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
Hope Elementary School District	Melanie Matta Superintendent/Principal	mmatta@hope-esd.org 559-784-1064

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.

Hope Elementary School District is a rural, single-site school district located southeast of the city of Porterville and within the county of Tulare. Hope Elementary serves approximately 229 Transitional Kindergarten through eighth grade students.

The demographics of the district include approximately 63.3% Hispanic and 33.2% White (Non-Hispanic), with small numbers of Asian, American Indian, Filipino, and Multi-Ethnic. The district is composed of 66.8% low-income students, 24.5% English Language Learners 0% Foster Youth and 4.4% students with disabilities.

Parents, students, and family members report a shared feeling of comfort, safety, and appreciation for the small school, family-oriented approach of Hope Elementary School District. The teachers and staff believe that education is a partnership between the school, the parents, the students, and the community. The school motto may best demonstrate the core belief in this area: Every Child, Every Opportunity, Every Day.

District staff want their Tiger students to be ready to engage in meaningful higher learning and to be productive and contributing members of society. For them to be able to do just that, the district needs to ensure that they are responsive to what each student needs at every given moment. They celebrate the myriad of differences that comprise a multi-faceted community and see these differences as a source of strength for the school family. The priorities of the school are to attain high student achievement, build self-esteem, create a deep and abiding love of learning, and provide students with an opportunity to serve the community, all in a safe and secure environment where the concept of family is extended beyond the home. When students leave Hope Elementary School, it is the districts goal that they are ready to continue their education in high school, college, and their chosen vocation.

In addition to the core academic program, Hope Elementary offers enrichment and supplemental programs that enhance the student body. These programs include student academic competitions, art shows, student leadership, Character Counts, and extended learning opportunities through our partnership with the Tulare County Office of Education. The students are given many opportunities to showcase

their talents, both academically and socially. Staff strive toward building a school community wherein students and staff interact in a peaceful and cooperative environment that promotes social responsibility and embeds learning in all that is done.

District Administration is very fortunate to have many experienced and highly trained teachers and support staff who are passionate about making a difference for the students and who realize the magnificent accomplishments that can be achieved when they practice, "Every Child, Every Opportunity, Every day."

Reflections: Annual Performance

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

December 2023 California School Dashboard Performance Data

ACADEMIC PERFORMANCE

- English Language Arts: Overall, students performed in the "Yellow" range with an average of 4.4 points below standard. This matched last year's performance.

No subgroup was in the "Red" or lowest range.

- Mathematics: Overall, students performed in the "Green" range with an average of 3.4 points below standard. This represented an increase of 3.6 points from the prior year.

No group was in the "Red" or "Orange" range.

- English Learner Progress: English Learner students performed in the "Yellow" range with 64.1% making progress towards English Proficiency.

This represented a decline of 9.2% from the prior year.

- Implementation of Academic Standards: The district continues to meet this requirement

ACADEMIC ENGAGEMENT

- Chronic Absenteeism: Overall, the students fell into the "Yellow" category with 11.6% chronically absent. This represented a decline of 5.6% from the prior year.

No group was in the "Red' range.

- Access to a Broad Course of Study: The district continues to meet this requirement

CONDITIONS & CLIMATE

- Suspension Rate: Overall, students fell into the "Yellow" category with 2.1% suspended at least one day. This matched last year's performance. No group was in the "Red" range.

- Basics: Teachers, Instructional Materials, Facilities: The district continues to meet this requirement
- Parent and Family Engagement: The district continues to meet this requirement
- Local Climate Survey: The district continues to meet this requirement

Reflections: Technical Assistance

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

Hope Elementary does not qualify for technical assistance as part of Differentiated Assistance or ATSI programs.

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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 / Local Bargaining Units	Through monthly meetings held on Tuesday's, teachers reported they desired continued instructional aide support, appreciated the addition of the Coordinator of Student Support Services, and wanted to continue with Instructional Support Services in Math through TCOE and find an outside consultant for ELA support.
Parents	Parents were engaged through The Parent Advisory Committee, School Site Council, DELAC, ELAC (which includes representatives of English Learner, Foster Youth, and Socioeconomically disadvantaged students) was engaged in LCAP feedback on December 7, 2023; February 8, 2024 and May 28, 2024. There was also a parent survey given on May 9. 90.9% of respondents said they agree or strongly agree that Hope School retains highly qualified staff., administration is approachable and solves student issues when they arise, and keeps facilities are well maintained. 95.5% of respondents said they agree or strongly agree that Hope School provides quality instruction to students and English Learners, encourages parent involvement, provides quality feedback to parents on students' progress, and is a safe place for their children. A few of the feedback comments left on the survey were to increase more face to face communication. To be responsive to this feedback we will create a communication survey that will be given to parents at the start of the school year when we meet with them. They will be able to check their preferred method of communication which will allow us to be more responsive to parent communication needs.

Educational Partner(s)	Process for Engagement
	In informal conversations with parents,
Administrators/Principal	The administration continues to strengthen the overall child. The feedback is to continue with the Coordinator of Student Support Services to increase direct services to students throughout the day as well as the coordination of continued parent/student engagement events. It is also important to administration to continue funding a full time Special Education teacher as the amount of Special Education referrals are increasing. Social/Emotional services to students continues to be a focus to support challenging times for students. Administration also understands that improving classroom furnishings is important so flexible seating and room arrangements can better facilitate collaboration, enhance engagement, and provide greater accessibility for students with disabilities.
Other School Personnel	No classified bargaining unit. However, administration still engaged the Classified employees on May 9, 2024 in a conversation about what they would like to see added into the LCAP. Classified employees stressed that it was important that they continued with the increased hours in the classroom to support student learning. They also added that adding lawn games and other games other than just sports balls to be integrated into the recess equipment so students have a variety of activities to choose from.
Students	The student advisory group was engaged in LCAP feedback on January 30, 2024. Students responded that they wanted more activities on campus and were interested in starting some clubs. In response to that, we reached out to the Porterville Gardening Club and they provided plants for our students to start a Hope Gardening Club. Students also expressed they would like to see different equipment for recess such as Pickleball, card games, and lawn games.

Educational Partner(s)	Process for Engagement
Other Community Leaders	Hope School maintains a partnership with the Zonta Club of Porterville, the EECU (Educational Employees Credit Union), and the Porterville Gardening Club. Ongoing conversations continue to happen around how they can support students at Hope School. The local Sheriff's Dept officers have been contacted multiple times throughout the year to work on school safety practices and procedures.
SELPA	SELPA consultation occurred in a monthly meeting on the first Monday in Oct, Nov, Dec, Feb, Mar, April, and May.

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

Certificated Bargaining Unit - Instructional aide support and Coordinator of Student Support Services continues to be an important action for teachers. In response to the feedback garnered during monthly meetings, those actions remain and data shows these actions continue to make a positive impact. Instructional coaching that included a Co-plan/Co-teach model, which the teachers really enjoyed, is being continued as an important action. It has been designed to be custom to their needs and not a "one size fits most" model which allows for greater learning.

Parents- Feedback from the parents added a financial increase to the Goal 2, Action 2.9 and 2.10 student recognition and parent engagement action. Hope School plans to add more student recognition assemblies and increased parent engagement events that aren't education related such as Family Bingo Night, Family Movie Night, and a Daddy/Daughter Dance.

Administrators- The increased amount to Goal 2 Action 2.14 was due to the need for replacement of classroom furniture for better collaboration, engagement, and greater accessibility for students with disabilities.

Other School Personnel- none

Students- We added additional local funding in Goal 2 Action 2.8 to purchase equipment to support a variety of activities during student recesses.

Other Community Leaders- Nothing was added to LCAP from the feedback because the feedback suggested was continuing the partnerships which don't need added funding through LCAP.

SELPA- Continued funding of full time Education Specialist.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Academic Achievement. Hope will provide enriching academic and supplemental programs to engage students, specifically targeted at Socioeconomically disadvantaged, English Learner, Foster Youth and students with disability groups in order to close achievement gaps and support every student to meet or exceed state standards in the broad course of study.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Hope Elementary has established a pattern of overall improvement and academic success for our students. Our Goal 1 is designed to continue that growth and performance. It is also adjusted slightly to address current data showing more challenges within the English Learner and Socioeconomically Disadvantaged subgroups. While the overall scores are ahead of many other districts, they are lower than our overall average and not what we would wish for all of our students.

Data related to this goal:

ACADEMIC PERFORMANCE

- English Language Arts: Overall, students performed in the "Yellow" range with an average of 4.4 points below standard. This matched last year's performance.
No subgroup was in the "Red" or lowest range.

- Mathematics: Overall, students performed in the "Green" range with an average of 3.4 points below standard. This represented an increase of 3.6 points from the prior year.
No group was in the "Red" or "Orange" range.

- English Learner Progress: English Learner students performed in the "Yellow" range with 64.1% making progress towards English Proficiency.

This represented a decline of 9.2% from the prior year.

- Implementation of Academic Standards: The district continues to meet this requirement

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 that are fully credentialed for their current assignment. CALSASS	100% (2023-24)			Maintain 100%	
1.2	% of teachers appropriate assigned CALSASS	100% (2023-24)			Maintain 100%	
1.3	Degree to which students have standards-aligned instructional materials. Williams Review	100% (2023-24)			Maintain 100%	
1.4	State Standards Implementation: Annual Local Indicator Survey	Language Arts 5=full implementation and sustainability ELD 5=full implementation and sustainability Mathematics 5=full implementation and sustainability			Maintain: Language Arts 5=full implementation and sustainability ELD 5=full implementation and sustainability	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Science 5=full implementation and sustainability History/ Social Science 5=full implementation/ sustainability Visual/ Performing Arts 5=full implementation/ sustainability Physical Education 5=full implementation and sustainability Health 5=full implementation and sustainability Model Library 5=full implementation and sustainability (2023-24)			Mathematics 5=full implementation and sustainability Science 5=full implementation and sustainability History/ Social Science 5=full implementation/ sustainability Visual/ Performing Arts 5=full implementation/ sustainability Physical Education 5=full implementation and sustainability Health 5=full implementation and sustainability Model Library 5=full implementation and sustainability	
1.5	SBAC ELA Average Score (Distance from Standard)	All Students- 4.4 points below standard White- 5.1 points below standard			All Students: At standard White: At standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California School Dashboard	Hispanic- 5.3 points below standard English Learners- 33.4 points below standard Socioeconomically Disadvantaged- 7.8 points below standard Students with Exceptional Needs- Not reported due to small group size Foster Youth- Not reported due to small group size (2023 California School Dashboard)			Hispanic: At standard English Learners: 15 points below standard Socioeconomically Disadvantaged: At standard Students with Disabilities: * Foster Youth* To be determined when/if baseline reporting is established	
1.6	SBAC ELA % of students meeting or exceeding standards https://caaspp-elpac.ets.org/caaspp/	All Students- 53.42% White- 56.52% Hispanic- 50.53% English Learners (all)- 21.88% Socioeconomically Disadvantaged- 39.5% Students with Exceptional Needs- Not			All Students: 60% White: 60% Hispanic: 60% English Learners: 30% Socioeconomically Disadvantaged: 50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		reported due to small group size. Foster Youth-Not reported due to small group size. (2022-23 School Year Results)			Students with Disabilities: * Foster Youth* To be determined when/if baseline reporting is established	
1.7	SBAC Math Average Score (Distance from Standard) California School Dashboard	All Students- 3.4 points below standard White - 2.5 points below standard Hispanic- 8.5 points below standard English Learners- 23.4 points below standard Socioeconomically Disadvantaged- 7.9 points below standard Students with Exceptional Needs- not reported- small group size Foster Youth- not reported- small group size (2023 California School Dashboard)			All Students: At Standard White: At Standard Hispanic: At Standard English Learners: 10 Points below standard Socioeconomically Disadvantaged: At Standard Students with Disabilities: * Foster Youth* To be determined when/if baseline reporting is established	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	SBAC Math % of students meeting or exceeding standards https://caaspp-elpac.ets.org/caaspp/	All Students- 49.32% White- 58.69% Hispanic- 43.16% English Learners- 12.51% Socioeconomically Disadvantaged- 46.53% Students with Exceptional Needs- Not reported due to small subgroup size. Foster Youth- Not reported due to small subgroup size. (2022-23 School Year Results)			All Students; 60% White: 65% Hispanic: 50% English Learners: 20% Socioeconomically Disadvantaged: 55% Students with Disabilities: * Foster Youth* To be determined when/if baseline reporting is established	
1.9	% English Learners scoring Level 4 (well developed) https://caaspp-elpac.ets.org/elpac/	42.55% (2022-23)			45% scoring level 4 on ELPAC	
1.10	English Learner redesignation rate	23.4% (2022-23)			25% redesignated	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	% of students Enrolled in a broad course of study Based on on analysis of class and student schedules	100% (2023-24)			Maintain 100%	
1.12	Programs and services to increase access to broad course of study by unduplicated count students and students with exceptional needs. Measured by the percentage of students receiving supplemental services and/or classroom based differentiated instruction.	100% district/schoolwide 100% English Learner 100% Low Income 100%Foster Youth 100% students with exceptional needs (2023-24)			100% district/schoolwide 100% English Learner 100% Low Income 100% Foster Youth 100% students with exceptional needs	
1.13	SBAC CA. Science Test (CAST) Results (Grades 5 and 8) % of students meeting or exceeding standards https://caaspp-elpac.ets.org/caaspp/	All Students- 30.61% White- Not Reported- Small Subgroup Size Hispanic- 29.73% English Learners- 0% Socioeconomically Disadvantaged- 30.56% Students with exceptional needs- Not Reported- Small Subgroup Size			All Students-35% White- * Hispanic- 35% English Learners- 20% Socioeconomically Disadvantaged- 35% Students with exceptional needs- *	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth- Not Reported- Small Subgroup Size (2022-23 School Year Results)			Foster Youth- * * outcome will be set when/if baseline data is reported on Dashboard	
1.14	SBAC CA Science Test Results (Grades 5 and 8) Average Scaled Score- Distance from Standard CDE Dashboard (beginning 2024) % of students meeting or exceeding standards	All Students- 13 Points below standard White- Not Reported- Small Subgroup Size Hispanic- 15.1 points below standard English Learners- Not Reported- Small Subgroup Size Socioeconomically Disadvantaged-14.3 Points below standard Students with exceptional needs-Not Reported- Small Subgroup Size Foster Youth- Not Reported- Small Subgroup Size https://caaspp-			All Students- At Standard White- * Hispanic- At Standard English Learners- * Socioeconomically Disadvantaged- At Standard Students with exceptional needs- * Foster Youth- * * outcome will be set when/if baseline data is reported on Dashboard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		elpac.ets.org/caaspp/ (2022-23 School Year Results)				
1.15	English Learner Progress towards proficiency Ca Dashboard English Learner Progress Indicator (ELPI)	64.1% of All English Learners made progress *% of Long-Term English Learners (LTEL) made progress *LTEL baseline to be established in 2024 with new dashboard reporting (2023 CA School Dashboard)			70% of All English Learners make progress 70% of Long-Term English Learners (LTEL) make progress	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	All Staff will expand and deepen their knowledge and application of state academic and performance standards, teaching strategies, and principles of social/emotional learning, by participating in professional development provided by consultants specific to the field of expertise. The focus will be on meeting the needs of unduplicated students and students with disabilities.	$5,250.00	Yes
1.2	Supplemental Instructional Materials	Teachers by grade span will evaluate existing resources and make recommendations for the development and/or purchase of additional resources to implement student learning plans. Materials will include technology, computer-based applications, web-based subscriptions, and other supplemental materials for differentiation and adaptation of instruction to the academic needs of all students. English Learners will specifically benefit from the Nearpod EL program which includes differentiated learning with immersive, relevant, and scaffolded instruction for English Language Learners.	$23,050.00	Yes
1.3	Teacher Induction	Teacher Induction Program (previously known as BTSA): As applicable, the school district will support the participation of teachers in the Induction program and other new teacher support programs of TCOE. Studies show students achieve at higher rates when instructed by experienced teachers or new teachers that receive additional beginning teacher training.	$2,000.00	Yes
1.4	Intervention Staff Contracts	Provide specialized support services for students including school psychologists, intervention teachers, speech therapy, etc. While these services are provided by TCOE's special services team, the services are designed to meet the unique needs of low income, foster youth, and English learner students and are provided districtwide to all students.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	PLC Training and Support	Teachers and administration, as part of the professional learning community work, deepen implementation of the broad course of study and access by English learners. In the professional learning community, teachers and administrator meet regularly to share expertise, and work collaboratively to improve teaching skills and the academic performance of our students. REAP Funding	$53,624.00	Yes
1.6	Leadership Stipends	Provide additional activities for students and build the leadership community by recruiting and training teachers for leadership positions (Athletic Director, Student Council Coordinator, etc.). Teachers will be provided a stipend for taking on these extra duties, resulting in additional extra work hours beyond the base salary.	$13,200.00	Yes
1.7	English Language Strategy Training	Train instructional staff on ELD standards, core content integration of ELD standards, and evidence-based instructional strategies that support English Learners and English Language Development.	$15,000.00	Yes
1.8	Paraprofessionals	Provide paraprofessional assistance, in collaboration with classroom teachers, to provide academic, behavioral, and/or emotional support to students. Title I, Title II, Title IV	$301,436.00	Yes
1.9	Reading Intervention	Maintain an additional FTE for reading intervention teacher to provide one on one, small group, and classroom reading instruction to students. The teacher will also support all teachers with reading strategies.	$134,838.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students, families, staff, and community members at Hope Elementary will actively engage in a safe and secure teaching/learning environment that maximizes available and potential resources, provides productive communication and feedback for teachers.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Hope maintains a positive work and learning environment, that is also welcoming for our community members. This goal is designed to maintain that, with adjustments to address the most recent data for this area.
Chronic absenteeism, and the gap between our subgroups in that area is a particular focus as well as maintaining mental health supports for students.

Dashboard Data related to this goal includes:

ACADEMIC ENGAGEMENT

- Chronic Absenteeism: Overall, the students fell into the "Yellow" category with 11.6% chronically absent. This represented a decline of 5.6% from the prior year.
No group was in the "Red' range.

- Access to a Broad Course of Study: The district continues to meet this requirement

CONDITIONS & CLIMATE

- Suspension Rate: Overall, students fell into the "Yellow" category with 2.1% suspended at least one day. This matched last year's performance. No group was in the "Red" range.

- Basics: Teachers, Instructional Materials, Facilities: The district continues to meet this requirement
- Parent and Family Engagement: The district continues to meet this requirement

- Local Climate Survey: The district continues to meet this requirement

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 parents participating in training/involvement opportunities in school and district decision-making throughout the year (including parents of Unduplicated Pupils and those with exceptional needs) Locally Calculated by Sign-in Sheets and Minutes	60% (202-24)			60%	
2.2	Number of parent training/involvement opportunities in school and district decision-making provided throughout the year. (including parents of Unduplicated Pupils and those with exceptional needs)	12 opportunities (2023-24)			10 Opportunities	
2.3	Attendance rate P2 attendance report	97% (2023-24 P2)			98%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Chronic absenteeism rate California School Dashboard	11.6% district/schoolwide 10.5% White 12.1% Hispanic 8.5% English Learner 12.6% Low Income 16.7% Students with Disabilities (2023 School Dashboard)			7% district/schoolwide 7% White 7% Hispanic 5% English Learner 7% Low Income 7% Students with Disabilities	
2.5	Middle school dropout rate CALPADS Report	0% (2023-24)			Maintain 0%	
2.6	Percentage of students participating in co-curricular and extra-curricular programs Locally calculated by enrollment and teacher survey	75% (2023-24)			70%	
2.7	Suspension rate California School Dashboard	2.1% district/schoolwide 1.3% White 2.7% Hispanic 2.1% English Learner 1.9% Low Income 0% Students with disabilities			1.5% district/schoolwide 1.5% White 1.5% Hispanic 1.5% English Learner 1.5% Low Income	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023 CA School Dashboard)			0% Students with disabilities	
2.8	Expulsion rate CALPADS Report	0% district/schoolwide 0% White 0% Hispanic 0% English Learner 0% Low Income 0% Students with disabilities 2023-2024			Maintain 0%	
2.9	Percent of Parents, staff, and students who report feeling safe and connected to school. Annual Survey	95.5% Parent feeling of connectedness 70% Student feeling of connectedness 84% Teacher feeling of connectedness 95.5% Parent feeling of safety 90.9% Student feeling of safety 90% Teacher feeling of safety (2023-2024 per survey results)			95% Parent feeling of connectedness 95% Student feeling of connectedness 95% Teacher feeling of connectedness 95% Parent feeling of safety 95% Student feeling of safety 95% Teacher feeling of safety	
2.10	Percent of students who demonstrate proficiency in digital skills embedded in state standards.	100% (2023-24)			Maintain 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Per Annual Teacher Survey					
2.11	Degree to which all facilities are maintained in good repair. Annual Facilities Inspection Tool (FIT) Report	Good (2023-24)			Maintain Good	
2.12	% of parents attending Fall Parent-Teacher Conferences Per Sign-In Sheets	98% (2023-24)			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
2.1	Safety Equipment and services	The District will maintain a safe, secure and inviting campus by maintaining the security systems set up in prior years.	$7,000.00	Yes
2.2	School and Home Communication Links	Enhance school to home communication, through the maintenance of school website, student information system (Aeries) with parent access options, communication features of the school information system, and maintaining webmaster costs.	$15,000.00	Yes
2.3	Maintain lower class sizes	Sufficient teaching staff will be employed to maintain small class sizes in Grades K to 3. The district will closely monitor all out-of-district requests to further maintain small class sizes.	$100,000.00	No
2.4	Enrichment Opportunities	Provide opportunities for students to participate in countywide student events that demonstrate knowledge and skills learned in the CCSS curriculum. Continue hosting on-campus events to increase student and family participation (Spelling Bee, Author's Faire, Poetry and Prose, Science Fair).	$16,000.00	Yes
2.5	Safety Training and services	Continue to deepen and enhance staff, student, and parent knowledge and skills regarding internet safety, cyber bullying, active shooter training, etc. Continue with the ActVNet contract.	$2,000.00	Yes
2.6	Collaboration/ Event Planning Time for Staff	Provide staff time and materials to collaborate throughout the school year to plan events for the students and parents, have data discussions and develop plans for student improvement.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Additional Class Space for Reduced Class Sizes	Continue to maintain additional classroom space in order to optimize the learning environment for students.	$22,620.00	Yes
2.8	Field Trips/ Learning Experiences	Expand student engagement and parent involvement by providing various field trips throughout the year. All 6th grade students and one teacher will be invited to attend SCICON for one week. All 5th grade students and one teacher will be invited to attend SCICON for a day trip. Other end-of-year incentive field trips and experiential learning opportunities may be provided.	$6,500.00	Yes
2.9	Student Recognition	Provide awards, incentives and assemblies to promote academic achievement and support for student growth such as honor roll, perfect attendance, and other accomplishments.	$7,500.00	Yes
2.10	Parent Engagement Events	Host community engagement events on campus where all District families will be invited to attend. This will help create a family engaged learning experience, building a sense of community and improving the culture of the campus. Events may include Family Literacy Night, Math Nights, Moms and Muffins, Dads and Donuts, Goodies with Grandparents, Bingo Night, etc.	$4,000.00	Yes
2.11	IT Systems Maintenance & Troubleshooting Contract	Contract for Information Technology and computer maintenance and support for classroom technology.	$25,000.00	Yes
2.12	Social Worker Contract	Provide a social worker to support students with social and emotional needs.	$44,000.00	Yes
2.13	Student Support Director	Provide additional student support systems oversight, analysis of metrics for ongoing improvements, and free up the superintendent/principal with	$143,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		additional time to monitor classroom instruction and support ongoing instructional program goals.		
2.14	Redesign classroom layouts	Redesign classroom seating and workstations to increase student engagement and meet diverse learning needs.	$20,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$520,072	$46,841

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
22.076%	0.000%	$0.00	22.076%

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:** Professional Development **Need:** English Learners performed much more poorly than average in math, ELA, and Science on the state tests. Students with disabilities performed lower (individual scores analyzed) on all three areas. Socio-Economically Disadvantaged students performed lower on math and ELA.	Teachers will analyze data, look at evidence-based strategies, and incorporate those, with the assistance of consultants, into their daily instructional routines, as well as strategies to differentiate for all learners within the classroom. While this action is being implemented LEA wide, it is primarily directed at the needs of unduplicated students and is anticipated to have the greatest positive effect on those subgroups.	SBAC ELA Results (FY, SED, EL, SWD) SBAC Math Results (FY, SED, EL, SWD) CAST Results (FY, SED, EL, SWD)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Professional Development in the areas of differentiation and meeting struggling students' needs, in particular related to the unduplicated student population and students with disabilities. **Scope:** LEA-wide		
1.2	**Action:** Supplemental Instructional Materials **Need:** Existing instructional materials have not been updated in more than 6 years due to state delay in new adoptions. Core materials in key areas (ELA and Math) were published prior to last standards and/or framework updates. **Scope:** LEA-wide	In order to support student rigor matching the grade level standards, supplemental materials are needed in a wide variety of areas. This will be provided LEA wide because it is related to the Initial, first instruction received by unduplicated students in mainstream classes. While this action is being implemented LEA wide, it is primarily directed at the needs of unduplicated students and is anticipated to have the greatest positive effect on those subgroups.	SBAC ELA Results (FY, SED, EL, SWD) SBAC Math Results (FY, SED, EL, SWD) CAST Results (FY, SED, EL, SWD)
1.3	**Action:** Teacher Induction **Need:** Student results in SBAC (all areas) show need for quality, standards based instruction. Teacher experience/ quality is the number one research-based indicator for student success. **Scope:**	While it may be necessary, due to teacher shortages in California, to hire highly experienced teachers, we can provide quality training for new teachers to support their needs in meeting the individual needs of their students. While this action is being implemented LEA wide, it is primarily directed at the needs of unduplicated students and is anticipated to have the greatest positive effect on those subgroups.	State Standards Implementation: per Annual Local Indicator Survey

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
	LEA-wide		
1.4	**Action:** Intervention Staff Contracts **Need:** Administrative staff identified the need to contract with county agency for part-time support in these specialized service areas due to our small school size, shortage of area professionals in the hiring pool, and the resulting difficulty finding part-time employees in these areas. **Scope:** LEA-wide	Allows school to contract for partial FTE in specialized staff areas to meet our exact needs for student services. While this action is being implemented LEA wide, it is primarily directed at the needs of unduplicated students and is anticipated to have the greatest positive effect on those subgroups.	SBAC ELA, Math, CAST results for Students with Disabilities including multiple identified students (SWD/EL, SWD/SED, SWD/Foster)
1.5	**Action:** PLC Training and Support **Need:** Teacher identified ongoing need for planning time together to analyze data and design differentiated instruction for student group needs. English Learners performed significantly lower on Math, science, and ELA standardized state testing in 2023. **Scope:** LEA-wide	Quality professional development by content area professionals experienced with English Learner strategies will be provided to help all teachers meet EL needs in content areas and ELD instruction. While this action is being implemented LEA wide, it is primarily directed at the needs of unduplicated students and is anticipated to have the greatest positive effect on those subgroups.	ELPAC Results SBAC Math, ELA, CAST results- English Learner subgroup

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
1.6	**Action:** Leadership Stipends **Need:** Unduplicated parents and student report the need for additional co-curricular and extra-curricular activities that engage and connect them to school and improve mental health, social skill development, and academic achievement. **Scope:** LEA-wide	Provides staff with incentive and compensation to coach/advise/provide additional activities beyond the school day for student participation.	Student connectedness to school % Staff connectedness to school %
1.7	**Action:** English Language Strategy Training **Need:** While Hope has done a good job of supporting English Learners and reclassifying many over the past three years, our ELPAC data shows those 37.5% of English Learners last year were not systematically progressing forward towards fluency. (and 26.2% the prior year did not progress) **Scope:** LEA-wide	Quality professional development by content area experts has been shown to affect teacher results for English Learners with positive language acquisition outcomes. While this action is being implemented LEA wide, it is primarily directed at the needs of unduplicated students and is anticipated to have the greatest positive effect on those subgroups.	ELPAC results for English Learners ELPAC results for Long Term English Learners (LTEL)
1.8	**Action:** Paraprofessionals **Need:** Teachers have noted in feedback, and academic data supports that unduplicated	Provides in-class instructional assistance for EL, FY, SED students While this action is being implemented LEA wide, it is primarily directed at the needs of unduplicated	SBAC Results Math (EL, FY, SED) SBAC Results ELA (EL, FY, SED)

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
	students require additional support/ interventions to close the achievement gap. Additionally, parents, teachers, and student report increased emotional/ mental health issues post COVID and needs for additional assistance to provide those supports in the Tier One classroom to ensure students can learn in a positive environment. **Scope:** LEA-wide	students and is anticipated to have the greatest positive effect on those subgroups.	
1.9	**Action:** Reading Intervention **Need:** English Learner and SED students show gaps in reading levels vs. grade level expectations, inhibiting them from fully accessing the grade level curriculum at the rigor required. Additional intervention is required to support them in academic success and catch them up to grade level in reading decoding and comprehension skills. **Scope:**	Maintains a reading intervention teacher to provide direct services to students and support other teachers with instructional strategies that can be integrated into their Tier One lessons. While this action is being implemented LEA wide, it is primarily directed at the needs of unduplicated students and is anticipated to have the greatest positive effect on those subgroups.	SBAC ELA Results (EL, SED)
2.1	**Action:** Safety Equipment and services **Need:** Research indicates the need to maintain students' and staff feeling of safety (A Maslow hierarchy need) before staff can excel in their craft and students affective filter allows long-	Maintaining the current, trusted systems designed for staff/student safety will help maintain the high feeling of safety on campus to allow all to focus on learning. While this action is being implemented LEA wide, it is primarily directed at the needs of unduplicated	Percent of Parents, staff, and students who report feeling safe and connected to school. Annual Survey

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
	term learning of materials and academic success. While our data indicates a high feeling of safety (94.5%) we need to maintain the systems in place that makes that possible. **Scope:** LEA-wide	students and is anticipated to have the greatest positive effect on those subgroups.	
2.2	**Action:** School and Home Communication Links **Need:** 94.5% of students, parents, and staff report feeling connected to school. This is, in part, due to our maintenance of communication tools and electronic parent access to classroom teachers. **Scope:** LEA-wide	Maintains communication systems for home to school partnerships. While this action is being implemented LEA wide, it is primarily directed at the needs of unduplicated students and is anticipated to have the greatest positive effect on those subgroups.	Annual Survey-connectedness to school parents, student, teachers
2.3	**Action:** Maintain lower class sizes **Need:** Smaller class sizes have been proven to assure that every student has maximum opportunity to learn critical primary knowledge and skills. Teachers report being better able to diagnose and meet individualized learning needs with smaller class sizes and fewer grade levels within one classroom. **Scope:**	This position will avoid a 3-grade combination class. This will allow both teachers to focus more on specific grade-level standards and monitoring individual student performance to address learning gaps as they occur. While this action is being implemented LEA wide, it is primarily directed at the needs of unduplicated students and is anticipated to have the greatest positive effect on those subgroups.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	**Action:** Enrichment Opportunities **Need:** Student, parent, and staff feedback indicates the need to continue engaging students in opportunities to expand their knowledge and reach beyond local boundaries with regional competitions, interaction with other school district students, and opportunities to share their work with a larger audience in order to expand their current, socioeconomically limited, world view. **Scope:** LEA-wide	Provides funding that permits all students to participate, regardless of foster youth/ socio-economic status and provides staff to prepare students, including English Learners, who may require more coaching support to feel comfortable in larger groups outside of their own classmates. While this action is being implemented LEA wide, it is primarily directed at the needs of unduplicated students and is anticipated to have the greatest positive effect on those subgroups.	Percentage of students participating in co-curricular and extra-curricular programs Locally calculated by enrollment and teacher survey
2.5	**Action:** Safety Training and services **Need:** Parents, students of unduplicated groups, and staff report safety concerns in the areas of bullying and campus violence- based on current events. Additionally, the increase in online activity by students has increased their vulnerability to issues such as child trafficking, cyberbullying, and other dangers of online exposure. **Scope:** LEA-wide	Training staff to be proactive to prevent, identify, and respond to issues is vital with online tools in schools. Parents need increased awareness of dangers and strategies to address these with their children, and students need information and understanding of the dangers that exist. While this action is being implemented LEA wide, it is primarily directed at the needs of unduplicated students and is anticipated to have the greatest positive effect on those subgroups.	Student feeling of safety- annual survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	**Action:** Collaboration/ Event Planning Time for Staff **Need:** Parent engagement is an evidence-based strategy that directly links to student performance. In order to plan and carry out parent engagement events, additional staff time is needed and existing small-school staff must add this to their duties. **Scope:** LEA-wide	Provides funding to pay staff for additional time to plan and work parent engagement events outside of normal work hours. While this action is being implemented LEA wide, it is primarily directed at the needs of unduplicated students and is anticipated to have the greatest positive effect on those subgroups.	Staff, student, and parent connectedness % to school Annual Survey results
2.7	**Action:** Additional Class Space for Reduced Class Sizes **Need:** Smaller class sizes have been proven to assure that every student has maximum opportunity to learn critical primary knowledge and skills. Teachers report being better able to diagnose and meet individualized learning needs with smaller class sizes and fewer grade levels within one classroom. **Scope:** LEA-wide	This position will avoid a 3-grade combination class. This will allow both teachers to focus more on specific grade-level standards and monitoring individual student performance to address learning gaps as they occur. While this action is being implemented LEA wide, it is primarily directed at the needs of unduplicated students and is anticipated to have the greatest positive effect on those subgroups.	Hello Literacy assessments as well as GO Math Assessment scores will show an increase from prior year.
2.8	**Action:** Field Trips/ Learning Experiences **Need:**	Provides funding for all students to participate, regardless of parent ability to pay for additional experiences beyond the classroom.	SBAC CA Science Test Results (Grades 5 and 8) Average Scaled Score- Distance from Standard

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
	Student, parent, and staff feedback indicates the need to continue engaging students in opportunities to expand their knowledge and reach beyond local boundaries with opportunities to expand their current, socioeconomically limited, world view. Additionally, evidence-based practice for English Learners is to contextualize learning as much as possible with visual and practical examples to assist them in internalizing the intended learning. **Scope:** LEA-wide	Provides context for content area grade level learnings, expanded experiences for socio-economic and foster youth in order to assist them in competing with other students who do not have those same barriers. While this action is being implemented LEA wide, it is primarily directed at the needs of unduplicated students and is anticipated to have the greatest positive effect on those subgroups.	Percentage of students participating in co-curricular and extra-curricular programs Locally calculated by enrollment and teacher survey
2.9	**Action:** Student Recognition **Need:** Supporting students in making goals, and celebrating their progress and success with their families is an important part of partnering with all educational groups. Parent engagement as a strategy for increasing student achievement includes recognizing student accomplishments as a home-school team due to both the school staff and parent commitment to support learning. **Scope:** LEA-wide	Provides opportunities for parents to support their students' accomplishments and for staff to recognize parent contributions to student success. While this action is being implemented LEA wide, it is primarily directed at the needs of unduplicated students and is anticipated to have the greatest positive effect on those subgroups.	Percent of Parents and students who report feeling connected to school. Annual Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.10	**Action:** Parent Engagement Events **Need:** Parent engagement is an evidence-based strategy that directly links to student performance. **Scope:** LEA-wide	Provides opportunities to expand the cooperative relationship between parents, students, and staff and create a solid learning community. While this action is being implemented LEA wide, it is primarily directed at the needs of unduplicated students and is anticipated to have the greatest positive effect on those subgroups.	Percent of Parents, staff and students who report feeling connected to school. Annual Survey
2.11	**Action:** IT Systems Maintenance & Troubleshooting Contract **Need:** Equity in opportunities for access to technology and technology-based instructional tools for students of socioeconomically disadvantaged status, foster youth, and English Learners as reported by staff, and parents. **Scope:** LEA-wide	Maintains internal systems linking students and families to online instructional tools including communication and information tools for engagement, learning programs, and research tools. While this action is being implemented LEA wide, it is primarily directed at the needs of unduplicated students and is anticipated to have the greatest positive effect on those subgroups.	All electronic devices will be maintained with proper function and connectivity.
2.12	**Action:** Social Worker Contract **Need:** Post COVID suspension and student performance data indicates issues with overall student mental and behavioral health. Additionally, those with socioeconomically disadvantaged status have limited access to	Provides Tier II and Tier III mental and behavioral health supports to students and family education programs to support student success. While this action is being implemented LEA wide, it is primarily directed at the needs of unduplicated students and is anticipated to have the greatest positive effect on those subgroups.	Chronic Absenteeism (SED, EL, FY, SWD)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	mental and behavioral health resources to address issues and English Learners seem to have been the slowest to return to Post-COVID academics, attendance, and behavioral norms. **Scope:** LEA-wide		
2.13	**Action:** Student Support Director **Need:** Analysis of our students' academic results shows a gap between overall student performance in math and ELA and the performance of SED and EL student groups. Additionally, our SWD subgroup continues to show major achievement gaps between school average and their group average. Professional Learning Communities and Multi-Tiered Systems of Support are evidence-based strategies to address student learning, behavioral, and mental health barriers to academic achievement. These require data, systems, and planning support to be succesfully implemented. **Scope:** LEA-wide	Provides for staff time to address support needs for MTSS, attendance, PLC and professional development initiatives to improve student learning and support staff in the ongoing initiatives. While this action is being implemented LEA wide, it is primarily directed at the needs of unduplicated students and is anticipated to have the greatest positive effect on those subgroups.	Chronic Absenteeism (SED, EL, SWD, FY) SBAC results ELA SBAC results Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.14	**Action:** Redesign classroom layouts **Need:** Unduplicated student surveys show struggles to remain engaged in the classroom environment. Teachers report the need for flexible seating options and improved classroom environment. **Scope:** LEA-wide	Provides new equipment and furnishings for classrooms to increase flexible seating options and improve the environment. While this action is being implemented LEA wide, it is primarily directed at the needs of unduplicated students and is anticipated to have the greatest positive effect on those subgroups.	Annual Survey- Student connectedness to school

Limited Actions

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

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

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

The plan contained no actions with a planned percentage to increase or improve services.

Additional Concentration Grant Funding

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

Hope is a single school district. As a small school district, in order to add services to students we must often contract out for part-time employees through Tulare County Office of Education and other sources for partial FTE.

The following actions in our LCAP add personnel to provide direct services to students:

1.4- contracted services
1.6- Advisors and coordinators of student activities- additional hourly for staff
1.8- Paraprofessionals for instructional support
1.9- Reading interventionist
2.3- Class size reductions- additional teaching staff
2.12- Social Worker services

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	2,355,831	520,072	22.076%	0.000%	22.076%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$678,090.00	$134,838.00	$100,000.00	$103,090.00	$1,016,018.00	$741,474.00	$274,544.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School year	$0.00	$5,250.00	$5,250.00				$5,250.00	
1	1.2	Supplemental Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School year	$0.00	$23,050.00	$23,050.00				$23,050.00	
1	1.3	Teacher Induction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School year	$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.4	Intervention Staff Contracts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School year	$0.00	$50,000.00	$50,000.00				$50,000.00	
1	1.5	PLC Training and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School year	$0.00	$53,624.00	$500.00			$53,124.00	$53,624.00	
1	1.6	Leadership Stipends	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School year	$13,200.00	$0.00	$13,200.00				$13,200.00	
1	1.7	English Language Strategy Training	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-2025 School year	$0.00	$15,000.00	$15,000.00				$15,000.00	
1	1.8	Paraprofessionals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$301,436.00	$0.00	$251,470.00			$49,966.00	$301,436.00	

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	1.9	Reading Intervention	All	No			All Schools	2024-2025 School Year	$134,838.00	$0.00		$134,838.00			$134,838.00	
2	2.1	Safety Equipment and services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School year	$0.00	$7,000.00	$7,000.00				$7,000.00	
2	2.2	School and Home Communication Links	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School year	$0.00	$15,000.00	$15,000.00				$15,000.00	
2	2.3	Maintain lower class sizes	All	No			All Schools	2024-2025 School year	$100,000.00	$0.00			$100,000.00		$100,000.00	
2	2.4	Enrichment Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School year	$0.00	$16,000.00	$16,000.00				$16,000.00	
2	2.5	Safety Training and services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School year	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.6	Collaboration/ Event Planning Time for Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School year	$5,000.00	$0.00	$5,000.00				$5,000.00	
2	2.7	Additional Class Space for Reduced Class Sizes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School year	$0.00	$22,620.00	$22,620.00				$22,620.00	
2	2.8	Field Trips/ Learning Experiences	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School year	$0.00	$6,500.00	$6,500.00				$6,500.00	
2	2.9	Student Recognition	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School year	$0.00	$7,500.00	$7,500.00				$7,500.00	
2	2.10	Parent Engagement Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School year	$0.00	$4,000.00	$4,000.00				$4,000.00	
2	2.11	IT Systems Maintenance & Troubleshooting Contract	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2025 School year	$0.00	$25,000.00	$25,000.00				$25,000.00	

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
						Low Income										
2	2.12	Social Worker Contract	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School year	$44,000.00	$0.00	$44,000.00				$44,000.00	
2	2.13	Student Support Director	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School year	$143,000.00	$0.00	$143,000.00				$143,000.00	
2	2.14	Redesign classroom layouts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$0.00	$20,000.00	$20,000.00				$20,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,355,831	520,072	22.076%	0.000%	22.076%	$678,090.00	0.000%	28.783 %	**Total:**	$678,090.00
								LEA-wide Total:	$678,090.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,250.00	
1	1.2	Supplemental Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,050.00	
1	1.3	Teacher Induction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
1	1.4	Intervention Staff Contracts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
1	1.5	PLC Training and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	
1	1.6	Leadership Stipends	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,200.00	
1	1.7	English Language Strategy Training	Yes	LEA-wide	English Learners	All Schools	$15,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$251,470.00	
2	2.1	Safety Equipment and services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,000.00	
2	2.2	School and Home Communication Links	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
2	2.4	Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,000.00	
2	2.5	Safety Training and services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
2	2.6	Collaboration/ Event Planning Time for Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	2.7	Additional Class Space for Reduced Class Sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,620.00	
2	2.8	Field Trips/ Learning Experiences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,500.00	
2	2.9	Student Recognition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,500.00	
2	2.10	Parent Engagement Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,000.00	
2	2.11	IT Systems Maintenance & Troubleshooting Contract	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
2	2.12	Social Worker Contract	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,000.00	
2	2.13	Student Support Director	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$143,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.14	Redesign classroom layouts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,360,717.00	$760,956.35

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	Yes	$5,250.00	9062.50
1	1.2	Supplemental Instructional materials	Yes	$23,050.00	31341.83
1	1.3	Teacher Induction	Yes	$2,000.00	3000.00
1	1.4	Expanded Learning	Yes	$370,079.00	183.54
1	1.5	Psychologist, Intervention Teacher, Speech Therapy, Etc.	Yes	$50,000.00	45909.60
1	1.6	Professional Learning	Yes	$53,124.00	3125.00
1	1.7	Leadership Stipends	Yes	$13,200.00	16656.16
1	1.8	Staff Development Days	Yes	$15,000.00	19123.76
1	1.9	Paraprofessionals	Yes	$301,436.00	401855.00
1	1.10	Reading Intervention	Yes	$134,838.00	0
1	1.11	ELD Professional Development	Yes	$1,500.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Safe and Secure Campus	Yes	$7,000.00	8303.54
2	2.2	School to Home Communications	Yes	$15,000.00	10100.50
2	2.3	Teaching staff to reduce class sizes	Yes	$98,975.00	0
2	2.4	After School Program	Yes	$16,000.00	0
2	2.5	Student Events	Yes	$2,000.00	1653.00
2	2.6	Safety Training	Yes	$2,000.00	1392.75
2	2.7	Staff Collaboration Time	Yes	$5,000.00	0
2	2.8	Additional Classroom Space	Yes	$22,620.00	25949.00
2	2.9	Field Trips	Yes	$6,500.00	0
2	2.10	Rewards and Incentives	Yes	$1,500.00	5484.49
2	2.11	Parent Events	Yes	$4,000.00	5141.00
2	2.12	IT Contract	Yes	$25,000.00	19202.48
2	2.13	Social/Emotional Support	Yes	$44,000.00	11827.20

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	2.14	Student Support Director	Yes	141645.00	141645.00

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)
591,643	$852,069.00	$760,956.35	$91,112.65	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$5,250.00	9,062.50		
1	1.2	Supplemental Instructional materials	Yes	$23,050.00	31,341.83		
1	1.3	Teacher Induction	Yes	$2,000.00	3,000.00		
1	1.4	Expanded Learning	Yes	$5,000.00	183.54		
1	1.5	Psychologist, Intervention Teacher, Speech Therapy, Etc.	Yes	$50,000.00	45,909.60		
1	1.6	Professional Learning	Yes	$5,000.00	3,125.00		
1	1.7	Leadership Stipends	Yes	$13,200.00	16,656.16		
1	1.8	Staff Development Days	Yes	$15,000.00	19,123.76		
1	1.9	Paraprofessionals	Yes	$251,470.00	401,855.00		
1	1.10	Reading Intervention	Yes	$134,838.00	0		
1	1.11	ELD Professional Development	Yes	$1,500.00	0		
2	2.1	Safe and Secure Campus	Yes	$7,000.00	8,303.54		
2	2.2	School to Home Communications	Yes	$15,000.00	10,100.50		

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)
2	2.3	Teaching staff to reduce class sizes	Yes	$98,975.00	0		
2	2.4	After School Program	Yes	$16,000.00	0		
2	2.5	Student Events	Yes	$2,000.00	1,653.00		
2	2.6	Safety Training	Yes	$2,000.00	1,392.75		
2	2.7	Staff Collaboration Time	Yes	$5,000.00	0		
2	2.8	Additional Classroom Space	Yes	$22,620.00	25,949.00		
2	2.9	Field Trips	Yes	$6,500.00	0		
2	2.10	Rewards and Incentives	Yes	$1,500.00	5,484.49		
2	2.11	Parent Events	Yes	$4,000.00	5,141.00		
2	2.12	IT Contract	Yes	$25,000.00	19,202.48		
2	2.13	Social/Emotional Support	Yes	$44,000.00	11,827.20		
2	2.14	Student Support Director	Yes	$96,166.00	141,645.00		

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)
2,359,070	591,643	3.06	28.140%	$760,956.35	0.000%	32.257%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

  o 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:

  - 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.

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    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.

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

  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    - The reasons for the ineffectiveness, and

    - How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- 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:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

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

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

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

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

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- 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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