



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Clovis Unified School District - Clovis Online Charter School

CDS Code: 10621170118018

School Year: 2024-25

LEA contact information:

Sean Osterberg

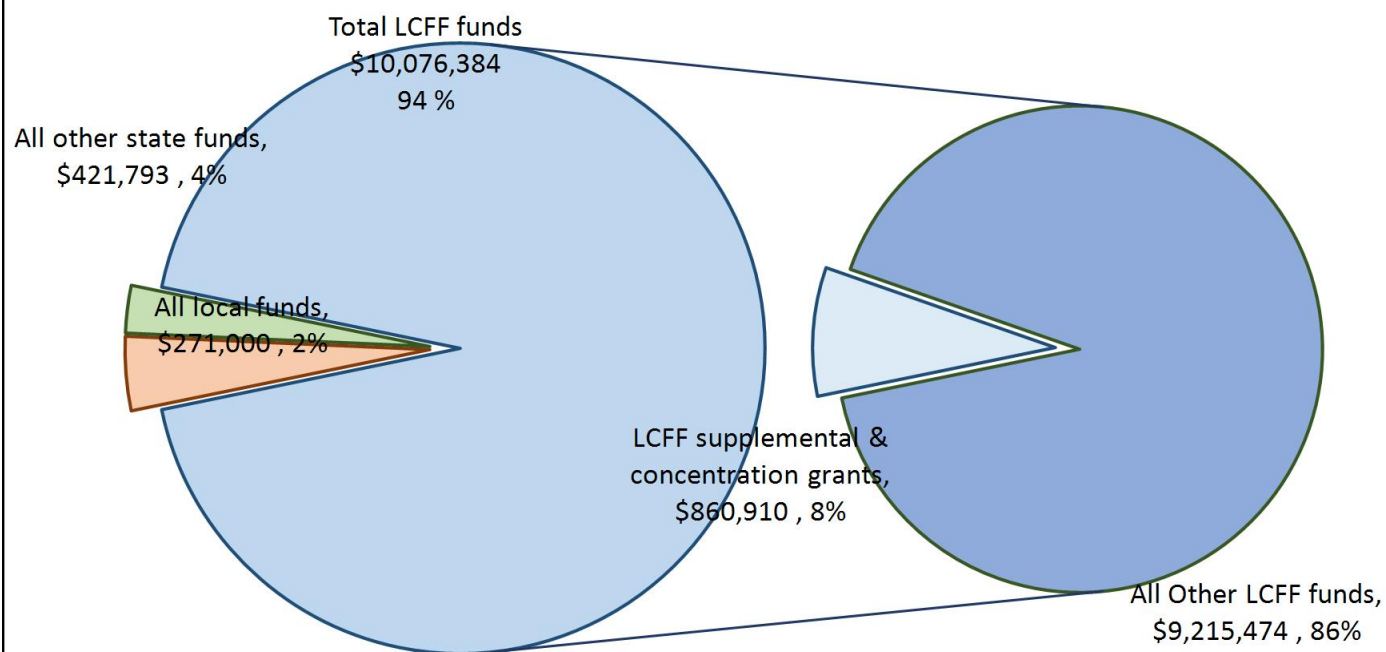
Principal

(559)327-4400

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

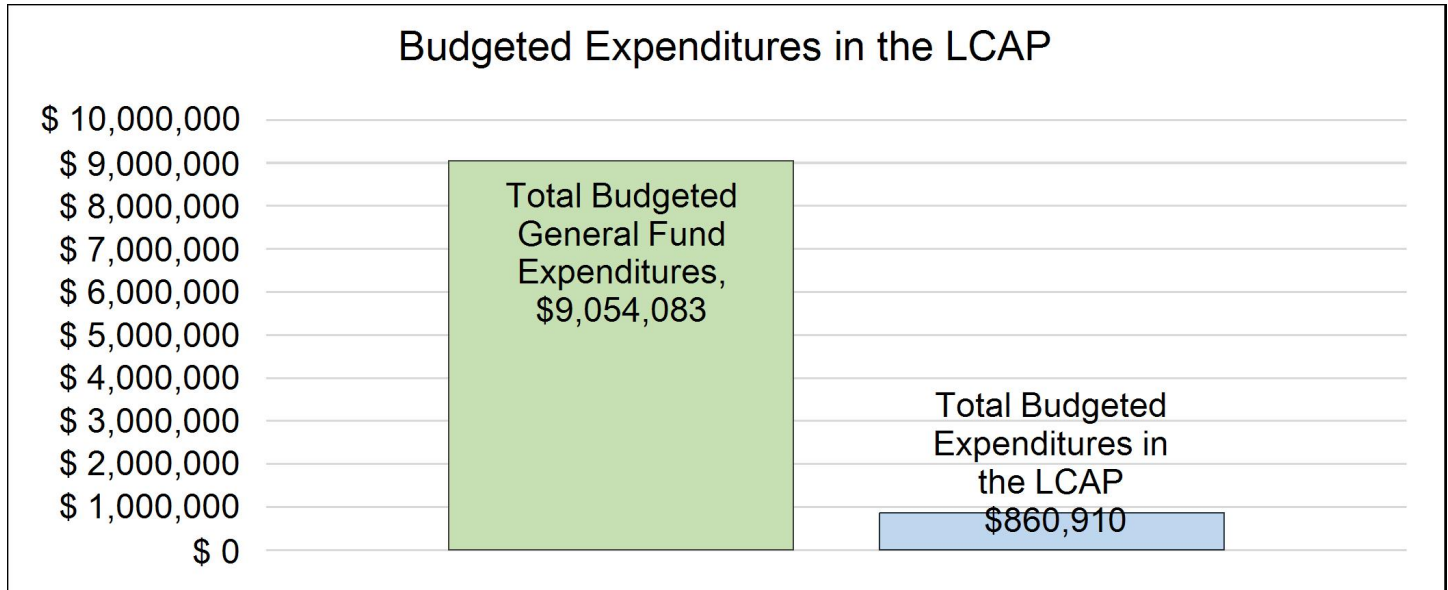


This chart shows the total general purpose revenue Clovis Unified School District - Clovis Online Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Clovis Unified School District - Clovis Online Charter School is \$10,769,177, of which \$10,076,384 is Local Control Funding Formula (LCFF), \$421,793 is other state funds, \$271,000 is local funds, and \$0 is federal funds. Of the \$10,076,384 in LCFF Funds, \$860,910 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

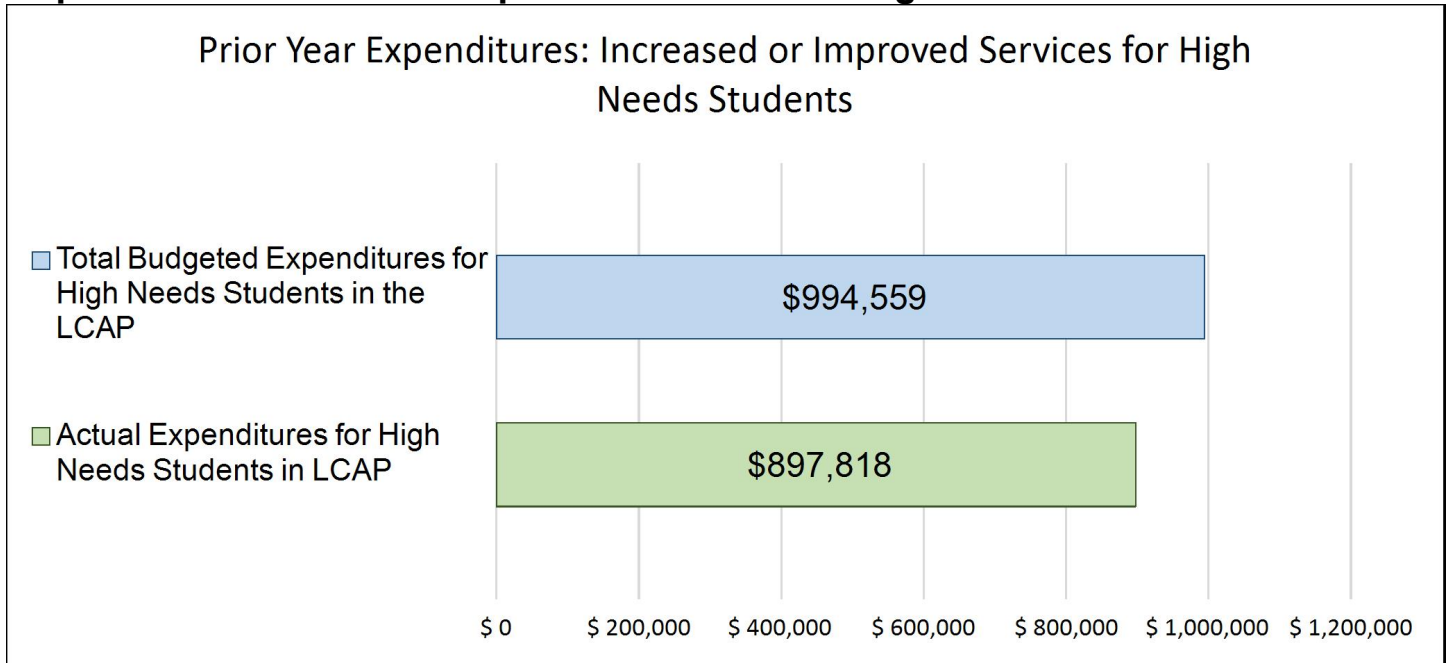
The text description of the above chart is as follows: Clovis Unified School District - Clovis Online Charter School plans to spend \$9,054,083 for the 2024-25 school year. Of that amount, \$860,910 is tied to actions/services in the LCAP and \$8,193,173 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2024-25, Clovis Unified School District - Clovis Online Charter School is projecting it will receive \$860,910 based on the enrollment of foster youth, English learner, and low-income students. Clovis Unified School District - Clovis Online Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Clovis Unified School District - Clovis Online Charter School plans to spend \$0 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Clovis Unified School District - Clovis Online Charter School's LCAP budgeted \$994,559 for planned actions to increase or improve services for high needs students. Clovis Unified School District - Clovis Online Charter School actually spent \$897,818 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Clovis Unified School District - Clovis Online Charter School	Sean Osterberg Principal	seanosterberg@cusd.com (559)327-4400

Goals and Actions

Goal

Goal #	Description
1	Maximize achievement for all students

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA	Standard met on local testing	Standard met on local testing	52% met or exceeded standard on state ELA testing	56% Meeting or exceeding standard on ELA state assessments Data Year 2022-23 Data Source: CAASSP	55% Meeting or exceeding standard on ELA state assessments Data Year: 2022-23 Data Source: CAASSP
SBAC Math	Standard met on local testing	Standard met on local testing	27% met or exceeded standard on state Math testing	22% Meeting or exceeding standard on Math state assessments Data Year 2022-23 Data Source: CAASSP	20% Meeting or exceeding standard on Math state assessments Data Year: 2022-23 Data Source: CAASSP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	95.7% Graduation Rate	96.7% Graduation Rate	94.4% Graduation Rate	93% Graduation Rate Data Year 2022-23 Data Source: Data Quest	95% Graduation Rate Data Year: 2022-23 Data Source: Data Quest
A-G Completion	17.1% A-G qualified	94.3% Graduation Rate	30.9% A-G qualified	20% of students meeting A-G requirements Data Year 2022-23 Data Source: local data	20% of students meeting A-G requirements Data Year: 2022-23 Data Source: local data
AP Course Offerings	11 AP Course Offerings	11 AP Course Offerings	13 AP Course Offerings	12 AP courses offered. Data Year 2022-23 Data Source: local	Offer 12 or more AP courses Data Year: 2022-23 Data Source: local
AP Enrollment	28 Students	20 Students	11 Students	5% of 10-12 grade students enrolled in one AP course. Data Year 2022-23 Data Source: local	10% of 10-12 grade students enrolled in one AP course Data Year: 2022-23 Data Source: local
CTE Pathway	<1% enrolled in CTE Pathway	<1% enrolled in CTE Pathway	<1% enrolled in CTE Pathway	2% of students in CTE Pathway Data Year 2022-23 Data Source: Data Quest	5% of students in CTE Pathway Data Year: 2022-23 Data Source: Data Quest
PFT Scores	No baseline data available	No PFT testing due to state guidelines	18.2% of students met the HFZ standard	45% of students meeting Healthy Fitness Zone Standard Data Year: 2022-23	45% of students meeting Healthy Fitness Zone Standard Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Data Source: local	Data Source: local
School Enrollment	515	745	813	813 Data Year 2022-23 Data Source: local	650 students enrolled Data Year: 2022-23 Data Source: local

Goal Analysis

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

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

1.1 Instructional and Operational Technology

Provide instructional and operational technology for all students. Maintain and support technology systems to ensure students and employees have access to effective technology to support the District's goals.

1.2 Provision of services to students with Individual Education Plans (IEPs) or otherwise qualifying for Special Education programs/services.

1.3 Distribute funds that are principally directed toward EL, LI and FY qualifying students, in order to most effectively meet the goals of target students, unique intervention and support needs identified by the community and school site leadership.

Distribute funds that are principally directed toward EL, LI and FY qualifying students, in order to most effectively meet the goals of target students, unique intervention and support needs identified by the community and school site leadership, following District established guidelines and protocols to ensure expenditures adhere to funding requirements. Approved expenses are supplemental instructional supplies, professional development, instructional assistants, bilingual assistants, push--in teachers, Student Relations Liaison's technology, intervention programs, social and emotional support programs, and parent and family engagement literacy programs. Provide administrative support to oversee parent engagement, academic, social & emotional multi--tiered systems of support, student engagement, LCAP plan development and monitoring provided at our K-12 Site. Support will be principally directed towards servicing LI, EL, Foster and Homeless students and parents/guardians.

1.5 Provide academic counselors to reduce caseloads and increase the amount for LI, FY and EL, spend with counselors to prepare for college and career readiness.

1.6 Provide intervention summer school for EL, LI, FY and all students at--risk of not progressing toward graduation.

1.7 Increase dedicated English Language Development resources to support students, parents, and staff at every secondary school to improve reclassification rates, EL proficiency, graduation rates, and college and career

1.8 Purchase and provide online programs/curriculum, boot camps and intervention programs to increase student achievement. My Path, Edgenuity and other intervention/curriculum for EL, LI, or Foster Youth students.

1.10 Meet the needs and goals of all students using interventions and support personnel

Effectively meet the goals of all students that need unique interventions and supports as identified by the community and school site leadership, following District established guidelines and protocols to ensure expenditures adhere to funding requirements. Approved expenses are supplemental instructional supplies, professional development, instructional assistants, bilingual assistants, push--in teachers, Student Relations Liaison's technology, intervention programs, social and emotional support programs, and parent and family engagement literacy programs. Provide administrative support to oversee parent engagement, academic, social & emotional multi--tiered systems of support, student engagement, LCAP plan development and monitoring provided at our K-12 site.

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.

We initially budgeted more than was required based on the projected costs that we expected. Those excess funds were all spent within Clovis Online School, however some of the excess funds were charged to more restrictive funding sources that the costs were eligible for.

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

Action 1.1

Effectiveness: Somewhat Effective

Metrics: Local Benchmark ELA & Math (iready) & Smarter Balanced ELA & Math

Effectiveness: There was an increase in students' performance on the Smarter Balanced Math assessment. Clovis Online observed a slight improvement in Smarter Balanced ELA scores for students, while Math Local Benchmarks data remained unchanged, and Smarter Balanced Math scores slightly declined. We believe this action was only somewhat effective due to the opportunity it provided for smaller group instruction, which allowed teachers to address specific areas of need more effectively. With reduced class sizes, teachers could offer additional support and concentrate on fewer students. Educational partners reported that the smaller class sizes are successfully addressing the unique needs of EL, FY, and LI students, based on local progress monitoring and classroom observations.

Action 1.2

Effectiveness: Mostly Effective

Metrics: Graduation Rate

Effectiveness: Slightly decreased by a non-significant

We believe this goal was somewhat effective because our teams worked to ensure: Individualized Education Programs (IEPs) were created for students with disabilities, outlining their learning goals, accommodations, and support services. Special education teachers tailored

instruction, modifying curriculum and teaching strategies to meet individual needs. Services such as speech, occupational, and physical therapy, counseling, and assistive technology were provided. Resource rooms offered small group or one-on-one assistance. Inclusion and integrated classrooms were used, and secondary students received transition services. Behavioral supports, including behavior intervention plans and collaboration with specialists, addressed challenging behaviors

Action 1.3

Effectiveness: Somewhat Effective

Metrics: Local Benchmark ELA & Math (iready) & Smarter Balanced ELA & Math

Effectiveness: Increase in SED students' Smarter Balanced Math. Clovis Online saw a slight decrease in Smarter Balanced ELA for EL and SED students and a more drastic decrease for FY. The ELA Local Benchmark remained the same for ELs, and a slight decrease was experienced for SED and FY students. Math Local Benchmarks EL data remained the same, and SED and FY data slightly decreased.

Action 1.5

Effectiveness: Somewhat effective

Metrics: Graduation Rate

Effectiveness: There was a decrease in the overall graduation rate, as well as with EL and SED rates. However, at the end of year 3, graduation rates for LI and FY students met the desired goal.

Action 1.6

Effectiveness: Somewhat Effective

Metrics: There was an increase in students' performance on the Smarter Balanced Math assessment. Clovis Online observed a slight improvement in Smarter Balanced ELA scores for students, while Math Local Benchmarks data remained unchanged, and Smarter Balanced Math scores slightly declined. We believe this action was only somewhat effective due to the opportunity it provided for smaller group instruction, which allowed teachers to address specific areas of need more effectively. With reduced class sizes, teachers could offer additional support and concentrate on fewer students. Educational partners reported that the smaller class sizes are successfully addressing the unique needs of EL, FY, and LI students, based on local progress monitoring and classroom observations.

Action 1.7

Effectiveness: Somewhat effective

Metrics: EL Reclassification Rates, Percent of EL Students Scoring Level 3 or 4 on the ELPAC, ELPI

Effectiveness: Increase in EL Reclassification Rates and met the desired goal. Insignificant decrease in percent of EL students scoring a level 3 or 4 on the ELPAC.

Action 1.8

Effectiveness: Somewhat Effective

Metrics: Local Benchmark ELA & Math (iready) & Smarter Balanced ELA & Math

Effectiveness: Students' performance on the Smarter Balanced Math assessment increased. Clovis Online saw a slight improvement in Smarter Balanced ELA scores, while Math Local Benchmarks data stayed the same, and Smarter Balanced Math scores slightly decreased.

This action was only somewhat effective because smaller group instruction allowed teachers to target specific needs more effectively. With reduced class sizes, teachers could provide additional support and focus on fewer students. Educational partners noted that smaller class sizes are effectively meeting the unique needs of EL, FY, and LI students, as observed through local progress monitoring and classroom observations.

Action 1.10

Effectiveness: Somewhat Effective

Metrics: Suspension Rate & Student Connectedness & Safety

Effectiveness: We believe this action was somewhat effective due to the support provided by our Counseling team. Educational partners emphasized the ongoing need to support students' social-emotional and behavioral needs to ensure they can access their learning effectively.

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

Due to our data not yielding the desired results, we organized additional engagement and input sessions with our site leaders to conduct a thorough root cause analysis. This involved an in-depth review of current practices and an examination of various factors impacting student outcomes. Through these sessions, we engaged in collaborative discussions, soliciting comprehensive feedback from our educational partners, including teachers, administrators, parents, and community members.

This extensive analysis highlighted several areas needing improvement and brought to light the critical need to strengthen our Tier 1 and Tier 2 systems. Tier 1, which encompasses universal interventions and supports for all students, requires enhancement to ensure a solid foundation of instruction, behavior management, and social-emotional support. Meanwhile, Tier 2, which involves targeted interventions for students requiring additional assistance, needs to be more robust to effectively address specific learning and behavioral challenges.

The feedback from educational partners emphasized the necessity of a more proactive and systematic approach to early intervention and support. By fortifying these systems, we aim to create a more responsive and supportive educational environment that better meets the diverse needs of all students, ensuring they have the necessary resources and opportunities to succeed. Moving forward, we will implement strategic measures to reinforce our Tier 1 and Tier 2 supports, closely monitoring their effectiveness and making adjustments as needed to achieve our desired outcomes.

New designs for Actions: Instructional Supplemental Support for Students will prioritize increasing in-classroom assistance for EL, FY, and LI students during primary instructional sessions in English Language Arts (ELA) and Math. This support will include instructional assistants, supplementary curriculum materials, additional guidance from teachers or support providers, credit retrieval opportunities and assistance, enhanced academic counseling, expanded career counseling or college readiness programs, bilingual assistance, and additional language support from teachers or support providers. Furthermore, professional development opportunities will be provided for teachers and other educational supporters, including access to conferences, resources, and student-centered conferences.

To ensure sustained effectiveness throughout the academic year, we will implement regular check-ins to evaluate progress and the effectiveness of interventions for EL, FY, and LI students. Additionally, we will enhance scheduling flexibility to accommodate the diverse needs and circumstances of these students, offering options such as after-school or before-school support sessions as needed.

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

Goals and Actions

Goal

Goal #	Description
2	Operate with Increasing Efficiency and Effectiveness

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Sufficient Materials Facilities Rating Attendance Rates Suspension Rates Expulsion Rates Parent Safety Satisfaction Parent Meeting Participation Rate Parents Who Feel Welcomed at School Staff Safety Rating	Sufficient Materials - Standard Met 0 Complaints Facilities Rating - Met Attendance Rates - 92.5% Suspension Rates - 0% Expulsion Rates - 0% Parent Safety Satisfaction - 96% Parent Meeting Participation Rate - Met Parents Who Feel Welcomed at School - 94% Staff Safety Rating - 100%	Williams Act Complaints - 0 Facilities rating - Met Attendance Rates - 93.5% Suspension Rates - 0% Expulsion Rates - 0% Parent Safety Satisfaction - 100% Parent Meeting Participation Rate - Met Parents Who Feel Welcomed at School - 93.2% Staff Safety Rating - 100%	Williams Act Complaints - 0 Facilities rating - Met Attendance Rates - 93.5% Suspension Rates - 0% Expulsion Rates - 0% Parent Safety Satisfaction - 100% Parent Meeting Participation Rate - Met Parents Who Feel Welcomed at School - 93.2% Staff Safety Rating - 100%	Sufficient Materials - Standard Met 0 Complaints Facilities Rating - Met Attendance Rates - 95.6% Suspension Rates - 0% Expulsion Rates - 0% Parent Safety Satisfaction - 94% Parent Meeting Participation Rate - Met Parents Who Feel Welcomed at School - 94% Staff Safety Rating - 100%	Sufficient Materials - Standard Met 0 Complaints Facilities Rating - Met Attendance Rates - 92.5% Suspension Rates - 0% Expulsion Rates - 0% Parent Safety Satisfaction - 96% Parent Meeting Participation Rate - Met Parents Who Feel Welcomed at School - 94% Staff Safety Rating - 100%

Goal Analysis

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

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

2.1 Progress towards maintaining current programs and campus safety

On-going operating costs to maintain existing programs and services to students such as operational expenses; maintenance; instructional supplies; utility costs; transportation services; custodial services; BTSA; teachers; administration; clerical support; salaries, statutory and benefits; existing intervention services.

- Custodial and maintenance services to ensure schools are clean and well-kept environments that maximize student learning.
- Maintenance and repair of school facilities to ensure quality learning environments for students.
- To successfully implement new State Standards, including Common Core, and offer a rigorous, broad course of study requires aligned instructional materials and supplies.
- Participate in the district wide Parent Resource Centers in each the alternative education area. Provide additional parent engagement resources (workshops, training, connection points to schools, "how to" resources, etc.). This service would be coordinated with the Transition Counselor/Coordinator/Director team.

2.2 Provide supplemental instructional materials to ensure targeted students have access to rigorous standards aligned curriculum..

2.3 Provide additional parent/guardian oral and written translation services to increase access and involvement of parents or guardians of EL, LI and FY.

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.

We initially budgeted more than was required based on the projected costs that we expected. Those excess funds were all spent within Clovis Online School, however some of the excess funds were charged to more restrictive funding sources that the costs were eligible for.

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

2.1

Effectiveness: Effective

Metrics: Student Connectedness & Chronic Absenteeism

Effectiveness: There was a slight increase with all three groups. Additionally, all three groups met their desired goals. Decrease in the rate for all students. Decrease in the rate for EL, FY, and LI students. All three subgroups met their goals

2.2

Effectiveness: Somewhat Effective

Metrics: Local Benchmark ELA & Math (iready) & Smarter Balanced ELA & Math

Effectiveness: There was an increase in students' performance on the Smarter Balanced Math assessment. Clovis Online observed a slight improvement in Smarter Balanced ELA scores for students, while Math Local Benchmarks data remained unchanged, and Smarter Balanced Math scores slightly declined. We believe this action was only somewhat effective due to the opportunity it provided for smaller group instruction, which allowed teachers to address specific areas of need more effectively. With reduced class sizes, teachers could offer additional support and concentrate on fewer students. Educational partners reported that the smaller class sizes are successfully addressing the unique needs of EL, FY, and LI students, based on local progress monitoring and classroom observations.

2.3

Effectiveness: Effective

Metrics: Student Connectedness & Chronic Absenteeism

Effectiveness: There was a slight increase with all three groups. Additionally, all three groups met their desired goals. Decrease in the rate for all students. Decrease in the rate for EL, FY, and LI students. All three subgroups met their goals

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

Our data didn't yield the desired results, we conducted further engagement and input sessions with our site leaders to thoroughly analyze the root causes. This involved a detailed examination of current practices and various factors affecting student outcomes. During these sessions, we had collaborative discussions and gathered comprehensive feedback from our educational partners, including teachers, administrators, parents, and community members.

The extensive analysis identified several areas for improvement and underscored the critical importance of strengthening our Tier 1 and Tier 2 systems. Tier 1, which provides universal interventions and supports for all students, needs enhancements to ensure a strong foundation in instruction, behavior management, and social-emotional support. Meanwhile, Tier 2, which offers targeted interventions for students needing extra help, must be more robust to effectively address specific learning and behavioral challenges.

Feedback from educational partners emphasized the need for a proactive and systematic approach to early intervention and support. By bolstering these systems, we aim to create a more responsive and supportive educational environment that better caters to the diverse needs of all students, ensuring they have the necessary resources and opportunities to succeed. Moving forward, we will implement strategic measures to reinforce our Tier 1 and Tier 2 supports, closely monitoring their effectiveness and making adjustments as necessary to achieve our goals.

The new approach, "Instructional Supplemental Support for Students," will prioritize increasing in-classroom assistance for English Language Learners (EL), first-year students (FY), and students with Limited English Proficiency (LI) during primary instructional sessions in English Language Arts (ELA) and Math. This support will include instructional assistants, supplementary curriculum materials, additional guidance from teachers or support providers, credit retrieval opportunities and assistance, enhanced academic counseling, expanded career

counseling or college readiness programs, bilingual assistance, and additional language support from teachers or support providers. Furthermore, professional development opportunities will be provided for teachers and other educational supporters, including access to conferences, resources, and student-centered conferences.

To ensure sustained effectiveness throughout the academic year, we will conduct regular check-ins to evaluate progress and the effectiveness of interventions for EL, FY, and LI students. Additionally, we will enhance scheduling flexibility to accommodate the diverse needs and circumstances of these students, offering options such as after-school or before-school support sessions as needed.

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

Goals and Actions

Goal

Goal #	Description
3	Clovis Online Charter will provide a collaborative learning and working environment that effectively recruits, trains and retains a highly skilled workforce, reflecting the culture and tradition of Clovis Unified School District.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development	Professional Development - Met Staff Safety Rating 100% Percentage of Highly Qualified Teachers 100% Implementation of new courses - Met Staff Recruitment - Met Longevity (5 year) Data not available	Professional Development Goal - MET Staff Safety Rating Met 3 new courses added Staff recruitment Met No longevity data available	Professional Development Goal - MET Staff Safety Rating - Met Implementation of new courses - Met Staff recruitment - Met No longevity data available	Professional Development Goal - MET Staff Safety Rating - Met Implementation of new courses - Met Staff recruitment - Met No longevity data available	Professional Development - Met Staff Safety Rating 100% Percentage of Highly Qualified Teachers 100% Implementation of new courses - Met Staff Recruitment - Met
Parent Safety Rating	58%	72%	73%	94%	80%
Staff Safety Rating	100%		73%	100%	100%
Percentage of Highly Qualified Teachers	100%	100%	100%	100%	100%
Implementation of new courses	Met	3 new courses added	Met	Met	Met
Staff Recruitment	Met	Met	Met	Met	Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Longevity	N/A	N/A	N/A	N/A	N/A

Goal Analysis

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

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

3.1 Increase professional development specific to the implementation of California’s Common Core State Standards, train highly qualified teachers, and develop new curriculum units and assessments aligned to standards to ensure all students, including EL, LI and FY, achieve at a high level.

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.

We initially budgeted more than was required based on the projected costs that we expected. Those excess funds were all spent within Clovis Online School, however some of the excess funds were charged to more restrictive funding sources that the costs were eligible for.

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

Action 3.2

In response to our data not meeting expectations, we conducted extra engagement and input sessions with our teachers to deeply analyze the root causes. Based on this analysis and input from our educational partners, we've identified the imperative to fortify our Tier 1 and Tier 2 systems.

Our Enhanced Approach:

Clovis Online is now revisiting our fundamental districtwide standards for grades K-12. Additionally, we're reviewing our curriculum, common assessments, and local benchmarks. We're committed to providing ongoing professional development tailored to meet the specific needs of English Learners (EL), First-Year (FY), and Low-Income (LI) students. To ensure sustained effectiveness throughout the academic year, we'll implement regular check-ins and enhance our Teacher Grade Level Expectations (TGLE) process to evaluate progress and effectiveness for EL, FY, and LI students. Furthermore, we'll enhance scheduling flexibility to accommodate the diverse needs and circumstances of EL, FY, and LI students. We'll also reassess our structure, models, and strategies for small-group instruction to better serve these students

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

Educational partners stressed the importance of a proactive and systematic approach to early intervention and support. By bolstering these systems, we aim to establish a more responsive and supportive educational environment that better caters to the diverse needs of all students, providing them with the necessary resources and opportunities for success. Going forward, we'll implement strategic measures to strengthen our Tier 1 and Tier 2 supports, closely monitoring their effectiveness and making adjustments as necessary to achieve our goals.

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

Goals and Actions

Goal

Goal #	Description
4	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

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

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.

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

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

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

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

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

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.

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

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

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Clovis Unified School District - Clovis Online Charter School	Sean Osterberg Principal	seanosterberg@cusd.com (559)327-4400

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.

Clovis Online Charter has been in operation since the start of the 2009-2010 school year and at that time served a small handful of students. Today Clovis Online Charter school serves close to 1000 students from 9 different counties. A large portion of our student body is comprised of students from within the Clovis Unified School District boundaries, while the remaining students come from outside of those district boundaries. Approximately 86% of our students are from within Fresno County while the remaining student population hails from the surrounding 8 counties. Clovis Online Charter (COS) students are made up of 34% White, 47% Hispanic, 10% Asian, 5% African American, and 4% other. Almost 56% of the students are Socioeconomically Disadvantaged, 3% are Special Needs, English Learners, and/or Foster Youth. Clovis Online Charter strives to be the benchmark for excellence in online education. Our mission puts action to this vision. Our efforts should be focused on the creation of a quality educational system that meets the academic, physical and social needs of our students and inspires them on to greater success. Our mission is that, “Clovis Online is committed to providing students a nontraditional, distance learning program that is designed to meet the individual needs and learning abilities of students who may not have been successful at traditional comprehensive schools or have been successful, but at this time, need an alternative approach to learning. All students can learn, and we must explore different approaches to learning so that all students can graduate and have the opportunity to be the best in mind, body, and spirit.” In Clovis Unified and at Clovis Online Charter, we know that every child can learn and that we can teach and meet the educational needs of ALL children.

Reflections: Annual Performance

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

Currently, Clovis Online Charter exhibits a promising performance on the California School Dashboard, with no areas in the red zone. Our school's success, boasting a 93% graduation rate, is attributed to our focused program, delivering rigorous standards-based courses. We prioritize individualized plans for students, maintaining daily contact, offering dedicated teachers, high-quality curriculum, and comprehensive academic, social, emotional, and mental health support. While comparing academic performance to our charter district reveals room for growth, our Advanced Placement program excels with a 67% pass rate. Our enrollment growth enables us to tailor our approach to each student, echoing our district motto of nurturing excellence in mind, body, and spirit. Clovis Online has identified two areas for improvement. Firstly, our College and Career indicator (CCI) rates low on the dashboard, with 24.7% Prepared and 20.2% Approaching Prepared. Many students enroll with credit deficiencies, necessitating a focus on college and career readiness alongside graduation rates. We aim to enhance A-G preparedness and provide CTE pathways, collaborating with CUSD alternative education programs. Secondly, mathematics performance is a concern, with students falling into the orange zone, 73.8 points below standard. All subgroups show similar performance trends. Addressing these challenges is integral to ensuring Clovis Online continues to thrive and serve its students effectively.

Reflections: Technical Assistance

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

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Staff	<ul style="list-style-type: none"> • February 1, 2024 Teacher and Support Staff Feedback Meeting • Clovis Online School in Conference room C1 • Topics Discussed Funding, Dashboard Subgroups, Dashboard Indicators, Metrics Goals, Actions • Main Thoughts: Building a strong intervention program to support student academically
Parents	<ul style="list-style-type: none"> • January 29th & April 8th • Veterans Memorial Building • Topics Discussed Funding, Dashboard Subgroups, Dashboard Indicators, Metrics Goals, Actions • Main Thoughts Finding more ways to support student academically and Emotional
Students	<ul style="list-style-type: none"> • March 20th • Clovis Online School in Conference room C1 • Topics Discussed Funding, Dashboard Subgroups, Dashboard Indicators, Metrics Goals, Actions

Staff

Offer reflections on the inclusivity and safety of the school environment, considering aspects such as diversity, acceptance, and physical security measures. Propose comprehensive initiatives aimed at fostering student well-being and nurturing mental health, encompassing strategies ranging from peer support programs to counseling services and mindfulness activities.

Parents

Propose enhancements or new initiatives to bolster student learning. Offer feedback on the current curriculum and teaching methodologies. Identify successful practices and pinpoint areas requiring improvement.

Students

Students have identified receiving additional support in reading, writing, and math as their primary needs. To address these needs and enhance overall student participation and motivation, it is essential to recommend specific activities and programs. These recommendations should focus on fostering engagement, providing targeted assistance, and creating an encouraging learning environment that addresses their academic challenges and keeps them motivated.

The collaborative involvement of educational partners significantly shaped the formation of this year's LCAP. Upon analyzing the feedback from various stakeholder groups, several recurring themes emerged:

1. **Social-Emotional Support:** A prevalent concern voiced by educational partners is the necessity of prioritizing mental health and social-emotional support for students. They underscored the vital role of students' emotional well-being in fostering academic success and holistic development.
2. **Academic Intervention and Support:** Another key feedback highlighted the importance of academic intervention and support, especially for students facing challenges or falling behind. Educational partners stressed the need for additional assistance tailored to individual student needs, including targeted math intervention and maintaining rigorous academic standards while accommodating diverse learning styles.
3. **Behavioral Support:** Notably, there was a call for increased emphasis on behavioral support and discipline, with specific concerns raised regarding high suspension rates.

Throughout the engagement process, it became evident that our EL, FY, and LI families are supportive of the district's existing intervention and engagement efforts. While affirming the district's current actions, services, and metrics, feedback also pointed to areas where educators could intensify efforts to enhance achievement and success for identified students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maximize Achievement for all Students	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Clovis Online has developed this broad goal because not all our students are currently performing at or above grade level. Our FY, EL, and LI students are performing below all students as measured by the California Dashboard, local assessments, and data on DataQuest. This goal was developed to reflect our school’s commitment to a quality education and to accelerate learning, ensuring that all students are met with challenging curriculum and appropriate instruction. Using research-based principles, we seek to look for innovative methods, better-trained personnel, and quality programs to offer our students the time and means necessary to achieve their highest potential. We have carefully selected metrics to track progress across a wide span of areas. We measure overall achievement in mathematics and English Language Arts (ELA) using state and local assessment data. We monitor the progress and reclassification of English learners. We believe it is important that students are prepared for college and career, monitoring things like A-G completion, AP course enrollment, etc.. Clovis Online carefully monitors student progress to ensure that students stay actively enrolled and participating by monitoring dropout rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC ELA	All: 51.1% EL: 18.8% SED: 48.8% FY: Not significant Data Year: 22-23 Data Source: DataQuest			All: 55% EL: 21% SED: 51% FY: TBD Data Year: 25-26 Data Source: DataQuest	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	SBAC Math	All: 28.2% EL: 9% SED: 22.8% FY: Not significant Data Year: 22-23 Data Source: Dataquest			All: 32% EL: 14% SED: 28% FY: TBD Data Year: 25-26 Data Source: DataQuest	
1.3	High School Graduation Rate	All: 93% EL: Not significant SED: 96.4% FY: Not significant Data Year: 22-23 Data Source: Dataquest			All: 96% EL: Not significant SED: 98% FY: Not significant Data Year: 25-26 Data Source: Dataquest	
1.4	A-G Completion Rate	All:30.5% EL: Not significant SED: 25.2% FY: Not significant Data Year: 22-23 Data Source: California Dashboard			All: 34% EL: Not significant SED: 28% FY: Not significant Data Year: 25-26 Data Source: California Dashboard	
1.5	PFT Score	45% of students meeting Healthy Fitness Zone Standard Data Year: 22-23 Data Source: Local			55% of students meeting Healthy Fitness Zone Standard Data Year: 25-26 Data Source: Local	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	California Science Test (CAST) Met or Exceeded	All: 45.7% EL: 7.6% LI: 32.9% FY: 17.1% Data Year: 22-23 Data Source: DataQuest			All: 50.7% EL: 10.6% LI: 35.9% FY: 20.1% Data Year: 25-26 Data Source: DataQuest	
1.7	College Career Indicator (CCI)	All: High (64% prepared) EL: Low (29.4% prepared) LI: Medium (51.9% prepared) FY: Low (18.5% prepared) Data Year: 22-23 Data Source: Dashboard			All: High (66% prepared) EL: Low (31.4% prepared) LI: Medium (53.9% prepared) FY: Low (20.5% prepared) Data Year: 25-26 Data Source: Dashboard	
1.8	AP Passage Rate	All: 30.3% EL: 8.1% LI: 21.4% FY: 20.0% Data Year: 22-23 Data Source: CollegeBoard			All: 33.3% EL: 9.1% LI: 23.4% FY: 21% Data Year: 25-26 Data Source: CollegeBoard	
1.9	Chronic Absenteeism Rate	All: 17.2% EL: 16.9% SED: 22.8% FY: 28.4% Weldon: 34.2%			All: 17.2% EL: 16.9% SED: 22.8% FY: 28.4% Weldon: 34.2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	EL students making progress toward English Proficiency	All EL: 55% Data Year: 22-23 Data Source: Dashboard			All EL: 58% Data Year: 25-26 Data Source: 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
1.1	Instructional and Operational Technology	Enhance access to instructional and operational technology for all students. Uphold and bolster technology infrastructure to guarantee both students and staff have reliable access to impactful technology that aligns with the District's objectives.	\$73,606.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	IEP Support	Provision of services to students with Individual Education Plans (IEPs) or otherwise qualifying for Special Education programs/services.	\$111,637.00	No
1.3	Supplemental Instructional Support	To provide additional academic support, Clovis Online School will provide the following: <ul style="list-style-type: none"> • supplemental instructional supplies • professional development • instructional assistants • bilingual assistants • push--in teachers • Student Relations Liaison's technology • intervention programs • social and emotional support programs • parent and family engagement literacy programs • administrative support to oversee parent engagement 	\$345,855.00	Yes
1.4	Academic Counselors	To provide additional academic counseling support, Clovis Online School will provide the following: Reduce counselor caseload	\$200,527.00	Yes
1.5	Intervention Summer School	To provide additional academic support in credit recovery, Clovis Online School will provide intervention summer school for students at--risk of not progressing toward graduation Teachers Academic Counseling Administrative support to oversee engagement	\$95,258.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	English Language Development resources	To provide additional academic support, Clovis Online School will provide the following: supplemental instructional supplies professional development bilingual assistants parent and family engagement literacy programs administrative support to oversee parent engagement	\$7,998.00	Yes
1.7	Online Curriculum and Instructional Support	To provide additional academic support, Clovis Online School will provide the following: online curriculum and Instructional Support professional development	\$135,409.00	Yes
1.8	Interventions and support personnel	To provide additional academic support, Clovis Online School will provide the following: supplemental instructional supplies professional development instructional assistants push--in teachers social and emotional support programs	\$5,000.00	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
\$860,910	\$

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
9.342%	0.000%	\$0.00	9.342%

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
1.3	<p>Action: Supplemental Instructional Support</p> <p>Need: A review of Smarter Balanced in ELA and Math indicates that the academic achievement of EL, FY, and LI students compared to the all-student group needs to be increased.</p> <p>Based on a local needs assessment, these student groups need additional opportunities</p>	<p>*supplemental instructional supplies--to provide additional reading and math instruction tailored to the individual EL, FY, and LI student needs</p> <p>*professional development--to target tiered support for the MTSS based on EL, FY, and LI areas of needs</p> <p>*instructional assistants--to support EL, FY, and LI with small group instruction</p> <p>*bilingual assistants--to provide support for EL students with language acquisition</p>	<p>ELA SBAC Percent Proficient for EL, FY, LI and all students</p> <p>Math SBAC Percent Proficient for EL, FY, LI and all students</p> <p>Educational Partner Input for EL, FY, LI and all students</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>for individualized instruction to ensure strong foundational reading and math skills at our schools with the most needs.</p> <p>Educational partners stated that to support EL, FY, and LI students additional academic support would provide more effective instruction to meet their academic needs, in particular with Math and ELA.</p> <p>Scope: LEA-wide</p>	<ul style="list-style-type: none"> *push--in teachers--to provide additional support for small group instruction *Student Relations Liaison's technology--to provide devices to support and progress monitor students with academic needs intervention programs--to provide additional research-based programs for individualized instruction *social and emotional support programs--to provide support for students in order to access their learning *parent and family engagement literacy programs--to provide opportunities for families to engage in their students learning process *administrative support--to oversee services and resources for students and families <p>To maintain effectiveness throughout the academic year, we will implement regular check-ins and enhance our Teacher Grade Level Expectations (TGLE) process to assess progress and effectiveness for EL, FY, and LI students. Moreover, we will enhance scheduling flexibility to accommodate the varied needs and circumstances of EL, FY, and LI students and revisit our structure, models, and strategies for small-group instruction.</p> <p>Site Area Administrators will collaborate with the district to ensure the staff addresses the learning gaps of the EL, FY, and LI students at their site.</p> <p>Services for students are determined based on the identified student needs. The aim is to ensure access to increase supplemental support for EL, FY, and LI students regardless of their class. We</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>believe this action is the most effective use of the funds to increase ELA and Math proficiency for EL, FY, and LI students supported by educational research.</p> <p>Research shows that supplemental support enhances students' academic performance generally and has been proven to be effective when compared to those who did not receive supplemental support. It has also been shown to reduce dropout rates and increase students' pass rates (Adebola, 2021)</p> <p>We expect that the state data in ELA and Math for EL, FY, and LI students will benefit; however, because we expect that all students struggling academically will benefit, this action is provided on a school-wide basis.</p>	
1.4	<p>Action: Academic Counselors</p> <p>Need: A review of the California Dashboard on College and Career indicators of EL, FY, and LI students compared to the all-student group needs to be increased.</p> <p>Based on State indicators these student groups need additional opportunities for Academic Counseling to ensure they have a clear understanding and pathway to being College and Career "Prepared."</p>	<p>Provide academic counselors to reduce caseloads and increase the amount for LI, FY and EL, spend with counselors to prepare for college and career readiness</p> <p>To maintain effectiveness throughout the academic year, we will implement regular check-ins and enhance our Provide academic counselors to reduce caseloads and increase the amount for LI, FY and EL, spend with counselors to prepare for college and career. Moreover, we will enhance scheduling flexibility to accommodate the varied needs and circumstances of EL, FY, and LI students and revisit our structure, models, and strategies.</p>	College and Career Indicator EL, FY, and LI 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>Educational partners stated that to support EL, FY, and LI students additional academic Counselors will have allow more time to meet with students.</p> <p>Scope: LEA-wide</p>	<p>Site Area Administrators will collaborate with the district to ensure the Counseling staff addresses the learning gaps of the EL, FY, and LI students at their site.</p> <p>Services for students are determined based on the identified student needs. The aim is to ensure academic counseling for EL, FY, and LI students regardless of their class. We believe this action is the most effective use of the funds to increase ELA and Math proficiency for EL, FY, and LI students supported by educational research.</p> <p>NACADA standards recommend an average of 300 students per advisor, we aim to maintain a 250 average due to the necessity of high-touch outreach to a select portion of each caseload. An analysis of caseloads by tier is essential for effective planning and successful outcomes for advisors and students. (National Academic Advising Association, 2024)</p> <p>We expect that the state data for College and Career readiness indicators for EL, FY, and LI students will benefit; however, because we expect that all students struggling to meet the level of “prepared” will benefit, this action is provided on a school-wide basis.</p>	
<p>1.5</p>	<p>Action: Intervention Summer School</p> <p>Need: A review of Graduation Rates for EL, FY, and LI students compared to the all-student group needs to be increased.</p>	<p>*Intervention programs--to provide additional research-based programs for individualized instruction</p> <p>*Social and emotional support programs--to provide support for students in order to access their learning</p> <p>*Academic Counseling</p>	<p>Graduation Rates for EL, FY, LI and all students</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Based on credit counts, these student groups need additional opportunities for credit recovery.</p> <p>Educational partners stated that to support EL, FY, and LI students additional opportunities for credit recovery.</p> <p>Scope: LEA-wide</p>	<p>*Administrative support--to oversee services and resources for students and families</p> <p>Services for students are determined based on the identified student needs. The aim is to ensure access to increase Graduation Rates for EL, FY, and LI students regardless of their class. We believe this action is the most effective use of the funds to increase ELA and Math proficiency for EL, FY, and LI students supported by educational research.</p> <p>Rigorous studies have shown that strong summer programs can achieve several important goals: (1) reverse summer learning loss, (2) achieve learning gains; and (3) give low-performing students the chance to master material that they did not learn during the school year (McCombs, Augustine, Schwartz, Bodilly, McInnis, Lichter, & Cross, 2012).</p> <p>We expect that the state data in Graduation Rates for EL, FY, and LI students will benefit; however, because we expect that all students struggling academically will benefit, this action is provided on a school-wide basis.</p>	
1.6	<p>Action: English Language Development resources</p> <p>Need: A review of English Learner Progress Indicator indicates that the academic achievement of EL students.</p>	<p>*supplemental instructional supplies--to provide additional *instruction tailored to the individual EL student needs</p> <p>*professional development--to target tiered support for the MTSS based on EL students needs</p> <p>*bilingual assistants--to provide support for EL students with language acquisition</p>	ELPI for EL 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>Based on a local needs assessment, these EL students need additional opportunities for individualized instruction to ensure strong foundational reading skills at our school with the most needs.</p> <p>Educational partners stated that EL students need additional academic support and would provide more effective instruction to meet their academic needs.</p> <p>Scope: LEA-wide</p>	<p>*parent and family engagement literacy programs--to provide *opportunities for families to engage in their students learning process</p> <p>*administrative support--to oversee services and resources for students and families</p> <p>Research shows that supplemental support enhances students' academic performance generally and has been proven to be effective when compared to those who did not receive supplemental support. It has also been shown to reduce dropout rates and increase students' pass rates (Adebola, 2021)</p> <p>To maintain effectiveness throughout the academic year, we will implement regular check-ins and enhance our Teacher Grade Level Expectations (TGLE) process to assess progress and effectiveness for EL students. Moreover, we will enhance scheduling flexibility to accommodate the varied needs and revisit our structure, models, and strategies for English Learner instruction.</p>	
1.7	<p>Action: Online Curriculum and Instructional Support</p> <p>Need: A review of Smarter Balanced in ELA and Math indicates that the academic achievement of EL, FY, and LI students compared to the all-student group needs to be increased.</p> <p>Based on a local needs assessment, these student groups need Quality first time</p>	<p>Curriculum and instructional supplies--to provide reading and math instruction tailored to the individual EL, FY, and LI student needs</p> <p>Professional development--for first time instruction and target tiered support for the MTSS based on EL, FY, and LI areas of needs</p> <p>Services for students are determined based on the identified student needs. The aim is to ensure access to increase support for EL, FY, and LI</p>	<p>ELA SBAC Percent Proficient for EL, FY, LI and all students</p> <p>Math SBAC Percent Proficient for EL, FY, LI and all students</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>instruction to ensure strong foundational reading and math skills.</p> <p>Educational partners stated that Curriculum needs to support ELL, FY, and LI students to meet their academic needs, in particular with Math and ELA.</p> <p>Scope: LEA-wide</p>	<p>students regardless of their class. We believe this action is the most effective use of the funds to increase ELA and Math proficiency for EL, FY, and LI students supported by educational research.</p> <p>Research shows that students who work with aligned materials and effective supplemental resources in school achieve higher levels (Alfaucan and Tarchouna, 2017; Squires, 2012).</p> <p>We expect that the state data in ELA and Math for EL, FY, and LI students will benefit; however, because we expect that all students struggling academically will benefit, this action is provided on a school-wide basis.</p>	

Limited Actions

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

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

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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.

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Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		4
Staff-to-student ratio of certificated staff providing direct services to students	1to 25	

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	9,215,474	860,910	9.342%	0.000%	9.342%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$8,361,290.00	\$421,793.00	\$271,000.00		\$9,054,083.00	\$7,936,731.00	\$1,117,352.00

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	Instructional and Operational Technology	All	No					\$0.00	\$73,606.00	\$73,606.00				\$73,606.00	
1	1.2	IEP Support	Students with Disabilities	No					\$111,637.00	\$0.00	\$111,637.00				\$111,637.00	
1	1.3	Supplemental Instructional Support	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$345,855.00	\$0.00	\$345,855.00				\$345,855.00	9.342
1	1.4	Academic Counselors	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$200,527.00	\$0.00	\$200,527.00				\$200,527.00	9.342
1	1.5	Intervention Summer School	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$95,258.00	\$0.00	\$95,258.00				\$95,258.00	9.342
1	1.6	English Language Development resources	English Learners	Yes	LEA-wide	English Learners	All Schools		\$7,998.00	\$0.00	\$7,998.00				\$7,998.00	9.342
1	1.7	Online Curriculum and Instructional Support	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$135,409.00	\$0.00	\$135,409.00				\$135,409.00	9.342
1	1.8	Interventions and support personnel	All	No					\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
2	2.1	Progress towards maintaining current programs and campus safety	All	No					\$7,030,290.00	\$1,033,746.00	\$7,371,243.00	\$421,793.00	\$271,000.00		\$8,064,036.00	
2	2.2	Supplemental Instructional materials	All	No					\$2,500.00	\$0.00	\$2,500.00				\$2,500.00	

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
2	2.3	Translation Services Instructional Support	All	No					\$2,257.00	\$0.00	\$2,257.00				\$2,257.00	9.342
3	3.1	Professional Development	All	No					\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
9,215,474	860,910	9.342%	0.000%	9.342%	\$785,047.00	56.052%	64.571 %	Total:	\$785,047.00
								LEA-wide Total:	\$785,047.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Supplemental Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$345,855.00	9.342
1	1.4	Academic Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,527.00	9.342
1	1.5	Intervention Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$95,258.00	9.342
1	1.6	English Language Development resources	Yes	LEA-wide	English Learners	All Schools	\$7,998.00	9.342
1	1.7	Online Curriculum and Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$135,409.00	9.342

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$10,545,824.00	\$10,077,960.00

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	Instructional and Operational Technology	No	\$75,000.00	75,000
1	1.2	Provision of services to students with Individual Education Plans (IEPs) or otherwise qualifying for Special Education programs/services.	No	\$102,610.00	102,610
1	1.3	Distribute funds that are principally directed toward EL, LI and FY qualifying students, in order to most effectively meet the goals of target students, unique intervention and support needs identified by the community and school site leadership.	Yes	\$505,543.00	456,369
1	1.5	Provide academic counselors to reduce caseloads and increase the amount for LI, FY and EL, spend with counselors to prepare for college and career.	Yes	\$222,134.00	200,527
1	1.6	Provide intervention summer school for EL, LI, FY and all students at-risk of not progressing toward graduation.	Yes	\$105,522.00	95,258
1	1.7	Increase dedicated English Language Development resources to support students, parents, and staff at every secondary school to improve reclassification rates, EL proficiency, graduation rates, and college and career preparation	Yes	\$8,860.00	7,998

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	1.8	Purchase and provide online programs/curriculum, boot camps and intervention programs to increase student achievement. My Path, Edgenuity and other intervention/curriculum for EL, LI, or Foster Youth students..	Yes	\$150,000.00	135,409
1	1.10	Meet the needs and goals of all students using interventions and support personnel	No	\$5,000.00	5,000
2	2.1	Progress towards maintaining current programs and campus safety	No	\$9,356,155.00	8,984,789
2	2.2	Provide supplemental instructional materials to ensure targeted students have access to rigorous standards aligned curriculum..	No	\$2,500.00	2,500
2	2.3	Provide additional parent/guardian oral and written translation services to increase access and involvement of parents or guardians of EL, LI and FY.	Yes	\$2,500.00	2,500
3	3.1	Increase professional development specific to the implementation of California's Common Core State Standards, train highly qualified teachers, and develop new curriculum units and assessments aligned to standards to ensure all students, including EL, LI and FY, achieve at a high level.	No	\$10,000.00	10,000

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)
897,818	\$994,559.00	\$897,818.00	\$96,741.00	100.000%	100.000%	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	1.3	Distribute funds that are principally directed toward EL, LI and FY qualifying students, in order to most effectively meet the goals of target students, unique intervention and support needs identified by the community and school site leadership.	Yes	\$505,543.00	456,369	71%	71%
1	1.5	Provide academic counselors to reduce caseloads and increase the amount for LI, FY and EL, spend with counselors to prepare for college and career.	Yes	\$222,134.00	200,527	29%	29%
1	1.6	Provide intervention summer school for EL, LI, FY and all students at-risk of not progressing toward graduation.	Yes	\$105,522.00	95,258	0%	
1	1.7	Increase dedicated English Language Development resources to support students, parents, and staff at every secondary school to improve reclassification rates, EL proficiency, graduation rates, and college and career preparation	Yes	\$8,860.00	7,998	0%	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.8	Purchase and provide online programs/curriculum, boot camps and intervention programs to increase student achievement. My Path, Edgenuity and other intervention/curriculum for EL, LI, or Foster Youth students..	Yes	\$150,000.00	135,409	0%	
2	2.3	Provide additional parent/guardian oral and written translation services to increase access and involvement of parents or guardians of EL, LI and FY.	Yes	\$2,500.00	2,257	0%	

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

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)
10,077,960	897,818	0	8.909%	\$897,818.00	100.000%	108.909%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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