1.5	School Library Services	<p>Maintain library staff to support student literacy skills and teacher instruction.</p> <p>LCFF 44,900.00 Title IVA 2,000</p>	\$46,900.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	High quality English Language Development and exemplary practices for teaching English learners in all classrooms to provide access to a rigorous broad course of study and maximum learning opportunities. To accomplish this, we will focus on professional development and instructional strategies that have been demonstrated through research to support English learner academic growth.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Ducor has experienced success with English Learner population academic advancement, although gaps do continue in several areas.

In the 2022-23 year, English Learner average scores increased 15.8 Points on the CAASPP ELA and 3.6 points on the CAASPP Math. The percentage of English Learners advancing in English Proficiency is a healthy 52.5% per 2022-23 data.

While we have made improvements in results for English Learners, there are still issues to address and work to be done. Chronic Absenteeism remains nearly double the pre-COVID rate of 16.1% and is currently at 31.1% for this subgroup. Additionally, just under half (47.5%) of this subgroup did not increase an ELPI level in 2022-23 showing satisfactory advancement of their English Language skills by state measures.

We focused this goal on continuing to learn evidence based instructional strategies to meet the needs of English Learners, including our Long-Term English Learners, and to provide high quality supplemental materials for our teachers to help them deliver the instruction needed to meet EL student needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELPAC Summative Assessment: Percentage of EL students scoring level 3 or 4 (moderately developed to well developed) https://caaspp-elpac.ets.org/caaspp/	50.71% (2022-23)			65%	
2.2	English Language Development State Standards Implementation Local Indicators self-reflection tool	5=full implementation and sustainability (2023-24)			Maintain 5=full implementation and sustainability	
2.3	English Learner CAASPP ELA distance from standard CA School Dashboard	92.2 points below standard- ALL EL (LTEL to be added in 2024 Dashboard-baseline for that group set with those results) (2023 CA School Dashboard)			55 points below standard- ALL EL 45 points below standard- LTEL	
2.4	English Learner CAASPP Math distance from standard CA School Dashboard	140.1 points below standard- ALL EL (LTEL to be added in 2024 Dashboard-baseline for that group set with those results) (2023 CA School Dashboard)			90 points below standard- ALL EL 75 points below standard- LTEL	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Percentage of English Learners making progress towards English language proficiency CA School Dashboard ELPI	52.5% (LTEL to be added in 2024 Dashboard-baseline for that group set with those results) (2023 CA School Dashboard)			65% all EL 75% LTEL	
2.6	English Learner reclassification rate CALPADS Report 8.1	11.6% (2023-24 School Year)			15%	
2.7	English Learner enrollment in a broad course of study Locally Calculated-student schedules	100% (2023-24)			Maintain 100%	
2.8	Access to Broad Course of Study for unduplicated and SWD Locally Calculated	100% (2023-24)			Maintain 100%	
2.9	EL Digital Skills Proficiency Locally Calculated	100% evidenced by participation (2023-24)			Maintain 100%	
2.10	Percent of English Learner students who qualify as Long-Term English Learners. (LTEL)	39.4% (28 of 71) (2022-23 School Year)			20% of EL qualifying as LTEL or AR	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	or At-Risk of LTEL (AR) https://www.cde.ca.gov/ds/ad/filesltel.asp					

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	ELD Professional Development	Provide continuing support and training on ELD implementation, exemplary strategies to support English Learners and differentiated learning levels. Focus will be on strategies designed to meet the needs of Long-Term English Learners (LTEL) students. Title III	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	English Language Instruction	Supplemental materials and supports to meet the needs of English Learners in the language acquisition program. Title III	\$5,650.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Deepen, strengthen, and support empowered engagement of all educational partners (students, parents, teachers, school staff and administration) in order to foster collaborative feedback and improve student outcomes. This goal will focus on the evidence-based practices of school-home communication, family engagement/education, and social-emotional supports.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

<p>In examining our CAASPP and ELPAC state testing results, we can see that students need additional interventions for academic success. There are several identified factors that are limiting student academic success.</p> <p>1) Post-COVID Chronic Absenteeism on the CA School Dashboard continues to be high with 31.1% of our students missing a month or more of school days. That number increases greatly with 35.2% of SED students and 50% of Students with Disabilities missing more than a month of school. Attendance is directly linked to student achievement in reading and also to graduation rates.</p> <p>2) Parent, student, and staff report that attendance issues are related to anxiety, social-emotional issues, bullying concerns, and lack of parent information about the effect of poor attendance on student outcomes.</p> <p>Research has demonstrated that Parent Engagement:</p> <p>A) Leads to improved academic outcomes B) Improves Social-Emotional outcomes C) Has positive outcomes for all subgroups, including EL, SED, and SWD. D) Can be positively affected by purposeful school planning</p> <p>For these reasons, we chose it as a goal for our LCAP and designed actions related to purposeful parent involvement.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Degree to which all facilities are maintained and in good repair Annual Facilities Inspection Report (FIT)	"Good" Rating Overall 2023-2024			Maintain "Good" Rating Overall	
3.2	Participation rate in parent training/ district decision-making including unduplicated students and SWD Locally Calculated	Begin the formal process of parent training in 24-25.- Data for that year will be used for baseline.			Establish at least three trainings a year, and a regular parent governance committee.	
3.3	Availability of parent training/involvement opportunities in school and district decision-making Locally Calculated	3 Opportunities for engagement in decision making offered. 2023-2024 School Year			Maintain 3 Opportunities Per Year	
3.4	Attendance rate CALPADS report 14.2	94.7% of all students 2023-2024			Maintain, the current level.	
3.5	Chronic Absenteeism rate CA School Dashboard	31.1%- All Students 24.7% - English Learners 35.2%- SED 50% Students with Disabilities (small group			15 %- All Students 17% points below standard- English Learners 25% points below standard- SED 25% Students with Disabilities (small	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		size) <ul style="list-style-type: none"> -Foster Youth (data not reported due to small group size) 2023 CA School Dashboard			group size) <ul style="list-style-type: none"> -Foster Youth (data not reported due to small group size) 	
3.6	Middle School Dropout rate CALPADS Fall report 8.1c	0% 2022-2023			Maintain 0%	
3.7	Percentage of students participating in cocurricular and extracurricular programs. Locally Calculated	100% of students in grades 4-8 are involved in athletics 2023-2024			Maintain 100% of grade 4-8 students	
3.8	Suspension Rate CA School Dashboard	0% ALL 0% English Learners 0% SED 0% SWD Foster Youth (not reported due to small group size)			Maintain 0% for all groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 CA Dashboard				
3.9	Expulsion Rate CALPADS EOY reports 7.1, 712, 1.21	0% 2022-2023			Maintain 0%	
3.10	Percent of parents, staff, and students who report feeling safe at school. Annual Survey Data	This is a safe place for my child. 100% of parents Agree/Strongly Agree 100% of staff agree/strongly agree 95% of students agree/strongly agree 2023-2024			100% Parents Agree/Strongly Agree 100% staff 95% students	
3.11	Percent of parents, staff, and students who report feeling connected to school. Annual Survey Data	Agree and strongly agree 89%. Parents feel well-informed about activities. Agree and Strongly Agree 94%, Parents feel DUESD Is a supportive and inviting place for students to learn. Agree or strongly agree: 97%.			90% Agree and Strongly agree. Parents feel well-informed about activities: Agree and Strongly Agree 95%, Parents feel DUESD Is a supportive and inviting place for students to learn:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Parents feel that the school encourages them to be an active partner with the school.</p> <p>Agree or strongly agree 75%. Parents feel that the school actively seeks their input before making important decisions.</p> <p>2023-24 Parent Survey</p>			<p>Agree or strongly agree: 98%. Parents feel that the school encourages them to be an active partner with the school:</p> <p>Agree or strongly agree 80%. Parents feel that the school actively seeks their input before making important decisions:</p>	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Home-school communication tools	Provide information to families through the newsletter, text messages, meetings, and the school website. Communications include but are not limited to information about state standards, ELD and EL strategies, upcoming events, and school policies. Provides a part-time IT technician to maintain communication services and tools. Title IV - 6,000	\$40,000.00	Yes
3.2	Family Engagement Events and Workshops	Host various parent workshops and family events throughout the year to cultivate family engagement, provide parent education programs and foster a safe and inclusive environment. Title I \$20,000 Title IVA \$2,000	\$22,000.00	No
3.3	Behavior and Social-Emotional Support staff	Provide students with social-emotional support and behavioral supports. Provides families with parent education. This supports positive student behavior, improved attendance, reduced bullying, and improved social-emotional skills for academic success. Funding will maintain one full-time Behavior Intervention Technician	\$78,200.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$512,707	\$60,409

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
32.038%	6.323%	\$99,119.00	38.361%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Professional Development</p> <p>Need: CAASPP math, English Language Arts, and ELPAC scores have not returned to pre-COVID rates and all subgroups continue to perform below standard on average. In particular, Math average scores continue to average 140 or more points below average for each subgroup. In particular, the SED</p>	Teacher quality and professional development have been shown through research to have the strongest effect on student performance. By selecting evidence-based instructional practices designed to meet the needs of unduplicated students, and reinforcing those learnings with coaching and classroom walkthroughs, we will be providing staff with quality professional development and supports to meet student needs. Since these strategies will be implemented in all	#1.14- CAASPP Math Scores (ALL, EL, SED, SWD).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>subgroup, which was in the red on the 2023 CA School Dashboard and averaged 150.8 points below average in math.</p> <p>Teachers and administrators report a need for targeted trainings to help them support at-risk student needs and particularly focused on the needs of unduplicated students, particularly English Learners and SED as well as Students with Disabilities.</p> <p>Scope: LEA-wide</p>	<p>classrooms, during mainstream instruction, it is implemented LEA Wide.</p>	
1.3	<p>Action: Reducing class sizes and combination classes</p> <p>Need:</p> <p>The results of our performance data analysis shows that our unduplicated students including English Learners, SED, and also Students with Disabilities have greater needs for differentiation and services.</p> <p>English Learner students performed 140.1 points below standard on the CAASPP math assessment- on average. They averaged 92.2 points below standard in ELA on the CAASPP and just under half 48% did not progress in English language development according to the ELPAC.</p>	<p>This action will effectively reduce student: teacher ratios from 27.6:1 to 15.6:1 and allow for teacher preparation time within the school day. This allows staff to plan for and address the needs shown by English Learners, SED, and SWD students. It will also allow Ducor to keep and attract high quality teachers, which educational research shows is the primary indicator for student achievement.</p> <p>While this action is designed to target the specific needs of unduplicated students, it will be utilized LEA-wide to support the differentiation evidenced as needed by all students in all grade levels during their Tier I, initial classroom instruction time for all subjects.</p>	<p>#1.13 and #1.14- CAASPP ELA, Math % of students meeting or exceeding standards. (ALL, EL, SED, SWD)</p> <p>https://caaspp-elpac.ets.org/caaspp/</p> <p>ELPI - CA School Dashboard</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Socioeconomically Disadvantaged students averaged 105.4 points below standard on ELA and 150.8 points below standard on math. Further analysis showed a significant crossover percent of EL students who were also identified as SED.</p> <p>Principal, teacher and parent educational partner input noted that complicated combination class configurations, larger class sizes, and a great reduction in staff would be more difficult for students and teachers, resulting in Ducor attracting fewer highly qualified teaching applicants and placing a greater burden on existing teachers to meet such a variety of needs in less planning time. Staff and parents report the need for smaller group instruction and more targeted instructional planning/ delivery in order to meet unduplicated student needs.</p> <p>Scope: LEA-wide</p>		
1.4	<p>Action: Prekindergarten- Full Day</p> <p>Need: The results of our performance data analysis shows that our unduplicated students including English Learners, SED have significant performance gaps in ELA and math that require long-term intervention strategies starting at the earliest grade levels, in order to improve.</p>	<p>Early childhood education has been shown to have a significant effect on academic achievement, particularly for students from disadvantaged backgrounds. Evidence shows long term effects on academic achievement as well as social and emotional skill development.</p> <p>1 teacher will be added to baseline staffing FTE allowing full day instruction for both grade levels without a combination class. Additional instructional time will allow additional intervention</p>	#1.13, #1.14 SBAC ELA and Math- SED and EL student group

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Only 15.39% of our SED students were at standard in ELA and 3.08% in math (2023). 10.64% of EL students were at grade level in ELA and 2.13% in math on the CAASPP ETS website report. Overall, we were 21.59% at standard in ELA and 4.55% in math. The gap between the overall group for the school and EL/SED subgroups is significant.</p> <p>While combination classes in these grade levels is permitted, the standards for early childhood and kindergarten are very different, as are the best teaching methodologies. In order to provide a full day of instruction for each of these grade levels and additional teacher is required.</p> <p>Scope: LEA-wide</p>	<p>to meet the needs of English Learners, SED, and SWD early learners, particularly in the area of early literacy and school-based social-emotional/behavioral skills.</p> <p>The elimination of the combination allows each teacher to focus on instructional strategies and standards specifically designed for each developmental level at these critical ages. While this action is primarily targeted at the unduplicated student needs, it will affect all students within those same TK and K classrooms, who will also benefit from this change. We anticipate the greatest academic growth benefits, however, from our unduplicated students groups as a result of this action.</p> <p>While this action is designed to support the identified need of more individualized instruction and small group in class intervention time, all students in those classes will benefit from the reduced class size and this will be implemented LEA wide for TK and K classrooms.</p>	
1.5	<p>Action: School Library Services</p> <p>Need: Increased reading and language skill development.</p> <p>Only 15.39% of our SED, 10.64% of EL students and 21.59% of students overall were at standard in ELA on the 2023 CAASPP. 48% of EL students did not progress satisfactorily in English Language skills on the</p>	<p>School libraries are an evidence-based strategy. Research shows that school library spending has a strong correlation to student reading scores. Further, data shows that more than 1/3 of families do not have reliable access to online research and data and the library supports non-fiction research and data tools that students need for content area learning. Effects of library were across all student groups, but particularly in the disadvantaged student group.</p>	#1.11- Model Library Standards State Standards Implementation Level

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>ELPAC in 2023 and the lowest area of performance on the ELPAC was reading.</p> <p>Access to a range of high interest reading materials and non-fiction materials is needed to promote learning. Teacher, student, and parents report a shortage of reading materials in the home for SED and English Learner students. Additionally, our location does not provide easy access to public library materials, bookstores, etc.</p> <p>Scope: LEA-wide</p>	<p>This action maintains library collections, supports students in book selection, and provides teachers with supplemental non-fiction materials for units of study.</p> <p>While this action is primarily targeted to the unduplicated student needs, it is not possible to maintain a separate library service program for them, nor is it socially/culturally wise to do so the implementation is schoolwide and benefits all students. We anticipate the greatest academic growth benefits, however, from our unduplicated student groups as a result of this action.</p>	
3.1	<p>Action: Home-school communication tools</p> <p>Need: CAASPP analysis shows continued student averages below standard on Math, ELA, and Science.</p> <p>In feedback from our parent educational partners, it was clear that there is no, one, communication method that works well for all our families so mailings, electronic messages, and web applications where they can access information are all needed.</p> <p>Scope: LEA-wide</p>	<p>Studies show the benefits of effective home-school communication include improved academic achievement, a more positive attitude toward learning, feelings of empowerment/confidence, regular class attendance, and higher parental expectations.</p> <p>This action maintains a variety of tools to communicate with parents and improve home to school communication of student needs as well.</p> <p>While this action is primarily designed to address identified needs for the unduplicated student group, the systems are implemented districtwide to be culturally inclusive and support the feeling of community for all students, teachers, and parents. We anticipate the greatest academic growth benefits, however, from our unduplicated students groups as a result of this action.</p>	<p>#3.11- Percent of parents, staff, and students who report feeling connected to school.</p> <p>Annual Survey Data</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.3	<p>Action: Behavior and Social-Emotional Support staff</p> <p>Need: 31.1% chronic absenteeism in 2022-23 with English Learners and SED subgroups at 24% and 35.2%. While this action is targeted at unduplicated students, 50% of Students with Disabilities were also Chronically Absentee-the highest group, and these services will benefit them as well.</p> <p>Scope: LEA-wide</p>	<p>Maintains a staff member to focus on Bullying, anxiety, social issues, and parent understanding of the effects chronic absenteeism on literacy development, graduation rates, and incarceration rates. These were identified among the top issues contributing to high absenteeism.</p> <p>This action was designed to meet the identified needs of our unduplicated student groups; however, all students will benefit from the services provided. In order to most effectively and efficiently implement this action, it is being implemented LEA-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services. We anticipate the greatest benefits, however, from our unduplicated student groups as a result of this action.</p>	<p>#3.8- Suspension rate #3.5- Chronic Absenteeism rate (ALL, EL, SED, SWD)</p> <p>CA School Dashboard</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	<p>Action: ELD Professional Development</p> <p>Need: 47.5% of English Learners did not increase a performance level on the 2023 ELPAC. Additionally, there are 8 long term English</p>	<p>More than 1300 studies have been done on teacher professional development and its effect on student performance. The overwhelming result of those studies is a direct link between quality staff development and student performance in the targeted areas.</p>	<p>#2.10- Percent of English Learner students who qualify as Long Term English Learners. (LTEL)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Learners and 29 overall EL who have been in the program 4 or more years and are considered at risk for English Language acquisition performance. More than 70% of the EL and LTEL subgroups are dually identified as Socioeconomically Disadvantaged.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>This action provides teacher training to address English Learner and LTEL specific needs including targeted, evidence based instructional strategies.</p>	
2.2	<p>Action: English Language Instruction</p> <p>Need: 40.85% of our EL students are performing at level three on the ELPAC exam. Further analysis shows that students performed most poorly in the areas of Reading and Writing on this exam.</p> <p>Teachers have analyzed the existing core instructional materials that were approved by the CDE more than eight years ago and determined that they do not provide the necessary support materials for instruction and practice in these areas.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>#2.5- Provides additional materials to address identified English Learner needs.</p>	<p>Percentage of English Learners making progress towards English language proficiency</p> <p>CA School Dashboard ELPI</p>

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

N/A

Additional Concentration Grant Funding

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

Ducor is a single school district

The additional concentration grant funding maintains 4 additional teachers providing direct instruction, beyond the required core instructional staffing. Additionally, it provides for a Behavior Intervention Specialist to work directly with students and families to reduce Chronic Absenteeism and support parent education and student social-emotional development.

The additional staffing and direct services can be found in the following Actions:

1.2- Intervention staffing
1.3- Additional teachers to reduce class sizes
1.4- Full day TK support/ teacher
1.5- Library staffing

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	N/A	1:16
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:11

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,600,291	512,707	32.038%	6.323%	38.361%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$619,910.00	\$0.00	\$0.00	\$145,792.00	\$765,702.00	\$674,852.00	\$90,850.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$0.00	\$20,000.00	\$8,000.00			\$12,000.00	\$20,000.00	
1	1.2	MTSS	All	No			All Schools	2024-2025 School Year	\$103,792.00	\$0.00	\$0.00			\$103,792.00	\$103,792.00	
1	1.3	Reducing class sizes and combination classes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$377,660.00	\$0.00	\$377,660.00				\$377,660.00	
1	1.4	Prekindergarten- Full Day	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools TK-K	2024-2025 School Year	\$66,500.00	\$0.00	\$66,500.00				\$66,500.00	
1	1.5	School Library Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$44,900.00	\$2,000.00	\$44,900.00			\$2,000.00	\$46,900.00	
2	2.1	ELD Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025 School Year	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
2	2.2	English Language Instruction	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025 School Year	\$0.00	\$5,650.00	\$5,650.00				\$5,650.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Home-school communication tools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$34,000.00	\$6,000.00	\$34,000.00			\$6,000.00	\$40,000.00	
3	3.2	Family Engagement Events and Workshops	All	No			All Schools	2024-2025 School Year	\$0.00	\$22,000.00	\$0.00			\$22,000.00	\$22,000.00	
3	3.3	Behavior and Social-Emotional Support staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$48,000.00	\$30,200.00	\$78,200.00				\$78,200.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,600,291	512,707	32.038%	6.323%	38.361%	\$619,910.00	0.000%	38.737 %	Total:	\$619,910.00
								LEA-wide Total:	\$609,260.00
								Limited Total:	\$10,650.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,000.00	
1	1.3	Reducing class sizes and combination classes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$377,660.00	
1	1.4	Prekindergarten- Full Day	Yes	LEA-wide	English Learners Low Income	All Schools TK-K	\$66,500.00	
1	1.5	School Library Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$44,900.00	
2	2.1	ELD Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$5,000.00	
2	2.2	English Language Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$5,650.00	
3	3.1	Home-school communication tools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Behavior and Social-Emotional Support staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$78,200.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$819,386.00	\$725,353.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development on State Standards	Yes	\$54,863.00	53,000
1	1.2	Induction	Yes	\$35,451.00	30,000
1	1.3	Incentives, Rewards, and Field Trips	Yes	\$29,675.00	25,000
1	1.4	Professional Learning Community	No	\$1,000.00	0
1	1.5	Web-based Programs	Yes	\$12,900.00	10,000
1	1.6	Student Events	Yes	\$4,000.00	1,000
1	1.7	Technology	Yes	\$4,808.00	0
1	1.8	Teachers	Yes	\$266,535.00	250,000
1	1.9	Additional Support for Students	Yes	\$500.00	0
1	1.10	Summer School	Yes	\$30,000.00	29,000
1	1.11	Instructional Coaches	No	\$10,000.00	10,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Extended Learning Time	No	\$122,129.00	120,000
1	1.13	Improvement Consulting	Yes	\$161,365.00	125,000
1	1.14	Universal PreKindergarten	Yes	\$48,099	45,000
2	2.1	Professional Development - EL	Yes	\$8,000.00	3,000
2	2.3	Supplemental EL Materials	Yes	\$6,008.00	1,000
3	3.1	Communication to home	Yes	\$4,950.00	5900
3	3.2	Contracted Supports	Yes	\$12,603.00	11603
3	3.4	supportive learning environment	Yes	\$5,000.00	4500
3	3.5	Family events and workshops	Yes	\$1,000.00	850
3	3.6	Substitutes	No	\$500.00	500

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
507,019	\$454,677.00	\$407,900.00	\$46,777.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development on State Standards	Yes	\$3,967.00	3,000		
1	1.2	Induction	Yes	\$35,451.00	30,000		
1	1.3	Incentives, Rewards, and Field Trips	Yes	\$29,675.00	25,000		
1	1.5	Web-based Programs	Yes	\$4,000.00	3,000		
1	1.6	Student Events	Yes	\$4,000.00	1,000		
1	1.7	Technology	Yes	\$1,000.00	0		
1	1.8	Teachers	Yes	\$266,535.00	250,000		
1	1.9	Additional Support for Students	Yes	\$500.00	0		
1	1.10	Summer School	Yes	\$1,000.00	0		
1	1.13	Improvement Consulting	Yes	\$45,000.00	45,000		
1	1.14	Universal PreKindergarten	Yes	\$48,099.00	45,000		
2	2.1	Professional Development - EL	Yes	\$2,000.00	0		
2	2.3	Supplemental EL Materials	Yes	\$2,000.00	0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Communication to home	Yes	\$4,950.00	5,900		
3	3.2	Contracted Supports	Yes	\$1,000.00	0		
3	3.4	supportive learning environment	Yes	\$5,000.00	0		
3	3.5	Family events and workshops	Yes	\$500.00	0		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,567,696	507,019	0	32.342%	\$407,900.00	0.000%	26.019%	\$99,119.00	6.323%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

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