

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2024-25]

General Information

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

Spreckels Union School District believes our students are our core mission, and our community has a shared responsibility to provide an equitable, rigorous, world-class education in an innovative environment that values creativity, curiosity, collaboration, and diversity in order to promote lifelong learning. Located three miles south of Salinas, the town of Spreckels was established in 1899 by Claus Spreckels to house workers for his Spreckels Sugar Factory. Rich agricultural land serves as Spreckels’ four boundaries and many community members work in ag-related businesses. The town of Spreckels was immortalized in John Steinbeck’s novel Tortilla Flats and used in 1955 in the filming of East of Eden. Spreckels Union School District (SUSD) remained a one-school district until the opening of Buena Vista Middle School in 1997. Currently, SUSD is made up of two schools, Spreckels Elementary (TK-5) and Buena Vista Middle School (6-8). SUSD serves the children from the communities of Spreckels, Las Palmas, the Highway 68 Corridor, Indian Springs, Pine Canyon, Creekside, Serra Village, and Toro Sunshine. SUSD serves approximately 900 students living in south Salinas and nearby areas. Transitional kindergarten through fifth-grade students attend Spreckels Elementary School in downtown Spreckels, while 6th-8th grade students attend Buena Vista Middle School in the Las Palmas subdivision off of River Road. Based on 2022-23 DataQuest data, 43% of the students are white, 44% are Hispanic, 1% are Filipino, 3% are Asian, 1% are African-American, and 8% are two or more races. Approximately 8% of SUSD's students are English Language Learners (ELLs), and 21% are Socioeconomically Disadvantaged (SD). The district has three homeless students and no foster youth. The majority of Spreckels' graduates matriculate to Salinas High School (SHS). SHS's valedictorians for the past three years are SUSD graduates. The district did experience a significant decline in enrollment during the past two school years for various reasons and is making plans to address the decline. These enrollment numbers can be found at the Dataquest Website listed here: <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=2766225&aggllevel=district&year=2022-23>

Reflections: Annual Performance

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

The analysis of district performance in the development process of the 2024-25 LCAP was utilized to inform and guide all elements of the SUSD LCAP as we seek to maximize measurable outcomes for our students. This data, including state and local data, have been used as communication tools with educational partners and in gathering their input. The successes and progress described in this section are based on SUSD's 2023 California Dashboard results, recent quantitative data (state and local), and qualitative data results from community member surveys.

The Student Group Report for 2023 shows that Suspension rates were low for all district student subgroups. Socioeconomically Disadvantaged students, Students with Disabilities, and White students performed in the green level, while Asian students, English learners, and Hispanic students performed in the blue level.

District students performed in the orange level, as a whole, in Chronic Absenteeism, with an overall rate of 13.3% which is an increase of 1% from the prior year. Socioeconomically Disadvantaged Students district-wide, at the elementary school, and at the middle school all performed in the red level, as did Students with Disabilities at the elementary school. Thus, a specific action will be included in this year's LCAP under Goal 3 to reduce chronic absenteeism. These clusters provide insight into the specific areas of academic and attendance opportunities, allowing for targeted interventions and support strategies to improve student outcomes.

District students performed at the highest level, blue, in English Learner Progress, with 57.7% of all students making progress. This was a 37.3% increase from the prior year.

English Language Arts showed All students performing at the medium (yellow) performance level. Students with Disabilities performed at the orange level; English learners, Students with Two or More Races, Socioeconomically Disadvantaged students, and White students performed in the yellow level; and Hispanic students performed at the green level. At the school site level, Students with Disabilities performed in the red level at the middle school; therefore, a specific action will be included in this year's LCAP for this subgroup under Goal 1.

Overall, district students performed in the orange level in Mathematics. Hispanic students and Students with Disabilities performed in the orange level; English learners, Socioeconomically Disadvantaged students, and White students performed in the yellow level; and students with Two or More Races performed in the green level. No students performed in the blue level. At the school site level, Students with Disabilities performed in the red level at the middle school; therefore, a specific action will be included in this year's LCAP for this subgroup under Goal 1.

Additionally, SUSD also met all Local Indicators.

To address the identified learning loss and social-emotional trauma, SUSD initiated a three-year bridging program in 2021-22, which included a tutoring program, summer sessions, and increased intervention staffing and services. The bridging program also increased support for the social-emotional needs of students by hiring two full-time district counselors, one for each school site. At the mid-point of the 2023-24 school year, a total of 220 students were being supported by the district's bridging program. 88 students received targeted after-school tutoring

support, while 132 received small group support during the school day. Funding for the bridging program was tied to ESSER dollars that run out at the end of the 2023-24 school year. The district is brainstorming ways to offer similar types of support moving forward.

The district also maintained its support for its 76 English language learners (ELLs) by continuing the employment of a full-time English Language Development (ELD) teacher and instructional aide. SUSD also expanded its partnership with the California State University at Monterey Bay's Reading Center and doubled the number of students who received reading support from CSUMB mentors.

In terms of social-emotional learning (SEL) support, 112 students received individual counseling support during the 2023-24 school year. Additionally, all district students were taught SEL lessons from the new SEL curriculum presented by the schools' counselors.

SUSD was able to offer a variety of extracurricular activities throughout the year, including art and after-school sports. The district, unfortunately, was unsuccessful in hiring a full-time music teacher. Instead, the district entered into smaller contracts with community partners to offer a Jazz Club at the middle school and Folklorico dancing at the elementary school. Grade-level field trips also increased as a result of a partnership between the district and its parent groups.

Common Core Standards New Generation Science Standards were consistently implemented in all district classrooms. The elementary school implemented a new science program, while the middle school implemented a new math adoption called I-Ready. Additionally, the elementary school strengthened its early reading support for all students by implementing a new reading assessment called DIBEL's. It also increased small group reading remediation through the SIPP's program.

To address the district's new facilities goal (Goal 5), the district hired a full-time Facilities Manager. Additionally, a facilities needs assessment was conducted. The district also entered into multiple contracts to determine the viability of placing a school bond on the 2024 ballot. The results of an upcoming community survey will determine the next steps for this district goal.

Overall, SUSD performance results for all students and for specific student groups, including its unduplicated population (English learner, low-income, foster youth), show that improvement is needed for various student groups. Data from the 2023 California School Dashboard and other state reporting showed performance gaps between student groups. Specifically, new targeted actions are included in the 2024 LCAP to address the chronic absenteeism rate of Socioeconomically Disadvantaged students district-wide. The LCAP will also include actions to improve the outcomes of Students with Disabilities at the middle school in English language arts and Math performance.

Reflections: Technical Assistance

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

n/a

Comprehensive Support and Improvement

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

Schools Identified

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

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
<p>PARENT/COMMUNITY INPUT The first two meetings of the District's LCAP Educational Partners were held virtually. Comments were shared verbally and in writing. The last meeting was a hybrid format. Half of the members attended in person, and the other half joined virtually. Real-time Spanish interpretation was offered for this meeting.</p> <p>Between Educational Partners' meetings, surveys to identify priorities were distributed to the entire staff, all parents/community members, and separately to Spanish-speaking families. Parent responses of unduplicated students were included in the survey results. The results of the surveys were then discussed at subsequent meetings and at the March Board of Trustees meeting.</p>	<p>SUMMARY OF PROCESS AND ENGAGEMENT Ongoing Education Partner engagement is an integral part of the planning process, and SUSD is dedicated to a collaborative approach as we involve all Educational Partners in the decision-making process for final LCAP development. The district's LCAP Educational Partners' Committee is made up of one board member, site and district administrators, teachers from both school sites, classified employees, bargaining unit representatives, parents from both school sites, parent group representatives, and parent representatives from the District's English Learner Advisory Committee. The committee met regularly to provide feedback and monitor the LCAP process. (Due to the district's small size, the Educational Partners' Committee also serves as the main Parent Advisory Committee.)</p> <p>TIMELINE At the initial February 1st meeting, the LCAP process and mid-year review were discussed. Since this year's LCAP meetings were held virtually, various comments were shared both verbally and in the chat room. Based on conversations from the initial meeting and survey responses that were obtained from staff, parents, and community members during the month of February, draft actions and services were presented at the committee's second meeting on March 14. Consensus feedback and priorities from the stakeholders were integrated into the LCAP's goals, and a draft copy</p>

Educational Partner(s)	Process for Engagement
	<p>of goals and actions was shared and discussed at the Educational Partners' last meeting on May 2. A final draft of the LCAP was presented to the Committee on May 31 in advance of the Public Hearing on June 6. After revising the LCAP once again after obtaining final suggestions, a draft of the LCAP was posted to the district's website on June 3 to allow community members a chance to view and comment before the June 6 public hearing. All questions regarding the draft LCAP were answered in writing by the superintendent.</p>
<p>STUDENT INPUT Student input was also obtained during the LCAP process. All 4th-8th students were given the Healthy Kids Survey in late April. (Full results of the survey can be found in the Goal 3 metrics.) Students' responses to the various climate questions were generally positive, especially at the elementary school. In addition to the survey, two middle school students served on Buena Vista's School Site Council and were part of the process for contributing to the school's single plan for achievement which contains similar goals to the district's LCAP.</p> <p>Survey results from students reflected their priorities for LCAP goals, especially Goals 2 and 3. Specifically, 69% of students listed field trips as their first extracurricular priority, followed by art classes (59%), more organized sports (58%), and drama (25%).</p>	<p>All 4th-8th grade students took the Healthy Kids Survey in April. Additionally, two middle school students sat on the School Site Council which developed the site plan. Goals from the site plan are similar to the district's LCAP goals.</p>
<p>PARENT/COMMUNITY INPUT Numerous parents serve on the LCAP Educational Partners' Committee. They represent both school sites, all three parent groups, the District's English Language Advisory Committee, and parents of Students with Disabilities. Discussions at committee meetings were shared with each group's respective stakeholders for additional input.</p> <p>Additionally, two surveys were distributed to parents/community members in February to determine priorities. Of the 155 parent/community surveys submitted, the following four priorities were identified: maintaining small class sizes, continuing after-school enrichment opportunities, maintaining safe and attractive facilities,</p>	<p>Regular committee meetings and surveys obtained the feedback and priorities of the district's parents and community members. The LCAP development was also discussed at regular and open board of trustees meetings.</p>

Educational Partner(s)	Process for Engagement
<p>and offering social-emotional support (counselors) for students. Parent responses included those from the district's 21% unduplicated students.</p>	
<p>STAFF INPUT</p> <p>Numerous staff members also serve on the LCAP Educational Partners' Committee. They represent administration/management, certificated teachers, classified staff, and leaders from both bargaining units. A separate survey was sent out to staff in February. Of the 35 survey responses, the following were top priorities: maintaining social-emotional support (counselors) for students, maintaining small class sizes, and maintaining the current intervention staffing.</p>	<p>Regular committee meetings and surveys obtained the feedback and priorities of the district's staff members. The LCAP development was also discussed at regular and open board of trustees meetings.</p>
<p>District English Language Advisory Committee (DELAC)</p> <p>Intentional outreach obtained feedback and priorities from the District's English Language Advisory Committee. At the February 15th DELAC meeting, LCAP Goal #2 was discussed at length. One additional action to the LCAP was identified: real-time Spanish-language interpretation at district meetings and events. Additionally, the community survey was sent out directly to the parents of English language learners in Spanish. Results indicated that continuing enrichment, maintaining safe and attractive facilities, continuing the district's tutoring program, and maintaining social-emotional support (counselors) were the top priorities.</p>	<p>Regular DELAC meetings throughout the year and a community survey helped obtain feedback from the District's English Language Advisory Committee. Additionally, two members of the DELAC were recruited to serve on the LCAP Educational Partners' Committee that offered real-time Spanish-speaking interpretation at its May meeting.</p>
<p>Local SELPA</p>	<p>A draft of LCAP Goals and Actions was shared with the Monterey County Office of Education SELPA on May 14, 2024 for feedback and consultation.</p>

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

Various actions were revised and/or added that reflected the engagement of the district's educational partners.

In response to the information gathered from Educational Partners, the LCAP budget and updated Action descriptions for 2024-25 reflect the following:

1. The continuation of the district's intervention staff*
2. The continuation of full social-emotional support for students at both school sites*
3. The discontinuation of the district's bridging program*
4. The continuation of field trips paid for by a partnership of the district and its parent clubs
5. The continuation of after-school sports programs
6. The integration of the district's professional development for staff into one main, three-themed plan
7. The purchase of a new data monitoring software for English language learners (Elevate)
8. A partnership with Creative Interpretation Services to offer real-time Spanish language interpretation at district/school meetings and events
9. The inclusion of a new action to increase student engagement and attendance (Chronic Absenteeism Initiative)

*These programs were previously paid for by ESSER funds that terminate at the end of the 2023-24 school year. Discussions and survey results from Educational Partners helped to prioritize which programs to continue and which to discontinue due to a reduction in funding.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All struggling students experiencing learning loss and/or social-emotional difficulties will be provided appropriate support services to be successful.	Broad Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was created as students transitioned back to in-person learning after COVID-19. Even after three years of strategic interventions, both academic and social/emotional, students are still struggling to catch up. This goal focuses on learning recovery as well as continued social/emotional support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	State CAASPP scores in ELA and Math for students in 3-8th grade, percent at or exceeding standard https://caaspp-elpac.ets.org/caaspp/DashboardViewReportSB?ps=true&lstTestYear=2023&lstTestType=B&lstCounty=27&lstDistrict=66225-000&lstSchool=0000000&lstGroup=1&lstSubGroup=1&lstSchoolType=A&lstGrade=13&keyword=s	54.4% in ELA; 38.6% in Math in 2022-23			60.6% in ELA; 44.6% in Math	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	preckels&ct=3&cds=27662250000000					
1.2	State CAST (science) assessment for 5th and 8th graders, percent at or exceeding standard https://caaspp-elpac.ets.org/caaspp/DashboardViewReportCAST?ps=true&lstTestYear=2023&lstTestType=X&lstCounty=27&lstDistrict=66225-000&lstSchool=0000000&lstGroup=1&lstSubGroup=1&lstSchoolType=A&lstGrade=13&keyword=spreckels&ct=3&cds=27662250000000	37.2% in 2022-23			43.6%	
1.3	School Climate Survey Items "I feel safe at school." "There is an adult at my school who can help me if I need it." % who respond with a 3 or 4 on a four point scale Taken from Local Indicators	2024 School Climate Survey results: "I feel safe at school." SES-83.6% BVMS-67.6% "There is an adult at my school who can help me if I need it." SES-92.5% BVMS-61.3%			Scores of 85% or above on both questions for both school sites	
1.4	Local Assessment SES-DIBELS Beginning of Year (BOY)/End of Year (EOY) % "at or above benchmark" comparison	2023-24 DIBELS EOY minus BOY K:+17% 1: +29% 2: +18%			SES/DIBELS: +10% growth per grade level BVMS/GPA: 60% or higher at 3.0	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	BVMS-GPA 3.0 or greater at end of 2nd trimester Aeries Report	3: +3% 4: -15% 5: +8% BVMS: 215/328=66%				
1.5	CAASPP results for Students with Disabilities https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?ps=true&lstTestYear=2023&lstTestType=B&lstCounty=27&lstDistrict=66225-000&lstSchool=0000000&lstGroup=1&lstSubGroup=1&lstSchoolType=A&lstGrade=13&keyword=spreckels&ct=3&cds=27662250000000	2023 CAASPP ELA: 11.1% Math: 6.4%			ELA: 21.1% Math: 16.4%	

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	Intervention Staffing	Maintain a full-time intervention teacher at SES to support struggling students; Offer math intervention support during activity period at BVMS	\$200,048.00	No
1.2	Professional Development (PD)	Implement the district's three-themed PD plan that prioritizes data-driven decision making, instructional differentiation/Universal Design, and project-based learning	\$30,299.00	No
1.3	Social-emotional support for students	Maintain two full-time district counselors, one at each school site	\$227,977.00	No
1.4	SPED and Intervention Programs Oversight and Alignment	Provide collaboration time for SPED and Intervention staffs to articulate and monitor student progress		No
1.5	Intervention Curriculum and Training	Continue implementing DIBEL's and SIPP's at the elementary school to provide early detection and intervention for struggling readers	\$16,125.00	No
1.6	Middle School Transition	Continue the "Links" program and 5th Grade "Shadow Day" to better support students transitioning from elementary to middle school	\$1,202.00	No
1.7	Extended Learning Opportunities	Develop and implement an extended learning opportunities plan (ELOP)	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Academic support and professional development to target needs of Students with Disabilities	Targeted professional development in Universal Design for Learning for all teachers	\$0.00	No
1.9	Social-Emotional Curriculum	Continue having counselors implement the Character Strong curriculum in all classrooms	\$2,700.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All unduplicated students (English language learners (ELL's), socioeconomically disadvantaged, and foster youth) will be provided appropriate support services to be successful.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

This goal directly addresses the needs of all of the district's unduplicated students. By maintaining the staffing to support the district's ELL's, increasing the staffing to support unduplicated students in critical grade levels, and providing enhanced professional development in ELD best practices for all district teachers (actions included below), the district anticipates consistent improvement with reclassification rates, CAASPP scores in ELA and Math, and the English Learner Progress Indicator rate, as measured in the Measuring and Reporting Results section below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	State CAASPP scores in ELA and Math for unduplicated students in 3-8th grade, percent at or exceeding standard https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?ps=true&lstTestYear=2023&lstTestType=B&lstCounty=27&lstDistrict=66225-	2023 CAASPP ELA: English Learners: 17.2% Socioeconomically Disadvantaged Students: 41.1% Math: EL: 20.0%			ELA: EL: 23.2% SED: 47.7% Math: EL: 26.0% SED: 36.8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	000&lstSchool=0000000&lstGroup=1&lstSubGroup=1&lstSchoolType=A&lstGrade=13&keyword=spreckels&ct=3&cds=27662250000000	SED: 30.8% SWD: at BV				
2.2	English Learner Progress Indicator (ELPI) rate on the State Dashboard https://www.caschooldashboard.org/reports/27662250000000/2023#english-learner-progress-card	2022-23 ELPI 57.7%			Maintain or exceed a rate of 50%	
2.3	English Learner Reclassification Rate Local Data	22/76, 29% in 2023-24			Maintain or exceed a rate of 25%	

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	Staffing to support English Language Development	<p>Maintain Staffing to support English Language Development through two separate actions:</p> <p>a. the current 1.0 Full Time Equivalent (FTE) English Language Development (ELD) teacher and .75 FTE instructional aide at SES to provide a supportive designated and integrated learning environment where content instruction is delivered in a manner that is accessible to students who are still developing their English language skills (language acquisition program);</p> <p>b. Expand the ELD staffing for an additional class period at BVMS to increase the focus and support of long-term English language learners by helping teachers plan and deliver lessons that enable English learners to understand and engage with academic content while developing their English proficiency (language acquisition program). This provides a structured approach, promotes high academic achievement, and is adaptable to various content-specific areas.</p>	\$186,982.00	Yes
2.2	Social-emotional support for unduplicated students (English learners, low-income, foster youth)	Offer Spanish-speaking counseling service to allow for ELs to access social emotional and mental health supports in their preferred language.	\$2,000.00	Yes
2.3	Professional Development (PD)	Continue to offer PD for all teachers in best practices to support unduplicated students in accelerating outcomes in all academic areas, which will include two additional certificated staff development days per year.	\$13,550.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Transportation	Free transportation services will be offered to unduplicated students to ensure they are able to attend school on time, everyday.	\$11,000.00	Yes
2.5	Technology	Replace technology devices and wifi hotspots to maintain the district's 1:1 deployment and support district families of unduplicated students who are without adequate technology.	\$4,900.00	Yes
2.6	Enrichment opportunities for unduplicated students	Provide free enrichment opportunities (i.e. field trips, after-school enrichment opportunities, Science Camp, etc.) to unduplicated students to enrich the classroom educational experience, and increase student engagement and attendance.	\$21,356.00	Yes
2.7	Intervention staffing for unduplicated students	Continue staffing two .75 instructional aides for pull-out support of unduplicated students in impacted primary grades	\$58,500.00	Yes
2.8	English language learner (ELL) progress monitoring	Purchase and implement new EL data monitoring platform to track district's progress for students who are English learners (Elevate)	\$7,200.00	Yes
2.9	Interpreting Services for ELL families	Provide real-time interpreting services for ELL families to allow them to better participate in districts events such as parent group meetings, family nights, etc.	\$12,000.00	Yes
2.10	Partnership with CSUMB	Partner with CSUMB's Reading Center to provide mentors for struggling readers	\$84,744.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	<p>To improve the educational and social climates at both schools, the areas of diversity, equity, and innovation have been prioritized. The district currently has an Equity Committee that will continue to serve an essential role moving forward to help the district fulfill its mission statement. The various actions in this goal are expected to improve the school climate indicators (chronic absenteeism rate, attendance rate, suspension/expulsion rate, school climate surveys, etc.) at both district sites. In addition, the various steps outlined to support staff are expected to increase the morale, diversity, and professionalism.</p> <p>Lastly, in attempts to increase enrichment offerings such as after-school sports and after-school programs, additional efforts to attract and compensate coaches and supervisors have been maintained in this goal.</p>	Broad Goal

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

<p>This goal was developed to increase parent and student engagement post-COVID. Chronic absenteeism rates for All Students, and especially in vulnerable subgroups, are at an all-time district high.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	<p>Chronic Absenteeism Rate</p> <p>https://www.caschooldashboard.org/reports/2766225000000/2023#chronic-absenteeism-card</p>	<p>2023 California Dashboard 13.3%</p> <p>SED districtwide (22.4%) and BV (22%) and</p>			7.3% or lower	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Spreckels Elementary (20.5%) SWD at Spreckels Elementary (21.3%)				
3.2	Results from school climate surveys Taken from Local Indicators	2024 School Climate Survey 4th & 5th Grades: 84% "liked school" (scores of 3 or 4 on the survey); 16% did not (scores of 1 or 2) 98% "did their best in school"; 2% did not 97% said the school wanted them to "give it their best effort"; 3% did not 90% felt the school "had clear rules for behavior"; 10% did not 93% felt "teachers treated them with respect"; 7% did not 77% felt "positive behavior was noticed at school"; 23% did not 91% felt "they got along well with others"; 9% did not 84% felt "safe at school"; 16% did not 64% felt "students treated each other with respect"; 36% did not			80% at 3 or 4 on all statements	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>93% felt "an adult at school would help them if they needed it"; 7% did not</p> <p>65% felt "students followed rules in class so teachers could teach"; 35% did not</p> <p>6th-8th Grades: 55% "liked" school; 45% did not 73% felt "successful at school"; 27% did not 70% felt "the school set high standards for achievement"; 30% did not 79% felt "the school set clear rules for behavior"; 21% did not 71% felt "teacher treated them with respect"; 29% did not 64% felt "behaviors in class allow teachers to teach.;; 36% did not 32% felt "students are frequently recognized for good behavior"; 68% did not 68% felt "safe at school"; 32% did not 61% felt "there was an adult to talk to if they needed help"; 39% did not</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Suspension https://www.caschooldashboard.org/reports/27662250000000/2023#suspension-rate-card	2023 .6% Suspension Rate			Maintain a rate of 1% or lower	
3.4	Attendance Rate at P2 CBEDS	94.43% on 2023-24 P2			96% or higher	
3.5	Self-Reflection Tool: Priority 3: Parent and Family Engagement , including programs for unduplicated pupils and programs for individuals with exceptional needs Taken from Local Indicators	2023 Section 1: Building Relationships Between School Staff and Families: 4.5 average Section 2: Building Partnerships for Student Outcomes: Average 4.25 Section 3: Seeking Input for Decision-Making: Average 4.0			Maintain an average of 4.0 or higher for each subsection	
3.6	Middle School Dropout Rate 2023-24 CALPADS Report 14.1	2023 0%			0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Parent Responses to Spring Survey Local Data	2023 166 survey responses			Increase the number survey responses by 20% (or 200 total)	
3.8	Expulsion Rates https://dq.cde.ca.gov/dataquest/Expulsion/ExpSearchName.asp?TheYear=2022-23&cTopic=Expulsion&cLevel=District&cName=spreckels&cCounty=&cTimeFrame=S	2022-23 0% Expulsion Rate			Maintain a rate of 1% or lower	

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/supervisor/coach recruitment and compensation	Recruit for both internal (SUSD staff) and external (SUSD community members and partners, parent volunteers, etc.) enrichment teachers/coaches by offering competitive stipends and covering the costs of fingerprinting	\$17,733.00	No
3.2	Parent and community partnerships	Continue partnering with parent groups to offer diverse enrichment opportunities (i.e. full-time music teacher, art program, Folklorico program, Jazz Club, etc.)	\$150,804.00	No
3.3	Equity Committee	Continue to have the district's Equity Committee collaborate with the Monterey Office of Education's leadership division to improve the policies and practices of the district	\$3,694.00	No
3.4	Curriculum	Purchase additional novels for library and individual classrooms to support the priorities of diversity and equity.	\$3,000.00	No
3.5	Outreach, Communication, and Access	Provide a Parents' Academy in the fall of each year to help parents better understand and utilize the district's communication tools and technology applications	\$1,000.00	No
3.6	Family/Community Education	Offer family/community education opportunities throughout the year by partnering with neighboring districts, bringing in experts/consultants, and/or providing virtual opportunities	\$5,000.00	No
3.7	Attendance and Student Engagement	Implement a district initiative to improve student attendance and decrease chronic absenteeism (especially with unduplicated students)	\$2,200.00	No

Action #	Title	Description	Total Funds	Contributing
3.8	Employee Retention and Recruitment	Improve employee retention by offering competitive compensation and providing opportunities for professional growth; incorporate an exit interview process to identify any trends in employee retention	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide full access to rigorous state content standards in all district classrooms	Broad Goal

State Priorities addressed by this goal.

<ul style="list-style-type: none"> Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

The district has made good progress in the implementation of Common Core State Standards and New Generation Science Standards. However, ongoing professional development and training are required to identify gaps in student achievement and implement best practices of instruction. Actions in this goal include expanded professional development in all subject areas, providing collegial articulation and collaboration time, and supporting curriculum leadership teams at both sites. The district expects that these actions will lead to improvement in all curriculum-specific metrics including ones that measure implementation of state academic standards, stakeholder feedback on instruction and academic rigor, student access to courses, and basic requirements such as credentialing, instructional materials, and facilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Self-Reflection Tool (Implementation of State Academic Standards)	1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. Average 4.4			Maintain an average of 4.5 in all areas	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. Average 4.6, 5.0 for ELD</p> <p>3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). 4.6</p>				
4.2	Fully Credentialed Teacher Rate	78.5% in 2021-22			85% or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	https://www.cde.ca.gov/ds/ad/tamo.asp					
4.3	<p>Access to and enrollment in a broad course of student for all students, including unduplicated students and students with exceptional needs</p> <p>Local Indicators 2023 Master Calendar (Aeries) and Instructional Minutes</p>	<p>2023 100% for all students</p>			100% for all students	
4.4	<p>Safe, clean, functional facilities maintained</p> <p>https://www.spreckelsdistrict.org/Our-Schools/Spreckels-Elementary/School-Accountability-Report-Card/index.html</p>	<p>2022-23 SARC 4 areas below good https://www.spreckelsdistrict.org/Our-Schools/Spreckels-Elementary/School-Accountability-Report-Card/index.html</p>			2 or fewer areas below good	

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	Professional Development (PD)	See Goal 1: Action 2		No
4.2	Full Implementation of CCSS, NGSS, and Health Standards	Continue to support the full implementation of CCSS, NGSS, ELD, and Heath Standards by continuing the textbook adoption cycle, bringing in curricular consultants to work with staff, and purchasing necessary instructional materials (textbooks, consumables, consultants, etc.).	\$113,783.00	No
4.3	Curricular Alignment and Articulation	Provide necessary time and resources to continue vertical TK-8 and 8th-high school articulation.	\$2,440.00	No
4.4	Collaboration	Adopt an instructional calendar and provide adequate release time to maintain regular collaboration among staff members and implement a "professional learning community" (PLC) model of collegial support	\$0.00	No
4.5	Teacher Leadership	Recruit and train teachers to serve on each site's Instructional Leaderships Teams (ILT's) to support the effective implementation of state content standards and/or social-emotional support systems.	\$12,188.00	No

Action #	Title	Description	Total Funds	Contributing
4.6	Civic Learning	Provide opportunities and resources for students and staff to take part in various civic learning activities (e.g. Constitution Day, Field Trips to Historical Landmarks, Mock Elections, and Student Government).	\$4,000.00	No
4.7	Transitional Kindergarten (TK)	Expand the district's TK program as outlined in state guidelines		No
4.8	Technology Committee and Plan	Maintain the district's 1:1 deployment of chromebooks; create a district Technology Committee to develop an updated Technology Plan	\$16,835.00	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
\$402,232	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.578%	0.073%	\$6,634.72	4.651%

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
2.3	<p>Action: Professional Development (PD)</p> <p>Need: A wide achievement gap exists between Unduplicated Students and All Students in the district on CAASPP test scores.</p> <p>2023 CAASPP</p> <p>All Students: 54.4% in ELA; 38.6% in Math</p>	<p>This PD will support teacher best practices in differentiated instruction to meet the needs of diverse learners. It will also include training in Universal Design for Learning, which supports teachers in presenting information and content in different ways so that all students may access it. Professional development (PD) in UDL is crucial for equipping educators with the skills and knowledge to effectively support diverse learners, particularly English learners (ELs) and low-income students. Research highlights several ways UDL-</p>	<p>2023 CAASPP</p> <p>ELA: English Learners: 17.2% Socioeconomically Disadvantaged Students: 41.1%</p> <p>Math: EL: 20.0% SED: 30.8%</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Unduplicated Students ELA: English Learners: 17.2% Socioeconomically Disadvantaged Students: 41.1%</p> <p>Math: EL: 20.0% SED: 30.8%</p> <p>Scope: LEA-wide</p>	<p>focused professional development benefits these groups, including culturally responsive teaching.</p> <p>This kind of professional development is likely to provide teachers with an understanding of how to effectively support diverse learners, particularly English learners (ELs) and low-income students, with the skills and knowledge needed. However, as these skills will likely serve all students, and as all teachers will be trained, this makes the best sense logistically.</p>	
<p>2.7</p>	<p>Action: Intervention staffing for unduplicated students</p> <p>Need: Due to budget cuts, class sizes in grades 2 & 3 are higher than in previous years, increasing the staff-to-student ratio.</p> <p>In addition, 2023 CAASPP results show the following need: ELA % at or exceeding standard: EL: 17.2% SED: 41.1%</p> <p>Math % at or exceeding standard: EL: 20.0% SED: 30.8%</p> <p>Scope:</p>	<p>Having an extra instructional aide per grade level at the grades 2 & 3 level allows more small group instruction. This action funds the hiring and training of instructional aides to support English learners and low-income students in ELA and Math. Research indicates that instructional aides can significantly accelerate student outcomes by providing targeted, individualized support, reinforcing classroom instruction, and addressing specific learning needs. Instructional aides help English learners improve language proficiency, comprehension, and math skills, leading to better academic performance. By offering additional assistance and personalized attention, instructional aides play a crucial role in closing achievement gaps and fostering equity in education.</p> <p>This action is to support ELLs and low-income students, as they have the largest achievement gap among ALL Students. However, should other</p>	<p>District class sizes in grades 2 & 3 have increased to approximately 29 versus 25 due to budget shortfalls.</p> <p>In addition, monitor 3rd grade 2024 CAASPP: ELA % at or exceeding standard and Math % at or exceeding standard for EL and DED</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	students need assistance, they may be able to access it as well.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	<p>Action: Staffing to support English Language Development</p> <p>Need: English Learner Progress Indicator (ELPI) rate on the State Dashboard of 57.7%</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>This action is designed to provide designated language acquisition support for English language learners (ELL). The district will continue staffing its English language development (ELD) team. This includes the continuation of a full-time ELD teacher and aide at the elementary school who meet regularly with small groups of ELL students who need pull-out designated support. The ELD teacher and aide also conduct all CELDT testing for the district and monitor all ELL students' progress.</p> <p>The action also includes increasing the ELD support at the middle school to provide more designated support for any long-term ELLs. An additional period of ELD support has been added to the 2024-25 middle school schedule.</p>	English Learner Progress Indicator (ELPI) rate on the State Dashboard
2.2	<p>Action: Social-emotional support for unduplicated students (English learners, low-income, foster youth)</p>	<p>This action is designed to give Spanish-speaking families access to services in their primary language. Counseling in a person's primary language enhances communication, cultural</p>	Number of students served by Spanish-speaking counselor Suspension Rates for ELs

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: Our local community has raised the need for Spanish-speaking counselors. Currently, district counselors do not speak Spanish.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>relevance, and emotional connection, leading to better therapeutic outcomes.</p> <p>The district will contract with local agencies to provide Spanish-speaking counseling services for students to support social, emotional, and mental health needs.</p>	
2.4	<p>Action: Transportation</p> <p>Need: Socioeconomically disadvantaged students' chronic absenteeism rate was at the red performance level district-wide.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Providing free transportation for all unduplicated students will help improve attendance and engagement by ensuring access to safe, reliable buses to and from school, which directly impacts their access to education. Research indicates that reliable transportation reduces absenteeism, which is a significant barrier to academic success for economically disadvantaged students. Moreover, safe and dependable transportation ensures that students arrive at school ready to learn, thereby supporting better educational outcomes and providing equal opportunities for success regardless of socioeconomic status.</p>	<p>SD students chronic absenteeism rate of 22.4% https://www.caschooldashboard.org/reports/2766225000000/2023/academic-engagement#chronic-absenteeism</p>
2.5	<p>Action: Technology</p> <p>Need: A wide achievement gap exists between Unduplicated Students and All Students in the district on CAASPP test scores.</p> <p>2023 CAASPP</p> <p>All Students: 54.4% in ELA; 38.6% in Math</p> <p>Unduplicated Students ELA:</p>	<p>By providing technology devices and wifi to unduplicated students, the district will ensure equal access of technology. It is essential for bridging the digital divide and ensuring equitable access to educational resources. Research shows that access to devices like laptops and tablets significantly enhances students' learning opportunities, enabling participation in digital coursework, online research, and virtual classrooms. Furthermore, technology access helps mitigate the educational disparities faced by ELL and low-income students, promoting higher academic achievement and better preparing them for future career opportunities .</p>	<p>2023 CAASPP</p> <p>ELA: English Learners: 17.2% Socioeconomically Disadvantaged Students: 41.1%</p> <p>Math: EL: 20.0% SED: 30.8%</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>English Learners: 17.2% Socioeconomically Disadvantaged Students: 41.1%</p> <p>Math: EL: 20.0% SED: 30.8%</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
2.6	<p>Action: Enrichment opportunities for unduplicated students</p> <p>Need: Socioeconomically disadvantaged students' chronic absenteeism rate was at the red performance level district-wide.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>By increasing opportunities for enrichment for unduplicated students, the district expects to see an increase of unduplicated engagement and attendance. Offering free enrichment activities like field trips, after-school programs, and science camps to all students makes learning more exciting and helps keep them engaged. These fun and educational experiences encourage kids to attend school regularly and enjoy their time there, leading to better attendance and a stronger connection to their studies.</p>	<p>SD students chronic absenteeism rate of 22.4% https://www.caschooldashboard.org/reports/27662250000000/2023/academic-engagement#chronic-absenteeism</p>
2.8	<p>Action: English language learner (ELL) progress monitoring</p> <p>Need: 2022-23 ELPI 57.7%</p> <p>Scope:</p>	<p>Currently, all EL student data is entered manually into simple spreadsheets, making long-term monitoring tracking difficult. This action is designed to support our ELD programs with ELPAC/ELPI score analysis and EL/RFEP progress monitoring.</p>	<p>2024 ELPI Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
2.9	<p>Action: Interpreting Services for ELL families</p> <p>Need: The district only has 8.3% English learners which often limits the resources provided to Spanish-speaking parents.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The district hopes to attract more non-English-speaking parents to events and activities by offering real-time interpretation services. Translating information into parents' native language boosts their involvement in their children's education by ensuring they fully understand important communication from the school. When parents can access information in a language they are comfortable with, they are more likely to engage with school activities, attend meetings, and want to join the school community.</p>	<p>Increase in the percentage of ELL parents who attend district events and activities.</p>
2.10	<p>Action: Partnership with CSUMB</p> <p>Need: Unduplicated students lag behind All students in CAASPP ELA scores</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>This action is to provide struggling ELL and low-income students with increased 1:1 reading support from college reading mentors. Research shows that one-on-one mentoring can significantly improve reading outcomes for struggling readers by providing tailored support and individualized instruction. Mentors from CSUMB's Reading Center will use evidence-based strategies, such as phonics instruction, fluency practice, and comprehension strategies, to address the specific needs of each student.</p> <p>This action is designed to support ELLs and low-income students. However, as these extra supports become available, other students who need them will have access.</p>	<p>State CAASPP scores in ELA and Math for unduplicated students in 3-8th grade, percent at or exceeding standard https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?ps=true&lstTestYear=2023&lstTestType=B&lstCounty=27&lstDistrict=66225-000&lstSchool=0000000&lstGroup=1&lstSubGroup=1&lstSchoolType=A&lstGrade=13&keyword=spreckels&ct=3&cds=2766225000000</p> <p>English Learner Progress Indicator (ELPI) rate on the State Dashboard https://www.caschooldash</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			board.org/reports/27662250000000/2023#english-learner-progress-card

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.

There are NO limited actions 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.

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.

n/a

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	8,785,477	402,232	4.578%	0.073%	4.651%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$743,694.00	\$372,595.00	\$2,700.00	\$94,271.00	\$1,213,260.00	\$845,992.00	\$367,268.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Intervention Staffing	All	No			All Schools		\$199,048.00	\$1,000.00	\$120,902.00	\$1,000.00		\$78,146.00	\$200,048.00	
1	1.2	Professional Development (PD)	All	No			All Schools		\$27,424.00	\$2,875.00		\$30,299.00			\$30,299.00	
1	1.3	Social-emotional support for students	All	No			All Schools		\$227,977.00	\$0.00	\$171,103.00	\$56,874.00			\$227,977.00	
1	1.4	SPED and Intervention Programs Oversight and Alignment	Students with Disabilities	No			All Schools									
1	1.5	Intervention Curriculum and Training	All	No			Specific Schools: Spreckels Elementary School		\$0.00	\$16,125.00				\$16,125.00	\$16,125.00	
1	1.6	Middle School Transition	All	No			Specific Schools: Buena Vista Middle School Incoming 6th graders		\$1,202.00	\$0.00	\$1,202.00				\$1,202.00	
1	1.7	Extended Learning Opportunities	All	No			All Schools		\$0.00	\$0.00		\$0.00			\$0.00	
1	1.8	Academic support and professional development to target needs of Students with Disabilities	Students with Disabilities	No			Specific Schools: Buena Vista Middle School 6th-8th		\$0.00	\$0.00		\$0.00			\$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	Planned Percentage of Improved Services
1	1.9	Social-Emotional Curriculum	All	No			All Schools		\$0.00	\$2,700.00			\$2,700.00		\$2,700.00	
2	2.1	Staffing to support English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$181,982.00	\$5,000.00	\$186,982.00				\$186,982.00	
2	2.2	Social-emotional support for unduplicated students (English learners, low-income, foster youth)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
2	2.3	Professional Development (PD)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$13,550.00	\$13,550.00				\$13,550.00	
2	2.4	Transportation	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$0.00	\$11,000.00	\$11,000.00				\$11,000.00	
2	2.5	Technology	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$0.00	\$4,900.00	\$4,900.00				\$4,900.00	
2	2.6	Enrichment opportunities for unduplicated students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$0.00	\$21,356.00	\$21,356.00				\$21,356.00	
2	2.7	Intervention staffing for unduplicated students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Spreckels Elementary School 2nd and 3rd		\$58,500.00	\$0.00	\$58,500.00				\$58,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Grades									
2	2.8	English language learner (ELL) progress monitoring	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$7,200.00	\$7,200.00				\$7,200.00	
2	2.9	Interpreting Services for ELL families	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$12,000.00	\$12,000.00				\$12,000.00	
2	2.10	Partnership with CSUMB	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Spreckels Elementary School K-5		\$0.00	\$84,744.00	\$84,744.00				\$84,744.00	
3	3.1	Teacher/supervisor/coach recruitment and compensation	All	No			All Schools		\$16,433.00	\$1,300.00	\$17,733.00				\$17,733.00	
3	3.2	Parent and community partnerships	All	No			All Schools		\$115,104.00	\$35,700.00		\$150,804.00			\$150,804.00	
3	3.3	Equity Committee	All	No			All Schools		\$3,694.00	\$0.00	\$3,694.00				\$3,694.00	
3	3.4	Curriculum	All	No			All Schools		\$0.00	\$3,000.00		\$3,000.00			\$3,000.00	
3	3.5	Outreach, Communication, and Access	All	No			All Schools		\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
3	3.6	Family/Community Education	All	No			All Schools		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
3	3.7	Attendance and Student Engagement	All	No			All Schools		\$0.00	\$2,200.00	\$2,200.00				\$2,200.00	
3	3.8	Employee Retention and Recruitment	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
4	4.1	Professional Development (PD)	All	No			All Schools									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.2	Full Implementation of CCSS, NGSS, and Health Standards	All Students with Disabilities	No					\$0.00	\$113,783.00		\$113,783.00			\$113,783.00	
4	4.3	Curricular Alignment and Articulation	All	No			All Schools		\$2,440.00	\$0.00	\$2,440.00				\$2,440.00	
4	4.4	Collaboration	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
4	4.5	Teacher Leadership	All	No			All Schools		\$12,188.00	\$0.00	\$12,188.00				\$12,188.00	
4	4.6	Civic Learning	All	No			All Schools		\$0.00	\$4,000.00	\$4,000.00				\$4,000.00	
4	4.7	Transitional Kindergarten (TK)	TK	No			Specific Schools: Spreckels Elementary School TK									
4	4.8	Technology Committee and Plan	All	No			All Schools		\$0.00	\$16,835.00		\$16,835.00			\$16,835.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
8,785,477	402,232	4.578%	0.073%	4.651%	\$402,232.00	0.000%	4.578 %	Total:	\$402,232.00
								LEA-wide Total:	\$72,050.00
								Limited Total:	\$330,182.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Staffing to support English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$186,982.00	
2	2.2	Social-emotional support for unduplicated students (English learners, low-income, foster youth)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
2	2.3	Professional Development (PD)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,550.00	
2	2.4	Transportation	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$11,000.00	
2	2.5	Technology	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$4,900.00	
2	2.6	Enrichment opportunities for unduplicated students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$21,356.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.7	Intervention staffing for unduplicated students	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Spreckels Elementary School 2nd and 3rd Grades	\$58,500.00	
2	2.8	English language learner (ELL) progress monitoring	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$7,200.00	
2	2.9	Interpreting Services for ELL families	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$12,000.00	
2	2.10	Partnership with CSUMB	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Spreckels Elementary School K-5	\$84,744.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,529,250.00	\$1,399,429.00

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	Intervention Staffing	No	\$89,698.00	86,698
1	1.2	Professional Development (PD)	No	\$15,030.00	15,030
1	1.4	Social-emotional support for students and staff	No	\$219,060.00	219,030
1	1.5	SPED and Intervention Programs Oversight	No	\$0.00	0.00
1	1.6	Curriculum	No	\$2,000.00	2,0000
1	1.7	Bridging Program	No	\$99,568.00	99,568
1	1.8	Class Sizes at Buena Vista Middle School	No	\$113,097.00	113,097
1	1.9	Intervention Staffing	No	\$117,569.00	117,569
1	1.11	Middle School Transition	No	\$550.00	550
1	1.12	Social Emotional Learning (SEL) Curriculum	No	\$7,665.00	7,665
2	2.1	Staffing to support English Language Development	Yes	\$186,981.00	186,981

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Professional Development (PD)	Yes	\$52,152.00	52,152
2	2.3	Social-emotional support for unduplicated students (English learners, low-income, foster youth)	Yes	\$10,140.00	10,140
2	2.4	Transportation	Yes	\$11,000.00	11,000
2	2.6	Technology	Yes	\$3,000.00	3,000
2	2.8	Enrichment opportunities for unduplicated students	Yes	\$86,434.00	86,434
2	2.9	Partnership with CSUMB's Writing Center	Yes	\$85,800.00	85,800
2	2.10	Intervention staffing for unduplicated students	Yes	\$55,387.00	55,387
3	3.1	Teacher/supervisor/coach recruitment	No	\$41,878.00	41,878
3	3.2	Parent and community partnerships	No	\$140,997.00	31,206
3	3.3	Employee Retention	No	\$0.00	0
3	3.4	Professional Development (PD)	No	\$4,591.00	4,591
3	3.5	Curriculum	No	\$5,000.00	5,000
3	3.6	Outreach, Communication, and Access	No	\$2,000.00	2,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.7	Family/Community Education	No	\$5,000.00	5,000
3	3.9	Equity Committee	No	\$0.00	0.00
4	4.1	Professional Development (PD)	No	\$14,377.00	14,377
4	4.2	Full Implementation of CCSS, NGSS, and Heath Standards	No	\$110,136.00	110,136
4	4.3	Articulation	No	\$1,636.00	1,636
4	4.4	Collaboration	No	\$0.00	0.00
4	4.5	Teacher Leadership	No	\$12,195.00	12,195
4	4.6	**Moved to 2.4**Standards-Based Trips	Yes	\$0.00	0.00
4	4.7	Civic Learning	No	\$1,309.00	1,309
4	4.8	Transitional Kindergarten (TK)	No	\$0.00	0.00
4	4.9	Technology	No	\$0.00	0.00
5	5.1	Stakeholder Engagement	No	\$0.00	0.00
5	5.2	Facilities Improvements	No	\$0.00	0.00
5	5.3	Long-range facilities planning	No	\$35,000.00	0.00

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	5.4	**Removed from the LCAP in 23-24 Facilities Funding Advisory Firm	No	\$0.00	0.00
5	5.5	**Removed from the LCAP in 23-24 Board Presentation	No	\$0.00	0.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
400,238	\$490,894.00	\$490,894.00	\$0.00	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)
2	2.1	Staffing to support English Language Development	Yes	\$186,981.00	186,981.00		
2	2.2	Professional Development (PD)	Yes	\$52,152.00	52,152.00		
2	2.3	Social-emotional support for unduplicated students (English learners, low-income, foster youth)	Yes	\$10,140.00	10,140.00		
2	2.4	Transportation	Yes	\$11,000.00	11,000.00		
2	2.6	Technology	Yes	\$3,000.00	3,000.00		
2	2.8	Enrichment opportunities for unduplicated students	Yes	\$86,434.00	86,434.00		
2	2.9	Partnership with CSUMB's Writing Center	Yes	\$85,800.00	85,800.00		
2	2.10	Intervention staffing for unduplicated students	Yes	\$55,387.00	55,387.00		
4	4.6	**Moved to 2.4**Standards-Based Trips	Yes	\$0.00	0.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
9,092,591	400,238	1.07%	5.472%	\$490,894.00	0.000%	5.399%	\$6,634.72	0.073%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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