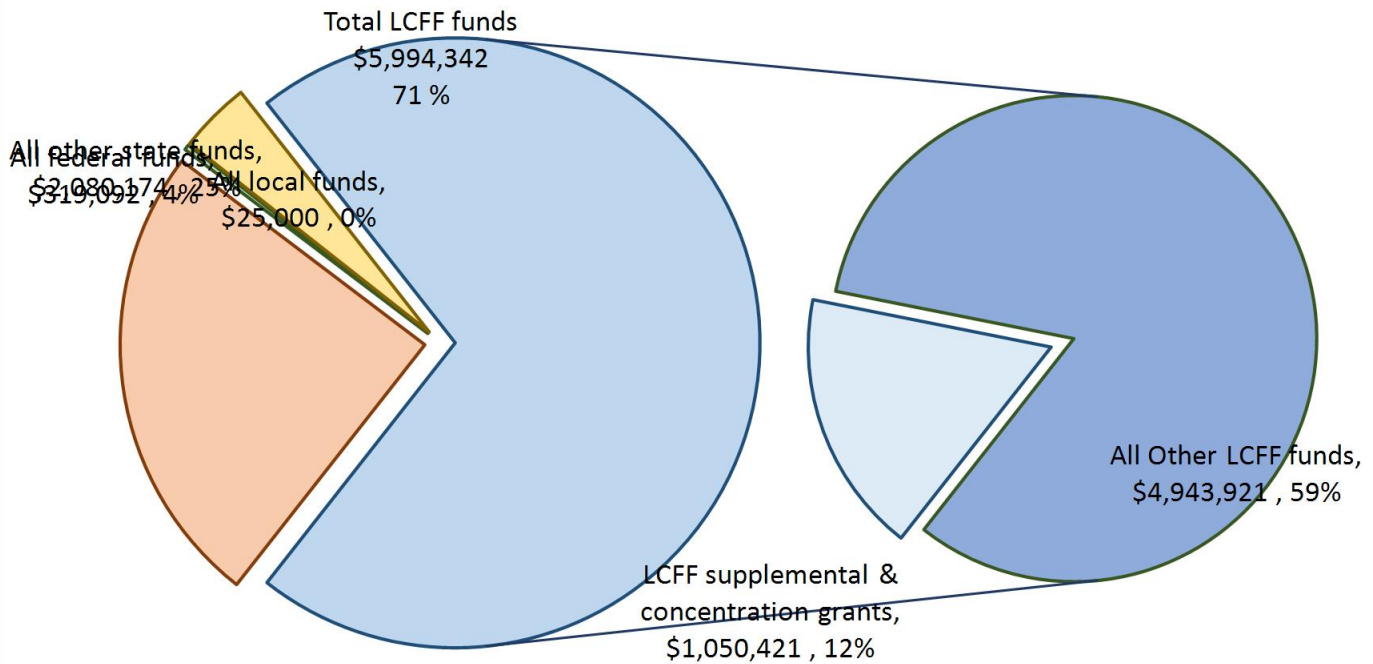# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: America's Finest Charter School

CDS Code: 37 68338 0136663

School Year: 2024-25

LEA contact information:

Natalie Alli

Interim Executive Director

nalli@americasfinestcharterschool.org

(619) 694-4809

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
$5,994,342
71 %

All other state funds,
$2,080,174 , 25%

All federal funds,
$319,092 , 4%

All local funds,
$25,000 , 0%

All Other LCFF funds,
$4,943,921 , 59%

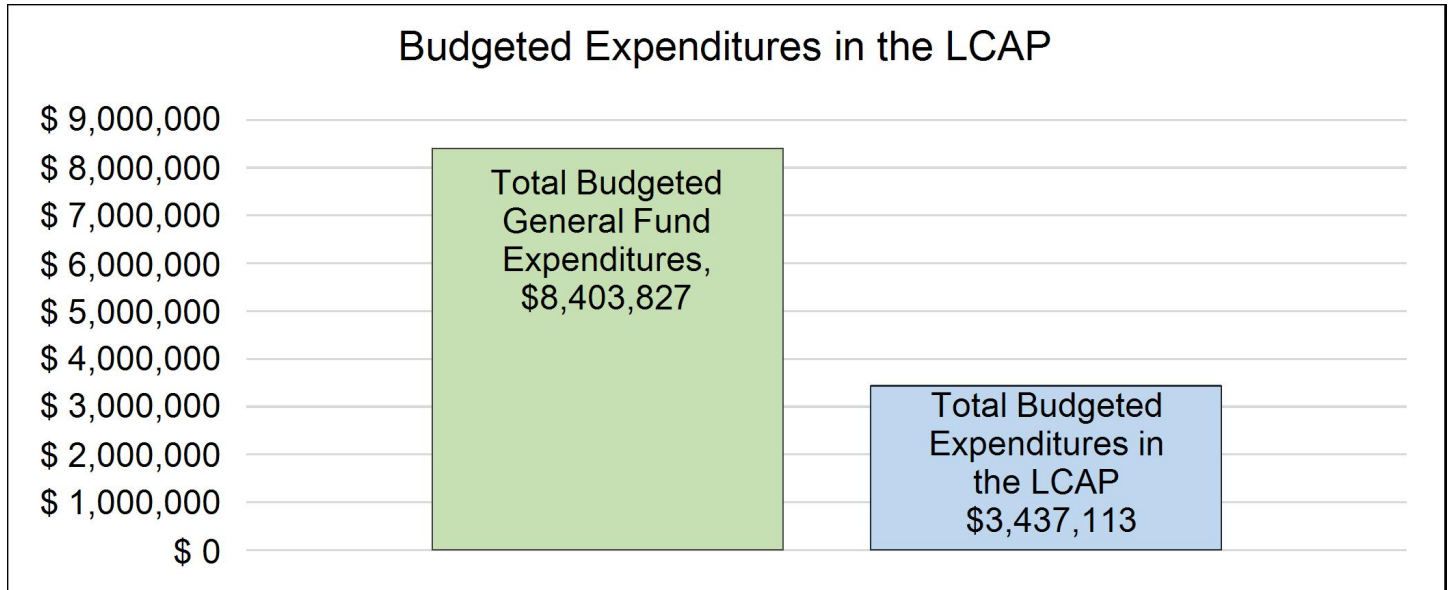LCFF supplemental & concentration grants,
$1,050,421 , 12%

This chart shows the total general purpose revenue America's Finest Charter School 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 America's Finest Charter School is $8,418,608, of which $5,994,342 is Local Control Funding Formula (LCFF), $2,080,174 is other state funds, $25,000 is local funds, and $319,092 is federal funds. Of the $5,994,342 in LCFF Funds, $1,050,421 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

Amount	
$ 9,000,000	
$ 8,000,000	Total Budgeted General Fund Expenditures, $8,403,827
$ 7,000,000	
$ 6,000,000	
$ 5,000,000	
$ 4,000,000	
$ 3,000,000	Total Budgeted Expenditures in the LCAP $3,437,113
$ 2,000,000	
$ 1,000,000	
$ 0	

This chart provides a quick summary of how much America's Finest Charter School 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: America's Finest Charter School plans to spend $8,403,827 for the 2024-25 school year. Of that amount, $3,437,113 is tied to actions/services in the LCAP and $4,966,714 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
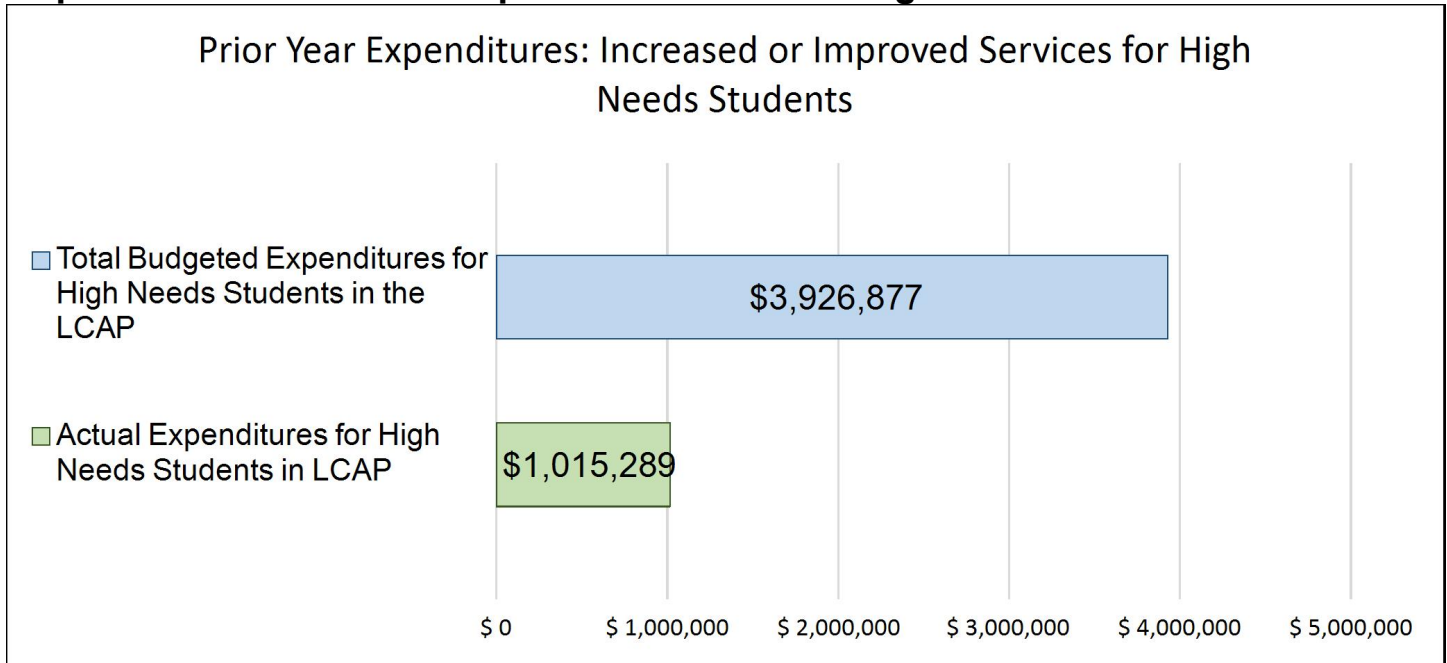
The facilities leases, operational costs, and some non-LCAP-related staffing are not included in the LCAP.

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

In 2024-25, America's Finest Charter School is projecting it will receive $1,050,421 based on the enrollment of foster youth, English learner, and low-income students. America's Finest Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. America's Finest Charter School plans to spend $1,914,882 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 — $3,926,877

☐ Actual Expenditures for High Needs Students in LCAP — $1,015,289

(X axis: $ 0, $ 1,000,000, $ 2,000,000, $ 3,000,000, $ 4,000,000, $ 5,000,000)

This chart compares what America's Finest Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what America's Finest Charter School 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, America's Finest Charter School's LCAP budgeted $3,926,877 for planned actions to increase or improve services for high needs students. America's Finest Charter School actually spent $1,015,289 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-2,911,588 had the following impact on America's Finest Charter School's ability to increase or improve services for high needs students:

This difference is due to overestimating how many actions were contributing to increased and improved services. In addition, the school did not implement many planned actions. However, the school still spent its S&C dollars and Title dollars on high needs students.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
America's Finest Charter School	Natalie Alli Interim Executive Director	nalli@americasfinestcharterschool.org (619) 694-4809

Goals and Actions

Goal

Goal #	Description
1	Maintain a learning community where all stakeholders are engaged and focused on providing a safe, nurturing learning environment for all students to attain high levels of achievement through the use of high-quality curricula and assessments, targeted interventions, and quality instructional materials/instruction for increased effectiveness and impact. [State Priorities Addressed: 1 Basic Services, 2 Implementation State Standards, 3 Parental Involvement, 5 Pupil Engagement, 6 School Climate]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in Good Repair (Facility Inspection Tool – FIT) [State Priority 1 Basic Services – Local Indicator Self Reflection]	100% Facilities in "Good Repair" as measured by the FIT	100% Facilities in "Good Repair" as measured by the FIT (2021 SARC reported February 1, 2022 - FIT conducted December 2021)	The facility at 730 45th Street is in 62% of good repair. The facility owned by AFC on Estrella Ave is in 100% of good repair. (2022 SARC reported February 1, 2023 - FIT conducted December 2022)	100% Facilities in "Good Repair" (2023-24)	100% Facilities in "Good Repair" as measured by the FIT
Fully Credentialed Teachers and Appropriately Assigned (Designation: "Clear")	100% teacher fully credentialed and appropriately assigned	74.7% Clear 3.2% Out of Field 7.2% Ineffective 14.4% Incomplete (Source CDE Dataquest 2020-21)	80.4% Clear (Source: CDE Dataquest 2021-22)	Not yet reported by CDE	100% teacher fully credentialed and appropriately assigned

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
[State Priority 1 Basic Services – Local Indicator Self Reflection]		Previously reported: TBD% teachers fully credentialed and appropriately assigned (CA Dashboard Local Indicators Reporting for 2021-22, June 2022) *NOTE: As of May 31, 2022 the California Statewide Assignment Accountability System (CalSAAS) has not provided updated credentialing or assignment data			
Access to standards-aligned curricular and instructional materials [State Priority 1 Basic Services – Local Indicator Self Reflection]	100% teachers/students provided standards-aligned instructional materials	100% teachers/students provided standards-aligned instructional materials (2021 SARC reported February 1, 2022)	100% teachers/ students provided standards-aligned instructional materials (2022 SARC reported February 1, 2023)	100% teachers/students provided standards-aligned instructional materials (2023 SARC reported February, 2024)	100% teachers/students provided standards-aligned instructional materials
Implementation and sustainability of academic content standards	2019 California Dashboard Local Indicator for Implementation of Standards	2022 California Dashboard Local Indicator for Implementation of Standards	2023 California Dashboard Local Indicator for Implementation of Standards	2024 2023 California Dashboard Local Indicator for Implementation of Standards	California Dashboard Local Indicator for Implementation of Standards ELA 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
[State Priority 2 Implementation of State Standards – Local Indicator Self Reflection]	ELA 5 ELD 5 MATH 5 NGSS 4 HISTORY 5	ELA 5 ELD 5 MATH 5 NGSS 4 HISTORY 5 (CA Dashboard Local Indicators Reporting for 2021-22, June 2022)	ELA 5 ELD 5 MATH 5 NGSS 4 HISTORY 5 (CA Dashboard Local Indicators Reporting for 2022-23, June 2023)	ELA 5 ELD 5 MATH 5 NGSS 4 HISTORY 5 (CA Dashboard Local Indicators Reporting for 2023-24, June 2024)	ELD 5 MATH 5 NGSS 5 HISTORY 5
Staff Surveys - Safety and Connectedness [State Priority 6 School Climate – Local Indicator Self Reflection]	Collaboration with colleagues based on staff survey was 66.7%	Collaboration with colleagues based on staff survey 72% rated as "positive" (Local Staff LCAP Survey conducted May 2022)	Collaboration with colleagues based on staff survey 88% rated as "positive" (Local Staff LCAP Survey conducted May 2023)	Collaboration with colleagues based on staff survey 87.5% rated as "positive" (Local Staff LCAP Survey conducted May 2024)	Collaboration with colleagues will be 90% based on the staff survey.
Student Access to Broad Course of Study (i.e., Spanish, Art, Physical Education)	100% of students have access to a broad course of study	100% of students have access to a broad course of study (CA Dashboard Local Indicators Reporting for 2021-22, June 2022)	100% of students have access to a broad course of study (CA Dashboard Local Indicators Reporting for 2022-23, June 2023)	100% of students have access to a broad course of study (23-24)	100% of students have access to a broad course of study
Parent Involvement in Decision Making through Parent Advisory Committee [State Priority 3 Parent Involvement –	Parent Advisory Committee formed in 2021	3 Parent Advisory Committee Meetings held for SY 2021-22	10 Parent Advisory Committee Meetings held for SY 2022-23	10 Parent Advisory Committee Meetings held for SY 2023-24	Conduct minimum of 5 Parent Advisory Committee Meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Self Reflection]					
Parent Satisfaction and Participation Rates in Spring Survey* [State Priority 6 School Climate – Local Indicator Self Reflection] *Note: Formerly written as "Parent Satisfaction Survey Participation Rate (Spring)." Different years measured either satisfaction or participation. Changed in 2023 to include both.	75% of parents are overall satisfied.* *Note: participation rates not provided in baseline.	69% Parent Participation Rate in Spring Satisfaction Survey* (Local LCAP Survey conducted May 2022) *Note: satisfaction rates not provided	83% of parents Agree or Strongly Agree that their child's school provides a high quality education for students 72% Parent Participation Rate (Source: Spring Survey 2023)	95.5% of parents Agree or Strongly Agree that their child's school provides a high quality education for students 4.7% Parent Participation Rate (Source: Spring Survey 2024)	85% of parents Agree or Strongly Agree that their child's school provides a high quality education for students 90% Parent Participation Rate
Student Survey - Transportation Issues* [State Priority 6 School Climate – Local Indicator Self Reflection] *Note: Previously written as "Student Survey - Safety and Connectedness," but	Survey finds that 20% of students have a difficult time getting to school due to transportation issues.	12% of students reported a difficult time getting to school due to transportation issues (Local LCAP Survey conducted May 2022)	15% of students reported a difficult time getting to school due to transportation issues (Source: Spring 2023 Survey)	*Question not included in 2024 survey	5% of students will have a difficult time getting to school due to transportation issues.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the metrics only tracked transportation.					
NEW Student Survey - Safety and Connectedness [State Priority 6 School Climate – Local Indicator Self Reflection]	Note: this information was not tracked	Note: this information was not tracked	88% of students reported feeling safe on campus Most or All of the time 86% of students feel happy to be at this school Most or All of the time. (Source: Spring 2023 Survey)	55.5% of students reported feeling safe on campus Most or All of the time 54.5% of students feel connected to others at this school Most or All of the time. (Source: Spring 2024 Survey)	95% of students reported feeling safe on campus Most or All of the time 90% of students feel happy to be at this school Most or All of the time.
Attendance Rates [State Priority 5 Pupil Engagement]	94% Attendance Rate (2019-20)	91% Attendance Rate (Source: CDE P-2 Attendance Report for 2022)	92% Attendance Rate (Source: CDE P-2 Attendance for 2023)	90.65% Attendance Rate (Source: CDE P-2 Attendance for 2023)	96% Attendance Rate
Chronic Absenteeism Rate [State Priority 5 Pupil Engagement – CA Dashboard Indicator]	11.9% Chronic Absenteeism	26% Chronic Absenteeism (Source: CDE DataQuest, 2020-21)	37.6% Chronic Absenteeism (Source: CDE DataQuest, 2021-22)	34.2% (Source: 2023 CA Dashboard)	2% Chronic Absenteeism
Dropout Rate [State Priority 5 Pupil Engagement]	0% Dropout Rate	0% Cohort Dropout Rate (Source: CDE DataQuest, 2020-21)	20.8% Cohort Dropout Rate (Source: CDE DataQuest, 2021-22)	11.1% (Source: Dataquest 22-23)	0% Dropout Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Cohort Graduation Rate [State Priority 5 Pupil Engagement]	100% Cohort Graduation Rate	90.9% Four-Year Adjusted Cohort Graduation Rate (Source: CDE DataQuest 2020-21)

100% Five-Year Cohort Graduation Rate (Source: CDE DataQuest 2020-21) | 70.8% Four-Year Adjusted Cohort Graduation Rate (Source: CDE DataQuest, 2021-22) | 85.2% (Source: 2023 CA Dashboard) | 100% Cohort Graduation Rate |
Suspension Rate [State Priority 6 School Climate]	2.5% Suspensions	0.2% Suspension Rate (Source: CDE DataQuest 2020-21)	3.8% Suspension Rate (Source: CDE DataQuest, 2021-22)	7.1% (Source: 2023 CA Dashboard)	1% Suspensions
Expulsion Rate [State Priority 6 School Climate]	0% Expulsions	0% Expulsions (Source: CDE DataQuest 2020-21)	0.2% Expulsion Rate (Source: CDE DataQuest, 2021-22)	0% (Source: Dataquest 22-23)	0% Expulsions
Student Surveys - Attendance Struggles (4-12) [State Priority 6 School Climate –	Survey finds that 30% of students struggle to come to school due to family problems	24% of students struggle to come to school due to family problems	26% of students struggle to come to school due to family problems	*Question not included in 2024 survey	10% of students struggle to come to school due to family problems

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Self Reflection]		(Local LCAP Survey conducted May 2022)	(Local LCAP Survey conducted May 2022)		

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.

Facilities: (Actions 1.01, 1.02, 1.03) The school continued its Prop 39 site lease with San Diego Unified School District for its TK-8 school facility, including custodial and maintenance services. It also continued its lease of a private facility for the high school, along with supplies and maintenance. The planned action to install cameras at the high school was partially implemented, with some of the funds used instead on the addition of two new classrooms and a large meeting space. A Ring camera was installed on the front entrance for additional security, along with two new cameras and Vape sensors.

Staffing: (Actions 1.04-1.08) The school had mixed success with staffing. The Tk-8 principal and a 4th grade teacher left midyear and those positions have yet to be filled. There was a challenge finding a Speech Therapist at the beginning of the year, but that was resolved midyear. However, the school was able to hire a full-time Social Worker/Counselor for Tk-8 and a Dean of Culture for the high school, increasing the school's ability to provide small-group and 1:1 counseling at the elementary, and implement a tiered behavioral intervention system at the high school. Aside from the open 4th grade position, all other certificated teaching positions were filled and all staff were properly assigned to their credential. Additional Academic Coaches and Campus Aides were hired for increased academic and behavioral support. The school continued to effectively administer Special Education services through the El Dorado SELPA, with all Special Education staff attending trainings and holding monthly collaboration meetings with the SELPA, and all students receiving the services written in their IEPs.

IT and Equipment Contracts: (Actions 1.09-1.11) The school fully implemented all actions, with all students having access to functional Chromebooks, Internet, iPads, etc, to support their learning as reported on the Local Indicators, along with translation devices and programs such as Brolly, LessonPix, NewsELA, MyPath/Imagine Learning, and others. The school continued its contracts with printer/copier services and IT support, which included hardware support for instructional programs, website and server maintenance, and troubleshooting.

Assessments and Curriculum: (Actions 1.12-1.13) The school fully implemented its change to iReady (A CDE state-verified local assessment). It also purchased all Core and Supplemental curricula, including workbooks, online materials, and science materials. All students had access to standards-aligned curriculum as reported on the Local Indicators.

Afterschool Academic Enrichment: (Action 1.14) The school partially implemented this action. After school tutoring was available for middle school students, and before-school tutoring was available with some teachers. At the high school, students had a weekly intervention block for tutoring during the school day if they were earning Ds or Fs. Saturday school was available for struggling middle schoolers to help them receive extra support and time to complete missing assignments.

Parent and Community Engagement and Education: (Actions 1.15-1.16) The school held DELAC meetings every other month, the SSC met regularly, and the school began to implement coffee with the director this year, although these were not well-attended. Out of the five planned workshops for Action 1.16, the school implemented one during a DELAC meeting: Understanding Your Student's State Assessment Scores. Not many attended. Action 1.18, Translation Services, was fully implemented, with languages represented including Spanish, Somali, Vietnamese, and Arabic.

Student Climate Activities: (Action 1.17) The school fully implemented a number of activities aimed to build community and increase student attendance and academics. These included recognition assemblies, sports events, dances, competitions, clubs, community service, school gardens, and other special events.

Targeted Services for Foster and Homeless Families: (Action 1.19) The school's Foster/Homeless Liaison coordinated services to support families.

School Trips and Celebrations: (Actions 1.20-1.23) The school fully implemented a wide variety of enriching experiences for students, including 6th grade outdoor education camp, 8th grade civics trip to Sacramento, and many field trips from San Diego to Spain. The school planned promotion celebrations for K and grade 8, and a graduation celebration for grade 12.

COVID Response: (Action 1.24) The school did not need to purchase any more testing kits or masks due to lighter restrictions. The county provided any items that were needed.

Transportation Assistance: (Action 1.25) Since public transportation is now free for all students, the school did not need to implement this action any longer.

Teacher Development: (Actions 1.26-1.28) Professional development for teachers was only partially implemented. Teacher release time and stipends for collaboration were not implemented. Teachers do have planning time and opportunities to collaborate during working hours.

Teacher induction costs were covered by the school for 7 teachers and 5 mentors. Training was provided to teachers through: Sp.Ed. staff attending trainings provided through the SELPA (Special Education Law/Legal Updates, Crisis Prevention & Intervention (CPI), Data Systems (Brolly, SEIS, etc.), Goal Writing, etc.), Counselor Training (Supporting students in Foster Care), brought in behavior specialists to provide behavior intervention training at both the TK-8 and HS sites, all-staff training on suicide prevention.

Memberships/Associations/Operational Costs: (Actions 1.29-1.30) The school maintained its membership in CCSA, CSDC, and WASC. It continued to contract with other vendors for operational functions, such as back office, legal, and insurance.

Student Attendance: (Actions 1.31-1.32) The school plans to implement family rewards for excellent attendance, but this has not happened yet. SARB home visits were implemented to learn barriers to attendance and to counsel families on the importance of good attendance and what constitutes excused vs unexcused absences.

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.

Estimated Actual Expenditures were higher than Budgeted Expenditures due to different staffing changes: Additional staff members are recognized in some of the actions that weren't previously included at the adoption of the LCAP; there were additional hires and higher than expected hours, pay and/or stipends than previously budgeted. Thus Goal 1 was about 16% higher than expected.

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

Facilities: The new security measures in Action 1.03 were effective, resulting in fewer Vaping incidents, zero break-ins, and no unauthorized individuals on campus. Fit report results were rated as Good.

Staffing: The addition of a Social Worker in Elementary School in Action 1.04 was effective in increasing counseling support on campus and consultation/support/resources for families, and providing information to the staff regarding mental health and reporting to CPS. The hiring of additional Academic Coaches and Campus Aides in Action 1.07 was partially effective, because some staff left, but those who stayed provided much-needed support, resulting in increased assignment completion, fewer students shutting down in class from frustration, significant reduction of elopement/kids wandering campus, and fewer behavioral incidents outside the classroom. The school began to implement a digital tracking system that will provide detailed elopement data in the future.

IT and Equipment Contracts: Actions 1.09-1.11 were effective, per school surveys and the Local Indicators.

Assessments and Curriculum: 2023 Dashboard data and CAASPP scores show declining academic achievement in ELA, Math, and Science. Both the high school and elementary school have changed their local assessments and interventions (Actions 1.12-1.13) during this three-year cycle, making it difficult to determine the effectiveness of these actions. The high school was only able to start using Star Renaissance last Spring due to technical issues with populating the students into the new system. Therefore, it is difficult to determine its efficacy. High school teachers and staff agree that it is providing necessary data and would like to consistently implement STAR Renaissance over the next 3 year cycle to fully realize its potential. The elementary school was using Track My Progress before switching to the state-verified iReady assessments and interventions in 2022. The elementary staff likes how iReady gives leveled assignments, measures student growth, and provides intervention suggestions. It is user-friendly and the staff has been following it with fidelity. Therefore, the elementary will continue this effective action over the next three-year cycle so there is long-term consistency.

Afterschool Academic Enrichment: Action 1.14 was effective for those who attended, as they were able to raise their grades, but attendance was limited. This is an area for growth in the future.

Parent and Community Engagement and Education: Actions 1.15 and 1.16 were not effective, as there was very little turnout for these offerings.

COVID Response: (Action 1.24) This action is no longer necessary.

Transportation Assistance: (Action 1.25) Since public transportation is now free for all students, the school stopped implementing this action. However, parents still report that transportation is a factor in their children's absenteeism, so further thought is needed on how to support families in this way.

Teacher Development: (Actions 1.26-1.28) Dropping student achievement scores on CAASPP ELA, Math, and Science, as well as the prevalence of red and orange on the Dashboard all indicate that the teacher development that has been implemented has been ineffective at improving student achievement and engagement. This is an area that requires targeted and intensive attention moving forward, including choice of professional development, follow-through on implementation, and measuring progress toward the goals of student achievement and engagement, as well as teacher retention.

Memberships/Associations/Operational Costs: (Actions 1.29-1.30) The school's membership in CCSA and CSDC keep it up to date on statewide legal, financial and political changes impacting charter schools. WASC provides important self-study and accountability structures.

Contracts with other vendors for operational functions are necessary for charter schools, as they do not have their own district office to serve those functions.

Student Attendance: (Actions 1.31-1.32) The family rewards have yet to be implemented, and home visits were only implemented this year, so it is difficult to judge their effectiveness at reducing absenteeism at this time. During the home visits, it was learned that the main barriers to attendance were illness and transportation.

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

The new 24-27 LCAP was redesigned to more effectively group goals by state priorities and make it easier to consistently track progress on related actions. It was also streamlined in order to focus the LCAP on goals and actions that would have the most positive impact on student learning and overall success.

Specific to this Goal 1, the professional development action was changed to focus on three areas: Academic Instruction, (including a strong focus on ELs, LTELs, and students with disabilities) Parent Engagement, and Social-Emotional Learning.

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	All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and growth in English language proficiency as demonstrated through local formative assessments and course grades. [State Priorities Addressed: 2 State Standards, 4 Pupil Achievement]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Assessment (3-8): Track My Progress English/Language Arts [State Priority 4 Pupil Achievement]	20% Students at grade-level (blue) or above grade-level (green)	21% Students at grade-level (blue) or above grade-level (green) 19% Hispanic 20% African American 22% SED (Track My Progress conducted March 2022)	iReady ELA: Students at/above grade level: 36% All 19% Hispanic 25% African American 20% SED 3% SWD 13% EL 30% Asian (iReady April 2023)	iReady ELA: Students at/above grade level: All - 20% SWD - 2% SED -23% EL - 14% AA - 23% Hisp - 17% (iReady Midyear 23-24)	iReady ELA: Students at/above grade level: 45% All 45% Hispanic 45% African American 40% SED 10% SWD 20% EL 45% Asian Note: formerly written as: Track My Progress English/Language Arts (3-8) 70% Students at grade-level (blue) or above grade-level (green) 65% Hispanic 65% African American

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					60% SED
SBAC ELA DFS [State Priority 4 Pupil Achievement]	• 18.9 All Students • 21.8 African American • 21.3 SED • 36 SWD (Source: CA Dashboard 2019)	N/A - CA School Dashboard Indicator was not published for 2020-21	• 26.3 All Students • 36.5 African American • 31.5 Hispanic • 28.3 SED • 51.2 SWD • 39.7 EL (Source: CA Dashboard 2022)	• 46.6 All Students • 52.9 African American • 57.1 Hispanic • 49.4 SED • 87.1 SWD • 69.9 EL (Source: 2023 CA Dashboard)	Annually decrease DFS ELA schoolwide and for significant student groups
SBAC Grades 3-8 Meets/Exceeds English/Language Arts [State Priority 4 Pupil Achievement]	40.8% All Students 35.4% Hispanic 38.9% SED 21.95% SWD 18.64% EL (Data from 2019 SBAC)	29.41% All Students 28.99% Hispanic 29.65% SED 18.18% SWD 9.01% EL (Source: 2020-21 CAASPP SBAC English/Language Arts)	37.5% All Students 33.53% Hispanic 37.18% SED 16.67% SWD 23.42% EL (Source: 2021-22 CAASPP SBAC English/Language Arts)	25% All Students 20.85% Hispanic 24.02% SED 11.76% SWD 5.56% EL (Source: 2022-23 CAASPP SBAC English/Language Arts)	45% All Students 45% Hispanic 45% SED 25% SWD 40% EL
Local Assessment (9-12): iXL English/Language Arts [State Priority 4 Pupil Achievement]	38% Students "proficient" on skills [Note: Assessment will change to STAR Renaissance in 2021-22]	44% All Students 47% Hispanic 38% African American 32% SED (iXL conducted March 2022)	Star Renaissance at/above grade level: 32% All Students 29% Hispanic 18% African American 15% SED	Star Renaissance at/above grade level: 23% All Students 68% Hispanic 23% African American 0% SWD	Star Renaissance at/above grade level: 40% All Students 35% Hispanic 30 20% SED

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			(Star Renaissance April 2023)	91% SED (Star Renaissance September 2023)	Note: Formerly written as: iXL English/Language Arts (9-12) 60% All Students 60% Hispanic 60% African American 55% SED
SBAC Grade 11 Meets/Exceeds English/Language Arts [State Priority 4 Pupil Achievement]	7.69% All Students 9.1% SED	46.67% All Students 46.67% SED 58.33% Hispanic (Source: 2020-21 CAASPP SBAC English/Language Arts) Note: Data suppressed for EL and SWD subgroups due to <11 students tested	38.88% All Students 40% SED 12.5% EL 39.13% Hispanic (Source: 2021-22 CAASPP SBAC English/Language Arts) Note: Data suppressed for SWD subgroup due to <11 students tested	36.37% All 36.37% SED * EL 29.41% Hispanic (Source: 2022-23 CAASPP SBAC English/Language Arts) *Data suppressed due to <11 students tested	SBAC Grade 11 Meets/Exceeds English/Language Arts 50% All Students 45% SED 25% EL 50% Hispanic

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.

Literacy Nights: (Action 2.01) The Tk-8 school fully implemented this action, holding 2 events: Cocoa and Cookies Literacy Night on Dec 7, and Fall in Love with Reading Night on Feb 15. Families received free books to take home from both events.

Literacy Assessments and Supplemental Curriculum: (Actions 2.02-2.04) The TK-8 school purchased the assessments, supplemental curriculum and intervention activities, as planned.

New Writing Actions: (Actions 2.06-2.07) These new actions to improve student writing (professional development for teachers, clarification of writing standards, and new PBL writing resources) were not implemented.

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.

Several Goals & Actions were not implemented: 2.05, 2.06, 2.07. Goal & Action 2.02 had fewer expenditures then expected or the expenditures were captured in other Goals & Actions. Thus Goal 2 was about 70% lower than expected.

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

Literacy Nights: (Action 2.01) These events were well-attended by families. Need more info

Literacy Assessments and Supplemental Curriculum: (Actions 2.02-2.04) Need more info Declining student scores on CAASPP ELA suggest that these literacy interventions have not been effective at improving student achievement in English Language Arts.

New Writing Actions: (Actions 2.06-2.07) These were not implemented.

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

The new 24-27 LCAP was redesigned to more effectively group goals by state priorities and make it easier to consistently track progress on related actions. It was also streamlined in order to focus the LCAP on goals and actions that would have the most positive impact on student learning and overall success.

Specific to this Goal 2, the literacy intervention actions, as implemented, were ineffective at improving academic achievement in ELA. Therefore, as stated in Goal 1 above, professional development actions were added to include more robust training for all teachers. All

academic interventions were recategorized in the new LCAP into Tier I, Tier II, and Tier III Interventions, and student progress will be tracked more closely using local assessment data.

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	All students will demonstrate growth towards meeting or exceeding standards in mathematics and science, and growth in proficiency as demonstrated through local formative assessments and course grades. State Priorities Addressed: 2 State Standards, 4 Pupil Achievement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Assessment (3-8): Track My Progress Mathematics [State Priority 4 Pupil Achievement]	38% Students at grade-level (blue) or above grade-level (green)	35% Students at grade-level (blue) or above grade-level (green) 37% Hispanic 30% African American 29% SED (Track My Progress conducted March 2022)	iReady Math: Students at/above grade level: 15% All 6% Hispanic 8% African American 8% SED 5% SWD 23% Asian 5% EL (iReady December 2022)	iReady Math: Students at/above grade level: All= 8% SWD= 6% SED = 8% EL= 6% AA= 9% Hisp= 7% (iReady Midyear 23-24)	iReady Math: Students at/above grade level: 40% All 40% Hispanic 40% African American 40% SED 10% SWD 50% Asian 10% EL Note: Formerly written as: Track My Progress Mathematics (3-8) 70% Students at grade-level (blue) or above grade-level (green) 65% Hispanic 65% African American 60% SED

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Mathematics DFS [State Priority 4 Pupil Achievement]	• 16.1 All Students (Yellow) • 24.7 African American • 24.1 Hispanic • 18.9 SED • 18.7 SWD (Source: CA Dashboard 2019)	N/A - CA School Dashboard Indicator was not published	• 49.2 All Students • 83.4 African American • 51 Hispanic • 49.8 SED • 38.2 SWD • 57 EL (Source: CA Dashboard 2022)	• 90.4 All Students • 107.2 African American • 96.2 Hispanic • 91.7 SED • 110.4 SWD • 104.8 EL (Source: CA Dashboard 2023	Annually decrease DFS in Mathematics schoolwide and for significant student groups
SBAC Grades 3-8 Meets/Exceeds Mathematics [State Priority 4 Pupil Achievement]	44.6% All Students 41.1% Hispanic 42.8% SED 41.46% SWD 21.19% EL (Source: 2018-19 CAASPP SBAC Mathematics)	20.17% All Students 19.53% Hispanic 19.91% SED 27.27% SWD 11.71% EL (Source: 2020-21 CAASPP SBAC Mathematics)	33.06% All Students 31.18% Hispanic 33.76% SED 66.66% SWD 27.93% EL (Source: 2021-22 CAASPP SBAC Mathematics)	18.22% All Students 15.53% Hispanic 18.04% SED 18.37% SWD 8.79% EL (Source: 2022-23 CAASPP SBAC Mathematics)	SBAC Grades 3-8 Meets/Exceeds Mathematics 40% All Students 40% Hispanic 40% SED 40% SWD 35% EL Note: formerly written as: 70% All Students 65% Hispanic 60% SED
Local Assessment (9-12): iXL Mathematics	34% Students "proficient" on skills	37% All Students 40% Hispanic 32% African American	Star Renaissance Math: at/above grade level:	Star Renaissance Math at/above grade level:	Star Renaissance Math: at/above grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
[State Priority 4 Pupil Achievement]	[Note: Assessment will change to STAR Renaissance in 2021-22]	29% SED (iXL conducted March 2022)	47% All Students 48% Hispanic 29% African American 18% SED (Source: Star Renaissance Spring 2023)	28% All Students 75% Hispanic 14% African American 3.5% SWD 93% SED (Star Renaissance September 2023)	50% All Students 50% Hispanic 40% African American 25% SED Note: Formerly written as: iXL Mathematics (9-12) 60% All Students 60% Hispanic 60% African American 55% SED
SBAC Grade 11 Meets/Exceeds Mathematics [State Priority 4 Pupil Achievement]	7.69% All Students 9.1% SED (Source: 2018-19 CAASPP SBAC Mathematics)	6.67% All Students 6.67% SED (Source: 2020-21 CAASPP SBAC Mathematics)	11.76% All Students 10.71% SED (Source: 2021-22 CAASPP SBAC Mathematics)	0% All Students 0% SED (Source 2022-23 CAASPP SBAC Mathematics)	SBAC Grade 11 Meets/Exceeds Mathematics 15% All Students 15% SED Note: formerly written as: 50% All Students 45% SED
CAST Meets/Exceeds Science [State Priority 4 Pupil Achievement]	37% All Students 31.4% Hispanic 30.4% African Am. 36% SED (Source: 2018-19 CAST)	12.9% All Students 11.76% Hispanic 11.1% African Am. 12.79% SED (Source: 2020-21 CAST)	21.21% All Students 17.58% Hispanic 11.11% African Am. 20.34% SED 12.5% SWD 6.67% EL (Source: 2021-22 CAST)	16.94% All Students 13.16% Hispanic 15.79% African American 16.97% SED 5% SWD 2.56% EL (Source: 2022-23 CAST)	CAST Meets/Exceeds Science 35% All Students 30% Hispanic 20% Af. Am. 30% SED 25% SWD 10% EL

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Note: Previously written as: 50% All Students 45% Hispanic 45% African American 50% SED

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.

Math Interventions: (Actions 3.01, 3.04, and 3.06) The school fully implemented iReady Diagnostics and Instruction, using results to pinpoint each student's zone of proximal development and identify and pre-teach foundational skills, and using materials to fill in student gaps in learning during an intervention period. However, Action 3.03 to develop Guaranteed Viable Curriculum was only partially implemented, and the Tk-8 math interventionist was not hired.

Science Materials: (Actions 3.02 and 3.05) The school provided lab equipment for grades 6-12, and updated their science kits with needed equipment in Tk-8 to support access and mastery of science standards.

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.

Goal & Action 3.03 and 3.06 were not implemented, and therefore had no expenditures. Goal 3 was about 17% lower than expected.

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

Math Interventions: (Actions 3.01, 3.04, and 3.06) Declining student scores on CAASPP Math and low scores on local assessments suggest that these interventions have not yet been effective at improving student achievement in Math.

Science Materials: (Actions 3.02 and 3.05) Declining student scores on CAST suggest that more is needed in addition to providing science supplies and equipment in order to improve student achievement in Science.

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

The new 24-27 LCAP was redesigned to more effectively group goals by state priorities and make it easier to consistently track progress on related actions. It was also streamlined in order to focus the LCAP on goals and actions that would have the most positive impact on student learning and overall success.

Specific to this Goal 3, the math intervention actions, as implemented, were ineffective at improving academic achievement in Math. Therefore, as stated in Goal 1 above, professional development actions were added to include more robust training for all teachers. All academic interventions were recategorized in the new LCAP into Tier I, Tier II, and Tier III Interventions, and student progress will be tracked more closely using local assessment data.

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
America's Finest Charter School	Natalie Alli Interim Executive Director	nalli@americasfinestcharterschool.org (619) 694-4809

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.

America's Finest Charter (AFC) is a WASC-accredited charter school serving 453 students in grades Tk-12 from the multicultural communities of City Heights and Chollas View. Our student demographics include: 75.5% Hispanic, 13.7% African American, 3.5% White, 2.9% Asian, 2% Filipino, 17.2% Students with Disabilities, 46.1% English Language Learners (EL), 2% Homeless Youth, and 98% Socio-Economically Disadvantaged.

MISSION:
AFC is devoted to helping students achieve their American Dream. We aim to propel them towards academic success and foster a spirit of service through our education rooted in top teaching methods. We strive to enhance students' academic progress and nurture a spirit of altruism by delivering education rooted in effective teaching and learning methodologies. Remember: dedication, continuous learning, giving your best, assisting others—these pave the way to achieving the American Dream.

EDUCATIONAL PROGRAM:
Students at AFC engage in cross-curricular, inquiry-based, hands-on learning. The small school model provides every child with individualized attention and a close school-family relationship. We strive to assist student in mastering their health, attaining literacy skills, developing critical thinking for problem-solving, and actively participating in our community.

Reflections: Annual Performance

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

DASHBOARD OVERVIEW
The 2023 Dashboard showed declines in ELA, Math, and English Learner Progress, with an overall color assignment of orange. Students with disabilities were assigned red for both ELA and Math, and English Learners, African American students, and Hispanic students were all assigned red in Math. The College and Career Indicator (CCI) was not given a performance level, but showed 18.5% of students prepared for college and career. Graduation rates increased 14.4%, with 85.2% of students graduating. The school saw increases in Absenteeism and Suspensions, both receiving a color assignment of red. The percentage of clear teachers (last reported in 2021-22) was at 80.4%, which was below the state average of 84%.

ELA and MATH
When it was determined that previous assessment and diagnostic tools were not effective in improving student achievement, the school changed to iReady in the elementary and Star Renaissance in the high school. Teachers agreed that both new tools provided necessary data to support them in differentiating instruction. In analyzing CAASPP data and the Dashboard, an achievement gap persisted, with English Learners performing below their peers in ELA and Math, and students with disabilities performing below their peers in ELA. Specific actions to address these needs include Goal 1, Action 4: Professional Development, Goal 2, Actions 1-3, which include a number of intervention activities and supports, and Goal 3, Actions 3-6 to address engagement and attendance.

SCIENCE
CAST scores showed an overall decline in science achievement. Efforts to improve science scores are addressed in Goal 1, Action 4: Professional Development, as well as Goal 2, Action 4: Science Enrichment.

ENGLISH LEARNER PROGRESS
Specific actions to address the needs of English Learners are captured in Goal 2, Actions 5-6, which include specific supports for English Learners and Long Term English Learners, as well as in Goal 3, Actions 1-2 to address family engagement.

COLLEGE AND CAREER INDICATOR
Many factors impact the CCI, and specific actions to support college and career readiness are captured in Goal 2, Actions 7-11.

ABSENTEEISM
Specific actions to improve chronic absenteeism for all students, and particularly for Hispanic and low-income students, are captured in Goal 3, Actions 1-2 related to family engagement, Action 3 related to teacher training in social-emotional learning, Actions 4-5 related to counseling and learner agency, and Action 6 related specifically to attendance improvement.

SUSPENSIONS
Efforts to reduce suspension rates to 0% and improve school culture are addressed in Goal 3, Actions 3-5.

CLEAR TEACHERS

While the CDE has not published teacher assignment monitoring data since 21-22, the school continues to focus its efforts to recruit and train high quality teachers, as described in Goal 1, Action 1.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, Administrators, and Staff	A staff meeting was held in January to discuss the Dashboard and local data. In February, staff responded to the staff survey. Another staff meeting was held in March to gain input on the LCAP development process.
Parents	SSC, DELAC, PAC, and EL-PAC meetings were held in September, November, January, February, March, April, and May to discuss LCAP goals and progress and the EL Master Plan. In February, parents responded to the school climate survey.
Students	In February, students responded to the student survey.
All Partners	LCAP information was shared throughout the year at public board meetings. In February, the LCAP Midyear Progress Report was shared. In April, educational partner feedback was shared. In May, a draft of the LCAP was shared for public hearing.

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

Parents and staff felt that money spent on supporting struggling students with their academics was well spent, and wanted to see that continue. This is reflected in Actions 2.1-2.3. Parents would like to see more opportunities for family involvement after school and on weekends. A focus on family engagement is addressed in Actions 3.1-3.2.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will have equitable access to highly qualified teachers and staff, well-maintained facilities, and robust, standards-aligned instruction and materials.	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.

This goal was developed to strengthen the basic conditions for learning at the school. With declining student achievement and engagement, refocusing efforts on recruiting qualified teachers and providing rigorous, standards-based professional development and instruction is a top priority.

The school plans to improve outcomes for all students through the actions described below, and will measure progress toward this goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers who are appropriately credentialed and assigned Source: CDE TAMO Report	80.4% (21-22)			100%	
1.2	% of students who have access to standards-	100% (23-24)			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	aligned instructional materials Source: Textbook Inventory					
1.3	School Facilities are in "Good" Repair Source: Facilities Inspection Tool (FIT) Report	Good (23-24)			Good	
1.4	Implementation of State Standards: Instructional Materials Source: Local Indicator Rating Scales (1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability)	ELA=5 ELD=5 Math=5 NGSS=5 History=5 (23-24)			ELA= 5 ELD= 5 Math= 5 NGSS= 5 History= 5	
1.5	Implementation of State Standards: % of English Learners who have access to CA ELD standards-aligned instruction Source: Textbook Inventory	100% (23-24)			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Implementation of State Standards: % of teachers reporting that they have the knowledge and support to effectively teach the standards in depth to all students Source: School Survey	64.7% (23-24)			100%	
1.7	% of students, including unduplicated pupils and students with disabilities, who have access to and are enrolled in a broad course of study Source: Master Schedule	100% (23-24)			100%	

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	Small Class Size and Teacher Recruitment	Recruit highly qualified teachers to support small class sizes, and support credential clearance through reimbursement of teacher induction expenses	$2,516,114.00	Yes
1.2	Curriculum	Provide state-verified, standards-aligned instructional materials	$170,000.00	No
1.3	School Maintenance and Custodial	Provide all students and staff with a safe and clean school facility	$142,000.00	No
1.4	Professional Development: Academic Instruction	Provide comprehensive grade level curriculum training, professional development and coaching, including: • Instructional strategies for teaching state standards • Helping English learners and Long Term English Learners access the standards in accordance with the EL Master Plan • Strategies and inclusion practices for students with disabilities • Determining academic readiness • Differentiating instruction • Culturally responsive instruction	$17,500.00	No
1.5	Broad Course of Study: Elementary	Provide equitable access to VAPA and PE for elementary school students in addition to their core subjects		No

Action #	Title	Description	Total Funds	Contributing
1.6	Broad Course of Study: High School	Provide equitable access to VAPA, Advanced Placement, CTE, Advisory, and dual enrollment courses for high schoolers in addition to their core subjects		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will demonstrate growth toward meeting or exceeding standards in English Language Arts, Math, and Science and be prepared to pursue their college and/or career goals.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis of the 2023 Dashboard and other assessments. 2023 CAASPP data indicated that student scores continued to decline in ELA and Math. 2023 CAST data showed an overall decline in science achievement and demonstrated a need for a stronger focus on science instruction. The analysis of test scores by student groups identified a need to specifically support the achievement of English Learners and students with disabilities.

The 2023 Dashboard showed that only 18.5% of the high school students were prepared for College and Career, and this goal prioritizes actions for the high school that will increase this percentage.

The school plans to improve performance in ELA, Math, and Science for all students, and in College and Career Readiness for high schoolers, through the actions described below that support student learning, and will measure progress toward this goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students in grades 3-8 and 11 who meet or exceed standards in ELA. Source: CAASPP	All= 25% SWD= 11.76% SED= 24.02% EL= 5.56% AA= 24.33% Hisp= 20.85% (2023)			All = 40% SWD = 22% SED = 40% EL = 10% AA = 40% Hisp = 40%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Distance from Standard (DFS) in ELA Source: CA Dashboard	All= -46.6 SWD= -87.1 SED= -49.4 EL= -69.9 AA= -52.9 Hisp= -57.1 (2023)			All = -25 SWD = -50 SED = -25 EL = -40 AA = - 25 Hisp = -25	
2.3	% of all students who are at/above benchmark in ELA Source: Midyear Local Assessments	All - 20% SWD - 2% SED -23% EL - 14% AA - 23% Hisp - 17% (23-24)			All - 40% SWD - 5% SED - 45% EL - 28% AA - 45% Hisp - 35%	
2.4	% of students in grades 3-8 and 11 who meet or exceed standards in Math. Source: CAASPP	All= 18.22% SWD= 18.37% SED= 18.04% EL= 8.79% AA= 16.22% Hisp= 15.43% (2023)			All - 30% SWD - 30% SED - 30% EL - 15% AA - 30% Hisp - 30%	
2.5	Distance from Standard (DFS) in Math Source: CA Dashboard	All= -90.4 SWD= -110.4 SED= -91.7 EL= -104.8 AA= -107.2 Hisp= -96.2 (2023)			All = -45 SWD = -50 SED = -45 EL = --50 AA = -50 Hisp - 50	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	% of all students who are at/above benchmark in Math Source: Midyear Local Assessments	All= 8% SWD= 6% SED = 8% EL= 6% AA= 9% Hisp= 7% (23-24)			All= 16% SWD= 12% SED= 16% EL= 12% AA= 18% Hisp= 15%	
2.7	% of students who meet or exceed standards in Science. Source: CAST	All= 16.94% SWD= 5% SED= 16.97% EL= 2.56% AA= 15.79% Hisp= 13.16% (2023)			All= 30% SWD= 10% SED= 30% EL= 5% AA= 30% Hisp= 30%	
2.8	% of English Learners making progress on the ELPI Source: CA Dashboard	49.1% (2023)			60%	
2.9	English Learner reclassification rate Source: CALPADS	15.4% (2023)			10%	
2.10	HS graduation rate Source: CA Dashboard	85.2% (2023)			90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	% of HS students completing UC/CSU A-G requirements Source: CA Dashboard: College/Career Levels and Measures Report	0% (2023)			90%	
2.12	% of HS students completing a CTE Pathway with a grade of C- or better Source: CA Dashboard: College/Career Levels and Measures Report	60% (2023)			100%	
2.13	% of HS students completing both CTE and A-G requirements Source: CALPADS	0%			90%	
2.14	% of HS students completing dual enrollment college courses Source: CA Dashboard: College/Career Levels and Measures Report	20% (2023)			15%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.15	% of 11th grade students who are prepared for college per the EAP Source: 11th grade CAASPP ELA and Math results % exceeded=Ready % met=Conditionally Ready	ELA Ready = 22.73% Math Ready = 0% ELA Cond. Ready = 13.64% Math Cond. Ready = 0% (2023)			ELA Ready = 33% Math Ready = 10% ELA Cond. Ready = 20% Math% Cond. Ready = 10%	
2.16	% of HS students completing AP exams with a score of 3 or higher Source: CA Dashboard: College/Career Levels and Measures Report	0% (2023)			10%	

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	Tier I Interventions	Using local assessment data, teachers provide differentiated instruction and Tier I interventions within the classrooms for ELA and Math	$60,000.00	No
2.2	Tier II Interventions	Provide Tier II ELA and Math interventions during the school day to students who are struggling academically. This action is funded through Title I, Part A.	$188,643.00	No
2.3	Tier III Interventions	Provide after-school and Saturday School tutoring in ELA and Math to students who are struggling academically. This action is funded through Title I, Part A.	$25,000.00	No
2.4	Science Enrichment	Provide Science enrichment activities, including visiting scientist days, science night, and field trips.	$5,000.00	No
2.5	ELD Instruction	Provide designated ELD instruction for all English Learners, as well as integrated ELD support within the classrooms	$92,330.00	Yes
2.6	EL and LTEL Support	Provide materials and assistance to support English Learners and Long Term English Learners and their families, including ongoing training and meetings for parents with translation/interpretation services to increase parent support and involvement	$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Freshman Transition Program	Provide a summer bridge program for incoming 9th graders	$1,500.00	No
2.8	Credit Recovery	Provide a credit recovery summer course for students who have not successfully passed Math or ELA for graduation	$48,950.00	Yes
2.9	CTE Pathway	Provide a Career/Technical Education Pathway in engineering	$25,000.00	No
2.10	Dual Enrollment	Offer high school students opportunities to enroll in a variety of college courses according to their interests		No
2.11	Course, College & Career Guidance	Provide high school students with course planning, college and career guidance, assistance with the college application process, and strategies for college test-taking, such as advanced placement and admissions tests	$1,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students, families, and staff will feel connected to the school community, engaged in their respective work, and supported to be their best.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to address the need to strengthen family participation, decrease student absenteeism, and increase student engagement. The 2023 Dashboard reported a chronic absenteeism rate of 34.2%, with Hispanic and socio-economically disadvantaged students receiving a red indicator, while parent participation in advisory groups, surveys, or other means of input-gathering remained very low. In addition, the school received a red indicator for suspensions, indicating a need to build stronger social-emotional and conflict-resolution skills within the school.

The actions described below will focus on professional development for school staff in the areas of increasing parental involvement and SEL for students in order to increase engagement, overall. The school will measure progress toward this goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of families reporting that they feel welcome and encouraged to share their input Source: Parent Survey	95.4% (23-24)			98%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	# of opportunities for parents to provide input on policies and programs Source: Family Engagement Calendar	10 (23-24)			10	
3.3	# of parents from underrepresented groups participating in advisory groups Source: Advisory Group Rosters	All - 22 SWD - 8 SED - 17 EL - 12 AA - 4 Hisp - 13 (23-24)			All - 35 SWD - 10 SED - 22 EL - 15 AA - 8 Hisp - 20	
3.4	Percent of educators (i.e. principals, teachers, counselors, and support staff) who report they feel confident in their ability to effectively implement SEL practices Source: Staff Survey	47.1% (23-24)			100%	
3.5	% of students reporting that they feel safe at school Source: Student Survey	All= 55.5% SWD= 49% SED= 58% EL= 56% AA= 51% HI= 57% (23-24)			All= 70% SWD= 70% SED= 70% EL= 70% AA= 70% HI= 70%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	% of students reporting that they feel connected to others at school Source: Student Survey	All= 54.5% SWD= 48% SED= 60% EL= 53% AA= 42% HI= 59% (23-24)			All= 70% SWD= 70% SED= 70% EL= 70% AA= 70% HI= 70%	
3.7						
3.8	Expulsion rate Source: Dataquest	0% (23-24)			0%	
3.9	School attendance rate Source: Local SIS	90.65% (23-24)			95%	
3.10	MS dropout rate Source: CALPADS Fall 1	0.7% (23-24)			0%	
3.11	Suspension rate Source: CA Dashboard	All= 7.1% SWD= 16.3% SED= 7.4% EL= 5.9 AA= 5.7% HI= 8.1% (2023)			All= 5% SWD= 5% SED= 5% EL= 5% AA= 5% HI= 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.12	Chronic absenteeism rate - elementary and middle school Source: CA Dashboard	All= 34.2% SWD= 41.9% SED= 34.3% EL= 31.6% AA= 17.3% HI= 36.1% (2023)			All= 10% SWD= 10% SED= 10% EL= 10% AA= 10% HI= 10%	
3.13	HS dropout rate Source: Dataquest 4-year Adjusted Cohort Outcomes Rate	11.1% (2022-23)			0%	
3.14	% of 9th grade students getting at least one D or F at the end of 1st semester Source: Local SIS	33.3% (23-24)			15%	

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	Professional Development: Family Engagement	Provide professional development/coaching to administrators, teachers, and staff on creating welcoming environments for all families in the community, and effectively engaging families in advisory groups and other decision-making.	$5,000.00	No
3.2	Protocols for Engagement	Establish and implement protocols for recruiting parents, especially those from from underrepresented groups, for participation in advisory groups, including creating and maintaining a yearlong family engagement calendar, maintaining records of participation, and providing culturally responsive communication and translation services	$5,000.00	Yes
3.3	Professional Development: Social-Emotional Learning	Provide ongoing professional development and coaching to administrators, teachers, and staff on implementing and improving PBIS practices schoolwide	$2,500.00	Yes
3.4	Counseling Support	Provide counseling services to include: • academic and career counseling • grief, loss, and traumatic stress support • social skills instruction • strategies for parents struggling with student needs • homelessness support • referrals to outside mental health substance abuse resources	$126,576.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Learner Agency	Provide programs that focus on student leadership, cultural awareness, student advocacy, and early intervention.	$2,000.00	No
3.6	Attendance Improvement	Conduct home visits to families of chronically absent students, communicate with at-risk families, monitor student attendance, and identify and address barriers to consistent attendance		No
3.7	College Mentors	Match college mentors with low-performing 9th grade students to support with study skills, organization, and academics		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
$$1,050,421	$32468

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
21.387%	0.258%	$11,723.03	21.645%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Small Class Size and Teacher Recruitment **Need:** Between language barriers and the impacts of poverty, English learners and low-income students need more individualized and focused attention from highly qualified teachers.	To address these needs, the LEA will continue to recruit additional highly qualified teachers in order to maintain small class sizes. We expect this action to lead to increased academic achievement for low-income students and English learners. To maximize the impact of this action on student achievement throughout the LEA, it is being provided on an LEA-wide basis.	2.1-2.7

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
	Scope: LEA-wide		
2.8	**Action:** Credit Recovery **Need:** Low-income students have less exposure to a broad array of enrichment experiences outside the home than their more affluent peers. English learners and low-income students need more individualized attention and interventions to support their acquisition of context and academic language. **Scope:** LEA-wide	To address these needs, the LEA will provide a credit recovery period within the instructional day. We expect this action to lead to increased rates of graduation completion and fulfillment of A-G requirements. To maximize the impact of this action on student achievement throughout the LEA, it is being provided on an LEA-wide basis.	2.10, 2.11
2.11	**Action:** Course, College & Career Guidance **Need:** Often, parents of low-income and English learner students are less familiar with college requirements and the application process. Many low-income families assume college is out of reach due to costs, and aren't aware of the many supports and pathways to college that are available to their students. Therefore, fewer low-income and English learner students plan sufficiently for college and career. **Scope:** LEA-wide	To address these needs, the LEA will provide high school students with course planning, college and career guidance, and other supports. We expect this action to lead to increased rates of college and career preparedness.	2.12-2.15

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	**Action:** Protocols for Engagement **Need:** English learner and low-income families are less engaged and participate less frequently in school events, teacher conferences, and advisory groups. **Scope:** LEA-wide	To address these needs, the LEA will create improved systems for engaging parents, and identifying and addressing barriers to attendance. We expect this action to lead to increased participation from English learner and low-income families. To maximize the impact of this action throughout the LEA, it is being provided on an LEA-wide basis.	3.1-3.3
3.3	**Action:** Professional Development: Social-Emotional Learning **Need:** Based on locally-collected data, a high proportion of English learners and low-income students are being referred for disciplinary intervention, especially at the high school. Language barriers and the many impacts of poverty affect the emotional health of students, which often results in students acting out. This, in turn, leads to higher rates disconnection from the school and eventually, dropping out. **Scope:** LEA-wide	To address these needs and help students learn to constructively manage their emotions, the LEA will implement professional development on improving PBIS practices. We expect these actions to increase rates of connectedness and safety for low-income and English learner students, and decrease the high school drop out rate. To maximize the impact of this action throughout the LEA, it is being provided on an LEA-wide basis.	3.4-3.6, 3.8-3.13

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.5	**Action:** ELD Instruction **Need:** English learners need more focused and explicit English language instruction to support their acquisition of both academic and informal English language. **Scope:** Limited to Unduplicated Student Group(s)	To address these language acquisition needs, The LEA will provide designated and integrated ELD instruction. We expect this action to lead to increased academic success for English learner students.	2.8-2.9, and disaggregated results for ELs and LTELS for 2.1-2.7
2.6	**Action:** EL and LTEL Support **Need:** English learners and Long-Term English learners need more focused and explicit English language instruction to support their acquisition of both academic and informal English language. Their parents also need support learning about the school system and how to best help their children. **Scope:** Limited to Unduplicated Student Group(s)	To address these language acquisition needs, the LEA will provide additional curriculum supports as well as supports for EL and LTEL families to aid in communication. We expect this action to lead to increased academic success for English learner students, and increased participation from their parents.	2.8-2.9, and 3.1-3.3 specific to EL and LTEL families

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.

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.

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

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	$4,911,453	$1,050,421	21.387%	0.258%	21.645%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,293,882.00	$883,194.00	$0.00	$260,037.00	$3,437,113.00	$2,774,220.00	$662,893.00

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	Small Class Size and Teacher Recruitment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$2,516,114.00	$0.00	$1,786,996.00	$729,118.00			$2,516,114.00	
1	1.2	Curriculum	All	No			All Schools		$0.00	$170,000.00	$155,000.00	$15,000.00			$170,000.00	
1	1.3	School Maintenance and Custodial	All	No			All Schools		$0.00	$142,000.00	$142,000.00				$142,000.00	
1	1.4	Professional Development: Academic Instruction	All	No			All Schools		$0.00	$17,500.00		$6,000.00		$11,500.00	$17,500.00	
1	1.5	Broad Course of Study: Elementary	All	No			All Schools 1-8									
1	1.6	Broad Course of Study: High School	All	No			All Schools 9-12									
2	2.1	Tier I Interventions	All	No			All Schools		$0.00	$60,000.00	$55,000.00			$5,000.00	$60,000.00	
2	2.2	Tier II Interventions	All	No			All Schools		$0.00	$188,643.00				$188,643.00	$188,643.00	
2	2.3	Tier III Interventions	All	No			All Schools		$0.00	$25,000.00				$25,000.00	$25,000.00	
2	2.4	Science Enrichment	All	No			All Schools		$0.00	$5,000.00				$5,000.00	$5,000.00	
2	2.5	ELD Instruction	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools		$92,330.00	$0.00	$67,436.00			$24,894.00	$92,330.00	

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
					s)											
2	2.6	EL and LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$2,500.00	$2,500.00				$2,500.00	
2	2.7	Freshman Transition Program	All	No			All Schools		$0.00	$1,500.00		$1,500.00			$1,500.00	
2	2.8	Credit Recovery	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools 9-12		$39,200.00	$9,750.00	$48,950.00				$48,950.00	
2	2.9	CTE Pathway	All	No			All Schools 9-12		$0.00	$25,000.00	$25,000.00				$25,000.00	
2	2.10	Dual Enrollment	All	No			All Schools 9-12									
2	2.11	Course, College & Career Guidance	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools 9-12		$0.00	$1,500.00	$1,500.00				$1,500.00	
3	3.1	Professional Development: Family Engagement	All	No			All Schools		$0.00	$5,000.00		$5,000.00			$5,000.00	
3	3.2	Protocols for Engagement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.3	Professional Development: Social-Emotional Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$2,500.00	$2,500.00				$2,500.00	
3	3.4	Counseling Support	All	No			All Schools		$126,576.00	$0.00		$126,576.00			$126,576.00	
3	3.5	Learner Agency	All	No			All Schools		$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.6	Attendance Improvement	All	No			All Schools									

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	3.7	College Mentors	All	No			All Schools									

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
$4,911,453	$1,050,421	21.387%	0.258%	21.645%	$1,914,882.00	0.000%	38.988 %	**Total:**	$1,914,882.00
								LEA-wide Total:	$1,844,946.00
								Limited Total:	$69,936.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Small Class Size and Teacher Recruitment	Yes	LEA-wide	English Learners Low Income	All Schools	$1,786,996.00	
2	2.5	ELD Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$67,436.00	
2	2.6	EL and LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,500.00	
2	2.8	Credit Recovery	Yes	LEA-wide	English Learners Low Income	All Schools 9-12	$48,950.00	
2	2.11	Course, College & Career Guidance	Yes	LEA-wide	English Learners Low Income	All Schools 9-12	$1,500.00	
3	3.2	Protocols for Engagement	Yes	LEA-wide	English Learners Low Income	All Schools	$5,000.00	
3	3.3	Professional Development: Social-Emotional Learning	Yes	LEA-wide	English Learners Low Income	All Schools	$2,500.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,863,448.00	$7,922,740.00

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	Facility Lease	No	$230,644.00	260204
1	1.2	Facility: Supplies/Maintenance	No	$50,000.00	50000
1	1.3	Facility Improvements - Classroom upgrades	No	$120,000.00	112000
1	1.4	Staffing: Certificated Administrators, Coaches & Counselors	Yes	$852,050.00	997,562
1	1.5	Staffing: Certificated Staffing - Core & Interventions	Yes	$2,661,275.00	2,868,101
1	1.6	Staffing: Special Education Supports	No	$356,122.00	752,323
1	1.7	Staffing: Classified Staffing	Yes	$1,609,902.00	1,999,252
1	1.8	SELPA Special Education Services (El Dorado)	No		
1	1.9	Contracted IT Support Services	No	$100,000.00	120723
1	1.10	Instructional Technology	Yes	$50,000.00	15000
1	1.11	Equipment Contracts	No	$41,600.00	46189

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Local Assessments [CA CDE State Verified Data/Assessment]	Yes	$20,200.00	20763
1	1.13	Core & Supplemental Curricula	No	$75,000.00	167948
1	1.14	Afterschool Academic Enrichment	No	$120,000.00	
1	1.15	Parent & Community Engagement	No	$41,000.00	2712
1	1.16	Parent Education Workshops	No	$20,000.00	6745
1	1.17	Student Climate Activities	No	$23,000.00	32385
1	1.18	Translation Services	No		
1	1.19	Targeted Services for Foster and Homeless Families	No		
1	1.20	Grade 6 Outdoor Education	No	$7,500.00	17000
1	1.21	Grade 8 Civic Education	No	$10,000.00	0
1	1.22	Field Trips	No	$87,116.00	62615
1	1.23	End of Year Celebrations	No	$5,000.00	6000
1	1.24	COVID Response	No		

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	1.25	Transportation Assistance	Yes		
1	1.26	Professional Development	No	$3,000.00	19375
1	1.27	Teacher Collaboration	No		
1	1.28	Teacher Induction/Mentoring Program	No	$6,000.00	7000
1	1.29	Memberships/Associations	No	$10,500.00	12420
1	1.30	Operational Costs	No	$153,789.00	226673
1	1.31	*NEW* Student Attendance	No	$5,000.00	
1	1.32	*NEW* SARB Home Visits	No	$1,000.00	
2	2.1	Literacy Nights	No	$300.00	1000
2	2.2	Supplemental Curriculum for Reading Intervention for K-6	No	$10,000.00	596
2	2.3	SIPPS Language & Reading Skills Intervention - Materials and Training	Yes		
2	2.4	Literacy Assessments - Wonders Progress Monitoring	No	$2,750.00	5017
2	2.5	*NEW* Professional Development - Writing	Yes	$2,000.00	

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)
2	2.6	*NEW* Clarify Writing Standards	No	$2,500.00	
2	2.7	*NEW* PBL Writing Resources	Yes	$2,500.00	
3	3.1	Math Intervention Program	Yes	$18,000.00	20763
3	3.2	Lab equipment for experiments/investigations	No	$5,000.00	5465
3	3.3	*NEW* Develop Guaranteed Viable Curriculum	No	$2,000.00	
3	3.4	*NEW* Math Interventionist at TK8	Yes		
3	3.5	*NEW* Update Science Kits and Equipment	No	$10,000.00	7000
3	3.6	*NEW* Number Worlds	Yes	$5,000.00	
4	4.1	Professional Development EL Coordinator for staff on effective strategies (Title 2, Title 3)	No	$0.00	
4	4.2	Supplemental curriculum for English Learners	Yes	$12,000.00	4571
4	4.3	Ellevation Platform	Yes	$45,000.00	38160
4	4.4	Targeted EL Parent Engagement & Education	No		
4	4.5	ELPI Aligned Targeted Instruction K-8	No	$7,000.00	78

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)
5	5.1	Credit Recovery for High School (ELO)	No	$27,000.00	5400
5	5.2	College Career Exploration	No	$10,000.00	1029
5	5.3	Increase matriculation of students within AFC	No	$500.00	2295
5	5.4	College Awareness & Planning Engagement Events	No	$500.00	
5	5.5	College Field Trips (LCFF)	No	$2,000.00	
5	5.6	After School Tutoring (ELO)	No		
5	5.7	SDSU/San Diego City College Mentorships/Internships (LCFF)	No	$2,200.00	
5	5.8	Department of Rehab Job Placement (LCFF)	No	$1,000.00	
5	5.9	Advanced Placement Teacher Professional Development (Title 2)	No	$5,000.00	3125
5	5.10	Freshman Transition Program (LCFF)	No	$1,000.00	
5	5.11	Athletic Program	No	$5,500.00	2615
5	5.12	*NEW* Naviance	Yes	$20,000.00	
5	5.13	*NEW* Intervention Classes for Math and English	Yes	$5,000.00	22636

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)
1003356	$3,926,877.00	$1,015,288.74	$2,911,588.26	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Staffing: Certificated Administrators, Coaches & Counselors	Yes	$800,000.00	131432.08		
1	1.5	Staffing: Certificated Staffing - Core & Interventions	Yes	$1,671,275.00	883856.66		
1	1.7	Staffing: Classified Staffing	Yes	$1,299,902.00			
1	1.10	Instructional Technology	Yes	$44,000.00			
1	1.12	Local Assessments [CA CDE State Verified Data/Assessment]	Yes	$20,200.00			
1	1.25	Transportation Assistance	Yes				
2	2.3	SIPPS Language & Reading Skills Intervention - Materials and Training	Yes				
2	2.5	*NEW* Professional Development - Writing	Yes	$2,000.00			
2	2.7	*NEW* PBL Writing Resources	Yes	$2,500.00			
3	3.1	Math Intervention Program	Yes				
3	3.4	*NEW* Math Interventionist at TK8	Yes				
3	3.6	*NEW* Number Worlds	Yes	$5,000.00			

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)
4	4.2	Supplemental curriculum for English Learners	Yes	$12,000.00			
4	4.3	Ellevation Platform	Yes	$45,000.00			
5	5.12	*NEW* Naviance	Yes	$20,000.00			
5	5.13	*NEW* Intervention Classes for Math and English	Yes	$5,000.00			

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)
4549186	1003356	.52%	22.576%	$1,015,288.74	0.000%	22.318%	$11,723.03	0.258%

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)](#);

    o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

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

  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

  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.

- o 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.

- o 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.

- 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.

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.

  - o **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:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o 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:

  o 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.

  o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

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

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

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

  o **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).

California Department of Education
November 2023

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]).

- o 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.

    o 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.

  - 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.

    o   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.

    o   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.

    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.

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.

    o   **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:

    o   Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    o   Professional development for teachers.

- o 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:

  - o 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.

  - o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

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

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

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

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

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

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

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

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

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

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

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

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    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)**

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

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

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

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- 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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