



# 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
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## 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.

<p>Mission</p> <p>The Mission of Delta Elementary Charter School in Clarksburg is to provide a family-oriented, community-based intimate learning environment that is devoted to the academic, social, linguistic, and personal success of each child.</p>
<p>Vision</p> <p>Delta Elementary Charter School (DECS) seeks to capitalize on one of the last true small communities in Yolo County and Sacramento counties. We are committed to building a collaborative learning community of parents, teachers, community members, farmers, and students, all dedicated toward the goal of increasing pupil achievement at Delta Elementary Charter School, a special place to learn. The school’s educational program has been developed to provide expanded educational choice and opportunities for families in Clarksburg and surrounding communities. Delta Elementary Charter School offers a school setting that reflects the community’s desire to have access to a rigorous academic program that includes project-based learning, visual and performing arts, and agriculture integration programs. The student-centered approach at Delta Elementary Charter School benefits all students, regardless of socio-economic background.</p>
<p>Student Enrollment</p> <p>Delta Elementary Charter School will strive to enroll a student body that is representative of the diversity of the surrounding community. The school offers a school setting that reflects the community’s desire to have access to a rigorous academic program that includes visual and performing arts, technology, athletics, and agriculture. The school will continue to focus on parent and community involvement, reach out to all stakeholders, and ensure that the educational needs of all students are being met.</p>
<p>How Learning Best Occurs</p> <p>Delta Elementary Charter School believes that learning best occurs in a student-centered environment where the teachers involve and challenge the students with issues that the students regard as important and meaningful.</p>
<p>Toward this end, DECS provides:</p>

- A safe and nurturing environment where diversity is celebrated (ethnic, racial, cultural, philosophical, and/or individual)
- An educational environment that builds on student strengths through enrichment activities, independent research, problem-solving, critical thinking, music, art, science, and technology.
- A school that treats all youth as gifted and talented by offering an accelerated and academically rich curriculum to all students
- An educational experience that prepares pupils for successful learning opportunities and prepares them for successful college and/or careers
- A haven where students can build sustained and caring relationships with their fellow students, teachers, and community members
- An environment where all school community members (students, teachers, parents, community volunteers, and administration) collaborate to achieve their school vision by sharing the responsibility and decision making for curriculum, instructional strategies, and

school organization.

- Project Based Learning that support tiered instruction and activities that allow for multi- disciplinary learning coupled with alternative responses and solutions.

Furthermore, Delta Elementary Charter School ensures that:

- Focus is placed on individual personalized learning, which can provide flexibility for the students to pursue their intellectual interests.
- Parents are actively involved as participants in support of their child's education.
- Community volunteers are actively engaged in the education and development of youth in their community.
- Students, teachers, and families understand the metrics for success and share high expectations for success.
- Students receive tiered instruction and are involved in activities that allow for alternative solutions.
- Teaching methodologies encourage students to think creatively and critically.
- Technology is integrated into the curriculum as a tool to help students achieve academic success.

## Reflections: Annual Performance

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

Review of the data from Spring 2023 Dashboard shows that overall student academic scores in ELA dropped a total of 23.3 points from Yellow to Orange at 13.3 points below standard. Hispanic and Socioeconomically Disadvantaged students were at the Orange level, Students with Disabilities were at the Yellow level and White students were at the Green Level. Dashboard data showed math scores stayed Orange but dropped 15.1 points overall, a total of 29 points below standard. Hispanic and Socioeconomically Disadvantaged students were at the Orange level, Students with Disabilities and White students were at the Yellow level. During the 2023-24 school year, iReady Benchmark assessments were used to monitor all students and subgroup data. Teachers were able to identify needs and adjust resources accordingly. Scores showed overall in ELA that 50% of students were proficient and only 39% were proficient in math.

Dashboard 5th grade science data showed 36% of students met or exceeded standard.

The percent of English learners making annual progress was 30% in 2022-23.

The school attendance rate increased slightly from 93.24% to 93.79% as of January 10, 2024. 20.5% of students were chronically absent. This resulted in a rating of Orange on the 2023 Dashboard.

Dedicated small group instruction during WINN (What I Need Now) Block, provided intervention supports and scaffolds as needed. Unfortunately, due to turnover in staff, incorporating a new math curriculum, and a fragmented ELA curriculum, student scores dropped. There is a need for more teacher professional development to support instruction and assessment, and an articulated ELA curriculum across grade levels. In addition, there is a need for teacher support in the implementation of integrated and designated ELD.

DECS increased mental health services with a 0.5 FTE educational psychologist to work with Tier 3 students, and two 0.5 FTE counselors to work with Tier 1 and 2 students.

Additional training and better implementation is needed for the Positive Behavioral Intervention System (PBIS) to be more effective.

## Reflections: Technical Assistance

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

Not Applicable

## 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
Parents and Community	Meetings on 3/20, 4/3, 5/15 and surveys
Teachers	Professional Development Day 4/2 and surveys
Student Council	Meeting 3/14 & 4/11
Leadership Team and Classified Staff	Meeting 2/27, 3/21
District Leadership	Meeting 3/26
River Charter Governing Board	LCAP Mid-Year Report to River Charter Schools Governing Board 1/22

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

Throughout our entire reflection and drafting process, stakeholders have been a critical component of DECS' LCAP development. DECS intentionally connected with our community of stakeholders through multiple means. Families and community members completed feedback surveys and participated in community meetings that were used to inform the plans goals and actions. Teachers and staff were engaged in the process through discussions at professional development days and staff meetings, as well as through surveys.

Feedback provided through these stakeholder meetings and surveys, largely focused into these primary areas:

## Goal 1

1.1 Rigorous curriculum and instructional materials – Teacher and administrator feedback expressed a need for stronger vertical alignment and a stronger social studies curriculum.

1.2 Ongoing professional development, observation, feedback, and coaching – Teacher and administrator feedback, the district will add a vice-principal position to coach and support teachers. In addition, feedback expressed the need for professional development for teachers and paraprofessionals in English Language Development and building a stronger integrated/designated program, and continued development of teaching and learning practices with a focus on improving Project Based Learning (PBL) units.

1.5 Monitor and Evaluate Student Data – Teachers and families expressed a need to strengthen progress monitoring and increase communication with students and families regarding progress.

#### Goal 2

2.4 Multi-Tiered System of Support – Feedback from teachers and families showed a need to improve the MTSS system.

2.5 Project Based Learning – Teacher and administrator feedback expressed a need to create stronger science, arts, and music integration into PBL curriculum, and to embed grade-level field trips into the curriculum. Teachers suggested creating a shared Google Drive for teaching teams to access and share PBL Units and lesson plans.

#### Goal 3

3.1 Restorative Practices and Positive Behavior Intervention and Supports - Parent and teacher feedback expressed a need for developing additional mental health support such as bringing in a social-emotional curriculum and training staff in Restorative and Trauma Informed practices. A need for transportation to help offset the Chronic Absenteeism rate for the school

3.2 Mental Health Professionals – Parents voiced the need for support with student behaviors and additional resources in the community.

Goal 4 – Feedback from all groups recommended dropping Goal 4.

The final drafts of the 2024-25 LCAP were formally shared with stakeholder groups at the following meetings:

- RCS Board Presentations 6/10 and 6/24.
- Parent Advisory Committee 5/14
- English Learner Advisory Council (ELAC) Meeting on 5/31.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	<p>At Delta Elementary Charter School, we are dedicated to nurturing the whole child through innovative, integrated units of study that provide inclusive, high-quality, California Common Core State Standards (CCSS) based instruction, embracing Project-Based Learning, Arts, and Music. Our trained educators facilitate interdisciplinary experiences that prepare students for real-world challenges, embodying our mission to foster lifelong learners who thrive academically, creatively, and socially.</p> <p>Select metrics will be reported for All students and specific student groups using the following abbreviations: ALL: All Students; FY: Foster Youth; EL: English Learner; LTEL: Long Term English Learner; SED: Socioeconomically Disadvantaged; SWD: Student with Disabilities; HOM: Homeless; AA: Africian American; AI: American Indian or Alaskan Native; AS: Asian; FI: Filipino; HI: Hispanic; TOM: Two or More Races; PI: Pacific Islander or Native Hawaiian; WH: White</p>	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 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

Students are most successful when engaged in learning that is student centered and provides a high level of rigor to prepare them for their academic careers after they matriculate from DECS.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers Credentialing and Assignments	In the 2021-22 school year (most recent available), DECS			100% of teachers will be appropriately	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of teachers appropriately assigned and fully credentialed in the subject area and for the students they are teaching based on CDE Teacher Assignment Monitoring Outcomes (TAMO), as reported in the Student Accountability Report Card (SARC).	employed 14 Teaching FTE (Full Time Equivalencies). 92.9% were classified as Clear, and 7.1% were Incomplete.			assigned with a Clear status.	
1.2	<p>Access to Instructional Materials</p> <p>Percentage of students who have sufficient access to the standards-aligned instructional materials.</p> <p>Availability of Textbooks and Instructional Materials, as reported in the Student Accountability Report Card (SARC).</p>	100% of DECS students had access to instructional materials in print or electronic formats in 2023-24.			100% of DECS students will have access to instructional materials in print or electronic formats.	
1.3	<p>Implementation of State Standards and services for ELs</p> <p>Self reflection rating on Questions 1 and 2 of the Implementation of SBE</p>	Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks			Q1: Rating for Professional Learning for teaching to the academic standards and	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Adopted Academic &amp; Performance Standards including how programs and services will enable ELs to access the Common Core academic content standards and English Language Development Standards.</p> <p>Rating Scale (Lowest to Highest).</p> <p>1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Implementation and Sustainability</p>	<p>ELA: 4 ELD: 3 Math: 5 NGSS: 5 History: 5</p> <p>Q2: Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught.</p> <p>ELA: 4 ELD: 4 Math: 5 NGSS: 4 History: 4</p> <p>Priority 2 Reflection Tool</p>			<p>curriculum frameworks</p> <p>ELA: 5 ELD: 5 Math: 5 NGSS: 5 History: 5</p> <p>Q2: Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught.</p> <p>ELA: 5 ELD: 5 Math: 5 NGSS: 5 History: 5</p> <p>Priority 2 Reflection Tool</p>	
1.4	<p>Statewide Assessments- ELA Percentage of all students, 3-8 participating in the SBAC ELA assessment.</p> <p>Percentage of all students, grades 3-8</p>	<p>ELA Participation: 99%</p> <p>Meet or Exceed ALL: 40.95% EL: 14.81% LTEL: -- SED: 24.59% SWD: 34.15% HOM:-- FY: --</p>			<p>ELA Participation: 100%</p> <p>Meet or Exceed ALL: 50.95% EL: 24.81% LTEL: SED: 34.59% SWD: 24.59% HOM:</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>who meet or exceed standard on the SBAC ELA assessment.</p> <p>CA Dashboard: English Language Arts</p>	2023 CAASPP			FY:	
1.5	<p>Statewide Assessments- Math</p> <p>Percentage of all students, 3-8 participating in the SBAC Math assessment.</p> <p>Percentage of all students, grades 3-8 who meet or exceed standard on the SBAC Math assessment.</p> <p>CA Dashboard: Math indicators</p>	<p>Math Participation: 99%</p> <p>Meet or Exceed ALL: 40.48% EL: 11.11% LTEL: -- SED: 29.51% SWD: 31.71% HOM:-- FY: --</p> <p>2023 CAASPP</p>			<p>Math Participation: 100%</p> <p>Meet or Exceed ALL: 50.48% EL: 21.11% LTEL: SED: 39.51% SWD: 39.51% HOM: FY:</p>	
1.6	<p>Statewide Assessments- Science</p> <p>Percentage of students, grades 5 &amp; 8 participating in the CAST assessment.</p> <p>Percentage of all students grades 5 &amp; 8 who meet or exceed standard on the CAST.</p>	<p>Science Participation: 98%</p> <p>Meet or Exceed ALL: 36.00% EL: -- LTEL: -- SED: 0% SWD: 27.27% HOM: -- FY: --</p> <p>2023 CAST</p>			<p>Science Participation: 100%</p> <p>Meet or Exceed ALL: 46.00% EL: LTEL: SED: 10% SWD: 37.27% HOM: FY:</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Percent of students who scored proficient in ELA as measured by iReady diagnostic	For 2023-24, percent of students who scored proficient in ELA as measured by iReady was 50%.			60% percent of students will score proficient in ELA as measured by iReady diagnostic.	
1.8	Percent of students who scored proficient in Math as measured by iReady diagnostic	For 2023-24, percent of students who scored proficient in math as measured by iReady was 39%.			49% percent of students will score proficient in math as measured by iReady diagnostic.	
1.9	The percent of students participating in a project-based learning unit as measured by annual curriculum audit and student presentations.	The percent of students participating in a project-based learning unit as measured by annual curriculum audit was: 100%			100% of students participated in a project-based learning unit as measured by annual curriculum audit.	
1.10	Broad Course of Study- Visual and Performing Arts  Percentage of student in grades spans 1-6 and 7-8 enrolled in a Visual and Performing Arts program/course.	Grades 1-6 ALL: 100%			Grades 1-6 ALL: 100%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Rigorous curriculum and instructional materials	Acquire and implement rigorous core curriculum and instructional materials aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), English Language Development Standards (ELD), Physical Education and Visual and Performing Arts (VAPA) standards.		No
1.2	Professional Development for Certificated and Classified Staff	Transform teaching, learning, and operations in our continuing pursuit of excellence through ongoing professional development, observation, feedback, and coaching to support continued implementation and refinement of practice in alignment with strategies that align with the CCSS, NGSS, ELD, Art, Music, Project-Based Learning, Multi-Tiered Systems of Support (MTSS), Positive Behavior Interventions and Supports (PBIS), and Restorative Practices.	\$112,210.00	Yes
1.3	Recruitment and Retention of High-Quality Educators	Recruit, train, support and retain high quality, credentialed teachers for students to receive rigorous instruction and necessary support.	\$1,656,962.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.4</b>	Recruitment and Retention of High Quality Support Staff	Recruit, train, support and retain high quality, classified staff assigned to support teachers in working with students through parent communication, classroom support, data collection monitoring, academic and social emotional support to students in need, safety and supervision.		No
<b>1.5</b>	Teacher Induction	Participation in Teacher Induction program for all teachers with preliminary credentials for increased success and retention of teachers.	\$10,000.00	Yes
<b>1.6</b>	Art, Music, Agriculture and Project-Based Learning	Provide necessary support, training, and resources for students to develop independent and critical thinking, problem-solving, collaboration, creativity, self-reflection, persistence and resilience through interdisciplinary units of study.	\$99,096.00	Yes
<b>1.7</b>	Technology Supports and Resources	Technology devices, software, infrastructure, training, and instructional resources for instructional support and enhancement to support students through the development of the 21st-century skills and digital citizenship essential for success in school, work and life.	\$143,244.00	No
<b>1.8</b>	Experiential Learning Excursions	Provide experiences to students that are an extension of grade level standards being taught to deepen their understanding and connection to the subject matter.	\$9,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	<p>To optimize academic achievement and holistic development, Delta Elementary Charter School will implement a Multi-Tiered System of Support (MTSS) tailored to address the diverse learning needs of all students, including high-achieving individuals, providing targeted, timely interventions and academic accommodations to foster their success across all academic domains.</p> <p>Select metrics will be reported for All students and specific student groups using the following abbreviations: ALL: All Students; FY: Foster Youth; EL: English Learner; LTEL: Long Term English Learner; SED: Socioeconomically Disadvantaged; SWD: Student with Disabilities; HOM: Homeless; AA: African American; AI: American Indian or Alaskan Native; AS: Asian; FI: Filipino; HI: Hispanic; TOM: Two or More Races; PI: Pacific Islander or Native Hawaiian; WH: White</p>	Broad Goal

### State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

Ensuring that all students are academically successful, regardless of their socio-economic or linguistic background, is a core belief of River Charter Schools.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Statewide Assessments-ELA  Percentage of all students, 3-6 participating in the SBAC ELA assessment.	ELA Participation: 99%  Meet or Exceed  ALL: 40.95% EL: 14.81% LTEL: -- SED: 24.59%			ELA Participation: 100%  Meet or Exceed  ALL: 50.95% EL: 24.81% LTEL: --	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Percentage of all students, grades 3-6 who meet or exceed standard on the SBAC ELA assessment.</p> <p>CA Dashboard: English Language Arts</p>	<p>SWD: 34.15% HOM:-- FY: --</p> <p>2023 CAASPP</p>			<p>SED: 34.59% SWD: 44.15% HOM:-- FY: --</p>	
2.2	<p>Statewide Assessments- Math</p> <p>Percentage of all students, 3-6 participating in the SBAC Math assessment.</p> <p>Percentage of all students, grades 3-6 who meet or exceed standard on the SBAC Math assessment.</p> <p>CA Dashboard: Math indicators</p>	<p>Math Participation: 99% Meet or Exceed</p> <p>ALL: 40.48% EL: 11.11% LTEL: -- SED: 29.51% SWD: 31.75% HOM:-- FY: --</p> <p>2023 CAASPP</p>			<p>Math Participation: 100% Meet or Exceed</p> <p>ALL: 50.48% EL: 21.11% LTEL: -- SED: 39.51% SWD: 31.75% HOM:-- FY: --</p>	
2.3	<p>EL Progress</p> <p>Percentage of English Learners who make progress toward English</p>	<p>30%</p> <p>Fall 2023 CA School Dashboard- English</p>			<p>45%</p>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	proficiency as measured by the ELPAC	Learner Progress Indicator (ELPI)				
2.4	<p>Statewide Assessments- Science</p> <p>Percentage of students, grade 5 participating in the CAST assessment.</p> <p>Percentage of all students grades 5 &amp; 8 who meet or exceed standard on the CAST.</p>	<p>Science Participation: 98%</p> <p>Meet or Exceed</p> <p>ALL: 36.00% EL: -- LTEL: -- SED: 0% SWD: 27.27% HOM: -- FY: --</p> <p>2023 CAST</p>			<p>Science Participation: 100%</p> <p>Meet or Exceed</p> <p>ALL: 46.00% EL: -- LTEL: -- SED: 10% SWD: 37.27% HOM: -- FY: --</p>	
2.5	Percent of students who scored proficient in ELA as measured by iReady diagnostic	For 2023-24, percent of students who scored proficient in ELA as measured by iReady diagnostic was 50%.			Percent of students who scored proficient in ELA as measured by iReady diagnostic was 60%	
2.6	Percent of students who scored proficient in Math as measured by iReady diagnostic	For 2023-24, percent of students who scored proficient in math as measured by iReady diagnostic was 39%.			Percent of students who scored proficient in math as measured by iReady diagnostic was 49%	
2.7	<p>EL Acquisition Results</p> <p>The percent of current EL students who:</p>	<p>Progress: 30% Maintain level 4: 0% Maintain lower level: 33.30%</p>			<p>Progress: 45% Maintain level 4: 15%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Progress at least one ELPI level;  Maintain ELI level 4; Maintain lower ELPI levels (1, 2L, 2H, 3L, or 3H); Decrease at least one ELPI level	Decrease: 36.70%  Fall 2023 CA School Dashboard- English Learner Progress Indicator (ELPI)			Maintain lower level: 23.30% Decrease: 26.70%	
2.8	EL Reclassification Rate  Percentage of English Learner (EL) students who meet standards to be reclassified as Fluent English Proficient	13.5%  December 2023, SIS			23.5%	
2.9	School Attendance Rate  The Percentage of students attending school daily on average	ALL: 93.55% EL: 92.82% LTEL: -- SED: 91.68 SWD: 92.92 HOM: 85.15 FY: --  2023-24 SIS			ALL: 95% EL: 95% LTEL: -- SED: 95% SWD: 95% HOM: 90.00% FY: --	
2.10	Chronic Absenteeism Rate  Percentage of students K-6 who are absent from school 10% or more for the total number of days that they are enrolled in school.	ALL: 20.50 EL: 17.9% LTEL: -- SED: 33.30% SWD: 16.40% HOM: -- FY: --			ALL: 17.5% EL: 14.9% LTEL: -- SED: 30.30% SWD: 13.40% HOM: -- FY: --	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Fall 2023 CA School Dashboard				

## 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	Small Group Instruction	Provide small group instruction as a way to tailor individualize instruction to students based on use of formative assessment, summative assessment results and interim assessments. <ul style="list-style-type: none"> <li>• Universal Interventions (Tier 1)</li> <li>• High-quality classroom instruction</li> <li>• Social Emotional Lessons</li> <li>• Positive Behavior Interventions and Supports Lessons</li> <li>• Differentiated Instruction to meet diverse and unique learning needs.</li> </ul>	\$16,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Dyslexia Screener for all Kindergarten through 2nd grade students.</li> </ul>		
<b>2.2</b>	Data Analysis and Review	Implement data management systems and practices to collect and monitor student achievement data. School staff will use student achievement data to make adjustments to instructional practices and plan tiered supports for individual students.		No
<b>2.3</b>	English Language and Migrant Learners	Provide professional development to provide targeted support for English Learners through Integrated and designated English Language Development (ELD) instruction.	\$9,100.00	Yes
<b>2.4</b>	Early Literacy	<p>Support the development of literacy for all students, inclusive of English Learners, Students with Disabilities, and historically marginalized students within various subgroups through the following actions:</p> <ul style="list-style-type: none"> <li>Provide a comprehensive literacy program which supports the development of foundational reading skills, speaking, listening, writing, and reading comprehension.</li> <li>Implement Dyslexia screener for all Kindergarten through 2nd grade students.</li> </ul>		Yes
<b>2.5</b>	Special Education	Provide special education services and resources to students based on their individual identified needs. Through on-going professional development, resources, services and support of our Special Education Local Plan Area (SELPA) students' needs will be supported in the Least Restrictive Environment (LRE).	\$430,020.00	Yes
<b>2.6</b>	Enrichment Opportunities	Intervention and enrichment opportunities will be designed to help improve pupil preparedness as reflected on the California State Dashboard.	\$9,000.00	No

Action #	Title	Description	Total Funds	Contributing
<b>2.7</b>	Transportation	Provide transportation for students who qualify between home and school for students in need of this support.	\$65,911.00	Yes
<b>2.8</b>	Foster Youth & Homeless	For students who qualify, provide social emotional support and necessary resources to ensure academic success to students in transition.	\$5,000.00	Yes
<b>2.9</b>	Advanced Learning Opportunities	Expand access to learning experiences through programs, curriculum and/or experiences to students who are demonstrating a learning or critical thinking capacity beyond that of their chronological peers. Supplemental resources, teacher training, and/or educational		No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	<p>At Delta Elementary Charter School, we strive to facilitate ongoing opportunities and interactive platforms, ensuring that students and families are actively engaged and empowered partners in cultivating an inclusive, supportive environment that prioritizes the overall well-being and development of all students.</p> <p>Select metrics will be reported for All students and specific student groups using the following abbreviations: ALL: All Students; FY: Foster Youth; EL: English Learner; LTEL: Long Term English Learner; SED: Socioeconomically Disadvantaged; SWD: Student with Disabilities; HOM: Homeless; AA: African American; AI: American Indian or Alaskan Native; AS: Asian; FI: Filipino; HI: Hispanic; TOM: Two or More Races; PI: Pacific Islander or Native Hawaiian; WH: White</p>	Broad Goal

### State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 3: Parental Involvement (Engagement)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)

### An explanation of why the LEA has developed this goal.

Student and family engagement is critical to the success of the school as well as the academic and social emotional success of each student.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Attendance Rate  The Percentage of students attending school daily on average	ALL: 93.55% EL: 92.82% LTEL: -- SED: 91.68% SWD: 92.92% HOM: 85.15% FY: --			ALL: 95% EL: 95% LTEL: -- SED: 95% SWD: 95% HOM: -90% FY: --	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023-24 SIS				
3.2	<p>Chronic Absenteeism Rate</p> <p>Percentage of students K-6 who are absent from school 10% or more for the total number of days that they are enrolled in school.</p>	<p>ALL: 20.50% EL: 19.9% LTEL: -- SED: 33.30% SWD: 16.40% HOM: -- FY: -- Fall 2023 CA School Dashboard</p>			<p>ALL: 17.50 EL: -- 14.90% LTEL: -- SED: 30.30% SWD: 13.40% HOM: -- FY: --</p>	
3.3	<p>Suspension Rate</p> <p>Percentage of students who are suspended at least once during the academic year.</p>	<p>ALL: 0.50% EL: 2.50% LTEL: -- SED: 1.80% SWD: 0% HOM: -- FY: --  Fall 2023 CA School Dashboard</p>			ALL: 0%	
3.4	<p>Expulsion Rate</p> <p>Percentage of students who are expelled from the district during the academic year.</p>	<p>ALL: 0%</p> <p>2023-24 SIS</p>			ALL: 0%	
3.5	<p>Safety &amp; School Connectedness</p> <p>Percentage of students, parents and teachers</p>	<p>Feel Safe at School:</p> <p>Students: 80% Parents: 98%</p>			<p>Feel Safe at School:</p> <p>Students: 100% Parents: 100%</p>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>who feel the school is safe.</p> <p>Percentage of students, parents and teachers who feel connected to the school.</p> <p>Data is based on the district annual LCAP survey – responses that agree with questions aligned to safety and connectedness</p>	<p>Feel Connected to School:</p> <p>Students: 99%</p> <p>Parents: 95%</p>			<p>Teachers: 100%</p> <p>Feel Connected to School:</p> <p>Students: 100%</p> <p>Parents: 100%</p> <p>Teachers: 100%</p>	
3.6	<p>Parent Involvement</p> <p>Number of parent responses to the district LCAP survey</p> <p>Self-reflection on Parent and Family Engagement</p> <p>Building Relationships (Question #4)</p> <p>Seeking Input for Decision Making (Question #9 and #11)</p> <p>Local Indicator, Priority 3 Reflection Tool</p> <p>Rating Scale (lowest to highest)</p>	<p>Survey Responses-</p> <p>2024 LCAP Survey</p> <p>Q4 – Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families</p> <p>4 - Full Implementation</p> <p>Q9 – Rate the LEA’s progress in building capacity of and supporting principals</p>			<p>Survey Responses-</p> <p>2024 LCAP Survey</p> <p>Q4 – Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	1 – Exploration and Research Phase 2 – Beginning Development 3—Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	<p>and staff to effectively engage families in advisory groups with decision-making</p> <p>3 - Initial Implementation</p> <p>Q11 – Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.</p> <p>3 - Initial Implementation</p> <p>Local Indicator, Priority 3 Self-Reflection Tool</p>			<p>5 - Full Implementation and Sustainability</p> <p>Q9 – Rate the LEA’s progress in building capacity of and supporting principals and staff to effectively engage families in advisory groups with decision-making</p> <p>5 - Full Implementation and Sustainability</p> <p>Q11 – Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					5 - Full Implementation and Sustainability  Local Indicator, Priority 3 Self-Reflection Tool	
3.7	School Facilities  Rating of school facility maintained in good repair based on CA Facilities Inspection Tool (FIT) results, as reported in the Student Accountability Report Card (SARC).	DECS is safe, clean and well maintained per August 2023 facilities inspection overall rating of 'Good'.			Overall annual facilities inspection rating will remain Good or Exemplary.	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Positive Behavioral Interventions and Supports (PBIS)	Implementation of school-wide Positive Behavior Intervention Systems and Supports (PBIS) with fidelity. Follow-up training and other support to school sites will improve PBIS school-wide programs.	\$11,753.00	Yes
3.2	Restorative Practices	Implement a school-wide Restorative Practices and Community Circles to build community on campus and improve relationships within the classrooms and throughout the school community.	\$6,753.00	No
3.3	Attendance Support	Establish a team that will target students who are chronically absent. Provide training, resources and necessary support to remove barriers hindering students ability to attend school regularly.		No
3.4	Mental Health Services	Provide universal social emotional learning opportunities through structured lessons and resources and targeted support with a school counselor based on need. <ul style="list-style-type: none"> <li>• Tier 1 - social emotional support provided to all through social emotional lessons and class meetings.</li> <li>• Tier 2 - short-term small group support</li> <li>• Tier 3 - short-term individualized support</li> </ul>	\$87,151.00	Yes
3.5	Student Leadership	Create opportunities for students to have agency and contribute to the development of school-wide initiatives.	\$5,000.00	No
3.6	Extracurricular Activities	Increase opportunities for students to be connected and engaged in school activities that are of interest to them.	\$3,750.00	No

Action #	Title	Description	Total Funds	Contributing
				Yes
3.7	School Safety	Implement school safety and security measures. School sites will receive ongoing support to improve school safety.		No
3.8	Parent Involvement	<p>Implement learning opportunities for parents in order to improve student academic success through increased parent involvement. Support efforts to increase parent connectedness to school through providing personal development opportunities to families.</p> <p>During parent events, school site staff will invite parents to participate in site and district committees, including Parent Advisory Committee, Parent Teacher Committee, English Learner Advisory Committee, Discipline Advisory Committee, School Safety Committee, among any other committee required to enhance the learning and development for student development.</p>	\$19,415.00	Yes
3.9	Transparency, Collaboration and Communication	Establish transparency of instructional practices and curricular discussions through communication via newsletters and parent meetings focused on updates on goals, aligning of resources with standards, integration of interdisciplinary units of study, assessment implementation, progress monitoring of metrics, use of rubrics, clarification of Project Based Learning goals, and overall accountability to commitments made to families relative to the instructional focus.		No
3.10	Community Partnerships	Establish meaningful community partnerships for enhanced learning experiences to develop collaborative initiatives that leverage local resources, expertise, and support, fostering reciprocal relationships that enrich student learning, broaden perspectives, and strengthen community ties that support school-wide activities. I.e. Garden day, fun runs, assemblies, farm day, guest speakers, fundraisers, etc...		No

Action #	Title	Description	Total Funds	Contributing
3.11	Facility Improvements	Invest in staff and resources necessary to contribute to a facility that is well maintained and in good condition to ensure students are in a safe and clean environment.	\$112,355.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$225,826	\$0

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.156%	0.000%	\$0.00	6.156%

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
1.2	<p><b>Action:</b> Professional Development for Certificated and Classified Staff</p> <p><b>Need:</b> Unduplicated students are performing below standard in ELA and math..On the CAASPP ELA assessment, SED students scored 52.1 below standard, 38.8 points below all students, and EL students scored 83.2 points below standard, 69.9 points below all students.</p>	Qualified teachers have knowledge and expertise to teach their students effectively.	ELA Scores (iReady, CAASPP) Math Scores (iReady, CAASPP) Science Scores (CAASPP) EL Reclassification Rate ELPAC Scores



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>On the CAASPP math assessment, SED students scored 58 points below standard which is 29 points below all students, and EL scored 84.5 points below standard, 55.5 points below all students.</p> <p><b>Scope:</b> LEA-wide</p>		
1.3	<p><b>Action:</b> Recruitment and Retention of High-Quality Educators</p> <p><b>Need:</b> Unduplicated students are performing below standard in ELA and math. .On the CAASPP ELA assessment, SED students scored 52.1 below standard, 38.8 points below all students, and EL students scored 83.2 points below standard, 69.9 points below all students. On the CAASPP math assessment, SED students scored 58 points below standard which is 29 points below all students, and EL scored 84.5 points below standard, 55.5 points below all students.</p> <p><b>Scope:</b> LEA-wide</p>	Qualified teachers have knowledge and expertise to teach their students effectively.	ELA Scores (iReady, CAASPP) Math Scores (iReady, CAASPP) Science Scores (CAASPP) EL Reclassification Rate ELPAC Scores
1.5	<p><b>Action:</b> Teacher Induction</p> <p><b>Need:</b></p>	Qualified teachers have knowledge and expertise to teach their students effectively.	ELA Scores (iReady, CAASPP) Math Scores (iReady, CAASPP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Unduplicated students are performing below standard in ELA and math. On the CAASPP ELA assessment, SED students scored 52.1 below standard, 38.8 points below all students, and EL students scored 83.2 points below standard, 69.9 points below all students. On the CAASPP math assessment, SED students scored 58 points below standard which is 29 points below all students, and EL scored 84.5 points below standard, 55.5 points below all students.</p> <p><b>Scope:</b> LEA-wide</p>		<p>Science Scores (CAASPP) EL Reclassification Rate ELPAC Scores</p>
1.6	<p><b>Action:</b> Art, Music, Agriculture and Project-Based Learning</p> <p><b>Need:</b> Unduplicated students are performing below standard in ELA and math. On the CAASPP ELA assessment, SED students scored 52.1 below standard, 38.8 points below all students, and EL students scored 83.2 points below standard, 69.9 points below all students. On the CAASPP math assessment, SED students scored 58 points below standard which is 29 points below all students, and EL scored 84.5 points below standard, 55.5 points below all students.</p> <p><b>Scope:</b></p>	Integrated project-based learning offers a dynamic and inclusive approach that can support struggling learners by providing them with opportunities for meaningful engagement, personalized learning experiences, and skill development.	<p>ELA Scores (iReady, CAASPP) Math Scores (iReady, CAASPP) Science Scores (CAASPP) EL Reclassification Rate ELPAC Scores</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
<b>1.8</b>	<p><b>Action:</b> Experiential Learning Excursions</p> <p><b>Need:</b> Unduplicated students are performing below standard in ELA and math. On the CAASPP ELA assessment, SED students scored 52.1 below standard, 38.8 points below all students, and EL students scored 83.2 points below standard, 69.9 points below all students. On the CAASPP math assessment, SED students scored 58 points below standard which is 29 points below all students, and EL scored 84.5 points below standard, 55.5 points below all students.</p> <p><b>Scope:</b> LEA-wide</p>	Experiential learning provides a rich and dynamic approach to education that promotes active engagement, deep understanding, and holistic skill development.	ELA Scores (iReady, CAASPP) Math Scores (iReady, CAASPP) Science Scores (CAASPP) EL Reclassification Rate ELPAC Scores
<b>2.1</b>	<p><b>Action:</b> Small Group Instruction</p> <p><b>Need:</b> Unduplicated students are performing below standard in ELA and math. On the CAASPP ELA assessment, SED students scored 52.1 below standard, 38.8 points below all students, and EL students scored 83.2 points below standard, 69.9 points below all students. On the CAASPP math assessment, SED students scored 58 points below standard which is 29 points below all students, and EL</p>	Small group instruction plays a vital role in promoting personalized learning, differentiation, collaboration, and social-emotional development, making it an essential component of effective teaching practice.	ELA Scores (iReady, CAASPP) Math Scores (iReady, CAASPP) Science Scores (CAASPP) EL Reclassification Rate ELPAC Scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>scored 84.5 points below standard, 55.5 points below all students.</p> <p><b>Scope:</b> Schoolwide</p>		
<b>2.4</b>	<p><b>Action:</b> Early Literacy</p> <p><b>Need:</b> Unduplicated students are performing below standard in ELA and math. On the CAASPP ELA assessment, SED students scored 52.1 below standard, 38.8 points below all students, and EL students scored 83.2 points below standard, 69.9 points below all students. On the CAASPP math assessment, SED students scored 58 points below standard which is 29 points below all students, and EL scored 84.5 points below standard, 55.5 points below all students.</p> <p><b>Scope:</b> Schoolwide</p>	Early literacy support is critical for laying the groundwork for children's academic success, promoting language development, closing achievement gaps, and fostering a lifelong love of reading and learning.	ELA CAASPP, iReady
<b>2.5</b>	<p><b>Action:</b> Special Education</p> <p><b>Need:</b> On the CAASPP ELA assessment, SED students scored 48.3 points below standard, 22.8 points below all students, and ELL</p>	These actions are being provided on an LEA-wide basis because overall students scored 25.5 points below standard.	We will monitor progress on iReady ELA benchmark assessments for SED and ELL students and all students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students scored 76.6 points below standard, 51.1 points below all students.</p> <p><b>Scope:</b> Schoolwide</p>		
<b>2.7</b>	<p><b>Action:</b> Transportation</p> <p><b>Need:</b> Students who are economically disadvantaged have high Chronic Absenteeism rates. SED students are 33.30% chronically absent, 12.8 % more compared to all students.</p> <p><b>Scope:</b> LEA-wide</p>	Transportation plays a crucial role in addressing chronic absenteeism by ensuring that all students have access to school and can attend regularly	<p>Attendance Rate</p> <p>Chronic Absenteeism Rate</p>
<b>3.1</b>	<p><b>Action:</b> Positive Behavioral Interventions and Supports (PBIS)</p> <p><b>Need:</b> Students who are Economically Disadvantaged have poor attendance and are struggling academically. SED students are 33.3% chronically absent, which is 12.8% more than all students.</p> <p><b>Scope:</b> LEA-wide</p>	By implementing PBIS strategies, DECS can reduce problem behaviors, improve academic outcomes, and support the social-emotional development of all students.	<p>Attendance Rates</p> <p>Suspension Rates</p>
<b>3.4</b>	<p><b>Action:</b> Mental Health Services</p>	When students feel safe, supported, and connected to their school community, they are	Attendance Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> Parent and teacher feedback expressed a need for developing additional mental health support. Parents voiced the need for support with student behaviors and additional resources in the community. Students who are Economically Disadvantaged have poor attendance and are struggling academically. SED students are 33.3% chronically absent, which is 12.8% more than all students.</p> <p><b>Scope:</b> LEA-wide</p>	more likely to engage in learning, participate in class, and achieve their academic goals.	Chronic Absenteeism Rates Suspension Rates
3.6	<p><b>Action:</b> Extracurricular Activities</p> <p><b>Need:</b></p> <p><b>Scope:</b> LEA-wide</p>		
3.8	<p><b>Action:</b> Parent Involvement</p> <p><b>Need:</b> Students who are Economically Disadvantaged have poor attendance and are struggling academically. Students who are Economically Disadvantaged have poor attendance and are struggling academically. SED students are 33.3% chronically absent, which is 12.8% more than all students.</p>	By actively engaging parents in their child's education, DECS can create an environment where all students have the opportunity to thrive academically, socially, and emotionally.	Attendance Rates Chronic Absenteeism Rates

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
	<b>Scope:</b> LEA-wide		

### **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
<b>2.3</b>	<p><b>Action:</b> English Language and Migrant Learners</p> <p><b>Need:</b> English Language Learners are performing below standard in ELA and math. On the CAASPP ELA assessment, EL students scored 83.2 points below standard, 69.9 points below all students. On the CAASPP math assessment, EL scored 84.5 points below standard, 55.5 points below all students.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	Targeted language support and instruction will be provided to help ELLs develop proficiency in English. Math will be supported through small group instruction.	EL Reclassification Rates ELPAC Assessment
<b>2.8</b>	<p><b>Action:</b> Foster Youth &amp; Homeless</p> <p><b>Need:</b></p>	Foster youth and homeless often have experienced trauma, including abuse, neglect, and family separation. Trauma-informed care that recognizes and addresses their unique need can help them heal and thrive	School Attendance Rate Chronic Absenteeism Rate



Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>The attendance rate for Foster youth and homeless is 85.15%.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		

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

### ***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.

Not Applicable

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	1:19	
Staff-to-student ratio of certificated staff providing direct services to students	1:16	

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	\$3,668,234	\$225,826	6.156%	0.000%	6.156%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,081,996.00	\$577,035.00		\$153,389.00	\$2,812,420.00	\$2,731,720.00	\$80,700.00

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	Rigorous curriculum and instructional materials	All	No			All Schools	On-going								
1	1.2	Professional Development for Certificated and Classified Staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		On-going	\$112,210.00	\$0.00	\$112,210.00				\$112,210.00	
1	1.3	Recruitment and Retention of High-Quality Educators	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		On-going	\$1,656,962.00	\$0.00	\$1,352,356.00	\$210,433.00		\$94,173.00	\$1,656,962.00	
1	1.4	Recruitment and Retention of High Quality Support Staff	All	No			All Schools	On-going								
1	1.5	Teacher Induction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		As needed	\$0.00	\$10,000.00	\$3,999.00			\$6,001.00	\$10,000.00	
1	1.6	Art, Music, Agriculture and Project-Based Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		On-going	\$84,096.00	\$15,000.00	\$50,691.00	\$48,405.00			\$99,096.00	
1	1.7	Technology Supports and Resources	All	No			All Schools	On-going	\$132,244.00	\$11,000.00	\$143,244.00				\$143,244.00	
1	1.8	Experiential Learning Excursions	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		On-going	\$0.00	\$9,000.00	\$9,000.00				\$9,000.00	
2	2.1	Small Group Instruction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		On-going	\$0.00	\$16,700.00	\$16,700.00				\$16,700.00	
2	2.2	Data Analysis and Review	All	No			All Schools	On-going								

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
2	2.3	English Language and Migrant Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		On-going	\$9,100.00	\$0.00	\$9,100.00				\$9,100.00	
2	2.4	Early Literacy	English Learners Low Income	Yes	School wide	English Learners Low Income		On-going								
2	2.5	Special Education		Yes	School wide			On-going	\$430,020.00	\$0.00	\$58,608.00	\$318,197.00		\$53,215.00	\$430,020.00	
2	2.6	Enrichment Opportunities	All	No			All Schools	On-going	\$0.00	\$9,000.00	\$9,000.00				\$9,000.00	
2	2.7	Transportation		Yes	LEA-wide			As needed	\$65,911.00	\$0.00	\$65,911.00				\$65,911.00	
2	2.8	Foster Youth & Homeless	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth		As needed	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
2	2.9	Advanced Learning Opportunities	All	No			All Schools	On-going								
3	3.1	Positive Behavioral Interventions and Supports (PBIS)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		On-going	\$6,753.00	\$5,000.00	\$11,753.00				\$11,753.00	
3	3.2	Restorative Practices	All	No			All Schools	On-going	\$6,753.00	\$0.00	\$6,753.00				\$6,753.00	
3	3.3	Attendance Support	All	No			All Schools	On-going								
3	3.4	Mental Health Services		Yes	LEA-wide		All Schools	On-going	\$87,151.00	\$0.00	\$87,151.00				\$87,151.00	
3	3.5	Student Leadership	All 4th - 6th grade	No			All Schools	On-going	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
3	3.6	Extracurricular Activities	All	No Yes	LEA-wide		All Schools	On-going	\$3,750.00	\$0.00	\$3,750.00				\$3,750.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.7	School Safety	All	No			All Schools	On-going								
3	3.8	Parent Involvement		Yes	LEA-wide		All Schools	On-going	\$19,415.00	\$0.00	\$19,415.00				\$19,415.00	
3	3.9	Transparency, Collaboration and Communication	All	No			All Schools	On-going								
3	3.10	Community Partnerships	All	No			All Schools	On-going								
3	3.11	Facility Improvements	All	No			All Schools	On-going	\$112,355.00	\$0.00	\$112,355.00				\$112,355.00	

# 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
\$3,668,234	\$225,826	6.156%	0.000%	6.156%	\$2,072,996.00	0.000%	56.512 %	<b>Total:</b>	\$2,072,996.00
								<b>LEA-wide Total:</b>	\$1,983,588.00
								<b>Limited Total:</b>	\$14,100.00
								<b>Schoolwide Total:</b>	\$75,308.00

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	1.2	Professional Development for Certificated and Classified Staff	Yes	LEA-wide	English Learners Low Income		\$112,210.00	
1	1.3	Recruitment and Retention of High-Quality Educators	Yes	LEA-wide	English Learners Low Income		\$1,352,356.00	
1	1.5	Teacher Induction	Yes	LEA-wide	English Learners Low Income		\$3,999.00	
1	1.6	Art, Music, Agriculture and Project-Based Learning	Yes	LEA-wide	English Learners Low Income		\$50,691.00	
1	1.8	Experiential Learning Excursions	Yes	LEA-wide	English Learners Low Income		\$9,000.00	
2	2.1	Small Group Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income		\$16,700.00	
2	2.3	English Language and Migrant Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$9,100.00	
2	2.4	Early Literacy	Yes	Schoolwide	English Learners Low Income			

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	2.5	Special Education	Yes	Schoolwide			\$58,608.00	
2	2.7	Transportation	Yes	LEA-wide			\$65,911.00	
2	2.8	Foster Youth & Homeless	Yes	Limited to Unduplicated Student Group(s)	Foster Youth		\$5,000.00	
3	3.1	Positive Behavioral Interventions and Supports (PBIS)	Yes	LEA-wide	English Learners Low Income		\$11,753.00	
3	3.3	Attendance Support				All Schools		
3	3.4	Mental Health Services	Yes	LEA-wide		All Schools	\$87,151.00	
3	3.6	Extracurricular Activities	Yes	LEA-wide		All Schools	\$3,750.00	
3	3.8	Parent Involvement	Yes	LEA-wide		All Schools	\$19,415.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,314,976.00	\$4,639,797.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Rigorous curriculum and instructional materials	Yes	\$17,958.00	\$17,108.00
1	1.2	Ongoing professional development, observation, feedback, and coaching	Yes	\$44,513.00	\$38,849.00
1	1.3	Beginning Teacher Support and Assessment (BTSA)	Yes	\$14,464.00	\$21,520.00
1	1.4	Improving Technology	Yes	\$70,153.00	\$34,691.00
1	1.5	Monitor and Evaluate Student Data	Yes	\$88,848.00	\$111,201.00
1	1.6	Differentiated Instruction	Yes	\$306,733.00	\$239,182.00
2	2.1	Monitor and Evaluate Student Data	Yes		
2	2.2	Response to Intervention	Yes	\$121,004.00	\$84,054.00
2	2.3	Monitor Language Development	Yes	\$9,020.00	\$9,020.00
2	2.4	Multi-Tiered System of Support	Yes	\$203,606.00	\$254,487.00
2	2.5	Project Based Learning	Yes		

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)
3	3.1	Restorative Practices and Positive Behavior Intervention and Supports	Yes		
3	3.2	Mental Health Professionals	Yes	\$21,692.00	\$49,314.00
3	3.3	Class Meetings	Yes		
3	3.4	Student Council	Yes		
3	3.5	Parent Volunteerism	Yes	\$1,308.00	\$500.00
4	4.1	Certificated and Classified Staffing	No	\$2,818,794.00	2,862,653.00
4	4.2	High Quality Books and Materials	No	\$90,063.00	\$90,081.00
4	4.3	Operation Excellence	No	\$642,653.00	\$777,096.00
4	4.4	Capital expenditures	No	\$59,897.00	\$50,041.00
4	4.5	Legally Complaint Organization	No	\$804,270.00	\$804.207.00



# 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)
\$220,518.00	\$834,492.00	\$608,630.00	\$225,862.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Rigorous curriculum and instructional materials	Yes	\$2,690.00	\$17,108.00		
1	1.2	Ongoing professional development, observation, feedback, and coaching	Yes	\$33,813.00	\$38,849.00		
1	1.3	Beginning Teacher Support and Assessment (BTSA)	Yes	\$4,025.00	\$9,586.00		
1	1.4	Improving Technology	Yes	\$70,153.00	\$34,691.00		
1	1.5	Monitor and Evaluate Student Data	Yes	\$88,848.00	\$111,021.00		
1	1.6	Differentiated Instruction	Yes	\$278,333.00			
2	2.1	Monitor and Evaluate Student Data	Yes				
2	2.2	Response to Intervention	Yes	\$121,004.00	\$84,054.00		
2	2.3	Monitor Language Development	Yes	\$9,020.00	\$9,020.00		
2	2.4	Multi-Tiered System of Support	Yes	\$203,606.00	\$254,487.00		
2	2.5	Project Based Learning	Yes				
3	3.1	Restorative Practices and Positive Behavior Intervention and Supports	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Mental Health Professionals	Yes	\$21,692.00	\$49,314.00		
3	3.3	Class Meetings	Yes				
3	3.4	Student Council	Yes				
3	3.5	Parent Volunteerism	Yes	\$1,308.00	\$500.00		

# 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)
0	\$220,518.00	0	0.000%	\$608,630.00	0.000%	0.000%	\$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](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

**Comprehensive Support and Improvement**

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

*Schools Identified*

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

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

*Support for Identified Schools*

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

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

*Monitoring and Evaluating Effectiveness*

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

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

**Engaging Educational Partners**

**Purpose**

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

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

**Requirements**

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

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

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

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

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

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

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

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

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

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



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

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

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

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

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

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

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

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

### Year 1 Outcome

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

### Year 2 Outcome

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

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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



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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

## Total Funds

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

## Contributing

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

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

## Required Actions

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

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

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

### Purpose

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

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

### Statutory Requirements

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

#### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

#### Identified Need(s)

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

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

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

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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



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

### Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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



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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

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

## LCFF Carryover Table

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

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

### **Contributing Actions Annual Update Table**

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

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

### **LCFF Carryover Table**

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

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

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

California Department of Education  
November 2023