



## **LCFF Budget Overview for Parents**

Local Educational Agency (LEA) Name: Blochman Union Elementary School District

CDS Code: 42 69112 6045264

School Year: 2024-25

LEA contact information:

Doug Brown

Superintendent/Principal

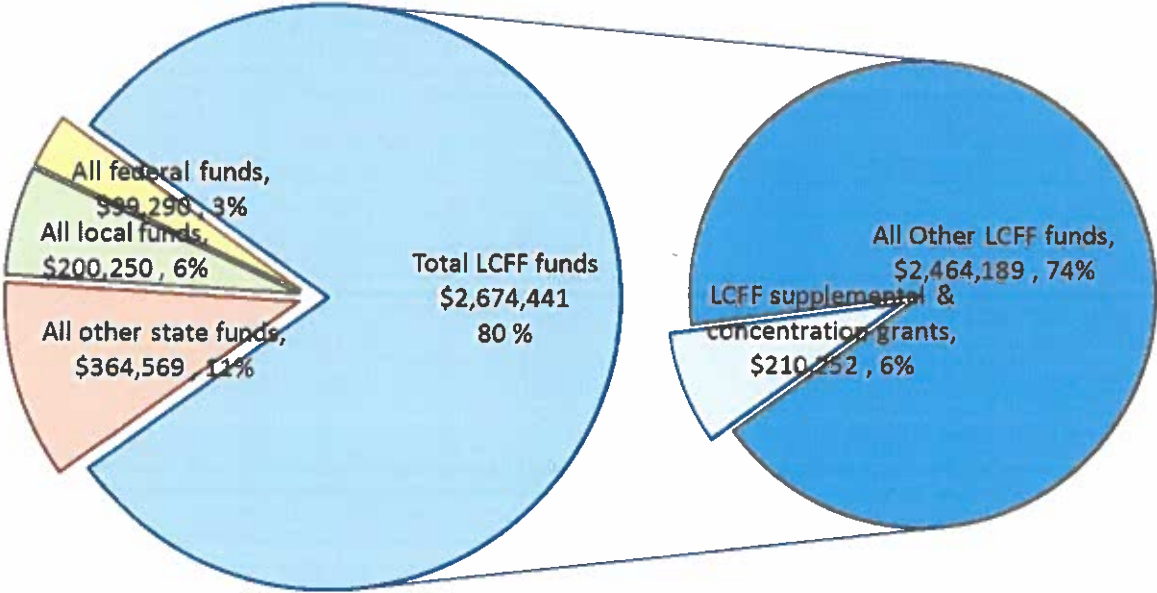
dbrown@blochmanusd.org

805-937-1148

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

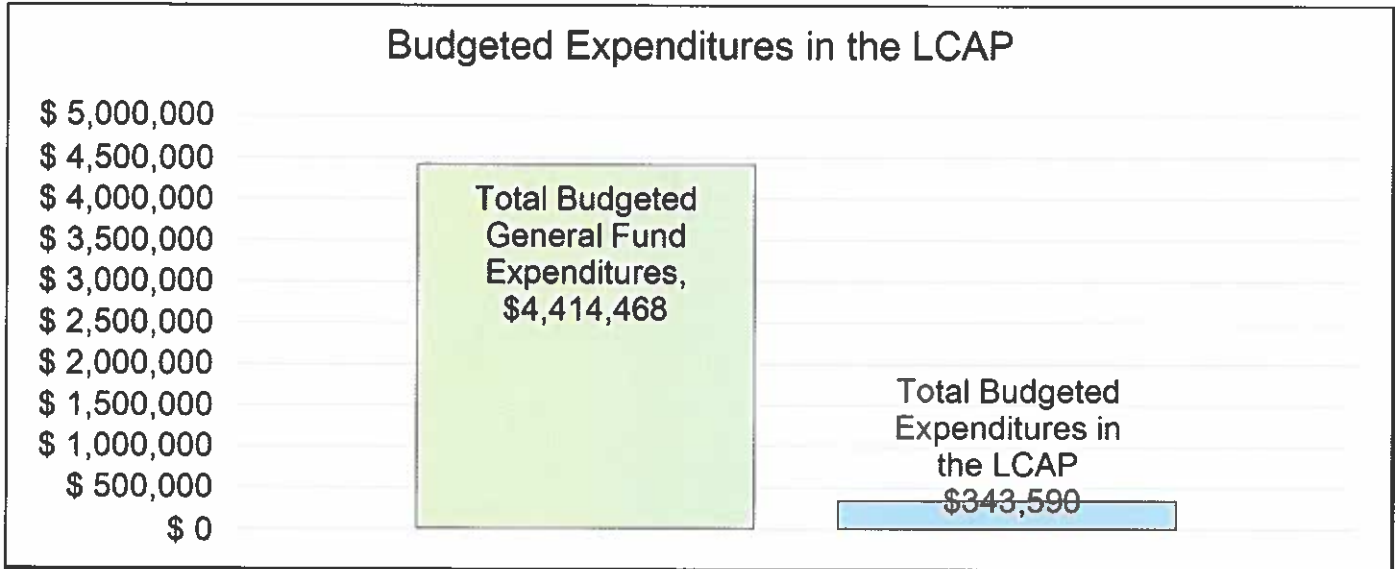


This chart shows the total general purpose revenue Blochman Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Blochman Union Elementary School District is \$3,338,550, of which \$2,674,441 is Local Control Funding Formula (LCFF), \$364,569 is other state funds, \$200,250 is local funds, and \$99,290 is federal funds. Of the \$2,674,441 in LCFF Funds, \$210,252 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 Blochman Union Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Blochman Union Elementary School District plans to spend \$4,414,468 for the 2024-25 school year. Of that amount, \$343,590 is tied to actions/services in the LCAP and \$4,070,878 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

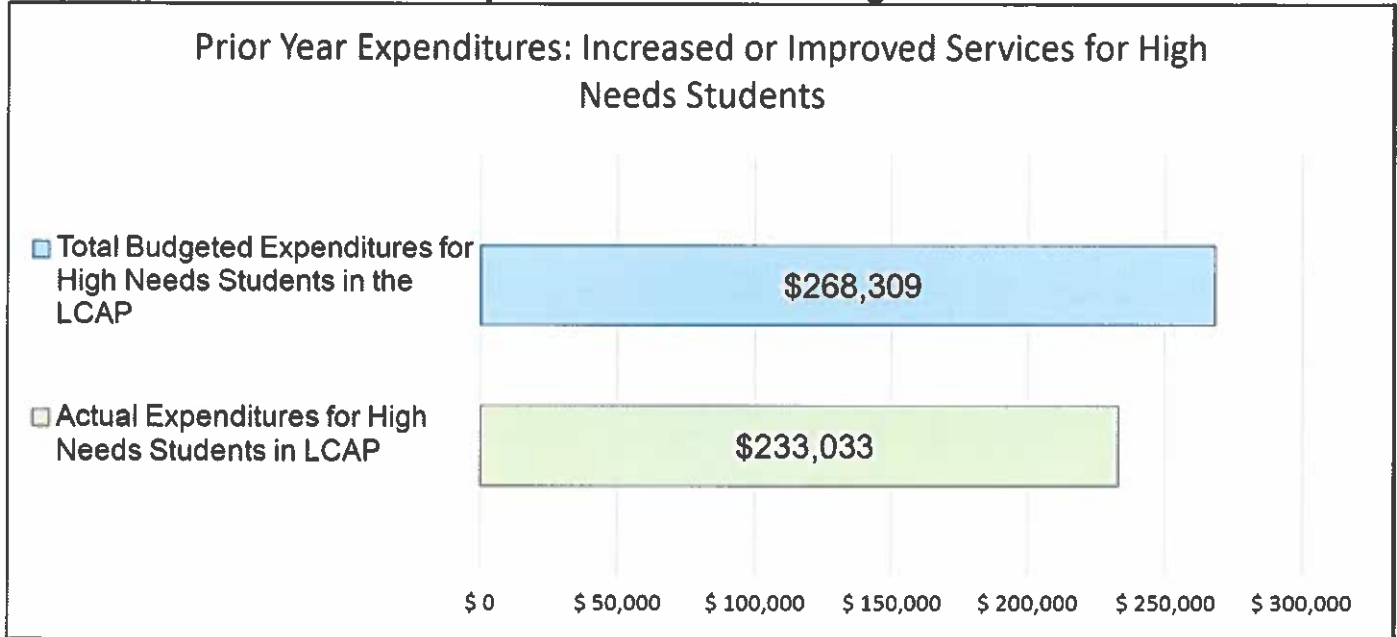
Other programs in the general fund budget include transportation, Special Education, teaching and support staff, school administration, student textbooks and supplies, costs of keeping the facilities open, and information technology support.

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

In 2024-25, Blochman Union Elementary School District is projecting it will receive \$210,252 based on the enrollment of foster youth, English learner, and low-income students. Blochman Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Blochman Union Elementary School District plans to spend \$267,216 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

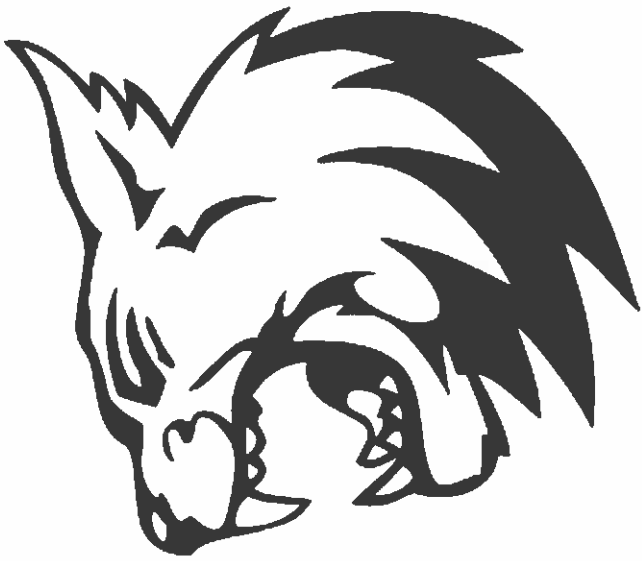


This chart compares what Blochman Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Blochman Union Elementary School District estimates it has spent on actions and services that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

The text description of the above chart is as follows: In 2023-24, Blochman Union Elementary School District's LCAP budgeted \$268,309 for planned actions to increase or improve services for high needs students. Blochman Union Elementary School District actually spent \$233,033 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-35,276 had the following impact on Blochman Union Elementary School District's ability to increase or improve services for high needs students:

We did not hire the .5 FTE intervention teacher, as described in Goal 5, because we were unable to find a teacher to fill this position. This resulted in a \$35,276 reduction in actual expenditures for high needs students. Students still received services from their teachers who used the I-Ready program to provide them with additional instruction.



## 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
Blochman Union Elementary School District	Doug Brown Superintendent/Principal	dbrown@blochmanusd.org 805-937-1148

## Goals and Actions

### Goal

Goal #	Description
1	Improve student outcomes on state test scores for math by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable then other local measures will be used.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4. Pupil Achievement – a. Dashboard – CAASPP assessment for math	4a - 18/19 Dashboard for math- Orange status; 31.5 points below standard; declined by 5.2 points.	Our LCAP Goal 1 is to improve student outcomes on state test scores for math by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable, then other local measures will be used.	Our LCAP Goal 1 is to improve student outcomes on state test scores for math by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable, then other local measures will be used.	Our LCAP Goal 1 is to improve student outcomes on state test scores for math by the end of school year 2024 as measured by the state testing scores (if available).	4a - Green status on the California School Dashboard for all students, including English learners, in math with no subgroups two or more levels below the status for all students.
8. Other pupil outcomes a. All teachers will be granted professional development opportunities in math.	4a - 18/19 Dashboard for math - English learner students are 15.5 points below standard; increased 30.7 points.  8a - Teachers annually receive one professional development opportunity in math.	Due to the COVID-19 pandemic, the 2020 and the 2021 California School Dashboards were not published. Therefore, we used local data from the I-Ready system to assess student progress. I-Ready is an	Note the following information regarding the 2022 California School Dashboard posted on the California Department of Education's website:  • The last Dashboard	The 2023 California School Dashboard shows that overall, our students obtained an "Orange" performance level for math. Our Hispanic, White, and Socioeconomically Disadvantaged students obtained an "Orange" performance level. Our other subgroups were too small to be reported. Student performance	8a - Teachers will annually receive at least one professional development opportunity in math.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>evidenced based program that assesses a student's progress in reading and math. An analysis of local student performance data for math shows that 34% are at or above grade level, 47% are one grade level below, 10% were two grade levels below, and 9% were three or more grade levels below. Fifty-seven percent of students met or exceeded growth expectations.</p> <p>All teachers have been provided with professional training opportunities in math. At the end of the 2020/2021 school year, all teachers were enrolled in the National Council of Teachers of Mathematics program. This program provides individual self-paced courses, access to digital journals, and access to an online</p>	<p>was produced in 2019 reflecting data from the 2017–18 and 2018–19 school years.</p> <ul style="list-style-type: none"> <li>The 2022 Dashboard is a re-start of California's accountability system. Prior to the pandemic, LEAs, schools, and student groups received performance colors on the Dashboard (blue, green, yellow, orange, red), where blue indicated the highest performance and red indicated the</li> </ul>	<p>declined by 27 points and was 50.9 points below the standard. We do not feel these results mean that our actions are not helping students to improve. During the pandemic, our student enrollment dropped by almost 15%, mainly because we were not able to provide transportation. Our 2021/2022 testing results were extremely high, which we consider to be a statistical outlier. Our enrollment increased during 2022/2023 and test scores returned closer to pre-pandemic levels. We consider this to be a positive development because it demonstrates our students did not suffer significant learning loss during the pandemic.</p> <p>We also used local data from the I-Ready system to assess</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>support community. Also, teachers received training in how to successfully use the I- Ready program to track student progress in math.</p>	<p>lowest performance.</p> <ul style="list-style-type: none"> <li>Performance colors were determined based on a combination of Status (current year performance) and Change (current year performance compared with prior year performance)</li> <li>Since 2022 is a re-start for school and LEA accountability, only current year performance (Status) will be reported on the 2022 Dashboard.</li> <li>No performance colors will be</li> </ul>	<p>student progress. I-Ready is an evidenced based program that assesses a student's progress in reading and math. An analysis of local student performance data for math shows that 26% are at or above grade level, 50% are one grade level below, 10% were two grade levels below, and 12% were three or more grade levels below. The progress toward median annual growth was 120%. The current I-Ready results in math compared to the prior year results do not show student improvement.</p> <p>All teachers have been provided with professional training opportunities in math. All teachers are enrolled in the National Council of Teachers of Mathematics program.</p>		



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>assigned in 2022.</p> <ul style="list-style-type: none"> <li>Instead of performance colors, new “cell phone bar” graphics will represent the five Status levels for 2022: Very Low, Low, Medium, High, and Very High.</li> </ul> <p>The 2022 California School Dashboard shows that overall, our students obtained “Medium” performance level for math. Our Hispanic and Socioeconomically Disadvantaged students obtained a “Low” performance level. Our White subgroup obtained a “High” performance level.</p> <p>We also used local</p>	<p>This program provides individual self-paced courses, access to digital journals, and access to an online support community. Also, teachers received training in how to successfully use the I-Ready program to track student progress in math.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>data from the I-Ready system to assess student progress. I-Ready is an evidenced based program that assesses a student's progress in reading and math. An analysis of local student performance data for math shows that 30% are at or above grade level, 44% are one grade level below, 12% were two grade levels below, and 10% were three or more grade levels below. The current I-Ready results in math compared to the prior year results actually show very little student improvement.</p> <p>All teachers have been provided with professional training opportunities in math. At the end of the 2020/2021 school year, all teachers were enrolled in the National Council of Teachers of</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>Mathematics program. This program provides individual self-paced courses, access to digital journals, and access to an online support community. Also, teachers received training in how to successfully use the I- Ready program to track student progress in math.</p>		

### 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.

There were no material differences between the planned actions and the actual implementation of these actions. Challenges to achieving this goal came during the pandemic, when our student enrollment dropped by almost 15%, mainly because we were not able to provide transportation. Our 2021/2022 testing results were extremely high, which we consider to be a statistical outlier. Our enrollment increased during 2022/2023 and test scores returned closer to pre-pandemic levels. We consider this to be a positive development because it demonstrates our students did not suffer significant learning loss during the pandemic. There were no instances where we did not implement a planned action nor did we implement a planned action in a manner that differs substantively from our original 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.

There were no 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.**

The 2023 California School Dashboard shows that overall, our students obtained an “Orange” performance level for math. This is the same performance color our students achieved in our baseline year. We do not feel these results mean that our actions are not helping students to improve. During the pandemic, our student enrollment dropped by almost 15%, mainly because we were not able to provide transportation. Our 2021/2022 testing results were extremely high, which we consider to be a statistical outlier. Our enrollment increased during 2022/2023 and test scores returned closer to pre-pandemic levels. We consider this to be a positive development because it demonstrates our students did not suffer significant learning loss during the pandemic. While we are not seeing progress, we are also not seeing significant learning loss. We believe that the original actions associated with this goal are an effective use of funds because while many students throughout the state have experienced learning loss during the pandemic, our students did not experience learning loss. We believe we need to continue with our current course of action, and we will begin to see improvements.

The original actions associated with this goal are as follows:

\*1.1 Teacher for combination class reduction – This action is effective in making progress toward this goal because experience has shown us that non-combination classes allow more time for the classroom teacher to provide additional support for all students, including unduplicated pupils.

\*1.2 .5 FTE intervention teacher and instructional assistants – This action is effective in making progress toward this goal because experience and local data has shown us that a dedicated intervention teacher and instructional assistants provide the additional support pupils often need to be able to perform on par with their peers. Students in the low performing category for math were identified for intervention and targeted teaching through assessments and parent and teacher recommendations. Identified students received intensive intervention provided by a certificated intervention teacher. The evidence-based methodologies used are Moby Max, Touch Math, Zearn Math, and CAASPP sample tests depending on the characteristics and type of difficulty the student is manifesting. Students in the low performing category for math were assessed ongoing using the assessments provided with the evidence-based programs they are using. They were also assessed three times per year with the I-Ready program. The Student Study Team (SST) provided support for interventions and served as a referral system for students.

\*1.3 Teacher training and professional development – While teacher training and professional development is effective in achieving this goal, the cost is generally included in the cost of the purchased curriculum. Therefore, we have removed this action from the 2024/2025 LCAP.

**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.**

**This goal has been revised with updated metrics, desired outcomes, and updated actions. Please refer to Goal 1 in the 2024/2025 LCAP for specific details.**

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**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	Improve student outcomes on state test scores for science by the end of school year 2024 as measured by the state testing scores.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The metric for priority 4 will be student performance on the CAST.	Test results from the 2018-2019 CAST show that overall 34.15% of our students met or exceeded the state standard in science.	Our LCAP Goal 2 is to improve student outcomes on state test scores for science by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable, then other local measures will be used. Due to the pandemic, the CAST testing results were not available in 2020 and will not be available in 2021. Our local measurement tools rely on report card data.  An analysis of local report card data for students in grades 5 –	Our LCAP Goal 2 is to improve student outcomes on state test scores for science by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable, then other local measures will be used.  The California Science Test (CAST) was administered in 2021/22. Results show that 50% of our students met or exceeded the standard for science. Due to the pandemic, the last time the CAST was administered was	Our LCAP Goal 2 is to improve student outcomes on state test scores for science by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable, then other local measures will be used.  The California Science Test (CAST) was administered in 2022/2023. Results show that 39% of our students met or exceeded the standard for science. This is a decrease from the results achieved from the	Test results from the CAST will show that overall 40% of our students met or exceeded the state standard in science.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>8 from the 2021/2022 school year revealed the following:</p> <ol style="list-style-type: none"> <li>1. On average, 62% of students maintained or improved their science grades from one trimester to the next.</li> <li>2. On average, 67% of students received a B or better in their science course over both trimesters. This is a new science curriculum so we do not have prior year data for comparison.</li> </ol> <p>Teachers received professional development from the publishers of the science curriculum as part of the new curriculum adoption. The cost of this training was included in the cost of the curriculum and was not invoiced separately.</p>	<p>8 from the 2021/2022 school year revealed the following:</p> <ol style="list-style-type: none"> <li>1. On average, 62% of students maintained or improved their science grades from one trimester to the next.</li> <li>2. On average, 67% of students received a B or better in their science course over both trimesters. This is a new science curriculum so we do not have prior year data for comparison.</li> </ol> <p>Teachers received professional development from the publishers of the science curriculum as part of the new curriculum adoption. The cost of this training was included in the cost of the curriculum and was not invoiced separately.</p>	<p>in 2018/19. Results from that year show 34.15% of our students met or exceeded the standard for science. Our desired outcome for 2023/24 is for test results from the CAST will show that overall, 40% of our students met or exceeded the state standard in science. We have surpassed that goal so we will continue to help students improve their science test scores.</p> <p>Teachers received professional development from the publishers of the science curriculum. The cost of this training was included in the original cost of the curriculum and was not invoiced separately.</p>	<p>2021/2022 test scores, where 50% of our students met or exceeded the standard in science. Our 2021/2022 testing results were extremely high, which we consider to be a statistical outlier. Our enrollment increased during 2022/2023 and test scores returned closer to pre-pandemic levels. We consider this to be a positive development because it demonstrates our students did not suffer significant learning loss during the pandemic. Prior to the pandemic, the last time the CAST was administered was in 2018/2019. Results from that year show 34.15% of our students met or exceeded the standard for science. Our 2022/2023 results show an improvement over 2018/2019 and we came very close to</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>achieving our desired outcome for 2023/2024 where we expect results from the CAST will show that overall, 40% of our students met or exceeded the state standard in science.</p> <p>Teachers received professional development from the publishers of the science curriculum. The cost of this training was included in the original cost of the curriculum and was not invoiced separately.</p>	

## 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.

There were no material differences between the planned actions and the actual implementation of these actions. Challenges to achieving this goal came during the pandemic, when our student enrollment dropped by almost 15%, mainly because we were not able to provide transportation. Our 2021/2022 testing results were extremely high, which we consider to be a statistical outlier. Our enrollment increased during 2022/2023 and test scores returned closer to pre-pandemic levels. We consider this to be a positive development because it demonstrates our students did not suffer significant learning loss during the pandemic. There were no instances where we did not implement a planned action nor did we implement a planned action in a manner that differs substantively from our original 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.

There were no 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.

The California Science Test (CAST) was administered in 2022/2023. Results show that 39% of our students met or exceeded the standard for science. This is a decrease from the results achieved from the 2021/2022 test scores, where 50% of our students met or exceeded the standard in science. Our 2021/2022 testing results were extremely high, which we consider to be a statistical outlier. Our enrollment increased during 2022/2023 and test scores returned closer to pre-pandemic levels. We consider this to be a positive development because it demonstrates our students did not suffer significant learning loss during the pandemic. Prior to the pandemic, the last time the CAST was administered was in 2018/2019. Results from that year show 34.15% of our students met or exceeded the standard for science. Our 2022/2023 results show an improvement over 2018/2019 and we came very close to achieving our desired outcome for 2023/2024 where we expect results from the CAST will show that overall, 40% of our students met or exceeded the state standard in science. Action 2.1 was to provide teacher training and professional development in science. Data shows that this action was effective in making progress toward our goal based on CAST and local data.

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.

This goal has been revised with updated metrics, desired outcomes, and updated actions. Please refer to Goal 2 in the 2024/2025 LCAP for specific details.

**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	Improve ELPAC test scores and reclassification rates for English Language Learner (ELL) students

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Dashboard - percent of students making progress towards English language proficiency 2. Data Quest - number of students classified as at-risk or long-term English learners.	1. 18/19 Dashboard - 45.5% of students are making progress towards English language proficiency. 2. 19/20 Data Quest - 21% of ELL students are classified as at-risk; no students were classified as long-term English learners.	Goal 3 is to improve ELPAC test scores and reclassification rates for English Language Learner (ELL) students. The metrics for this goal are as follows: 1. Dashboard - percent of students making progress towards English language proficiency 2. Data Quest - number of students classified as at-risk or long-term English learners.  Due to the pandemic, Dashboard metrics are not available for 2020 or 2021. A review of Data Quest	Goal 3 is to improve ELPAC test scores and reclassification rates for English Language Learner (ELL) students. The metrics for this goal are as follows: 1. Dashboard - percent of students making progress towards English language proficiency 2. Data Quest - number of students classified as at-risk or long-term English learners.  The Dashboard indicates that 54.5% of our ELL students are making progress	Goal 3 is to improve ELPAC test scores and reclassification rates for English Language Learner (ELL) students. The metrics for this goal are as follows: 1. Dashboard - percent of students making progress towards English language proficiency 2. Data Quest - number of students classified as at-risk or long-term English learners.  The 2023 Dashboard does not display the percentage of ELL students are making progress toward	1. 55% of ELL students will be making progress toward English language proficiency. 2. ELL student reclassification rate (RFEP) will ensure that no students are classified as at-risk or long-term English learners. .

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	<p>information shows that the number of students classified as at-risk or long-term English learners has increased slightly over the prior year. Part of this increase is due to a change in our student population. Also, some of the students classified in the long- term English learner category should be reclassified by the end of this school year.</p> <p>An analysis of local data using the I-Ready testing system shows the following information for math progress:  * Exceeded growth expectations: 15%  * Made progress toward expected growth: 22%  * Made less than 50% progress toward expected growth: 63%</p> <p>An analysis of local data using the I-</p>	<p>toward English language proficiency.</p> <p>A review of Data Quest information shows that the number of students classified as at-risk or long-term English learners has decreased from two students in the 2020/21 school year to one student in the 2021/22 school year.</p> <p>This data shows we are very close to achieving our desired outcome for 2023/24.</p>	<p>English language proficiency, to protect student privacy, because there are less than 11 students in this group. A review of ELPAC testing data shows that the percent of students considered to be proficient increased by 5.83% over 2021/22. We were able to move all students out of the Level 1 category in 2022/23.</p> <p>YEAR 2021/22 2022/23 DIFFERENCE PROFICIENT 6.67% 12.50% 5.83% LEVEL 3 40.00% 43.75% 3.75% LEVEL 2 46.67% 43.75% -2.92% LEVEL 1 6.66% 0.00% -6.66%</p> <p>(Level 3 is moderately developed in EL, Level 2 is somewhat developed, and Level 1 is beginning to develop).</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Ready testing system shows the following information for reading progress:</p> <ul style="list-style-type: none"> <li>* Exceeded growth expectations: 29%</li> <li>* Made progress toward expected growth: 29%</li> <li>* Made less than 50% progress toward expected growth: 42%</li> </ul> <p>We believe the I-Ready assessment tool will help improve the performance for ELL students because it allows teachers to focus on a student's areas of weakness.</p>		<p>A review of Data Quest information shows that the number of students classified as at-risk or long-term English learners has increased from one student in the 2021/22 school year to three students in the 2022/23 school year. This increase is simply due to a change in our student population.</p> <p>This data shows that our ELL students are making progress toward becoming proficient in English.</p>	

## 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.

There were no material differences between the planned actions and the actual implementation of these actions. Challenges to proving we are achieving this goal are due to the fact that our ELL student population is too low to provide us with assessment data. The data we do have shows that 56% of our EL L student population is moderately developed or proficient.

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

There were no material differences between 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.

Due to the small population size of our ELL student group, we do not have state data, other than ELPAC scores, that shows the effectiveness of our actions to support this group of students. A review of ELPAC testing data shows that the percent of students considered to be proficient increased by 5.83% over 2021/22. We were able to move all students out of the Level 1 category in 2022/23, as shown in the chart below.

YEAR	2021/22	2022/23	DIFFERENCE
PROFICIENT	6.67%	12.5%	5.83%
LEVEL 3	40.00%	43.75%	3.75%
LEVEL 2	46.67%	43.75%	-2.92%
LEVEL 1	6.66%	0.00%	-6.66%

(Level 3 is moderately developed in EL, Level 2 is somewhat developed, and Level 1 is beginning to develop).

This data shows that we have been effective in helping students progress toward the Proficient level in English.

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 the small population size of our ELL student group, this goal has been removed from the 2024-2025 LCAP.

**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	Improve school engagement including parent involvement, pupil engagement, and school climate.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>1. Basic</p> <p>a. Local data - teachers are appropriately assigned</p> <p>b. CalSAAS - teachers are appropriately credentialed</p> <p>c. Local data - students have access to standards-aligned instructional materials</p> <p>d. Williams Report - school facilities are maintained in good repair</p> <p>2. Implementation of the state standards - Dashboard (local)</p> <p>3. Parental involvement - Dashboard (local)</p>	<p>1a - Met</p> <p>1b - Met</p> <p>1c - Met</p> <p>1d - Met</p> <p>2 - Met</p> <p>3 - Met</p> <p>5a - Student attendance rate was 97.54% (20/21)</p> <p>5b - Chronic absenteeism rate was .45% (19/20)</p> <p>5c - Middle school drop out rate was 0% (19/20)</p> <p>6a - Suspension rate was 0.5% (18/19)</p> <p>6b - Expulsion rate was 0% (19/20)</p> <p>6c - Met</p> <p>7 - Met</p>	<p>Goal 4 is to improve school engagement including parent involvement, pupil engagement, and school climate. The pandemic has made it difficult for us to provide on-site parent participation opportunities as we have in the past. We have also had to suspend the student attendance incentives. The school psychologist is available to assist parents and students. We are using the SARB program as necessary.</p> <p>The metrics for this goal are as follows:</p>	<p>Goal 4 is to improve school engagement including parent involvement, pupil engagement, and school climate. The metrics for this goal are as follows:</p> <p>1. Basic</p> <p>a. Local data - teachers are appropriately assigned - metric is met for the current year.</p> <p>b. CalSAAS - teachers are appropriately credentialed - a review of CalSAAS data shows this metric was met for the current year.</p>	<p>Goal 4 is to improve school engagement including parent involvement, pupil engagement, and school climate. The metrics for this goal are as follows:</p> <p>1. Basic</p> <p>a. Local data - teachers are appropriately assigned - metric is met for the current year.</p> <p>b. CalSAAS - teachers are appropriately credentialed - a review of CalSAAS data shows this metric was met for the current year.</p>	<p>1 - Met</p> <p>2 - Met</p> <p>3 - Met</p> <p>5a - Attendance rate will be 95% or greater</p> <p>5b - Chronic absenteeism rate will be less than 3%</p> <p>5c - Middle school drop out rate will be 0%</p> <p>6a - Suspension rate will be .5%</p> <p>6b - Expulsion rate will be 0%</p> <p>6c - Met</p> <p>7 - Met</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>5. Pupil Engagement</p> <p>a. Local data - student attendance rate</p> <p>b. Dashboard - chronic absenteeism rates</p> <p>c. Local data - middle school drop out rate</p> <p>6. School Climate</p> <p>a. Dashboard - suspension rate</p> <p>b. DataQuest - expulsion rate</p> <p>c. Dashboard (local)</p> <p>7. Course access - Dashboard (local)</p>	<p>1. Basic</p> <p>a. Local data - teachers are appropriately assigned - metric is met for the current year.</p> <p>b. CalSAAS - teachers are appropriately credentialed - a review of CalSAAS data shows this metric was met for the current year.</p> <p>c. Local data - students have access to standards-aligned instructional materials - metric was met for the current year as evidenced by the appropriately noticed and board approved Instructional Materials Resolution.</p> <p>d. Williams Report - school facilities are maintained in good repair - metric is met for the current year.</p> <p>2. Implementation of the state standards - Dashboard (local) – metric is met for the current year.</p> <p>3. Parental involvement - Dashboard (local) – metric is met for the current year.</p> <p>5. Pupil Engagement</p> <p>a. Local data - student attendance rate – The current 2022/2023 attendance rate is</p>	<p>1. Basic</p> <p>a. Local data - teachers are appropriately assigned - metric is met for the current year.</p> <p>b. CalSAAS - teachers are appropriately credentialed - a review of CalSAAS data shows this metric was met for the current year.</p> <p>c. Local data - students have access to standards-aligned instructional materials - metric was met for the current year as evidenced by the appropriately noticed and board approved Instructional Materials Resolution.</p> <p>d. Williams Report - school facilities are maintained in good repair - metric is met for the current year.</p> <p>2. Implementation of the state standards - Dashboard (local) – metric is met for the current year.</p> <p>3. Parental involvement - Dashboard (local) – metric is met for the current year.</p> <p>5. Pupil Engagement</p> <p>a. Local data - student attendance rate – The current 2022/2023 attendance rate is</p>	<p>c. Local data - students have access to standards-aligned instructional materials - metric is met for the current year as evidenced by the appropriately noticed and board approved Instructional Materials Resolution.</p> <p>d. Williams Report - school facilities are maintained in good repair - metric is met for the current year.</p> <p>2. Implementation of the state standards - Dashboard (local) – metric is met for the current year.</p> <p>3. Parental involvement - Dashboard (local) – metric is met for the current year.</p> <p>5. Pupil Engagement</p> <p>a. Local data - student attendance rate – The current 2023/24 attendance rate is</p>	<p>c. Local data - students have access to standards-aligned instructional materials - metric is met for the current year as evidenced by the appropriately noticed and board approved Instructional Materials Resolution.</p> <p>d. Williams Report - school facilities are maintained in good repair - metric is met for the current year.</p> <p>2. Implementation of the state standards - Dashboard (local) – metric is met for the current year.</p> <p>3. Parental involvement - Dashboard (local) – metric is met for the current year.</p> <p>5. Pupil Engagement</p> <p>a. Local data - student attendance rate – The current 2023/24 attendance rate is</p>	<p>Desired Outcome for 2023–24</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	<p>metric was met for the current year.</p> <p>3. Parental involvement - Dashboard (local) – metric is met to the greatest extent possible due to the pandemic.</p> <p>5. Pupil Engagement</p> <p>a. Local data - student attendance rate – The current 2021/2022 attendance rate is 93.91% which is a decrease from the 2020/2021 attendance rate. However, the high attendance rate in 2020/2021 is an anomaly due to the pandemic. Many of our students participated in distance learning until March of 2021 which made it easier for many students to attend school. Once the pandemic ends, we anticipate our attendance rate will return to normal levels.</p>	<p>95.35% which is a slight improvement over the 2021/2022 rate of 95.02%. The majority of student absences are due to illness. We are moving closer to our pre-pandemic rate of 96.35%.</p> <p>b. Dashboard - chronic absenteeism rates – The Dashboard shows chronic absenteeism is high, with a rate of 12.2% chronically absent during 2021/22. Most of the students in this group are absent due to illness. We use the SARB program to address chronic absenteeism.</p> <p>c. Local data - middle school drop-out rate – Our middle school drop-out rate continues to be 0%.</p> <p>6. School Climate</p> <p>a. Dashboard – suspension rate – The</p>	<p>95.68% which is a slight improvement over the 2022/23 attendance rate of 95.35% and the 2021/22 rate of 95.02%. The majority of student absences are due to illness. We are moving closer to our pre-pandemic rate of 96.35%.</p> <p>b. Dashboard - chronic absenteeism rates – The Dashboard shows chronic absenteeism has declined by 5.2%, with 7% of our students chronically absent. This is an improvement over 2021/22 when the chronic absenteeism rate was 12.2%. Most of the students in this group are absent due to illness. We have not reached our goal of a chronic absenteeism rate of less than 3% but we believe this because we are still feeling the effects of the</p>		



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	<p>b. Dashboard - chronic absenteeism rates – The Dashboard is not currently available. CALPADS data collected in 2020/2021 shows a slight increase in chronic absenteeism. However, due to the pandemic, we were unable to provide bus service which caused some students to be absent more than they normally would be.</p> <p>c. Local data - middle school drop out rate – Our middle school drop out rate continues to be 0%.</p> <p>6. School Climate</p> <p>a. Dashboard - suspension rate – The Dashboard shows our suspension rate to be high with 4.5% of our students suspended for at least one day. We had no students suspended during 2021/22 but we believe this was an anomaly due to the effects of the pandemic. During 2021/22 we were still practicing social distancing procedures and students we not mixing with students from other grades. These practices led to fewer opportunities for student conflict or misbehavior.</p>	<p>b. Dashboard - chronic absenteeism rates – The Dashboard is not currently available. CALPADS data collected in 2020/2021 shows a slight increase in chronic absenteeism. However, due to the pandemic, we were unable to provide bus service which caused some students to be absent more than they normally would be.</p> <p>c. Local data - middle school drop out rate – Our middle school drop out rate continues to be 0%.</p> <p>6. School Climate</p> <p>a. Dashboard - suspension rate – The Dashboard shows our suspension rate to be high with 4.5% of our students suspended for at least one day. We had no students suspended during 2021/22 but we believe this was an anomaly due to the effects of the pandemic. During 2021/22 we were still practicing social distancing procedures and students we not mixing with students from other grades. These practices led to fewer opportunities for student conflict or misbehavior.</p>	<p>Dashboard shows our suspension rate to be very low, with no students suspended during 2021/22.</p> <p>b. DataQuest - expulsion rate – DataQuest shows that there were no expulsions in 2021/22.</p> <p>c. Dashboard (local) – metric is met for the current year.</p> <p>7. Course access - Dashboard (local) – metric is met for the current year.</p>	<p>pandemic. We use the SARB program to address chronic absenteeism.</p> <p>c. Local data - middle school drop-out rate – Our middle school drop-out rate continues to be 0%.</p> <p>6. School Climate</p> <p>a. Dashboard – suspension rate – The Dashboard shows our suspension rate to be high with 4.5% of our students suspended for at least one day. We had no students suspended during 2021/22 but we believe this was an anomaly due to the effects of the pandemic. During 2021/22 we were still practicing social distancing procedures and students we not mixing with students from other grades. These practices led to fewer opportunities for student conflict or misbehavior.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>b. DataQuest - expulsion rate – CALPADS data shows there were no expulsions in 2019/2020 or 2020-2021.</p> <p>c. Dashboard (local) – metric is met for the current year.</p> <p>7. Course access - Dashboard (local) – metric is met for the current year.</p>		<p>b. DataQuest - expulsion rate – DataQuest shows that there were no expulsions in 2022/23.</p> <p>c. Dashboard (local) – metric is met for the current year.</p> <p>7. Course access - Dashboard (local) – metric is met for the current year.</p>	

## 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.

There are no differences between the planned actions and services and the 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.

The only material difference between budgeted expenditures and estimated actual expenditures for Goal 4 is that the psychologist's funding source was originally budgeted as mostly LCFF. Based on estimated actual data, the LCFF portion was 8%. The balance was provided by other state resources. There were no material differences in the 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.**

The following is an analysis of the effectiveness of each action:

**4.1: Parent participation opportunities** – Providing parent participation opportunities does not have a cost associated with it but research has shown that this action will help keep unduplicated student achievement from declining. Parental involvement was encouraged for parents of all students, including parents of underrepresented pupils and parents of students with exceptional needs. All parents were notified of School Site Council meetings, LCAP meetings, and other school activities through written communications, via our One Call message system, and by posting announcements on the district's website. During LCAP meetings stakeholders including certificated staff, classified staff, administrators, parents, students, and community members are encouraged to provide input for determining what data and information will be considered for analyzing the district's progress. We were successful in increasing parent survey participation in 2023-2024 to 66%, which exceeded our goal of 65%. We accomplished this by providing students with an incentive to encourage their parents to participate in the survey.

**4.2: Student attendance incentives** – Student incentives proved to be an effective method of encouraging students to attend school. The pandemic reduced our attendance rate, but we are starting to see our attendance rates return to normal. Therefore, this action is an effective use of funds and the action helped to keep unduplicated student achievement from declining since students who attend school regularly are more successful than those who do not.

**4.3: SARB Intervention** – The Dashboard shows that we currently have a chronic absenteeism rate of 7.3%. We are still seeing the effects of the pandemic, as the majority of our student absences are due to illness. We believe that this action will help keep unduplicated student achievement from declining since students who attend school regularly are more successful than those who do not.

**4.4: School psychologist** – Our bilingual school psychologist helps maintain contact with parents and assists students with their social-emotional well-being. Students in grades 6 - 8 were surveyed during the school year. Of those surveyed, 98% feel that students are generally respectful of each other and 79% feel that there are people who care about them.

The data shows that the above actions are an effective use of funds and that the actions helped to keep unduplicated student achievement from declining.

**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.**

**This goal has been revised with updated metrics, desired outcomes, and updated actions. Please refer to Goal 4 in the 2024/2025 LCAP for specific details.**

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**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	Improve student outcomes on state test scores for English/Language Arts by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable then other local measures will be used.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>4. Pupil Achievement</p> <p>a. Dashboard – CAASPP assessment for ELA</p> <p>8. Other pupil outcomes</p> <p>a. All teachers will be granted professional development opportunities in ELA.</p> <p>8a - Teachers annually receive one professional development opportunity in ELA.</p>	<p>4a - 18/19 Dashboard for ELA- Green status; 13.2 points above the standard; increased 11.1 points.</p> <p>4a - 18/19 Dashboard for ELA - English learner students are 7.6 points below standard; increased 25.4 points.</p>	<p>Our LCAP Goal 5 is to improve student outcomes on state test scores for English Language Arts (ELA) by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable, then other local measures will be used. Due to the pandemic, the California School Dashboard data was not published in 2020 and will not be published in 2021.</p> <p>An analysis of local I-Ready English/Language Arts (ELA) student</p>	<p>Our LCAP Goal 5 is to improve student outcomes on state test scores for English Language Arts (ELA) by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable, then other local measures will be used.</p> <p>The Dashboard shows that our students received a “High” performance level in ELA and, on average, performed 24.7 points above the standard.</p> <p>An analysis of local I-Ready</p>	<p>Our LCAP Goal 5 is to improve student outcomes on state test scores for English Language Arts (ELA) by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable, then other local measures will be used.</p> <p>The 2023 California School Dashboard shows that overall, our students obtained a “Yellow” performance level for ELA. Our Hispanic and socioeconomically disadvantaged students obtained an</p>	<p>4a - Green status on the California School Dashboard for all students, including English learners, in ELA with no subgroups two or more levels below the status for all students.</p> <p>8a - Teachers will annually receive at least one professional development opportunity in ELA.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>performance data for reading shows that 52% are at or above grade level, 33% are one grade level below, 7% were two grade levels below, and 8% were three or more grade levels below. Sixty percent of students met or exceeded growth expectations.</p> <p>All teachers have been provided with professional training opportunities in ELA. At the end of the 2020/2021 school year, all teachers were enrolled in the National Council of Teachers of English program. This program provides individual self-paced courses, access to digital journals, and access to an online support community. Also, teachers received training in how to successfully use the I-Ready program to track</p>	<p>English/Language Arts (ELA) student performance data for reading does not show a significant change in grade level performance over the prior year. However, 72% of students met or exceeded growth expectations, which is an improvement from 60% in the prior year.</p> <p>All teachers have been provided with professional training opportunities in ELA. All teachers continue to receive training through the National Council of Teachers of English program. This program provides individual self-paced courses, access to digital journals, and access to an online support community. Also, teachers continue to receive training in how to successfully use the I-Ready program to track student progress in ELA.</p>	<p>“Orange” performance level. Our White subgroup obtained a “Green” performance level. Our other subgroups were too small to be reported. Overall, student performance declined by 19.3 points from the prior year but was 5.3 points above the standard. We do not feel these results mean that our actions are not helping students to improve. During the pandemic, our student enrollment dropped by almost 15%, mainly because we were not able to provide transportation. Our 2021/2022 testing results were extremely high, which we consider to be a statistical outlier. Our enrollment increased during 2022/2023 and test scores returned closer to pre-pandemic levels. We consider this to be a positive development because it</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
		<p>student progress in ELA.</p>		<p>demonstrates our students did not suffer significant learning loss during the pandemic.</p> <p>We also used local data from the I-Ready system to assess student progress. I-Ready is an evidenced based program that assesses a student's progress in reading and math. An analysis of local student performance data for reading shows that 45% are at or above grade level, 18% are one grade level below, 4% were two grade levels below, and 6% were three or more grade levels below. The progress toward median annual growth was 112%. The current I-Ready results in ELA compared to the prior year results show student improvement.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>All teachers have been provided with professional training opportunities in ELA. All teachers are enrolled in the National Council of Teachers of English Programs. This program provides individual self-paced courses, access to digital journals, and access to an online support community. Also, teachers received training in how to successfully use the I-Ready program to track student progress in ELA.</p>	

## 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.

The only material difference between the planned actions and the actual implementation of these actions was that we did not hire the additional .5 FTE intervention teacher (Action 5.2 in the 2023/2024 LCAP) because we were unable to find a teacher to fill this position. Challenges to achieving this goal came during the pandemic, when our student enrollment dropped by almost 15%, mainly because we were not able to provide transportation. Our 2021/2022 testing results were extremely high, which we consider to be a statistical outlier. Our enrollment increased during 2022/2023 and test scores returned closer to pre-pandemic levels. We consider this to be a positive development because it demonstrates our students did not suffer significant learning loss during the pandemic. Teacher training and



professional development – While teacher training and professional development is important, the cost is generally included in the purchased curriculum. Therefore, we have removed this action from the 2024/2025 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.

The only material difference between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services was that we did not hire the .5 FTE intervention teacher, which represents a budget reduction of \$35,276. We were unable to find a teacher to fill this position.

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

The 2023 California School Dashboard shows that overall, our students obtained a “Yellow” performance level for ELA. Our Hispanic and socioeconomically disadvantaged students obtained an “Orange” performance level. Our White subgroup obtained a “Green” performance level. Our other subgroups were too small to be reported. Overall, student performance declined by 19.3 points from the prior year but was 5.3 points above the standard. We do not feel these results mean that our actions are not helping students to improve. During the pandemic, our student enrollment dropped by almost 15%, mainly because we were not able to provide transportation. Our 2021/2022 testing results were extremely high, which we consider to be a statistical outlier. Our enrollment increased during 2022/2023 and test scores returned closer to pre-pandemic levels. We consider this to be a positive development because it demonstrates our students did not suffer significant learning loss during the pandemic. We believe we need to continue with our current course of action, and we will begin to see improvements.

The original actions associated with this goal are as follows:

\*5.1: Teacher training and professional development – While teacher training and professional development is effective in achieving this goal, the cost of training is generally included in the cost of the purchased curriculum. Therefore, we have removed this action from the 2024/2025 LCAP.

\*5.2: .5 FTE intervention – We did not implement this action in 2023/2024 as planned because we were unable to find a teacher to fill this position. We hope to have an intervention teacher split their time between ELA and math starting in 2024/2025. This is shown in goals 1 and 3 of the 2024/2025 LCAP.

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.

This goal has been revised with updated metrics, desired outcomes, and updated actions. Please refer to Goal 4 in the 2024/2025 LCAP for specific details.

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**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 [lcapp@cde.ca.gov](mailto:lcapp@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
Blochman Union Elementary School District	Doug Brown Superintendent/Principal	dbrown@blochmanusd.org 805-937-1148

## 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.

Blochman Union School District is located in Santa Barbara County. It consists of one K-8 school, Benjamin Foxen Elementary School. While the population of the district is fairly small, this area is rich in history and contains several historical landmarks. The Blochman district is home to the oldest business in California as well as multiple successful vineyards and oil companies. The vineyards and oil companies have been and will continue to be loyal financial supporters of our district. The people in this community are extremely proud of this school. Benjamin Foxen Elementary School prides itself on offering a rigorous academic program as well as a safe environment in which children can thrive. This district does not receive Equity Multiplier Funding. As of October 4, 2023, Benjamin Foxen Elementary School was home to 192

students. Fifty-three percent of the students are socioeconomically disadvantaged, 11% are English Learners, and 5% meet the definition of homeless under the McKinney-Vento Act. Less than 1% of students are foster youth. Student demographics are as follows:

- \*Hispanic - 51.56%
- \*White – 41.67%
- \*Multiple/Other – 4.69%
- \*American Indian/Alaskan Native - .52%
- \*Black/African American - .52%
- \*Asian - .52%
- \*Native Hawaiian/Other Pacific Islander - .52%

## Reflections: Annual Performance

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

An analysis of the California School Dashboard and local data shows the following:

### DASHBOARD - ACADEMIC PERFORMANCE:

- English Language Arts: Yellow performance color; 5.3 points above standard; declined by 19.3 points.
- Mathematics: Orange performance color; 50.9 points below standard; declined 27 points.

### LOCAL INDICATORS – ACADEMIC PERFORMANCE:

- Science: CAST results show 38.78% met or exceeded standards; 55.10% nearly met the standards.
- Implementation of academic standards is met.

### DASHBOARD – ACADEMIC ENGAGEMENT:

- Chronic Absenteeism: Green performance color; 7% chronically absent; declined 5.2%

### LOCAL INDICATORS – ACADEMIC ENGAGEMENT:

- Access to a broad course of study standard is met.

### DASHBOARD - CONDITIONS AND CLIMATE:

- Suspension Rate: Red performance color; 4.5% suspended for at least one day; increased by 4.5%.

### LOCAL INDICATORS – CONDITIONS AND CLIMATE:

- Basic standards regarding teachers, instructional materials, and facilities are met.
- Parent and family engagement standards are met.
- Local climate survey standards are met.

We have been successful in maintaining a positive school climate, as outlined in Goal 4. However, Benjamin Foxen Elementary School received a red performance level, which is the lowest performance level, for the Suspension Rate. Blochman Union School District consists of one school, Benjamin Foxen Elementary School. Due to the small size of the school, only three student groups were assigned a performance color. The Socioeconomically Disadvantaged student group received a red performance color for the Suspension Rate. The Hispanic and White student groups received an orange performance color, which is the second to the lowest color. The color level assigned to the 2022/2023 Suspension Rate is somewhat misleading. In 2021/2022, we had no suspensions due to our pandemic related social distancing procedures. When social engagement returned to normal in 2022/2023, our suspension rate returned to pre-pandemic levels, and we had three out of school suspensions and six in-school suspensions. This created an anomaly when comparing the number of suspensions in 2022/2023 to the zero suspensions in 2021/2022. We will continue to provide social-emotional support and services to our students, as described in Goal 4.

We will continue to work to improve student outcomes in math, English Language Arts, and science, as described in Goals 1 – 3.

**Reflections: Technical Assistance**

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

Not applicable.

**Comprehensive Support and Improvement**

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

**Schools Identified**

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

Not applicable.

**Support for Identified Schools**

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

Not applicable.

**Monitoring and Evaluating Effectiveness**

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

Not applicable.

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
<p>Parents, students, teachers, members of the Blochman Teacher's Association, unrepresented classified staff and other school personnel, the principal, and school administration</p>	<p>Surveys for students, parents, teachers, the principal, administrators, other school personnel, and classified staff were conducted at various intervals during the year. Additional information about the purpose and goals of the LCAP was posted on the district's website.</p> <p>Teachers, classified staff, and other school personnel were consulted on an ongoing basis. Teachers were consulted regarding student achievement. Teachers provided data regarding parent conferences and writing prompt achievements that was used to analyze the annual outcomes.</p> <p>Teachers and administrators consulted with students on an ongoing basis regarding learning progress and school climate. Students in grades 6 through 8 were surveyed regarding school climate. The results of this survey are addressed in Goal 4.</p>
<p>LCAP Advisory Committee and School Site Council</p>	<p>The LCAP Advisory Committee reviewed and discussed the 2024/2025 – 2026/2027 LCAP on the following dates:</p> <ul style="list-style-type: none"> <li>*October 24, 2023</li> <li>*January 23, 2024</li> <li>*March 26, 2024</li> <li>*May 28, 2024</li> </ul> <p>This committee is made up of parents, classified staff, certificated staff, school administrators, and students. A separate ELAC/DELAC</p>



Educational Partner(s)	Process for Engagement
	committee is not required because BUSD has less than 51 English Learner students, which is the requirement for a separate committee. Committee members reviewed the LCAP and were given an opportunity to comment and make suggestions. The committee members were provided with data collected throughout the course of the year to demonstrate pupil outcomes.
Santa Barbara County SELPA	Ray Avila, Executive Director of the Santa Barbara County SELPA, reviewed a draft of our LCAP.
Board of Education and all educational partners	<p>The complete draft of the LCAP was available on the district website on June 7, 2024.</p> <p>A properly noticed public hearing at which the LCAP and the district's budget were presented for discussion and comment was held on June 11, 2024. The LCAP and the district's budget were adopted at a special board meeting on June 13, 2024.</p>

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

During the January 2024 LCAP Advisory Committee meeting, the principal and teachers discussed the use of the I-Ready multiple measures evaluation tool. The consensus was to continue to use the tool to evaluate student progress in math, which is addressed in Goal 1, and ELA, which is addressed in Goal 3.

At various times during the school year the principal met with parent groups. Parents want to see improvements in math, ELA, and science test scores. These items are addressed in Goals 1 - 3.

All educational partners want to ensure we have a positive school climate. This is addressed in Goal 4.

Student surveys showed that most students feel connected to the school. School climate is addressed in Goal 4.

Students expressed their appreciation for the extra activities provided by the school. We are continuing to provide activities such as the Talent Show, Ag Day, Valentine's Day lunch, and Water Day. School climate is addressed in Goal 4.

Teachers provided local data such as participation in Parent/Teacher conferences, writing prompt scores, and information on parent participation at various school events. The data provided by teachers was used in the evaluation of goal progress. Teachers and administrative staff indicated that more intervention services for ELA would be beneficial. This is addressed in Goal 3.

Ray Avila, Executive Director of the Santa Barbara County SELPA, suggested that we add the Special Education Parent group to Goal 4.

The Board reviewed the LCAP progress on a regular basis. Keeping board members informed and engaged regarding the LCAP process is an important part of having a positive and productive school environment. Board members were pleased with the efforts district administration and teachers are making to engage other educational partners and the work they are doing to meet the needs of students. Presenting the LCAP to the board at regular intervals gave them an opportunity to make comments and suggestions for the LCAP. Their request to see continued improvement to the school climate is addressed in Goal 4.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	We want to improve student outcomes for all students, including English Learners, on state test scores for math by the end of school year 2027 as evidenced by achieving at least a Green status on the California School Dashboard (Dashboard), meaning students will improve their California Assessment of Student Performance and Progress (CAASPP) test scores to achieve the state standard for achievement in math.	Broad Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed because a mastery of math concepts is important for long-term student achievement. Our students achieved an Orange status in math on the 2023 Dashboard. Consultation with our educational partners revealed that it is important for our students to improve their math scores in order to be successful in high school and beyond. Therefore, our educational partners want to focus efforts on improving CAASPP test scores in math, as reported by the Dashboard. The actions and metrics included in the goal will support the achievement of the goal by ensuring our students will make progress toward achieving at least a Green status on the Dashboard by the end of the 2026/2027 school year.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Dashboard - CAASPP assessment for math for all students	2023 Dashboard for math - Orange status; 50.9 points below standard; declined by 27 points.			Results will move at least 30 points closer to the standard on the California School Dashboard for all students in math.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Local assessment - I-Ready improvement in math for all students	2023/2024 I-Ready Second Assessment - 26% at grade level, 50% one grade level below, 10% two grade levels below, 12% three or more grade levels below, 2% not completed,			At least 35% of students will perform at grade level in math.	

### 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	Teacher for combination class reduction	To improve student achievement for all students, we are utilizing a teacher to reduce the need for combination classes. Experience has shown us that non-combination classes allow more time for the classroom teacher to	\$66,683.00	Yes

Action # Title	Description	Total Funds	Contributing
	<p>provide additional academic support for unduplicated pupils. This teacher provides support for both math and English Language Arts, which is addressed in Goal 3.</p> <p>This action applies to metric 1 and 2.</p>		
<p><b>1.2</b> .5 FTE Intervention teacher and instructional assistants</p>	<p>To improve student achievement, we will provide a .5 FTE intervention teacher and instructional assistants for intervention. These staff members provide intervention for both math and English Language Arts, which is addressed in Goal 3.</p> <p>A dedicated intervention teacher and instructional assistants will provide the additional support pupils often need to be able to perform on par with their peers. Students in the low performing category for math will be identified for intervention and targeted teaching through assessments and parent and teacher recommendations. Identified students will receive intensive intervention provided by a certificated intervention teacher. The evidence-based methodologies used are Moby Max, Touch Math, Zearn Math, and CAASPP sample tests depending on the characteristics and type of difficulty the student is manifesting.</p> <p>Students in the low performing category for math are assessed ongoing using the assessments provided with the evidence-based programs they are using. They are also assessed three times per year with the I-Ready program.</p> <p>The Student Study Team (SST) will provide support for interventions and serve as a referral system for students.</p> <p>This action applies to metric 1 and 2.</p>	<p>\$66,925.00</p>	<p>Yes</p>

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	We want to improve student outcomes for all students, including English Learners, on state test scores for science by the end of school year 2027 as evidenced by at least 50% of our students meeting the state standard on the California Science Test (CAST).	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed because a mastery of science concepts is important for long-term student achievement. In 2022/2023, 38.78% of our students met or exceeded state standards for science. Consultation with our educational partners revealed that it is important for our students to improve their science scores in order to be successful in high school and beyond. Therefore, our educational partners want to focus efforts on improving CAST test scores in science. The actions and metrics included in the goal will support the achievement of the goal by ensuring that at least 50% of our students will meet or exceed state standards in science by the end of the 2026/2027 school year.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAST test scores for all students	2022/2023 CAST test scores - 38.78% met or exceeded the state standard in science.			At least 50% of students will meet or exceed the state standard on the CAST test.	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

### Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Teacher training and professional development	We will provide training and professional development opportunities to our teachers to help them effectively utilize the science curriculum. Most of this training is provided by the curriculum publisher at no cost to the district.	\$0.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	We want to improve student outcomes for all students, including English Learners, on state test scores for English Language Arts (ELA) by the end of school year 2026/2027 as evidenced by achieving at least a Green status on the California School Dashboard (Dashboard), meaning students will improve their California Assessment of Student Performance and Progress (CAASPP) test scores to achieve the state standard for achievement in ELA.	Broad Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed because a mastery of ELA concepts is important for long-term student achievement. Our students achieved a Yellow status in ELA on the 2023 Dashboard. Consultation with our educational partners revealed that it is important for our students to improve their ELA scores in order to be successful in high school and beyond. Therefore, our educational partners want to focus efforts on improving CAASPP test scores in ELA, as reported by the Dashboard. The actions and metrics included in the goal will support the achievement of the goal by ensuring our students will make progress toward achieving at least a Green status on the Dashboard by the end of the 2026/2027 school year.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Dashboard - CAASPP assessment for ELA for all students	2023 Dashboard for ELA - Yellow status; 5.3 points above standard; declined 19.3 points.			ELA results will continue to be above the standard on the California School Dashboard for all students.	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Local assessment - I-Ready improvement in ELA for all students.	2023/2024 I-Ready Second Assessment - 46% at grade level, 32% one grade level below, 10% two grade levels below, 11% three or more grade levels below, 1% not completed,			At least 55% will perform at grade level in ELA.	

### Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

### Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Teacher for combination class reduction	To improve student achievement for all students, we are utilizing a teacher to reduce the need for combination classes. Experience has shown us that non- combination classes allow more time for the classroom teacher to	\$66,683.00	Yes

Action # Title	Description	Total Funds	Contributing
	<p>provide additional academic support for unduplicated pupils. This teacher provides support for both ELA and math, which is addressed in Goal 1.</p> <p>This action applies to metric 1 and 2.</p>		
<p><b>3.2</b> .5 FTE Intervention teacher and instructional assistants</p>	<p>To improve student achievement, we will provide a .5 FTE intervention teacher and instructional assistants for intervention. These staff members provide intervention for both ELA and math, which is addressed in Goal 1.</p> <p>A dedicated intervention teacher will provide the additional support pupils often need to be able to perform on par with their peers.</p> <p>Students in the low performing category for ELA will be identified for intervention and targeted teaching through assessments and parent and teacher recommendations. Identified students will receive intensive intervention provided by a certificated intervention teacher.</p> <p>Students in the low performing category for ELA are assessed ongoing using the assessments provided with the evidence-based programs they are using. They are also assessed three times per year with the I-Ready program.</p> <p>The Student Study Team (SST) will provide support for interventions and serve as a referral system for students.</p> <p>This action applies to metric 1 and 2.</p>	<p>\$66,925.00</p>	<p>Yes</p>

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	We want to improve school engagement including parent involvement, pupil engagement, and school climate. Evidence of maintenance of progress will be provided by Dashboard local indicator data, CalSAAS data, the Williams Report, the Dashboard chronic absenteeism rate and suspension rate, and DataQuest's expulsion rate.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagements)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

We believe it is important for students to feel safe and welcome at school and for parents to feel they have opportunities to be involved in their children's education. It is also important for students to understand the importance of attending school on a regular basis so that no instructional opportunities are missed.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Local Indicators - Priority 1 - Basic - CALPADS shows all teachers are appropriately assigned.	2024 Local Indicators - Priority 1 - Basic - CALPADS shows all teachers are appropriately assigned.			Metric will continue to be met.	
4.2	Local Indicators - Priority 1 - Basic - CalSAAS shows all teachers are appropriately credentialed.	2024 Local Indicators - Priority 1 - Basic - CalSAAS shows all teachers are appropriately credentialed.			Metric will continue to be met.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Local Indicators - Priority 1 - Basic - Instructional Materials Board Resolution shows all students have access to standards-aligned instructional materials.	2024 Local Indicators - Priority 1 - Basic - Instructional Materials Board Resolution shows all students have access to standards-aligned instructional materials.			Metric will continue to be met.	
4.4	Local Indicators - Priority 1 - Basic - SARC Facilities Inspection Tool indicates school facilities are maintained in good repair.	2024 Local Indicators - Priority 1 - Basic - 2023 SARC Facilities Inspection Tool indicates school facilities are maintained in good repair.			Metric will continue to be met.	
4.5	Local indicators - Priority 3 - Parental Involvement - 90 percent parent attendance, including parents of special education students, at First Trimester parent-teacher conferences.	2024 Local indicators - Priority 3 - Parental involvement - parent attendance at First Trimester parent-teacher conferences was 96%.			Metric will continue to be met.	
4.6	Local indicators - Priority 5 - Pupil Engagement - student attendance rate.	2024 Local indicators - Priority 5 - Pupil Engagement - student attendance rate is 96%.			Metric will continue to be met.	
4.7	Local indicators - Priority 5 - Pupil Engagement - middle school drop out rate.	2024 Local indicators - Priority 5 - Pupil Engagement - middle school drop out rate is 0%.			Metric will continue to be met.	
4.8	Dashboard - Priority 5 - Pupil Engagement - chronic absenteeism rate.	2023 Dashboard - Priority 5 - Pupil Engagement - chronic absenteeism rate has a			Metric will continue to be met.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.9	Dashboard - Priority 6 - School Climate - suspension rate.	Green performance color. 2023 Dashboard - Priority 6 - School Climate - suspension rate has a Red performance color. The Suspension rate is 4.5%.			Suspension rate will be 3% or less on the Dashboard.	
4.10	Data Quest - Priority 6 - School Climate - expulsion rate.	2023 Data Quest - Priority 6 - School Climate - expulsion rate is 0%.			Metric will continue to be met.	
4.11	Local Indicators - Priority 7 - Course Access - CALPADS shows all students enrolled standards-aligned courses.	2024 Local Indicators - Priority 7 - Course Access - CALPADS shows all students enrolled standards-aligned courses.			Metric will continue to be met.	

### Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

**Actions**

Action # Title	Description	Total Funds	Contributing
4.1	<p>School Psychologist</p> <p>We will continue to provide social/emotional support with a .5 FTE school psychologist, maintain contact with parents, including the special education parent group, and continue to use our current curriculum for our character program. We believe that this action will help to correct the red performance color our students received for the Suspension Rate on the 2022/2023 Dashboard.</p> <p>The Socioeconomically Disadvantage student group received a red performance color for the Suspension Rate. The Hispanic and White student groups received an orange performance color, which is the second to the lowest color. The color level assigned to the 2022/2023 Suspension Rate is somewhat misleading. In 2021/2022, we had no suspensions due to our pandemic social distancing procedures. When social engagement returned to normal in 2022/2023, our suspension rate returned to pre-pandemic levels, and we had three out of school suspensions and six in-school suspensions. This created an anomaly when comparing the number of suspensions in 2022/2023 to the zero suspensions in 2021/2022.</p> <p>We will continue to provide social-emotional support and services to our students, with a particular focus on our Socioeconomically Disadvantaged students.</p>	\$76,374.00	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
\$210,252	\$0.00

## 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
8.954%	0.000%	\$0.00	8.954%

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Teacher for combination class reduction</p> <p><b>Need:</b> Per the 2023 Dashboard, students in all groups are currently performing 50.9 points below the standard.</p> <p><b>Scope:</b></p>	<p>While providing a teacher to reduce the need for combination classes benefits all students, the needs of unduplicated pupils were considered first as these students often need more intervention services than other pupils. This action is principally directed toward and effective in meeting the goals for our high needs students because experience has shown us that reducing the need for combination classes allows teachers to focus directly on the grade level needs of students. However, this action is being provided on a</p>	<p>Dashboard - CAASPP assessment for math (all student groups)</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
1.2	<p>Schoolwide</p> <p><b>Action:</b> .5 FTE Intervention teacher and instructional assistants</p> <p><b>Need:</b> Per the 2023 Dashboard, students in all groups are currently performing 50.9 points below the standard.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Schoolwide basis because it will benefit all students.</p> <p>While providing a dedicated intervention teacher and Instructional Assistants benefits all students, the needs of unduplicated pupils were considered first as these students often need more intervention services than other pupils. This action is principally directed toward and effective in meeting the goals for our high needs students because a dedicated intervention teacher and Instructional Assistants will provide the additional classroom and instructional support that high-needs students often need to perform on par with their peers.</p>	Dashboard - CAASPP assessment for math (all student groups)
3.1	<p><b>Action:</b> Teacher for combination class reduction</p> <p><b>Need:</b> Per the 2023 Dashboard, students in all groups are currently performing 5.3 points above the standard. However, this is a decrease of 19.3 points from the prior year.</p> <p><b>Scope:</b> LEA-wide</p>	<p>While providing a teacher to reduce the need for combination classes benefits all students, the needs of unduplicated pupils were considered first as these students often need more intervention services than other pupils. This action is principally directed toward and effective in meeting the goals for our high needs students because experience has shown us that reducing the need for combination classes allows teachers to focus directly on the grade level needs of students. However, this action is being provided on a Schoolwide basis because it will benefit all students.</p>	Dashboard - CAASPP assessment for ELA (all student groups)
3.2	<p><b>Action:</b> .5 FTE Intervention teacher and instructional assistants</p> <p><b>Need:</b> Per the 2023 Dashboard, students in all groups are currently performing 5.3 points above the standard. However, their</p>	<p>While providing a dedicated intervention teacher and Instructional Assistants benefits all students, the needs of unduplicated pupils were considered first as these students often need more intervention services than other pupils. This action is principally directed toward and effective in meeting the goals for our high needs students because a dedicated intervention teacher and</p>	Dashboard - CAASPP assessment for ELA (all student groups)



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>performance decrease by 19.3 points from the prior year.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Instructional Assistants will provide the additional classroom and instructional support that high-needs students often need to perform on par with their peers.</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.

Not applicable.

**Additional Concentration Grant Funding**

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

Not applicable.

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

## 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,348,241	210,252	8.954%	0.000%	8.954%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$330,606.00	\$12,984.00	\$0.00	\$0.00	\$343,590.00	\$343,590.00	\$0.00

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
1	1.1	Teacher for combination class reduction	English Foster Low	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Benjamin Foxen Elementary K-8	Ongoing	\$66,683.00	\$0.00	\$66,683.00	\$0.00	\$0.00	\$0.00	\$66,683.00
1	1.2	.5 FTE Intervention teacher and instructional assistants	English Foster Low	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Benjamin Foxen Elementary K - 8	Ongoing	\$66,925.00	\$0.00	\$66,925.00	\$0.00	\$0.00	\$0.00	\$66,925.00
2	2.1	Teacher training and professional development	All	No				Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.1	Teacher for combination class reduction	English Foster Low	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Benjamin Foxen Elementary School	Ongoing	\$66,683.00	\$0.00	\$66,683.00	\$0.00	\$0.00	\$0.00	\$66,683.00
3	3.2	.5 FTE Intervention teacher and instructional assistants	English Foster Low	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Benjamin Foxen Elementary School	Ongoing	\$66,925.00	\$0.00	\$66,925.00	\$0.00	\$0.00	\$0.00	\$66,925.00
4	4.1	School Psychologist	All	No				Ongoing	\$76,374.00	\$0.00	\$63,390.00	\$12,984.00	\$0.00	\$0.00	\$76,374.00

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,348,241	210,252	8.954%	0.000%	8.954%	\$267,216.00	0.000%	11.379 %	<b>Total:</b>	\$267,216.00
								<b>LEA-wide Total:</b>	\$66,683.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$200,533.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Teacher for combination class reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Benjamin Foxen Elementary K-8	\$66,683.00	0
1	1.2	.5 FTE Intervention teacher and instructional assistants	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Benjamin Foxen Elementary School K - 8	\$66,925.00	0
3	3.1	Teacher for combination class reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Benjamin Foxen Elementary School	\$66,683.00	0
3	3.2	.5 FTE Intervention teacher and instructional assistants	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Benjamin Foxen Elementary School	\$66,925.00	0

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$346,423.00	\$311,147.00

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	Teacher for combination class reduction	Yes	\$91,620.00	91,620.00
1	1.2	.5 FTE Intervention teacher and instructional assistants	Yes	\$141,413.00	141,413.00
1	1.3	Teacher training and professional development	No	\$1,000.00	1,000.00
2	2.1	Teacher training and professional development	No	\$1,000.00	1,000.00
3	3.1	ELPAC Coordinators	No	\$1,325.00	1,325.00
3	3.2	ELD on-line programs	No	\$0.00	0.00
4	4.1	Parent participation opportunities	No	\$0.00	0
4	4.2	Student attendance incentives	No	\$1,500.00	1,500.00
4	4.3	SARB intervention	No	\$0.00	0.00
4	4.4	School Psychologist	No	\$72,289.00	72,289.00
5	5.1	Teacher training and professional development	No	\$1,000.00	1,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.2	.5 FTE Intervention Teacher	Yes	\$35,276.00	0.00

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFE 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)
\$192,392.00	\$268,309.00	\$233,033.00	\$35,276.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Teacher for combination class reduction	Yes	\$91,620.00	91,620.00	0%	0%
1	1.2	.5 FTE Intervention teacher and instructional assistants	Yes	\$141,413.00	141,413.00	0%	0%
5	5.2	.5 FTE Intervention Teacher	Yes	\$35,276.00	0	0%	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 (from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,222,988	\$192,392.00	0.00%	8.655%	\$233,033.00	0.000%	10.483%	\$0.00	0.000%



# Local Control and Accountability Plan Instructions

## Plan Summary

### Engaging Educational Partners

### Goals and Actions

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

### **Comprehensive Support and Improvement**

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

#### Schools Identified

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

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

#### Support for Identified Schools

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

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

#### Monitoring and Evaluating Effectiveness

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

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

## **Engaging Educational Partners Purpose**

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

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

## **Requirements**

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

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

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

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

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

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

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

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

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

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

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

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows: Educational Partners

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

### Process for Engagement

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### **Requirement to Address the LCCFF State Priorities**

At a minimum, the LCAP must address all LCCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The LCCFF 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.

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

#### Total Funds

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

#### Contributing

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

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

#### Required Actions

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



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

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

### **Purpose**

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in EC Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be 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.

- Concluding 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.

- o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

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

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

**Contributing Actions Annual Update Table**

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

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

**LCFF Carryover Table**

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

- 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).

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