LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Trinity Center Elementary School District
CDS Code: 53 71761 6053813
School Year: 2024-25
LEA contact information:
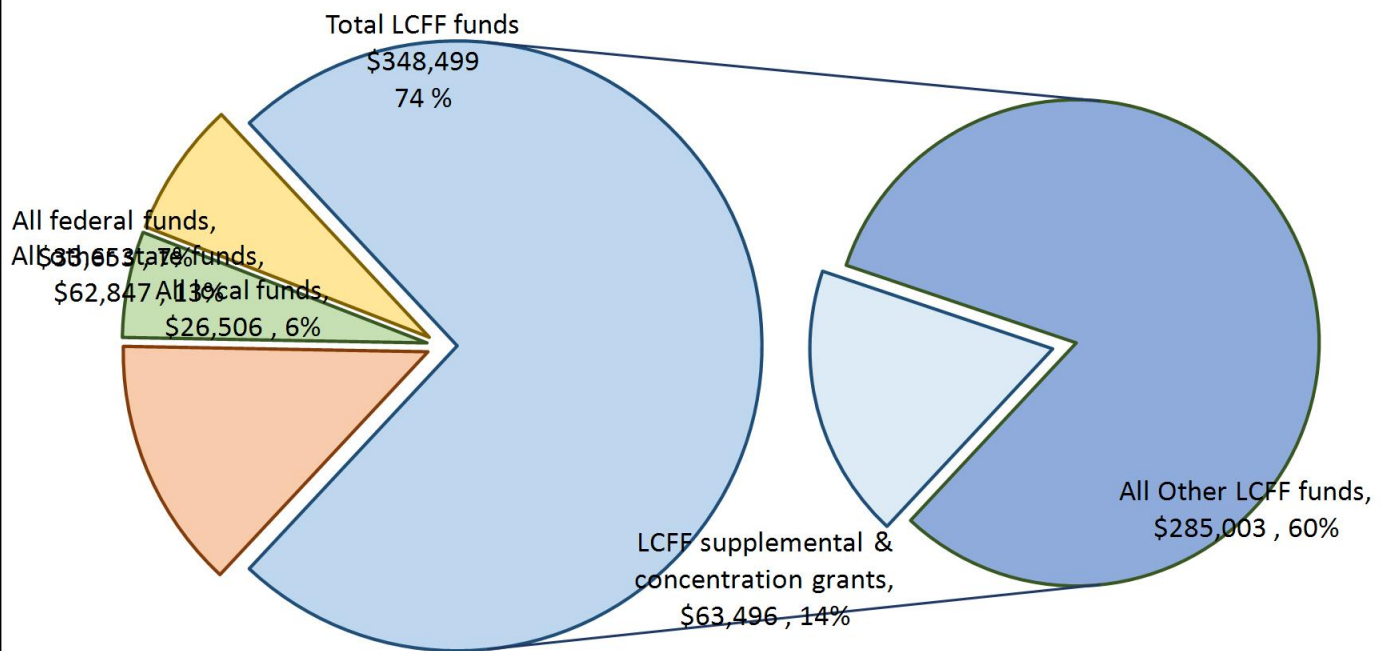Jade Tyner
Supt/Principal
jtyner@tcoek12.org
530-266-3342

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

Total LCFF funds
$348,499
74 %

All federal funds,
$33,653, 7%
All other state funds,
$62,847 , 13%
All local funds,
$26,506 , 6%

LCFF supplemental &
concentration grants,
$63,496 , 14%

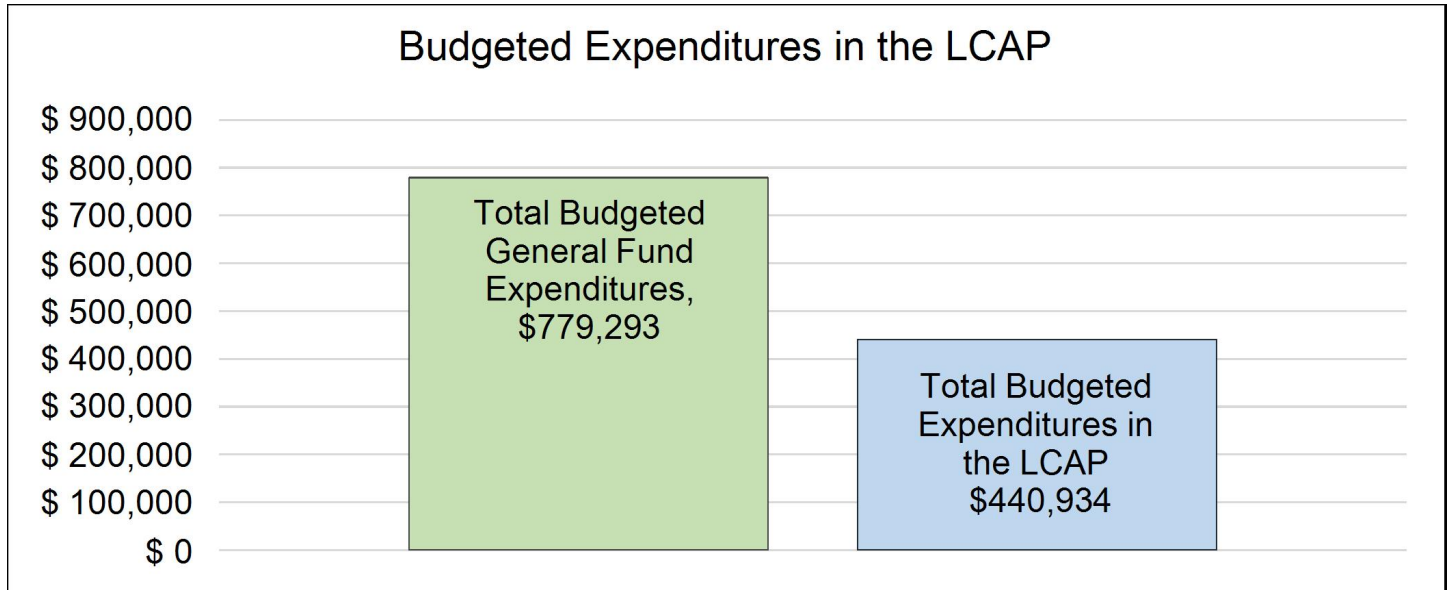All Other LCFF funds,
$285,003 , 60%

This chart shows the total general purpose revenue Trinity Center 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 Trinity Center Elementary School District is $471,505, of which $348,499 is Local Control Funding Formula (LCFF), $62,847 is other state funds, $26,506 is local funds, and $33,653 is federal funds. Of the $348,499 in LCFF Funds, $63,496 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $779,293	Total Budgeted Expenditures in the LCAP $440,934

This chart provides a quick summary of how much Trinity Center 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: Trinity Center Elementary School District plans to spend $779,293 for the 2024-25 school year. Of that amount, $440,934 is tied to actions/services in the LCAP and $338,359 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
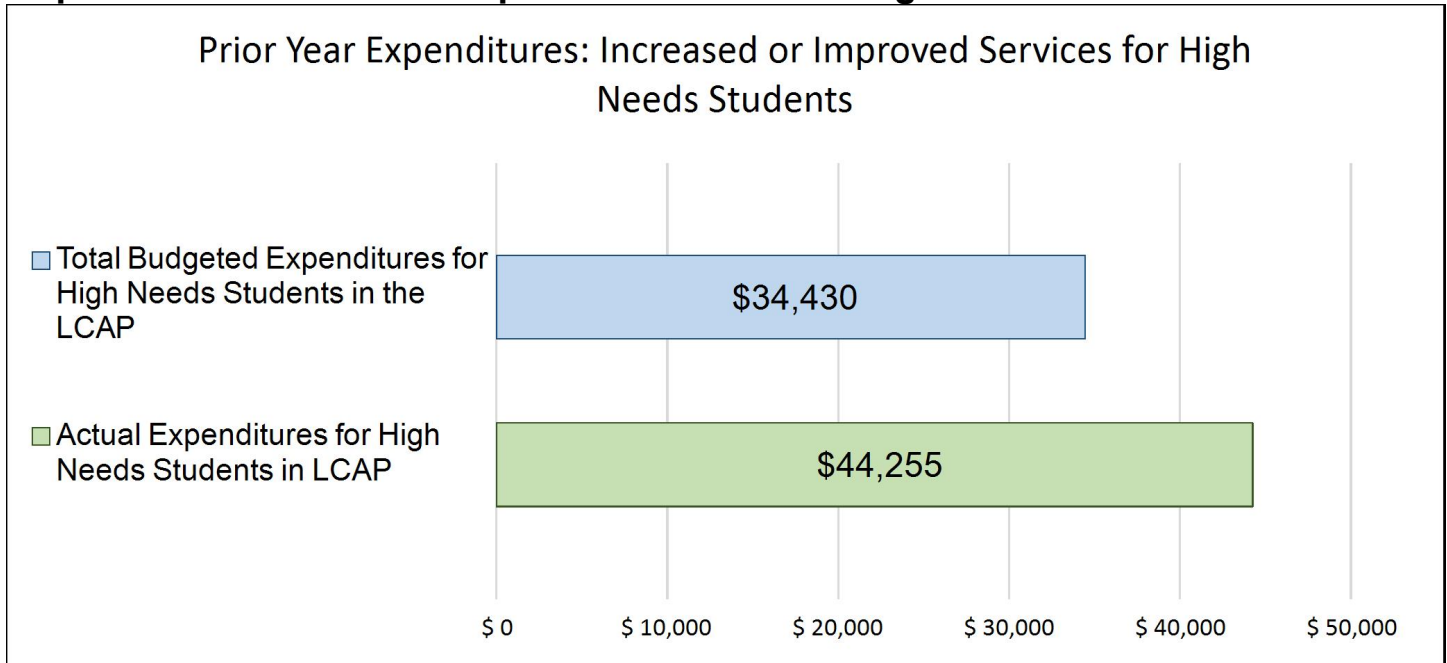
Expenditures not included reflect salaries, benefits, supplies, operating expenses, facility improvements, and fund transfers that are not identified in the LCAP.

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

In 2024-25, Trinity Center Elementary School District is projecting it will receive $63,496 based on the enrollment of foster youth, English learner, and low-income students. Trinity Center Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Trinity Center Elementary School District plans to spend $71,511 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP: $34,430

Actual Expenditures for High Needs Students in LCAP: $44,255

(Axis: $ 0, $ 10,000, $ 20,000, $ 30,000, $ 40,000, $ 50,000)

This chart compares what Trinity Center 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 Trinity Center 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, Trinity Center Elementary School District's LCAP budgeted $34,430 for planned actions to increase or improve services for high needs students. Trinity Center Elementary School District actually spent $44,255 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Trinity Center Elementary School District	Jade Tyner Supt/Principal	jtyner@tcoek12.org 530-266-3342

Goals and Actions

Goal

Goal #	Description
1	Trinity Center Elementary School will provide students with high-quality California Standards classroom materials and future-focused instruction. We will strive to develop students who pursue high academic achievement, speak and write effectively, are engaged in nature and science, compute and problem-solve both individually and in a group setting, use resources of information and technology to support critical thinking, value visual and performing arts, and are civically engaged in our community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 - A: Teachers in the school district are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.	In 2020-2021, 100% of certificated staff were highly qualified and 100% received professional development.	In 2021-2022, 100% of certificated staff were highly qualified and 100% received professional development.	In 2022-2023, 100% of certificated staff were highly qualified and 100% received professional development.	In 2023-2024, 100% of certificated staff were highly qualified and 100% received professional development.	100% of certificated staff will be highly qualified and 100% will receive professional development.
Priority 1 - B: Every student in the school district has sufficient access to the standards-aligned instructional materials.	In 2020-2021,100% of students were instructed in English Language Arts and Mathematics using the California State Standards and will have sufficient access to standard-aligned curriculum.	In 2021-2022, 100% of students were instructed in a broad course of study using California standards and had sufficient access to standards-aligned curriculum.	In 2022-2023, 100% of students were instructed in a broad course of study using California standards and had sufficient access to standards-aligned curriculum.	In 2023-2024, 100% of students were instructed in a broad course of study using California standards and had sufficient access to standards-aligned curriculum.	100% of students will be instructed in a broad course of study using the California State Standards and standard-aligned curriculum.
Priority 2 - A: The implementation of	Our Local Indicator Self Reflection tool	At the beginning of the 2021-2022 school	At the end of 2022-2023, our overall	At the beginning of the 2023-2024 school	Our goal is to obtain an overall score of 5.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
state board adopted academic content and performance standards for all students as measured by the implementation survey from the local indicators.	shows an overall score of 4.0 for instructional materials that are aligned to the recently adopted academic standards.	year, our overall score on the local indicator implementation survey was revised to 1.0. As reported in our LCAP Midyear Report, our score had moved up to 2.5 in February 2022. At the end of the school year, our local indicator implementation survey shows an overall score of 3.3.	score on the local indicator implementation survey was 4.1.	year, our overall score on the local indicator implementation survey was 4.1.	on the local indicators implementation survey.
Priority 8: The percentage of students scoring at or above proficient on the District Benchmark Assessments (CAASSP INTERIMS) in English Language Arts and Math will be maintained above 70%.	During the 2020-2021 school year, 48% of students met or exceeded standards as evidenced on the ELA CAASPP Interim assessment. No Math CAASPP Interim assessment was given.	During the 2021-2022 school year, only the first CAASPP Interim assessment was administered. In December 2021, 33% of students met or exceeded standards as evidenced on the ELA CAASPP Interim assessment. The Math CAASPP Interim assessment was not finished. The second trimester CAASPP Interim assessments were not administered.	During the 2022-2023 school year, the CAASPP Interim test was administered at the end of the first trimester only. 10% of students met or exceeded standards as evidenced on the Math CAASPP Interim assessment. 20% of students met or exceed standards as evidenced on the ELA CAASPP Interim assessment.	During the 2023-2024 school year, the first trimester CAASPP Interim test was administered in December 2023. 33% of students met or exceeded standards as evidenced on the ELA benchmark assessment. 33% of students met or exceeded standards as evidenced on the Math benchmark assessment. At this time, the second trimester CAASPP Interim test has not been administered.	The frequency of ELA and Math CAASPP Interim will be at the end of the first and second trimester with a goal of 70% proficiency by the second assessment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2 - A: The implementation of state board adopted academic content and performance standards for all students as measured by the implementation survey from the local indicators.	The part-time Visual and Performing Arts Instructor is provided for 4 hours per week and coordinated 3 whole-school performances.	The part-time Visual and Performing Arts Instructor is provided for 7 hours per week and coordinated 1 whole-school performance.	The part-time Visual and Performing Arts Instructor was provided for 4 hours per week and coordinated 2 whole-school performances.	The part-time Visual and Performing Arts Instructor was provided for 2 hours per week and, at this time, coordinated 1 whole-school performance. At this time, 2 additional whole-school performances are anticipated.	The desired outcome for this metric would be the continued employment of a Visual and Performing Arts Instructor that is able to effectively coordinate a successful program.
Priority 7 - B: Programs and services developed and provided to low-income, English learners, and foster youth students	The After School Program was suspended due to the global pandemic.	The After School Program was only able to be offered for a Fall session. There was 100% student attendance. Due to the Expanded Learning Opportunities Program, our After School Program will be implemented in another way and will not be used as a metric for this priority.	The After School Program is now implemented as part of the Expanded Learning Opportunities Program. It is offered every school day for 2 hours per day and for 30 days outside of the school year. 100% of students attended consistently throughout the year with the exception of our TK students.	The After School Program is now part of the Expanded Learning Opportunities Program. It offers all students 8 hours of programming including daily instructional minutes and 30 days outside of the school year. 100% of students attended consistently throughout the year. This attendance rate is expected to be maintained throughout the school year.	100% of our students will attend the after school program.
Priority 4 - A: Student performance on statewide	Due to the global pandemic and the postponement of the	State assessment data is not displayed on the California	State assessment data is not displayed on the California	State assessment data is not displayed on the California	85% of our students will meet the standards for English

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standardized assessments in English Language Arts will remain at or above 75% of students having met or exceeded the standards	state assessments, the last available state assessment data from the 2019 Dashboard for English Language Arts was not applicable due to less than 11 students taking the assessment. We are using the following local summative data from our English Language Arts curriculum which is 62% of our students are meeting or exceeding standards. This will continue to be reported until the reporting of state assessments returns. State assessment data will then be used for each subsequent annual update.	Dashboard because we had less than 11 students participate in CAASPP testing. Our summary of our 2022 data says 38% of our students met or exceeded standards in English and Language Arts.	Dashboard because we had less than 11 students participate in CAASPP testing. Our summary of our 2023 data says 29% of our students met or exceeded standards in English Language Arts.	Dashboard because we had less than 11 students participate in CAASPP testing. Since students have not yet engaged in these assessments, there is no summary data available for 2024 at this time.	Language Arts on the CAASPP test
Priority 4 - A: Student performance on statewide standardized assessments in Math will remain at or above 75% of students having met or	Due to global pandemic and the postponement of the state assessments, the last available state assessment data from the 2019 Dashboard for Math was not	State assessment data is not displayed on the California Dashboard because we had less than 11 students that participated in CAASPP testing. Our	State assessment data is not displayed on the California Dashboard because we had less than 11 students participate in CAASPP testing. Our summary of our 2023	State assessment data is not displayed on the California Dashboard because we had less than 11 students participate in CAASPP testing. Since students have	85% of our students will meet the standards for Math on the CAASPP test.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
exceeded the standards	applicable due to less than 11 students taking the assessment. We are using the following local summative data from our Math curriculum which is 38% of our students are above grade level. This will continue to be reported until the reporting of state assessments returns. State assessment data will then be used for each subsequent annual update.	summary of our 2022 data says 13% of our students met or exceeded standards in Math.	data says 43% of our students met or exceeded standards in Math.	not yet engaged in these assessments, there is no summary data available for 2024 at this time	
Priority 7 - A: Access to a broad course of study including courses described for grades K-8	In 2020-2021,100% of students were instructed in all curriculum areas using the California State Standards	In 2021-2022, 100% of students were instructed in all curriculum areas using the California state standards.	In 2022-2023, 100% of students were instructed in all curriculum areas using the California standards.	In 2023-2024, 100% of students were instructed in all curriculum areas using the California standards.	To maintain 100% of students were instructed in all curriculum areas using the California State Standards
Priority 7 - C: Programs and services developed and provided to individuals with exceptional needs.	In 2020-2021, 100% of students with special needs received the appropriate time for services.	In 2021-2022, there were no students enrolled with special needs.	In 2022-2023, 100% of students with special needs received the appropriate time for services.	In 2023-2024, 100% of students with special needs received the appropriate time for services.	100% of students with special needs will receive the appropriate time for services.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7 - B: Programs and services developed and provided to unduplicated pupils.	In 2020-2021, one teacher was funded and employed to instruct all grades from kindergarten to 8th.	In 2021-2022, one teacher was funded and employed to instruct all grades from kindergarten to 8th. Another teacher is needed to support the learning needs of our students, especially our unduplicated students.	In 2022-2023, one teacher was funded and employed to instruct all grades from TK to 8. An Early Childhood Education Coordinator was hired in January to support the learning needs of our primary students, especially our unduplicated students. She will qualify to be hired as an intern teacher next year and will be enrolled in a credential program.	In 2023-2024, one teacher was funded and employed to instruct all grades from TK to 8. Additionally, we hired our intern teacher to co-teach all grades from TK to 8. Furthermore, a Literacy Coach / Reading Specialist was hired as a result of new funding. This teacher also serves as our Instructional Coach to mentor and plan curriculum with our teachers. All of these pieces created high-quality learning environments that support the needs of all of our students, especially our unduplicated students.	Employ more than one teacher to support the learning needs of our unduplicated students.

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.

Overall, satisfactory progress was made toward achieving the desired outcomes of this goal. There were no substantive differences between our planned actions and the actual implementation of these actions.

Actions 1.1, 1.2, 1.3, 1.5, and 1.6 were all implemented as planned with no changes.

1.4 - We have developed the necessary formative and summative assessments. Therefore, this action will not be carried on in future years.

1.7 - This action has been integrated into the Associated Student Body (ASB) and the new LCAP has been restructured so it will no longer be listed as an action moving forward.

Success: The overall implementation of our actions demonstrated a successful movement toward our goal. Action 1.1 - we were able to hire more than one teacher. Action 1.2 - we were able to review and assess our supplemental instructional materials. We also purchased additional materials to better support our students' personalized learning. Action 1.3 - all instructional staff attended professional development and received additional support from coaches and mentors. Action 1.4 - assessments were researched, reviewed, developed, and implemented. New report cards that reported summarized data from those assessments and classwork, rather than a standards-based report card, were also piloted. Action 1.5 - a part-time Visual and Performing Arts Instructor was provided. Action 1.6 - even though county-wide Math articulation meetings with the Trinity High School were not held, we met with teachers and observed classrooms on our own. Action 1.7 - we were able to establish an ASB to civically engage our students. Student Presidents attended meetings and reported on student issues. Some community service projects were also completed.

Challenge: Action 1.1 - some challenges faced were recruiting fully credentialed teachers. Instead, we were able to hire one teacher with a preliminary credential and one teacher with a provisional intern permit. Action 1.3 - cycles of continuous improvement, walk-throughs, and classroom observations were not implemented due to unstable staffing. As a result, this action has been carried forward into the next LCAP cycle. Action 1.6 - County-wide math articulation meetings with Trinity High School were not held. Instead, we met with teachers and observed classrooms on our own.

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 the budgeted expenditures and the estimated actual expenditures. Also, there was no material difference between the planned percentage of Improved Services and estimated actual percentage of Improved Services.

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

At the end of this three-year LCAP cycle, we have found our planned actions to be effective in making progress toward this goal. These actions include employing more than one high-quality, fully-credentialed teacher, ensuring all students have access to standards-aligned instructional materials, providing professional development for instructional staff, providing a Visual and Performing Arts Instructor, and articulation between our school and Trinity High School. An action that was completed and therefore does not need to be carried forward is

developing formative and summative assessments. These have been determined and are now being used as metrics in the next three-year cycle.

Action 1.1 - EFFECTIVE Hiring an additional teacher to provide an additional self-contained classroom is effective in that more than one teacher is needed to properly instruct and manage nine grade levels in one classroom. As detailed in the above metrics, this is evident by continuing to provide a broad course of study to all students and by increasing and maintaining our overall score on the Local Indicator implementation survey.
Action 1.2 - EFFECTIVE Continuing to review and assess the effectiveness of our supplemental instructional materials is effective in supporting our students' personalized learning. This is evident by continuing to provide instructional materials to all students and increased percentage of students performing at grade level as measured by the CAASPP Interim and Summative assessments.
Action 1.3 - EFFECTIVE Engaging in professional development is necessary when creating effective learning environments. This is evident by the increased percentage of students performing at grade level as measured by the CAASPP Interim and Summative assessments.
Action 1.4 - EFFECTIVE Determining and consistently using assessment tools has provided data used to develop future actions. This is evident by the increased percentage of students performing at grade level as measured by the CAASPP Interim and Summative assessments.
Action 1.5 - EFFECTIVE We have found that providing a part-time Visual and Performing Arts Instructor is essential in developing students that appreciate the arts. Whole school participation in performances allows for additional opportunities in which all students can achieve. This is evident by the continued employment of an instructor and the number of performances produced.
Action 1.6 - EFFECTIVE Staying connected to our High School has become essential in preparing our graduating students. Even if formal county-wide meetings do not occur, we are committed to maintaining relationships to better support our students academically and socially. This is evident by the increased percentage of students performing at grade level as measured by the CAASPP Interim and Summative assessments.
Action 1.7 - EFFECTIVE Organizing an Associated Student Body has given our students experience organizing and governing themselves. The elected Student Body Presidents interviewed students and brought concerns to the LCAP Advisory Committee and School Governing Board. This is evident by continuing to provide the After School Program and maintaining attendance.

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.

All of our LCAP goals have been changed to reflect our new vision statement. The addressed state priorities remain the same as do the associated effective actions. Some new metrics have been developed while most have been carried forward. We will continue to hire an additional teacher, provide standards aligned instructional materials to all students, participate in professional development, and provide a part-time Visual and Performing Arts Instructor. Even though some actions and metrics don't appear in our next LCAP cycle, such as maintaining an Associated Student Body, participating in academic and social articulation with our High School, etc., these activities have become part of our school culture.

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	Trinity Center Elementary School will provide students with a physically- and emotionally-safe and supportive learning environment that is responsive to all students' needs. We will strive to develop students who value themselves, come to school eager to learn, value personal health and fitness, and can maintain close and respectful relationships in our school family and community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6 - C: Other local measures on the sense of safety and school connectedness	100% of our our students responded to student survey that they felt safe on campus.	For the 2021-2022 school year, 100% of our students, parents, and staff indicated on their survey that they felt safe on campus and that the adults at school care about them.	For the 2022-2023 school year, 100% of our students, parents, and staff indicated on their surveys that they felt safe on campus and that the adults at school care about them. 100% of our families have responded to our various annual surveys.	At this time, no formal surveys have been distributed. Generally, there is a sense of safety and school connectedness amongst students and staff.	100% of students, parents, and staff complete the survey
Priority 1 - C: School facilities are maintained in good repair	We scored 94.8% on the most current Facility Inspection Tool, local inspections identified a few minor needed improvements, and no new playground	We scored 93.87% on the most current Facility Inspection Tool. Local inspections and inspections conducted by our insurance companies identified a few minor needed	We scored 91.67% on the most current Facility Inspection Tool. Areas of identified needs were minor repair to the septic line, a new roof for our single-classroom building,	We scored 95.73% on the most current Facility Inspection Tool. Areas of identified needs were a new roof for our single-classroom building, continued gopher abatement,	Score 95% or higher on the Facility Inspection Tool.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	equipment has been recently purchased.	improvements. Aging playground equipment was replaced and new things were purchased to increase engagement.	gopher abatement, additional playground cushioning, irrigation repair, running track and baseball field revitalization, and gate and fence repair. Local inspections and inspections conducted by our insurance companies identified a few minor needed improvements.	outdoor drinking fountain repair and replacement, irrigation repair, running track and baseball field revitalization, and gate and fence repair.	
Priority 6 - C: Other local measures on the sense of safety and school connectedness	100% of students used the Chill Out Zones for untargeted use.	100% of students used the Chill Out Zones for untargeted use.	100% of struggling students used the Chill Out Zone. This space will continue to be revised by developing two separate areas to address the different needs of our younger and older students, creating a usage tracking system, and by continuing to develop our understanding of behavior.	100% of struggling students use the Chill Out Zones. These spaces have been developed in each classroom to address the diverse needs of our students. Currently there is no usage tracking system. Our staff strives to better understand behavior, refine our responses, and deescalate situations.	100% of office referred students will utilized the Chill Out Zone for mental health and behavioral support to prevent being sent home or suspended.
Priority 5 - A: School attendance rates	Average daily student attendance for the P2 reporting period was 95.99%.	Average daily student attendance for the P2 reporting period was 94.88 %.	Average daily student attendance for the P2 reporting period was 88.01% Without TK attendance data, our	Average daily student attendance for the P1 reporting period was 89.31%. Without TK attendance data, our	Maintain at least 95% average daily student attendance or higher for each P2 reporting period.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			average daily student attendance was 92.04%	average daily student attendance is 91.05%.	
Priority 6 - A: Pupil suspension rates	One student was suspended.	Zero students were suspended.	One student was suspended.	At this time, zero students have been suspended.	Maintain 0 suspended students
Priority 6 - B: Pupil expulsion rates	Zero students were expelled.	Zero students were expelled.	Zero students were expelled.	At this time, zero students have been expelled.	Maintain 0 expelled students.
Priority 6 - C: Other local measures on the sense of safety and school connectedness	100% of our parents met with instructional staff one time during the 2020-2021 school year as evidenced in our parent meeting log.	In 2021-2022, 100% of our parents met with instructional staff at both the first and second trimester conferences.	In 2022-2023, 100% of our parents met with instructional staff at both the first and second trimester conferences.	In 2023-2024, 100% of our parents met with instructional staff. On-going meetings and check-ins occur constantly.	100% of our parents meet with instructional staff once at both the first and second trimesters.
Priority 5 - B: Chronic absenteeism rates	Zero of our students were chronically absent in the 2020-21 School Year.	One student, or 10% of total students, was chronically absent in 2021-2022. This issue was addressed via letters home and student success team meetings. Attendance improved for the remainder of the school year.	In 2022-2023, 2 students, or 20% of students, were chronically absent. Education was provided and reminders were given, but ultimately, they were absent more than 10% of the school year.	Currently, there are 2 students, or 14% of students, are chronically absent. Transportation assistance is being provided which will improve these students' daily attendance. Nevertheless, these students will be absent more than 10% of the school year.	Maintain 0% absenteeism rate.

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.

Overall, some progress was made toward achieving the desired outcomes of this goal. Most actions were partially completed and there were no substantive differences between what was planned and what was actual implemented.

Actions 2.1, 2.2, 2.3, and 2.5 were all partially implemented as planned with no changes.

2.4 - We were unable to get the Tobacco Use Prevention Ed and Club Live programs going due to extremely minimal staffing. This action has been added to the next LCAP cycle because we believe it will positively affect our students' health outcomes.

Success: The overall partial implementation of our actions demonstrated successful movement toward our goal. Action 2.1 - we were able to provide physical activity breaks in the classroom and nutrition education occurred when the county-wide nutrition educator position was filled. Action 2.2 - we were able to purchase necessary sports equipment. Student input revealed the need for more accessible playground activities. Action 2.3 - classrooms maintained calming spaces and mental health support staff visited our school weekly. These weekly visits allowed us to examine and address student barriers to learning. Action 2.5 - multi-tiered systems of support continue to be developed as student needs evolve.

Challenge: Action 2.1 - challenges continue to exist when trying to provide access to team and individual sports. Due to our extremely small student population, being able to form our own teams is impossible. Regardless, this action will appear in the next LCAP cycle. Action 2.2 - the baseball in-field and running track revitalization project has experienced delays due to minimal staffing and other projects receiving priority. Action 2.3 - input expressed a need for a parenting support group but one was not created due to minimal staffing. This need will be included in the next LCAP cycle. Action 2.4 - minimal staffing also affected our ability to participate in TUPE and Club Live. We recognize the need for these prevention programs so this action will be included in the next LCAP cycle as well. Action 2.5 - finding high-quality, locally offered professional development is difficult due to our remote location. This results in limited options and large distances needed to be travelled.

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 the budgeted expenditures and the estimated actual expenditures. Also, there was no material difference between the planned percentage of Improved Services and estimated actual percentage of Improved Services.

At the end of this three-year LCAP cycle, we have found our planned actions to be effective in making progress toward this goal. These actions include addressing students' physical needs through increased activity, nutrition education, providing engaging and accessible physical equipment, considering and prioritizing mental health supports for students and staff, including more prevention activities and programs, and continuing to strengthen our multi-tiered systems of support.

Action 2.1 - EFFECTIVE Engaging our students physically, in addition to academically, provides a much-needed release of their potential energy and enhances their personal health and fitness. Providing access to individual and team sports (when possible) and nutrition education moves us toward our goal of developing students who value themselves and their health. This is evident in our increased attendance rate, lack of suspensions and expulsions, and a reduced rate of chronic absenteeism as noted from the above metric outcomes. Therefore, this action has been carried forward in the next LCAP cycle.

Action 2.2 - EFFECTIVE This action has highlighted facility needs, maintenance, and repair projects around our campus. Student input has identified the need for more accessible physical activities for the playground. Even though some things did not get accomplished, this action was effective in putting the wheels in motion. This is evident in the increased score on our Facility Inspection Tool. As a result, this action has been included in the next LCAP cycle.

Action 2.3 - EFFECTIVE Providing mental health support has helped us create an emotionally safe learning environment where everyone can feel safe and connected. This is evident in the consistent use of Chill Out Zones, our increased attendance rate, lack of suspensions and expulsions, and a reduced rate of chronic absenteeism. Responding to the ever-evolving needs of our staff and students is a priority and will always remain an action in our LCAP.

Action 2.4 - INCONCLUSIVE Even though we were unable to fulfill this action this year, we believe that prevention activities directly result in increasing the positive health outcomes of our students, which is why it remains in our LCAP for the next cycle.

Action 2.5 - EFFECTIVE As evident in our maintained school safety and connectedness rates, this action is effective and ongoing as we address the evolving needs of our students. We will continue to define and refine our systems of support even though this action has not been carried forward. Instead, this has become part of our school culture.

All of our LCAP goals have been changed to reflect our new vision statement. The addressed state priorities remain the same as do the associated effective actions. Some new metrics have been developed while most have been carried forward. We will continue to provide students with access to sports, create physically engaging environments, maintain our school grounds, provide mental health supports, improve student health outcomes, and continue to refine our multi-tiered systems of support. Even though some actions and metrics don't appear in our next LCAP cycle, such as establishing multi-tiered systems of support, these activities have become part of our school culture.

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	Trinity Center Elementary School will involve our families and community as direct partners in the education and decision-making of all students. We will strive to develop a family- and community- evaluated instructional program and maintain relationships that provide opportunities for service, town infrastructure education, and career options in our community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 - B: How the school district will promote parental participation in programs for low-income, English learning, and foster youth students..	In-person school events for most of the year were suspended due to the global pandemic. A virtual Talent Show was created by students. In June, we were able to host an outdoor Open House & Speech Night and Graduation. There were 79 attendees. 100% of low-income parents attended these events as evidenced on our attendance tracking sheet.	In 2021-2022, in-person school events were suspended for most of the year due to the global pandemic. In October, we had an outdoor Fall Carnival and were able to invite a neighboring school. In June, students performed a play and we hosted an Open House & Speech Night. There were 87 total attendees at these events. Parents continued to provide support for events through coordinated efforts. In addition, 6 monthly family nights were held and well-received. 100% of	In 2022-2023, in-person school events were reinstated as the emergency responses to the global pandemic waned. We hosted a Back to School Night, monthly Family Nights, a Fall Carnival, 2 whole-school performances, and an Open House Speech Night. There were 135 attendees. 100% of low-income parents attended these events and positive feedback was received. Local career exploration also occurred but was not able to promote parental participation.	At this time, we have hosted Community & Family Day, Back to School Night, monthly Family Nights, a Fall Carnival, and 1 whole-school performance. Events yet to come are 2 more whole-school performances and an Open House Speech Night. 100% of low-income parents attended these events and positive feedback was received.	Maintain 100% attendance of parents of unduplicated students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		families attended these events and positive feedback was given.			
Priority 3 - A: The efforts the school district makes to seek parent input in making decisions for the school site	Our School Advisory Committee met 6 times throughout the 2020-21 school year, member attendance was 86%, and a survey was not administered.	Our School Advisory Committee met 5 times throughout the 2021-2022 school year. The committee's size increased by 1 and member attendance was 76%. Parents representing 100% of our subgroups participate in these meetings.	Our School Advisory Committee met 5 times throughout the 2022-2023 school year. The committee added a seat for our Student President and member attendance was 89% Parents representing 100% of our subgroups participate in these meetings.	Our School Advisory Committee has met 3 times so far this school year. The Student Body President and committee members have attended regularly. An additional parent / community member is needed for an open seat.	Maintain committee composition with a heavy majority of parents representing 100% of our subgroups and community members. Maintain 100% member attendance.
Priority 3 - C: How the school district will promote parental participation in programs for individuals with disabilities	100% of our parents participated via survey.	In 2021-2022, there we no students enrolled with disabilities. If we did, private meetings with staff and participation in the School Advisory Committee would be encouraged.	In 2022-2023, 100% of our parents of students with a disability responded to our annual surveys and were elected to the School Advisory Committee.	At this time, no formal surveys have been distributed.	Maintain 100% of our parent participation.

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.

Overall, some progress was made toward achieving the desired outcomes of this goal. Most actions were partially completed and there were no substantive differences between what was planned and what was actual implemented.

Actions 3.1, 3.2, and 3.3 were mostly implemented as planned with no changes.

3.3 - We were able to explore some local careers but hope to increase our students' access to these activities.

Success: The overall implementation of our actions demonstrated successful movement toward our goal. Action 3.1 - we were able to host many community and family events. These activities provided additional opportunities for student success and demonstrated student learning and achievement. Due to their popularity and success, continuing these frequent events is a priority even when we have extremely minimal staffing. Action 3.2 - Maintaining a School Advisory Committee has successfully engaged our students, staff, parents, and community members in the decision-making of our school. Members maintain regular attendance, input is formalized, and decisions are agendized. Action 3.3 - We experienced some success with local career exploration but wished we could have created more opportunities.

Challenge: Action 3.3 - Since local career exploration is a new priority, we just started developing relationships with businesses in our area this year. In addition, we have extremely minimal staffing, so organization was tough. Although this action has not been included in our next LCAP cycle, we aim to increase our relationships with local partners.

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 the budgeted expenditures and the estimated actual expenditures. Also, there was no material difference between the planned percentage of Improved Services and estimated actual percentage of Improved Services.

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

At the end of this three-year LCAP cycle, we have found our planned actions to be effective in making progress toward this goal. These actions include addressing students' physical needs through increased activity, nutrition education, providing engaging and accessible physical equipment, considering and prioritizing mental health supports for students and staff, including more prevention activities and programs, and continuing to strengthen our multi-tiered systems of support.

Action 3.1 - EFFECTIVE Hosting a variety of community and family events helps us maintain a welcoming atmosphere and keeps our educational partners engaged. These events also provide demonstrations of our students' learning which holds us accountable to a wider

audience. This action has proven to be effective in moving us toward our goal and will probably always remain in our LCAP cycles. This is evident by the maintaining and increasing the number of event attendees and by maintaining and increasing the number of events.

Action 3.2 - EFFECTIVE Our School Advisory Committee provides a formal forum to communicate school updates and gather feedback. This action effectively helps us achieve our goals of engagement and will probably always remain in our LCAP cycles. This is evident by continuing to meet throughout the year, maintaining member composition, and consistent meeting attendance of members.

Action 3.3 - EFFECTIVE By exploring local careers, relationships with new educational partners are established thereby increasing the engagement of our community. Even though this action was only partially implemented, we believe it to be effective and have integrated it into our student programs. This was evident in continued participation in the After School Program and the Expanded Learning Opportunities Program.

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

All of our LCAP goals have been changed to reflect our new vision statement. The addressed state priorities remain the same as do the associated effective actions. Some new metrics have been developed while most have been carried forward. We will continue to host community and family events, maintain a School Advisory Committee, and explore local careers. Even though some actions and metrics don't appear in our next LCAP cycle, such as local career exploration, these activities have become part of our school culture.

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
Trinity Center Elementary School District	Jade Tyner Supt/Principal	jtyner@tcoek12.org 530-266-3342

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.

Trinity Center Elementary School District is a tiny single-school district located in rural Trinity Center, California. Our school is nestled between the Trinity Alps Wilderness Area and Trinity Lake in Northern Trinity County. We are surrounded by pristine wilderness with miles of trails and outdoor adventure opportunities. Currently, there are 14 students enrolled in transitional kindergarten through 8th grade. Our extremely small student population allows for an unusually low student-to-teacher ratio. This results in each child receiving a lot of individualized teaching time. A learning plan is developed for each child to identify areas of needed intervention and opportunities for acceleration. Cross-age tutoring is valued and utilized in our multi-grade classrooms. We provide a rich and diverse academic program that includes cross-country skiing, hiking, ceramics, Spanish, fine arts, gardening, raising small animals, drama, music, personalized instrumental music lessons, and many exciting field trips. 100% of our students have sufficient access to California standards-aligned instructional materials and have access to a broad course of study in subjects of English Language Arts, History/Social Science, Math, Science, Physical Education, World Language, Art, Music, Drama, Media Arts, and Dance. We strive to create a safe environment where students and staff can develop their skills, interests, and resilience. The community of Trinity Center is also very supportive, consistently attends events, and is involved in school decision-making. There is a family atmosphere among everyone that lives here. Due to the low number of students participating in the spring summative CAASPP tests, student results will be reviewed locally to assess individual academic progress. Low-income students are the only numerically significant student subgroup at our school. We do not have significant numbers of students with exceptional needs, English language learners, foster youth, homeless youth, or ethnic subgroups. We had a small population of students who were chronically absent this school year. There were no suspensions and no expulsions. Annual daily student attendance rates are usually at or above 91%. Due to our small school setting, we are in frequent contact with all parents, students, and staff to communicate upcoming events, student expectations, various concerns, and deserved praise. Throughout the school year, formal and informal surveys are given to students, staff, parents, and community members to gather input for our continuous improvement. Currently, 7% of our student population has exceptional needs, and we will continue to employ a part-time Special Education teacher and collaborate with the Trinity County Office of Education to support our Special Education program. This LCAP will also serve as our SPSA and will include the required funds and expenditure details covered by that plan. Additionally, our School Advisory Committee serves as our LCAP advisory council. As a small, single-school district, we complete a comprehensive needs and budget analysis assessment on an annual basis. Due to our small student population, which results in a small pool of data to analyze, all resources are equally distributed for all students in our single-school

district. We will continue to monitor our resources to ensure equity for all students. In addition, our employees are not represented by bargaining units. Because we are a TK-8th grade school, the following state priorities do not apply: Priorities 4B, 4C, 4D, 4G, 4H, 5C, 5D, and 5E.

CAASPP = California Assessment of Student Performance and Progress
TK = Transitional Kindergarten
LCAP = Local Control and Accountability Plan
SPSA = Single Plan for Student Achievement

Reflections: Annual Performance

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

Our extremely small single-school district does not generate enough data for the California School Dashboard so we cannot reflect upon that which does not exist. Regardless, our locally tracked data indicates the need to employ additional fully credentialed teachers capable of leading effective multi-subject multi-grade classrooms, to continuously improve our teaching practices, to upgrade our facility, to ensure our students make it to school every day, and to increase our capacity to serve our unduplicated students and families.

Reflections: Technical Assistance

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

Our school district was not identified for 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.

We were not identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

We were not identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

We were not identified for Comprehensive Support and Improvement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Due to our extremely small school population, close communication is easily achieved. Students were engaged through agendized discussion items at formal meetings and daily conversations. These include School Board meetings dated 8/24/23, 9/15/23, 10/18/23, 11/21/23, 12/13/23, 1/11/24, 2/8/24, 3/14/24, 4/12/24, 5/17/24, 6/14/24 and LCAP Advisory Committee meetings dated 11/14/23, 1/22/24, 2/1/24, 4/30/24. Students have high-quality access to the Administrator so areas of strength and needed improvement are discussed frequently. Students elected to create an unorganized Associated Student Body. Meetings were regularly scheduled with students of all grades participating. The Studnet Body President attended and reported on student issues at School Advisory Committee and School Governing Board meetings.
Parents	Due to our extremely small school population, close communication is easily achieved. Parents were engaged through formal meetings and daily conversations. School events were designed and hosted with the intention of maximum attendance, genuine communication, and celebrating student achievement. Staff met regularly to discuss potential barriers and to create solutions so our parents stay engaged.
Staff (teacher, administrator, other support staff)	Due to our extremely small school population, close communication is easily achieved. All staff members were engaged through formal meetings and daily conversations. Staff meetings occur every Friday afternoon from August to June.

Educational Partner(s)	Process for Engagement
	Collaborations were on-going, meetings were weekly, and consultations with visiting mental health staff and instructional and administrative mentors were frequent throughout the school year.
Community Members	Due to our extremely small school population, close communication is easily achieved. Community members were engaged through formal meetings and personal conversations. School events were designed and hosted with the intention of maximum attendance, genuine communication, and celebrating student achievement. Individual welcomes were given by our school staff so our community members stay engaged.
LCAP Advisory Committee	Members of our LCAP Advisory Committee were engaged through agendized discussion items at formal meetings dated 11/14/23, 1/22/24, 2/1/24, and 4/30/24. Our LCAP Advisory Committee consists of our administrator, teachers, classified staff, community members, the Student Body President, and parents of students including our low-income and those with exceptional needs.
School Governing Board	Members of the School Governing Board were engaged through agendized discussion items at formal meetings dated 8/24/23, 9/15/23, 10/18/23, 11/21/23, 12/13/23, 1/11/24, 2/8/24, 3/14/24, 4/12/24, 5/17/24, and 6/14/24. Board members were also engaged through their attendance of school events and volunteerism in the classroom. Due to our extremely small school population, our members are frequently engaged and are able to easily assess the quality of our whole school program.
Special Education Local Plan Area (SELPA)	Input was given from agendized discussion items. SELPA Governance Meetings: 8/29/23, 9/19/23, 10/24/23, 11/28/23, 1/23/24, 2/27/24, 3/26/24, 4/23/24, 5/28/24
Support Staff at the Trinity County Office of Education	Due to our extremely small school population, support from the Trinity County Office of Education is paramount in our ability to meet the needs of our students, their families, and our staff. Support staff included mental health professionals, behaviorists, instructional coaches, and administrative mentors. These crucial partners were engaged through regular site visits, substituting in the classroom, conversations, and formal meetings.

Educational Partner(s)	Process for Engagement
Staff at the Trinity High School	Staff at the Trinity High School were engaged through conversations and meetings. We have found that maintaining communication is critical for academic and social articulation. Our teachers are encouraged to foster relationships with their instructional staff to ensure we are preparing our students for the transition from an extremely small school to High School.
Staff at other Trinity County Schools	Staff at other Trinity County Schools were engaged through conversations, meetings, county-wide trainings, and site visits. We have found that maintaining communication with staff at other schools supports our isolated instructional staff and gives insight on what works well at schools around our county. We also encourage our non-instructional staff to build relationships with other like-position school staff to also combat isolation and gain perspective.
Instructional Communities of Practice	Members of Instructional Communities of Practice were engaged through conversations and formal meetings. We have found that participating in these groups improves morale and instructional practices. Understanding acquired through cycles of improvement keep us continuously moving toward our goals.
Equity Multiplier Educational Partners	Our Equity Multiplier Educational Partners were engaged through our LCAP Advisory Committee. Agendized discussion items at formal meetings dated 11/14/23, 1/22/24, 2/1/24, and 4/30/24 provided input for determining how best to address our students' instability rate.
English Learner Advisory Committee (ELAC) or District English Learner Advisory Committee (DELAC)	We do not have a significant English Learner student group, therefore we do not have an ELAC or DELAC.
Bargaining Units	There are no bargaining units at the Trinity Center School District.

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

As detailed above, our educational partners were constantly engaged throughout the school year. Even though our extremely small school population can make engagement easy, it can also pose challenges and comes with unique barriers. Feedback is mostly received through conversations, consultations, and collaborations while some input was gained at formal meetings. As one can imagine, there was a lot of feedback to analyze and consider as our LCAP was developed.

Responses from students indicated a strong need to provide access to sports, improve outdoor facilities, provide additional accessible outdoor equipment and physical activities, establish a system to deal with chronic misbehavior and continue hosting family and community events. This input helped develop the following actions: 1.3, 1.5, 1.6, 3.1, 3.2, 3.3, 4.8,

Input from parents expressed the appreciation for our staff's ability to work well together, foster meaningful relationships with their students, maintain frequent home-to-school communication, and encouraged our staff to keep up the good work. Parent feedback also revealed the desire to continue hosting family and community events, provide opportunities to volunteer, and attend various meetings. This input helped develop the following actions: 2.2, 3.1, 3.2, 3.3, 3.4, 3.5

Members of the community shared their appreciation for hosted events and opportunities to volunteer but would like to see outdoor facilities improved. (LIST ACTIONS)

Members of the School Governing Board indicated the need to employ and retain more than one high-quality, effective multi-grade multi-subject teacher, encourage and support their practice, provide the necessary on-site support staff, ensure we are offering a broad course of study, provide academic and behavioral interventions to all students with a focus on our unduplicated pupils, maintain and improve our facilities, keep on providing opportunities to volunteer, and continue to host family and community events. (LIST ACTIONS)

Input from staff at the Trinity County Office of Education, Trinity High School, and other county schools emphasized the need to continue providing time and extra pay, as needed, for our staff to collaborate, visit, and improve with support from their colleagues. Members from instructional communities of practice expressed the collective desire for schools to provide time and extra pay, as needed, for staff to collaborate, visit, and improve teaching practices with support from their colleagues. All of these points of view shaped our path toward our goals. (LIST ACTIONS)

ELAC = English Learner Advisory Committee
DELAC = District English Learner Advisory Committee

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	We will build a safe and effective learning environment that provides a broad course of study and meaningful enrichment activities.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Currently, nearly all school funding is allocated based on average daily student attendance. As a single-school district with an extremely small student population, we receive minimal funding. Inadequate and inequitable funding coupled with our rural location makes providing basic services challenging. With less than 30 students enrolled, our entire school is funded as if it were one classroom. We have found that one teacher cannot sufficiently teach all TK-8th grade levels. In addition, it is developmentally inappropriate to have all TK-8th grade students in one classroom. Therefore, the need to hire more than one teacher is absolutely necessary to provide access to a high-quality instructional program that includes a broad course of study. More than one teacher is also necessary to properly plan and implement the California state standards in these multi-subject multi-grade classrooms. Supplemental staff is also necessary to provide additional programs aimed at improving the outcomes of our unduplicated students and those with exceptional needs. Maintaining a campus in good repair, responding to evolving physical student needs, and complying with new program facility requirements also remains a priority. Thus, this goal has been developed to address all of these needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1B Percentage of students with access to standards-aligned instructional materials	In 2023-2024, 100% of students were provided standards aligned instructional materials.			The Year 3 desired outcome is to maintain providing standards aligned instructional materials to 100% of students.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Priority 7A Percentage of students with access to a broad course of study instructed with California state standards	In 2023-2024, 100% of students had access to a broad course of study instructed with California state standards.			The Year 3 desired outcome is to maintain providing a broad course of study instructed with California state standards to 100% of students.	
1.3	Priority 7B Percentage of unduplicated students participating in the Expanded Learning Opportunities Program	In 2023-2024, 100% of unduplicated students participated in the Expanded Learning Opportunities Program			The Year 3 desired outcome is to maintain 100% unduplicated student participation in the Expanded Learning Opportunities Program	
1.4	Priority 7C Percentage of students with exceptional needs receiving the appropriate time for specialized services	In 2023-2024, 100% of students with exceptional needs received the appropriate time for specialized services.			The Year 3 desired outcome is to maintain 100% of students with exceptional needs receive the appropriate time for specialized services.	
1.5	Priority 7B Number of instructional minutes specifically allocated to small group and individual ELA and Math intervention support for identified students	Zero minutes were specifically allocated to ELA and Math intervention support in 2023-2024. Instead, interventions occurred during class time as necessary. Students in need of support were identified using			The Year 3 desired outcome is to specifically allocate at least 120 minutes (60 minutes per subject) per week to small group and individual ELA and Math intervention	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		universal screeners and formative, benchmark, and summative assessments.			support for students identified using universal screeners and formative, benchmark, and summative assessments.	
1.7	Priority 1C Overall score on the Facility Inspection Tool	In 2023-2024, the overall score on the Facility Inspection Tool was 95.73%.			The Year 3 desired outcome is to maintain scores above 85% on the Facility Inspection Tool each year.	

Goal Analysis [2023-24]
An analysis of how this goal was carried out in the previous year.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide standards aligned instructional materials	We will ensure that all students are provided standards-aligned instructional materials in all subject areas as necessary. Art Music Instructional Materials Block Grant = $5,435	$5,435.00	No
1.2	Provide Expanded Learning Opportunities Program	We will provide an Expanded Learning Opportunities Program for all students by employing a program coordinator and paying for associated costs. This program consists of Before and After School Programs plus 30 extra days of programming outside of the school year. Along with providing quality childcare for our working low-income families, these programs include academic, physical, and enrichment components. The Expanded Learning Opportunities Program aims to improve student outcomes and expanded learning opportunities, especially for our unduplicated student population. Expanded Learning Opportunities Program = $50,000	$50,000.00	No
1.3	Provide specialized services to our students with exceptional needs	We will provide the necessary specialized services for our students with exceptional needs by employing a Special Education teacher. Goals will be developed, measured, and reestablished each year to ensure adequate progress. State Special Education Funds = $7,435	$7,435.00	No
1.4	Purchase instructional materials necessary for small group and individual ELA and Math intervention	We will purchase needed instructional materials for small group and individual ELA and Math intervention supports. These may include workbooks, online subscriptions, manipulatives, etc. Learning Recovery Emergency Block Grant = $3,845	$3,845.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Complete identified maintenance projects	Repairs and improvements identified using the Facility Inspection Tool and other local inspection tools will be completed. Current projects include replacing the roof on the new classroom building, repairing and replacing outdoor water fountains, repairing cracks throughout the basketball court, continual pest management, replacing the baseball backstop, and revitalizing the running track and baseball infield area. General Fund = $50,000	$50,000.00	No
1.6	Complete new facility projects	Using input gathered from our educational partners and in response to new program requirements, facility improvement projects will be completed. Current projects include adding more inclusive playground equipment, relocating the tetherball pole to improve access, and remodeling the kitchen, TK classroom, and indoor restrooms to comply with state and local requirements. Fund 25 Developer Fees = $20,000 Kitchen Infrastructure and Training Grant = $96,000 TK Planning & Implementation Grant = $21,606	$137,606.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	By June 2025, we will employ 2 fully credentialed teachers and will participate in 2 instructional coaching cycles focusing on multi-grade instruction.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Currently, nearly all school funding is allocated based on average daily student attendance. As a single-school district with an extremely small student population, we receive minimal funding. Inadequate and inequitable funding coupled with our rural location makes providing basic services challenging. With less than 30 students enrolled, our entire school is funded as if it were one classroom. We have found that one teacher cannot sufficiently teach all TK-8th grade levels. In addition, it is developmentally inappropriate to have all TK-8th grade students in one classroom. Therefore, the need to hire more than one teacher is absolutely necessary to provide access to a high-quality instructional program that includes a broad course of study. More than one teacher is also necessary to properly plan and implement the California state standards in these multi-subject multi-grade classrooms. Recruiting and retaining fully credentialed, appropriately assigned, and highly effective instructors of multi-subject, multi-grade classrooms is extremely difficult. Our multi-grade classrooms usually span six grade levels and require masterful knowledge of the implementation and progression of state standards throughout grade levels. These unique learning environments also require effective classroom management and instruction that is responsive to the needs of individual students plus the needs of a multi-grade classroom. In addition to the challenging nature of these teaching positions, the remote, rural location of our school creates added obstacles for our potential teachers. Therefore, providing a consistent, excellent educational setting led by an effective and credentialed educator has become a means to address equity for our students. Thus, this goal has been developed to address all of these 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	Priority 1A Number of teachers employed	In 2023-2024, we employed 2.0 teachers.			The Year 3 desired outcome is to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					employ at least 2.0 teachers.	
2.2	Priority 1A Percentage of fully credentialed, appropriately assigned teachers	In 2023-2024, 0% of our teachers were fully credentialed. One teacher completed the induction program and is now clearing their credential. One teacher was an intern and participating in required credentialling coursework. Both teachers are pursuing multi-subject teaching credentials and were therefore appropriately assigned.			The Year 3 desired outcome is that 100% of our teachers are fully credentialed and appropriately assigned.	
2.3	Priority 2A Number of instructional improvement cycles completed	Zero instructional improvement cycles were completed in 2023-2024.			The Year 3 desired outcome is that three instructional improvement cycles are completed at each trimester each year.	
2.4	Priority 2A Number of teacher self-assessment tools used in a school year	Zero teacher self-assessment tools were used in 2023-2024 because they did not exist. These measures of effectiveness will be created and piloted in 2024-2025.			The Year 3 desired outcome is that at least two teacher self-assessment tools will be used and indicate improvement each year.	
2.5	Priority 2A	In 2023-2024, 100% of instructional staff			The Year 3 desired outcome is 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of instructional staff who participated in professional development	participated in professional development.			of instructional staff continue to participate in professional development.	
2.6	Priority 2A Percentage of instructional staff participating in instructional coaching cycles	In 2023-2024, 0% of instructional staff participated in instructional coaching cycles because they did not exist. These cycles will begin in 2024-2025.			The Year 3 desired outcome is that 100% of our instructional staff participate in 2 instructional coaching cycles per year.	
2.7	Priority 2A Overall score rating our implementation of California state academic and performance standards on the Local Indicator Self Reflection Tool	In 2023-2024, the overall score on the Local Indicator Self Reflection Tool was 3.25. This tool was used one time at the end of this year.			The Year 3 desired outcome is to improve our overall score on the Local Indicator Self Reflection Tool each year.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide one additional teacher	We will employ at least one additional teacher to manage our students' needs through differentiated instruction, especially our low-income population, and multi-subject multi-grade assignments. Supplemental & Concentration Funds = $49,278 Additional Concentration Funds = $8,015 Title IIA = $1,255	$58,548.00	Yes
2.2	Credentialing assistance	We will provide credentialing assistance to our teachers without a clear multi-subject California teaching credential. This includes the required credentialling coursework and teacher induction program. Equity Multiplier Funds = $20,000	$20,000.00	No
2.3	Maintain instructional Community of Practice	Our Community of Practice will meet and complete cycles of instructional improvement. This year, our group will also develop self-evaluation tools to be used to assess the effectiveness of our instructional program. This group will also use the Lcoal Indicator Self Reflection Tool to rate our implementation of California state academic and performance standards. Equity Multiplier Funds = $17,513	$17,513.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Professional development focused for areas of identified need	We will provide professional development for areas of need as identified with teacher assessment tools and student progress and performance data. Equity Multiplier Funds = $5,000	$5,000.00	No
2.5	Provide instructional coaching and extra paid days	We will provide instructional coaching as required for the teacher induction program and in collaboration with the Trinity County Office of Ed. We will also pay teachers for extra days as necessary. Equity Multiplier Funds = $2,143	$2,143.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	We will nurture sincere relationships and the enthusiastic involvement of our educational partners.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

As publicly funded co-parents of our community's children, it is critical that we foster trusting relationships with our educational partners, provide opportunities for them to connect to student learning, and include them in transparent decision making. Effective engagement facilitates honest accountability and supports positive student outcomes in many ways. We have found that as an extremely small school in a tiny rural town, maintaining these connections is one of our greatest strengths and therefore must endure. We wish to deepen engagement by increasing involvement, inclusiveness, and overall effectiveness. Thus, this goal has been developed to address all of these needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priorities 3B 3C Number of family and community events produced	In 2023-2024, 14 family and community events were produced. Included were Family Fun Day, Fall Carnival, Holiday Talent Show, Spring Play, Open House Speech Night, Graduation, End of the Year Awards, and 8 monthly Family Nights.			The Year 3 desired outcome is to continue producing at least 12 family and community events each year.	
3.2	Priority 3B Percentage of parents of our unduplicated students attending our family and community events	In 2023-2024, 100% of parents of our unduplicated students attended our family and community events			The Year 3 desired outcome is for 100% of parents of our unduplicated students continue to attend our family	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					and community events each year.	
3.3	Priority 3C Percentage of parents of our students with exceptional needs attending our family and community events	In 2023-2024, 100% of parents of students with exceptional needs attended our family and community events.			The Year 3 desired outcome is for 100% of parents of students with exceptional needs continue to attend our family and community events each year.	
3.4	Priority 3A Number of meetings held by the LCAP Advisory Committee maintaining desired membership composition	In 2023-2024, the LCAP Advisory Committee met 4 times. Membership consisted of an administrator, teacher, school staff, community members, and parents of unduplicated students and those with exceptional needs.			The Year 3 desired outcome is for the LCAP Advisory Committee to meet at least 5 times each year.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Visual and Performing Arts Instructor	We will employ a Visual and Performing Arts Instructor. This person is responsible for producing at least 3 family and community events - a Holiday Talent Show, the Spring Play, the End of the Year Awards ceremony, and Graduation when applicable. Rural Education Achievement Program = $16,428	$16,428.00	No
3.2	California Community Schools Partnership Program Coordinator	We will employ a California Community Schools Partnership Program Coordinator. In addition to other assignments, this person is responsible for producing 11 family and community events - 8 monthly Family Nights, the Fall Carnival, Speech Night, and Family Fun Day. California Community Schools Partnership Program = $48,959	$48,959.00	No
3.3	Family & Community Event Supplies	We will purchase supplies necessary for producing our family and community events. Rural Education Achievement Program = $3,304	$3,304.00	No
3.4	Maintain School Advisory Committee	We will ensure our School Advisory Committee meets throughout the year in order to participate in decision making. We will maintain membership	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		composition consisting of administrator(s), teacher(s), school staff, community members, and parents of unduplicated students and those with exceptional needs.		
3.5	Professional development focused on effective family engagement	We will provide professional development focused on effective family engagement in order to deepen family engagement by increasing involvement, inclusiveness, and overall effectiveness	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	We will sustain continuous improvement in the pursuit of excellence in all components of our students' academic, behavioral, and social emotional outcomes.	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 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We recognize that students are more than just test scores. Therefore, in addition to reviewing test scores, we analyze suspension, expulsion, and attendance rates, along with parent engagement, school climate, and conditions data which gives us a more comprehensive picture of student performance. Our CAASPP assessment data demonstrates the on-going need to recruit, train, and retain fully credentialed highly effective educators. We must also be able to support the needs of our English language learners when applicable. Our school does not provide home to school transportation throughout our geographically large school district, so some students, especially our low-income, are often absent due to economic reasons. Even though surveys indicate a strong sense of safety and school connectedness, transportation challenges have resulted in low average daily attendance and high chronic absenteeism rates. Healthy student outcomes remain a priority but is affected by limited resources. Our students need robust physical activity, lessons on healthy living and wellness, explicit instruction on social and emotional intelligence, and instruction on various prevention topics. We are continually refining our prevention strategies and responses to undesired student behavior. Our detention system aids in providing limits for chronic misbehaviors and identifies areas of needed interventions. These components of our program remain an area of focus to ensure a safe high-quality learning environment for all of our students. Thus, this goal has been developed to address all of these needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 8A Percentage of students scoring Level 2, Level 3, or Level 4 on 1st	In 2023-2024, 67% of eligible students completed the CAASPP Interim Assessment for			The Year 3 desired outcome is for 100% of eligible students complete	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Trimester CAASPP Interim (Benchmark summative) Assessment - ELA	ELA and 67% received scores of Level 2, Level 3, or Level 4.			the CAASPP Interim Assessment for ELA each year and that at least 70% receive scores of Level 2, Level 3, or Level 4 each year.	
4.2	Priority 8A Percentage of students scoring Level 2, Level 3, or Level 4 on 1st Trimester CAASPP Interim (Benchmark summative) Assessment - Math	In 2023-2024, 67% of eligible students completed the CAASPP Interim Assessment for Math and 67% received scores of Level 2, Level 3, or Level 4.			The Year 3 desired outcome is for 100% of eligible students complete the CAASPP Interim Assessment for Math each year and that at least 70% receive scores of Level 2, Level 3, or Level 4 each year.	
4.3	Priority 4A Percentage of students scoring Level 3 or Level 4 on CAASPP Assessment - ELA	In 2023-2024, 100% of eligible students completed the CAASPP Summative Assessment for ELA and 40% received scores of Level 3 or Level 4.			The Year 3 desired outcome is for 100% of eligible students to complete the CAASPP Summative Assessment for ELA and that at least 75% receive scores of Level 3 or Level 4 each year.	
4.4	Priority 4A Percentage of students scoring Level 3 or Level	In 2023-2024, 100% of eligible students completed the CAASPP			The Year 3 desired outcome is for 100% of eligible	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	4 on CAASPP Assessment - Math	Summative Assessment for Math and 30% received scores of Level 3 or Level 4.			students to complete the CAASPP Summative Assessment for Math and that at least 75% receive scores of Level 3 or Level 4 each year.	
4.5						
4.7	Priority 5A Percent average daily student attendance	In 2023-2024, our students attended 88.73% of the school year.			The Year 3 desired outcome is for our students to attend 90% of the school year each year.	
4.8	Priority 5B Percentage of students chronically absent	In 2023-2024, 43% of our students were chronically absent.			The Year 3 desired outcome is for 0% of our students to be chronically absent each year.	
4.9	Priority 8A Percentage of students scoring in the Healthy Fitness Zone as measured by FitnessGram	In 2023-2024, the FitnessGram was administered and data was collected but not kept. Without this information, we must assume that 0% of our students scored in the Healthy Fitness Zone.			The Year 3 desired outcome is for 100% of our students to score in the Healthy Fitness Zone.	
4.10	Priority 2A Number of instructional minutes specifically allocated to lessons on healthy living, wellness, social and emotional	In 2023-2024, 120 instructional minutes per month were specifically allocated to lessons on healthy living, wellness, social			The Year 3 desired outcome is for at least 120 instructional minutes per month are specifically	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	intelligence, and various prevention topics	and emotional intelligence, and various prevention topics.			allocated to lessons on healthy living, wellness, social and emotional intelligence, and various prevention topics each year.	
4.11	Priority 6A Percentage of students suspended	Zero students were suspended in 2023-2024.			The Year 3 desired outcome is for there to be zero students suspended each year.	
4.12	Priority 6B Percentage of students expelled	Zero students were expelled in 2023-2024.			The Year 3 desired outcome is for there to be zero students expelled each year.	
4.13	Priority 6C Percentage of students, families, and staff reporting that they Agree or Strongly Agree that they feel safe and connected to our school as evidenced on local surveys	In 2023-2024, 100% of survey respondents reported that they Agree or Strongly Agree that they feel safe and connected to our school as evidenced on local surveys.			The Year 3 desired outcome is for 100% of respondents reported that they Agree or Strongly Agree that they feel safe and connected to our school each year.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Identify Areas of Needed Intervention Supports	Our teachers will maintain a grading system which will be used to track student progress and performance. We will use this formative classroom data, along with interim (benchmark) and summative CAASPP Assessment scores, to identify areas of needed intervention supports. Individualized learning plans will then be developed and implemented by our teachers.	$0.00	No
4.2	Administer Interim and Summative CAASPP Assessments	Our teachers will administer CAASPP Interim Assessments in ELA and Math to all eligible students before the end of the first trimester. Our teachers will also administer CAASPP Summative Assessments in ELA and Math to all eligible students before the end of the school year.	$0.00	No
4.5	Provide in-lieu of home to school transportation mileage reimbursements to families	We will provide mileage reimbursements to families in-lieu of home to school transportation. Even though this new service benefits our families overall, our unduplicated pupils will benefit the most. Supplemental & Concentration Grant = $14,218	$14,218.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.6	Enforce attendance procedures and policies	In order reduce chronic absenteeism rates, office staff will communicate regularly with parents regarding attendance expectations and concerns, provide clear information regarding acceptable reasons to excuse their child from attendance, and enforce attendance procedures and policies with fidelity. Referrals to the School Attendance Review Board will be made when required. Office staff may provide transportation for students of families in need when absolutely necessary.	$0.00	No
4.7	Administer FitnessGram	We will administer the FitnessGram to all students throughout the year in order to measure their fitness levels in areas of aerobic capacity, muscular strength, muscular endurance, and flexibility. Results will determine areas of needed focus so students can achieve scores in the Healthy Fitness Zone by the end of the school year.	$0.00	No
4.8	Provide lessons focused on healthy living, wellness, social and emotional intelligence, and various prevention topics	We will specifically allocate instructional minutes to provide lessons focused on healthy living, wellness, social and emotional intelligence, and various prevention topics in order to improve our students' outcomes. Participation in Tobacco Use Prevention Education and Club Live may occur to achieve this goal. Purchasing instructional materials may be necessary.

Unrestricted Lottery Funds = $500 | $500.00 | No |
| **4.9** | Maintain safety and a positive school climate using behavior expectations in all school settings | We will expect appropriate behavior from all students in all school settings in order to maintain safety and a positive school climate. Teachers will explicitly teach behavior matrices, practice routines, and refine classroom management. Our token economy system will also be used to incentivize desired behaviors. When necessary, behavior supports will be provided, such as consultations from Behaviorists, additional professional development, student success team meetings, counseling, etc. Our detention system will continue to be utilized for chronic misbehaviors. These detentions provide limits, opportunities for discussion, behavior | $0.00 | No |

Action #	Title	Description	Total Funds	Contributing
		examination, and restoration of harm. When detentions become frequent, there is a mechanism for student success team meetings and behavior study.		
4.10	Utilize detention system	When dealing with chronic misbehaviors, we have found that a detention system is effective in providing limits, opportunities for discussion, behavior examination, and restoration of harm. When detentions become frequent, a student success team meeting will be held to analyze the motivation behind the behavior and to create possible solutions. After a few more incidents of misbehavior while trying to implement solutions, suspension will be considered. Although suspension prevention is the priority, they will be used when required and deemed necessary. When suspensions become frequent, a deeper examination of behavior will be done by the student success team. Although expulsion prevention is the priority, it will be used when required and deemed necessary.	$0.00	No
4.11	Administer surveys	To glean input from our educational partners regarding our progress in meeting the California state priorities, we will administer surveys throughout the year. This information will influence decision-making at our school and provide insight into our many areas of focus.	$0.00	No

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
$63,496	$8,015

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
20.339%	0.000%	$0.00	20.339%

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
2.1	**Action:** Provide one additional teacher **Need:** Low-income pupils need decreased student-to-teacher ratios to receive the higher level of attention needed for smaller group instruction/differentiated instruction. A low student-to-teacher ratio meets both their academic and social-emotional needs.	This action will provide one additional teacher, who will lower the student-to-teacher ratio to provide more focused, levelized learning and to allow classroom management techniques and strategies to be grade-appropriate. This is provided on an LEA-wide basis for all students, although we believe it will benefit our low-income students the most.	2.1, 2.2, 2.5, 2.6

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
	We currently have students from K - 8th grade. There is a need to separate them into smaller groups based on age and development. **Scope:** LEA-wide		
4.5	**Action:** Provide in-lieu of home to school transportation mileage reimbursements to families **Need:** Low-income students comprise our largest student group. Since our school does not provide home-to-school transportation throughout our geographically large school district, these students often miss school for economic reasons. Frequent absences create exponential learning loss. Providing these reimbursements to all of our families will directly result in overall improved daily attendance and student outcomes, with specific emphasis on our low-income families. **Scope:** LEA-wide	This action will provide transportation reimbursements to families to bring students to and from school. Offered to all students, this benefits our low-income students the most.	4.7, 4.8

Limited Actions

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

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

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

None of our limited actions were developed to meet the increased or improved services requirement nor associated with a planned percentage of improved services.

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.

We are using our additional Concentration Grant funding to employ an additional teacher who will directly provide services to our unduplicated students by leading one of our multi-grade classrooms. This can be found in Goal 2 Action 1.

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	does not apply	0.20:13
Staff-to-student ratio of certificated staff providing direct services to students	does not apply	2.00:13

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	$312,192	63,496	20.339%	0.000%	20.339%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$71,511.00	$278,436.00	$70,000.00	$20,987.00	$440,934.00	$183,124.00	$257,810.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Provide standards aligned instructional materials	All	No			All Schools	2024-2027	$0.00	$5,435.00		$5,435.00			$5,435.00	
1	1.2	Provide Expanded Learning Opportunities Program	All	No			All Schools	2024-2027	$32,098.00	$17,902.00		$50,000.00			$50,000.00	
1	1.3	Provide specialized services to our students with exceptional needs	Students with Disabilities Students with exceptional needs	No			All Schools	2024-2027	$7,435.00	$0.00		$7,435.00			$7,435.00	
1	1.4	Purchase instructional materials necessary for small group and individual ELA and Math intervention	All	No			All Schools	2024-2027	$0.00	$3,845.00		$3,845.00			$3,845.00	
1	1.5	Complete identified maintenance projects	All	No			All Schools	2024-2027	$0.00	$50,000.00			$50,000.00		$50,000.00	
1	1.6	Complete new facility projects	All	No			All Schools	2024-2027	$0.00	$137,606.00		$117,606.00	$20,000.00		$137,606.00	
2	2.1	Provide one additional teacher	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$58,548.00	$0.00	$57,293.00			$1,255.00	$58,548.00	
2	2.2	Credentialing assistance	All	No			All Schools	2024-2027	$0.00	$20,000.00		$20,000.00			$20,000.00	
2	2.3	Maintain instructional Community of Practice	All	No			All Schools	2024-2027	$17,513.00	$0.00		$17,513.00			$17,513.00	
2	2.4	Professional development focused for areas of identified need	All	No			All Schools	2024-2027	$0.00	$5,000.00		$5,000.00			$5,000.00	
2	2.5	Provide instructional coaching and extra paid days	All	No			All Schools	2024-2027	$2,143.00	$0.00		$2,143.00			$2,143.00	

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	Visual and Performing Arts Instructor	All	No			All Schools	2024-2027	$16,428.00	$0.00				$16,428.00	$16,428.00	
3	3.2	California Community Schools Partnership Program Coordinator	All	No			All Schools	2024-2027	$48,959.00	$0.00		$48,959.00			$48,959.00	
3	3.3	Family & Community Event Supplies	All	No			All Schools	2024-2027	$0.00	$3,304.00				$3,304.00	$3,304.00	
3	3.4	Maintain School Advisory Committee	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
3	3.5	Professional development focused on effective family engagement	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
4	4.1	Identify Areas of Needed Intervention Supports	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
4	4.2	Administer Interim and Summative CAASPP Assessments	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
4	4.5	Provide in-lieu of home to school transportation mileage reimbursements to families	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$0.00	$14,218.00	$14,218.00				$14,218.00	
4	4.6	Enforce attendance procedures and policies	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
4	4.7	Administer FitnessGram	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
4	4.8	Provide lessons focused on healthy living, wellness, social and emotional intelligence, and various prevention topics	All	No			All Schools	2024-2027	$0.00	$500.00		$500.00			$500.00	
4	4.9	Maintain safety and a positive school climate using behavior expectations in all school settings	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
4	4.10	Utilize detention system	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
4	4.11	Administer surveys	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	

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
$312,192	63,496	20.339%	0.000%	20.339%	$71,511.00	0.000%	22.906 %	**Total:**	$71,511.00
								LEA-wide Total:	$71,511.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Provide one additional teacher	Yes	LEA-wide	Low Income	All Schools	$57,293.00	
4	4.5	Provide in-lieu of home to school transportation mileage reimbursements to families	Yes	LEA-wide	Low Income	All Schools	$14,218.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$83,615.00	$81,898.00

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	Provide an Additional Fully-Credentialed Teacher	Yes	$59,794.00	$55,498
1	1.2	Alignment of Supplemental Instructional Materials	No	$200.00	$200
1	1.3	Professional Development for Instructional Staff	No	$3,521.00	$0
1	1.4	Development of Formative and Summative Assessments	No	$200.00	$750
1	1.5	Provide a Visual and Performing Arts Program Instructor	No	$16,000.00	$17,322
1	1.6	Curriculum Articulation	No	$0.00	$0
1	1.7	Student Civic Engagement	No	$200.00	$0
2	2.1	Provide Robust Physical Activities	No	$500.00	$250
2	2.2	Maintain School Grounds, Playground, and Playground Equipment	No	$500.00	$5,748
2	2.3	Provide Mental Health Supports	No	$200.00	$440
2	2.4	Improve Student Health Outcomes	No	$1,000.00	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Multi-Tiered Systems of Support	No	$0.00	$0
3	3.1	Family & Community Events	No	$1,000.00	$1,690
3	3.2	School Advisory Committee	No	$0.00	$0
3	3.3	Local Career Exploration	No	$500.00	$0

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)
$41,394	$34,430.00	$44,255.00	($9,825.00)	15.560%	16.120%	0.560%

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	Provide an Additional Fully-Credentialed Teacher	Yes	$34,430.00	$44,255	15.56%	16.12%

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)
$274,762	$41,394	0%	15.065%	$44,255.00	16.120%	32.227%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

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

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

- o   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.

  o 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,

  o 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:

    o 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.

    o 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:

    o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    o 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.

    o 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).

    o 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.

    o Indicate the school year to which the baseline data applies.

    o 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.
- o 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.

  - o 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.

  - o 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.

  - o 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.

  - o 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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

  o 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.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o 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.

   - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

   - o 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.

- o **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.

- o **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).

  - o **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.

  - o **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.

o   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%).

    o 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)**

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o 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)**

- o 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**

  - o 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)**

  - o 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**

  - o 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)**

  - o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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