

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Midway Elementary School District

CDS Code: 15-63669-6009781

School Year: 2024-25

LEA contact information:

Al Quezada

District Superintendent

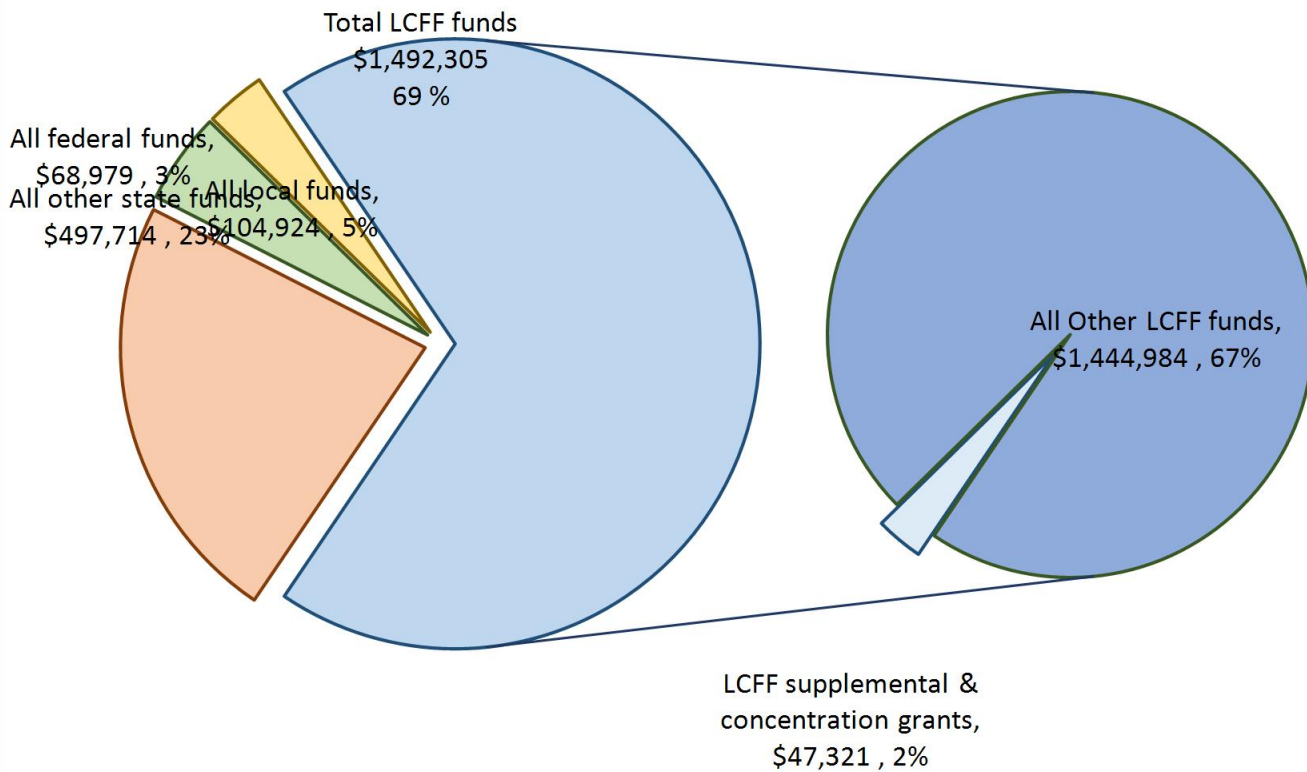
alquezada@midwaytigers.com

661-768-4344

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

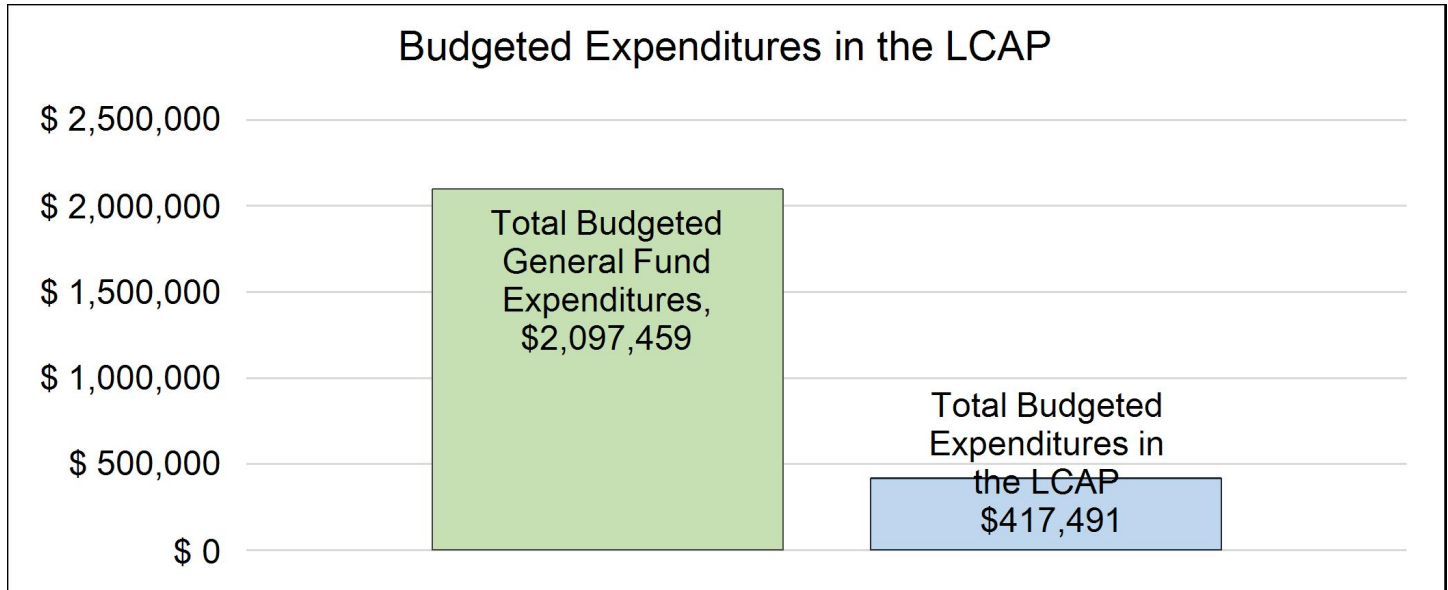


This chart shows the total general purpose revenue Midway Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Midway Elementary School District is \$2,163,922, of which \$1,492,305 is Local Control Funding Formula (LCFF), \$497,714 is other state funds, \$104,924 is local funds, and \$68,979 is federal funds. Of the \$1,492,305 in LCFF Funds, \$47,321 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Midway Elementary School District plans to spend \$2,097,459 for the 2024-25 school year. Of that amount, \$417,491 is tied to actions/services in the LCAP and \$1,679,968 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

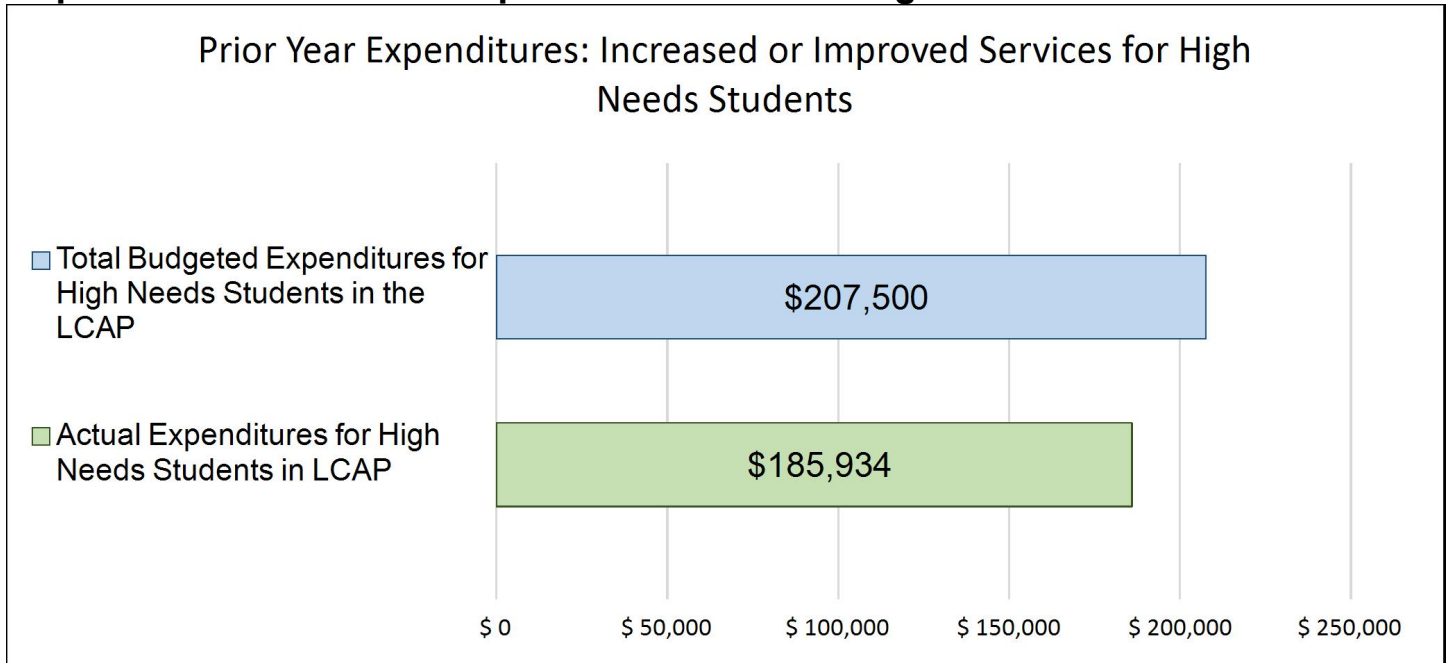
Dues and memberships, insurance, district oversight fees, staff recruiting and onboarding expenses; legal fees; loan, financing, bond, payroll, and accounting fees; property taxes; licensing fees; security fees; business services; special education encroachment; misc operating expenses; postage and delivery; contracted substitute teachers; utilities; repairs and maintenance; staff development; student activities and learning, textbooks; payroll taxes; communications.

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

In 2024-25, Midway Elementary School District is projecting it will receive \$47,321 based on the enrollment of foster youth, English learner, and low-income students. Midway Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Midway Elementary School District plans to spend \$209,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Midway Elementary School District's LCAP budgeted \$207500 for planned actions to increase or improve services for high needs students. Midway Elementary School District actually spent \$185934 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$21,566 had the following impact on Midway Elementary School District's ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures of \$-14,555 had the following impact on Midway Elementary School District's ability to increase or improve services for high-needs students:
The difference between the budgeted and actual expenditures did not have a negative impact on Midway Elementary School District's ability to increase or improve services for high-needs students.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Midway Elementary School District	Al Quezada District Superintendent	alquezada@midwaytigers.com 661-768-4344

Goals and Actions

Goal

Goal #	Description
1	Accelerate learning and close achievement gaps in order to become prepared for high school as measured by student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4A Pupil Achievement % Met/Exceeded Statewide Assessments - English Language Arts	2019 CAASPP ELA: 55% of students met/exceeded standard for ELA.	2021 CAASPP ELA: 47% of students met/exceeded standard for ELA	2022 CAASPP ELA: 39% of students met/exceeded standard for ELA	2023 CAASPP ELA: 52% of students met/exceeded standard for ELA	CAASPP ELA: at least 70% of students will have met/exceeded standard.
Priority 4A Pupil Achievement % Met/Exceeded as per CAASPP Results. Statewide Assessments - Math	2019 CAASPP Math: 44% of students met/exceeded standard for Math.	2021 CAASPP Math: 23% of students met/exceeded the standard for Math	2022 CAASPP Math: 49% of students met/exceeded the standard for Math	2023 CAASPP Math: 54% of students met/exceeded the standard for Math	CAASPP Math: at least 55% of students will have met/exceeded standard.
Statewide Assessments - Science (CAST)	2019 (CAST) Science 25.93% of students met/exceeded standard for Science.	No 2020 and 2021 CAASPP Science because of viability issues due to the pandemic. 2019 (CAST) Science 25.93% of students met/exceeded the standard for Science.	2022 CAASPP Science: 29.47% of students met/exceeded the standard for science.	2023 CAASPP Science: 20% of students met/exceeded the standard for science.	(CAST) Science at least 33% of students will have met/exceeded standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4B: % pupils who have successfully completed courses that satisfy the requirements for career technical education sequences and programs of study that align with SBE-approved career technical education standards and frameworks.	NA	NA	N/A	N/A	NA
Priority 4C: % pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks.	NA	NA	N/A	N/A	NA
Priority 4D: % of pupils who have successfully completed both types of courses described	NA	NA	N/A	N/A	NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
in subparagraphs (B) and (C).					
Priority 4E: % of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California.	(We have one English learner) 0% made progress toward English proficiency as per ELPAC. (Initial testing)	(We have one English learner) 100% made progress toward English proficiency as per ELPAC. (Initial testing and summative)	100% of EL students made progress toward English proficiency as per ELPAC.	100% of EL students made progress toward English proficiency as per ELPAC.	100% of English learners make progress toward English proficiency as per the ELPAC.
Priority 4F: The English learner reclassification rate as per local criteria/data.	(We have one English learner) 0% English learners reclassified.	(We have one English learner) 0% English learners reclassified.	0% English learners reclassified.	0% English learners reclassified.	At least 50% of English learners will be reclassified.
Priority 4G: % of pupils who have passed an advanced placement examination with a score of 3 or higher	NA	NA	N/A	N/A	NA
Priority 4H: % of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.	NA	NA	N/A	N/A	NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8: Pupil Outcomes % of students who meet their AR Goals	85% of students met their AR goal as of end of year 2020.	88% of students met their AR goal as of end of year 2021.	90% of students met their AR goal as of end of year 2022.	90% of students met their AR goal as of end of year 2023.	At least 95% of students will have met their AR goal by end of year 2024.

Goal Analysis

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

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

Goal one and all accompanying actions were carried out as expected, no changes were necessary and overall implementation was as expected.

(Action 1.4) Chromebooks were purchased for students and staff, and connectivity to devices and learning programs worked seamlessly. Teachers continued training on (1.3 Writing by Design) and were offered to collaborate throughout the year to ensure high instructional delivery to all students. Renaissance Accelerated Reader continued to assist as a tool for student reading comprehension and fluency (Action 1.2). We have an intervention support program from Renaissance, "Freckle," has reached all students at their level with skills-based practice in math and ELA. Increased hours for paraprofessionals were a success as this helped with additional support to teachers and students. Paraprofessionals (Action 1.1) have assisted on a daily basis providing additional support to students in ensuring that students reading and writing skills have progressed especially from the learning loss we experienced due to the COVID pandemic period.

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

The Midway School District conducted an analysis of the material difference between budgeted expenditures and actual expenditures. The total budget for the 2023-24 LCAP Goal 1 was \$100,400. The estimated actual expenditures for 2023-24 LCAP Goal 1 was \$75,900. This is a difference of about \$24,000. The substantive differences were in actions 1.2 due to the fact that we did not need as much supplemental reading support and Action 1.4 due to the fact that we did not need to refresh as much technology as we had planned.

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

(Action 1.1) Four classroom aides supported unduplicated students in K-8 grades. Aides focused on helping individual students and small groups for intervention support. Because of the fact that most of our classrooms are combination classrooms, our instructional aides provide vital help to students during the core subjects to ensure students are learning. CAASPP math results show results at 10 points above the standard, which increased by 8.2 points; this is close to our goal, with 53% of students meeting or exceeding the standard. CAASPP ELA results also show positive growth, with 10.5 above the standard and an overall increase of 23 points. Local data benchmarks confirm our ELA and math growth through our Accelerated Math and IXL diagnostics. Additionally, we continued the Accelerated Reader program reading intervention for all grades K-8. We purchased online IXL Learning for math, ELA, History, and Science for common Core standards support. We also have supplemental math fact timed sheets for 2-8 grades that have helped with learning foundational calculations.

(Action 1.3) The Writing by Design program was effective as the student writing process was highlighted yearly. Final drafts were entered into individual folders, and teachers and students reflected on their writing growth throughout the school year. Parents and teachers, as well as the administration, noticed that overall grades improved from the beginning of the year to the end of the year. The progression of the writing process was celebrated at the end of the year as students showcased their writing progress throughout the year at the end of the school year. Rubric Scores will be utilized at the beginning, middle, and end of the school year next year to better quantify data in year two of our program.

(Action 1.4) Chromebook computers assisted all students with access to materials, online supplemental learning programs, and online textbooks.

(Action 1.2) Renaissance Accelerated Reader program results for 2023-24 have shown an increase in students reading and taking tests by 10% compared to the 2022-23 school year. Overall comprehension test scores increased by 10% for the 2023-24 school year. Based on this analysis, the district believes goal 1 is shown to be effective in making progress. The extra support from instructional aides, access to technology, and supplemental reading programs have contributed to higher student engagement and outcomes.

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

There are no major changes being made to this planned goal, metrics, desired outcomes, or actions for the coming school year. However, as stated above, we will focus on using writing rubrics within the Writing By Design Program to quantify learning and writing growth to celebrate the teaching and learning at Midway.

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

Goals and Actions

Goal

Goal #	Description
2	Students have access to standards-aligned curriculum, instruction, instructional materials and to facilities maintained in good repair.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1A Teachers appropriately assigned and fully credentialed for assignment as per staffing report.	100% of teachers are appropriately assigned and fully credentialed for assignment as per staffing report.	100% of teachers are appropriately assigned and fully credentialed for assignment as per the staffing report.	100% of teachers are appropriately assigned and fully credentialed for assignment as per staffing report.	100% of teachers are appropriately assigned and fully credentialed for assignment as per staffing report.	Maintain 100% of teachers appropriately assigned and fully credentialed for assignment as per staffing report.
Priority 1B Pupil access to standards aligned materials as per school wide textbook and instructional materials log.	100% of students have access to standards aligned materials.	100% of students have access to standards aligned materials.	100% of students have access to standards aligned materials.	100% of students have access to standards aligned materials.	Maintain 100% of students have access to standards aligned materials.
Priority 1C School facilities maintained in good repair as measured by the FIT report.	School facilities are maintained in good or better repair.	School facilities are maintained in good or better repair.	School facilities are maintained in good or better repair.	School facilities are maintained in good or better repair.	Maintain school facilities maintained in good or better repair.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2A Implementation of CA academic and performance standards as per CA State Standards Implementation Matrix.	Administrative walk-through observations to develop an awareness of standards implementation.	Administrative walk-through observations to develop an awareness of standards implementation.	Administrative walk-through observations to develop an awareness of standards implementation.	Administrative walk-through observations to develop an awareness of standards implementation.	Progress to "Full Awareness" as per District Standards Implementation Matrix.
Priority 2B How programs/services enable English learners to access CCSS and ELD standards for academic content knowledge and English Language proficiency as per review of designated and integrated ELD implementation.	100% of English Learners have access to CCSS and ELD standards for academic content knowledge and English Language proficiency.	100% of English Learners have access to CCSS and ELD standards for academic content knowledge and English Language proficiency.	100% of English Learners have access to CCSS and ELD standards for academic content knowledge and English Language proficiency.	100% of English Learners have access to CCSS and ELD standards for academic content knowledge and English Language proficiency.	Maintain 100% of English Learners have access to CCSS and ELD standards for academic content knowledge and English Language proficiency.
Priority 7A Extent to which pupils have access to and are enrolled in a broad course of study as per review of daily schedules.	100% of students will have access to a broad course of study.	100% of students will have access to a broad course of study.	100% of students will have access to a broad course of study.	100% of students had access to a broad course of study.	Maintain 100% of students have access to a broad course of study.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7B Extent to which pupils have access and are enrolled in programs/services for unduplicated pupils as per review of daily schedules.	100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies, and Science required by the State and District.	100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies, and Science required by the State and District.	100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies, and Science required by the State and District.	100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies, and Science required by the State and District.	Maintain 100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.
Priority 7C Programs and services developed and provided to students with disabilities as per IEP review.	100% of students with disabilities participate in programs and receive services developed to provide additional supports as per IEP review.	100% of students with disabilities participate in programs and receive services developed to provide additional support as per the IEP review.	100% of students with disabilities participate in programs and receive services developed to provide additional support as per the IEP review.	100% of students with disabilities participate in programs and receive services developed to provide additional support as per the IEP review.	Maintain 100% of students with students with disabilities are participating in programs and receive services developed to provide additional supports as per IEP review.

Goal Analysis

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

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

(Action 2.1) Instructional materials were successfully purchased and implemented although on a lesser scale than was originally planned. All students received state-adopted instructional materials in all forms (physical and online). Professional development was offered as needed through ongoing daily collaboration and a monthly all-staff meeting. (Action 2.4) Educational field trips were successfully carried out as planned.

The following actions were carried out as planned:

- 2.3 Certificated PD was carried out as planned in that we held weekly professional learning instead of monthly professional learning opportunities.
- 2.5 Smaller class sizes of 16 students to 1 teacher ratio were maintained as planned.
- 2.6 Asphalt was resurfaced for schoolwide safety.
- 2.7 Our English Learner was supported with EL materials and an instructional aide to support them as needed.

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

The Midway School District conducted an analysis of the material difference between budgeted expenditures and actual expenditures. The total budget for the 2023-24 LCAP Goal 2 was \$274,500. The estimated actual expenditures for 2022-2023 LCAP Goal 2 was \$188,838. This is a difference of about \$85,662. The substantive differences were in Action 1 because we did not need as many instructional materials (Action 2.1) as we had planned and in Action 2.4 due to the fact that we did not attend as many field trips as we had planned. Additionally, we had a substantial difference in action 2.6 because we did not have the anticipated need to improve/maintain school facilities this past school year.

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

(Action 2.1 and 2.6) All instructional materials were available and utilized for all students as per textbook inventories. Our Williams act FIT report denotes that our facilities are in "Exemplary" status.

(Action 2.3) Professional Development has been effective in raising our CAASPP ELA and Math scores. We used our weekly Inservice days to analyze our local data benchmarks and adjust accordingly to student learning. We also used this time to contact/meet with parents to discuss student learning.

(Actions 2.4 and 2.5) Smaller class size has been effective as per increases in local data (ELA and Math) and the implementation of our new writing program. Additionally, we've had only one suspension this year, and administrative walkthroughs note additional one-to-one time between students and staff are helping to create a positive learning environment. Student discipline referrals decreased by 20% over last year. Parents and students tell the superintendent that they are happier than last year as per student surveys. As per conversational feedback, educational field trips were also noted as having positively influenced engagement and learning this school year.

(Action 2.7) English Learners were provided with additional resources such as visual aides and realia. Our ELs are growing as 100% of them made growth as per the ELPAC.

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

No changes to planned goals, metrics, or desired outcomes and actions for the coming year.

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

Goals and Actions

Goal

Goal #	Description
3	Provide and maintain a safe, positive school climate that engages all stakeholders every day as measured by increased attendance, decreased chronic absenteeism and efforts to engage stakeholders.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3A Efforts to seek parent input in decision making for district and school sites.	100% of parents of students will receive invitations to give input for school wide decision making through automated phone calls, flyers, and school website.	100% of parents of students received invitations to give input for school wide decision making through automated phone calls, flyers, and school website.	100% of parents of students received invitations to give input for school wide decision making through automated phone calls, flyers, and school website.	100% of parents of students received invitations to give input for school wide decision making through automated phone calls, flyers, and school website.	Maintain 100% of parents of students will receive invitations to give input for school wide decision making through automated phone calls, flyers, and school website.
Priority 3B How district promotes participation of parents for unduplicated pupils.	100% of Parents of unduplicated students will be invited to all campus student and parent events via additional notification and phone call reminders / emails / electronic text messaging.	100% of Parents of unduplicated students were invited to all campus student and parent events via additional notification and phone call reminders / emails / electronic text messaging.	100% of Parents of unduplicated students were invited to all campus student and parent events via additional notification and phone call reminders / emails / electronic text messaging.	100% of Parents of unduplicated students were invited to all campus student and parent events via additional notification and phone call reminders / emails / electronic text messaging.	Maintain 100% of Parents of unduplicated students will be invited to all campus student and parent events via additional notification and phone call reminders/emails/electronic text messaging.
Priority 3C How district promotes participation of parents of students with disabilities.	100% of parents of students with disabilities receive additional reminders and and notifications of their student's PT	100% of parents of students with disabilities received additional reminders and and notifications of their student's PT	100% of parents of students with disabilities received additional reminders and and notifications of their student's PT	100% of parents of students with disabilities received additional reminders and and notifications of their student's PT	Maintain 100% of parents of students with disabilities receive additional reminders and and notifications of their

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.)	conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.)	conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.)	conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.)	student's PT conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.)
Priority 5A School attendance rates as per local data.	96% student attendance rate.	92% Student attendance rate.	93% Student attendance rate.	93% Student attendance rate.	Maintain at least 96% student attendance rate.
Priority 5B Chronic absenteeism rates as per CA School Dashboard	12% of All Students were Chronically Absent.	31% were chronically absent	20% were chronically absent	21% were chronically absent.	Reduce to 6% All Students Chronically Absent.
Priority 5C: Middle school dropout rates as per DataQuest.	0%	0%	0%	0%	Maintain 0%
Priority 5D: High school dropout rates as per DataQuest.	NA	NA	NA	N/A	N/A
Priority 5E: High school graduation rates as	NA	NA	NA	NA	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
per CA School Dashboard.					
Priority 6A: Pupil suspension rates as per CA School Dashboard.	6% Suspension rate	1.4% suspension rate	0% suspension rate	0% suspension rate	at or below 3%
Priority 6B: Pupil expulsion rates as per DataQuest.	0%	0%	0%	0%	Maintain 0%
Priority 6C: Other local measures of sense of safety and school connectedness as per local data.	Baseline 100% of parents of students with disabilities receive additional reminders and notifications of their student's PT conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.)	100% of parents of students with disabilities received additional reminders and notifications of their student's PT conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.)	100% of parents of students with disabilities received additional reminders and notifications of their student's PT conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.)	100% of parents of students with disabilities received additional reminders and notifications of their student's PT conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.)	90% where students will feel safe with a positive school environment.

Goal Analysis

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

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

(Action 3.1) We continued to use School Messenger and the school website was maintained and utilized by parents. Surveys were distributed via the website and parents continued to take our surveys and engage in our website as parent communication, engagement, connectivity to school events, and student achievement improved from the previous school year as per administrator observation and school office sign in sheets.

(Action 3.2) We feel that the Tiger Way and related engagement opportunities offered helped build a strong school cultural connectedness and celebrated student achievements (attendance, positive interactions, quarterly grades, citizenship, fulfilling their full potential). This program also encouraged parents to volunteer with the many positive on-campus events and educational field trips scheduled throughout the school year. There were no substantive differences in planned actions and actual implementation of these actions.

(Action 3.3) SARB was not implemented. The superintendent reached out in a positive way to parents and families that were at risk of attendance issues. The positive approach seemed to build relationships as per the feeling of the superintendent.

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

The Midway School District conducted an analysis of the material difference between budgeted expenditures and actual expenditures. The total budget for the 2023-24 LCAP Goal was \$7,000. The estimated actual expenditures for 2023-24 LCAP Goal 3 was \$3,100. This is a difference of \$3,800. The substantive difference was in action 3.1 due to the fact that we utilized a different source of funding for our parent communication and involvement. In fact, this action was implemented as planned with less funding.

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

(Action 3.1). We noted a 30% increase in parent volunteers as per sign in sheets over last year. We advertised volunteer opportunities on the website, and we sent out texts and emails regarding times and locations of our parent involvement opportunities. 82% of parent surveys stated that they strongly agree or agree as it relates to parent experiences, positive school climate, and positive parent outreach. Our students are benefiting from having high parent participation with regards with available events on campus.

(Action 3.2) The school-wide recognition and positive culture-building TIGER program continued to be effective for all students and staff. The district was able to offer 100% in-person educational field trips (as rewards - see action 2.4) and student achievement recognition events. This program helps promotes connectedness, student recognition, anti-bullying behavior, and academic excellence. Additionally, we had one suspension, and our discipline referrals were reduced by 10% in large part due to the positive behavior supports the Tiger Program promoted. Parent surveys also reinforce the effectiveness of this action (above in Action 3.1).

(Action 3.3) Was not implemented and was retired. We are promoting building strong relationships with our families and SARB has not shown to be effective in terms of research and our experience.

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

We will retire Action 3.3 and put additional funds into Action 3.2. Due to our expenses this year, we will reduce funding on Action 3.1 to \$2,000 and put the remaining \$1,000 into Action 3.2. No other changes are being made to the planned goal, metrics, desired outcomes, or actions for the coming year.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Midway Elementary School District	Al Quezada District Superintendent	alquezada@midwaytigers.com 661-768-4344

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.

Midway School encourages and celebrates high academic achievement for all students. We are a small single school/district with approximately 66 students in grades Transitional Kindergarten through Eighth. We are located in Fellow’s, California, with a proud, hard-working rural community on the west end of Kern County. We have over a hundred-year history with a beautiful, safe campus and a reputation for high student engagement and conduct expectations. Midway’s small-school setting allows for reduced class sizes and individualized student support. Our students participate in academic, athletic, and social events with other similar small schools throughout the school year. In addition, all students participate in various grade-level-appropriate educational field trips. We also have a strong accountability program (TIGER Way) that encourages all students to achieve high expectations with built-in recognition and rewards: rallies, field trips, homework clubs, and academic award assemblies.

We are proud recipients of state and county recognitions: the 2020 California Distinguished School and a 2020 Kern County Innovative and impactful school.

Reflections: Annual Performance

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

We earned a status level HIGH with 10 points above the standard on the California School Dashboard CAASPP math results for 2023. This was an increase of 8.2 points from the previous 2022 CAASPP scores.

We earned a status level of VERY HIGH with 10.5 above the standard on the California School Dashboard CAASPP English Language Arts results for 2023. This was an increase of 23 points from the previous 2022 CAASPP scores.

Our math and English language arts programs and the low teacher-to-student ratio are working, with more students receiving the necessary support. Because of this, we’ve been able to have our students engaged in the learning process. Our students benefit from having an

instructional aide who can support students and teachers in small groups or a one-to-one setting. Teachers have benefited from adding a weekly early dismissal day for professional development sessions. Supporting our teachers offers our students the best opportunity to learn and succeed. Our teaching staff has also communicated how invaluable these work sessions are in their professional preparation and growth. We plan on building from this practice in the next few years by doing more intentional reflection. Reflection on daily instruction and formative and summative assessments will continue to develop our staff and the practices we employ for teaching and learning. The district has also recognized the benefits of maintaining the teacher-to-student ratio of 1:16. This gives our teachers the best opportunity to support all students with various instructional strategies. The lower numbers have contributed to better social-emotional and mental well-being in student populations. This has also contributed to a more positive, safer, and productive school environment. We are also proud to mention that the state superintendent's office named our school a Distinguished School (one of only eight from Kern County) for 2020.

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>Parents, teachers, other school personnel, local bargaining units, students, KCSOS (SELPA) Administrator, Parent Advisory Committee, Administration</p>	<p>The administration attended Kern County Superintendent of Schools meetings and training to learn best practices and receive updates concerning student learning and safety. Many of our ongoing plans and public hearings were presented for public comment and approved by our local school board. In March 2024, Midway consulted with the Kern County Superintendent of Schools (KCSOS) Special Education Local Plan Area (SELPA) team to seek input regarding developing our 2024-25 LCAP to ensure the district addressed the needs of students with disabilities.</p> <p>Regarding the LCAP and LCAP development, the district communicated regularly with the general community and our labor unions (including CTA - teachers and CSEA) - other school personnel representatives, allowing for conversations and updates to address ongoing changes with addressing how to support students best moving forward with the LCAP for 2024-25. Regular ongoing communications occurred monthly via Zoom, emails, phone calls, and in-person meetings with students, parents, teachers, and the community. Additional feedback was solicited from parents and the community during parent LCAP and parent volunteer meetings. Parent annual surveys were completed and presented to staff and local board members. Midway has one superintendent/principal who communicates quarterly with the Parent Advisory Committee to inform the representative group on LCAP-related news. The district does not have an English Language Advisory Committee (ELLAC) as we have</p>

Educational Partner(s)	Process for Engagement
	<p>less than ten EL students. The Parent Advisory Committee reviewed the LCAP on March 6th, and there were no questions or comments to which the superintendent needed to respond in writing.</p> <p>The 2024-25 LCAP will be presented to the board on June 11th for the required hearing and shared with the public via hardcopy. At the June 18th meeting of the governing board, the LCAP will be adopted, and the Local Indicators will be reported on.</p>

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

Community and parents feedback focused on: continuing to support teachers and paraprofessional support regarding the student-to-teacher ratio, funding intervention programs for possible learning loss due to the COVID pandemic, technology devices and infrastructure improvements in classrooms, and social and mental well-being. LCAP survey feedback from parents, staff, and the community has returned positive responses to overall satisfaction with school programs. They also asked that we continue our "TIGER" recognition program that celebrates academic successes and positive behavior. Our certificated staff discovered at one of our In-service training that most teachers felt that our students needed more practice on multiplication facts and were not receiving enough attention in our daily schedule. During our parent volunteer meetings, it was voiced that our students attending Camp KEEP had an incredible experience during their week-long field trip. Parent surveys had an 81% positive response to the accelerated reading program and a desire to continue it. Building a positive school culture with student safety was a priority for our parents when surveyed.

Other general LCAP feedback throughout the year from parents, students, teachers, other school personnel, and local bargaining units, as well as the community and our Parent Advisory Committee feedback, all focused on the following:

- professional development with technology-related programs and resources
- paraprofessional support for student intervention
- adopt local assessment programs that will evaluate students (Freckle, IXL)
- continue to support teacher to student ratio to 16:1

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Accelerate learning and close achievement gaps in order to become prepared for high school as measured by student outcomes.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

65% of our students live in a rural community with 58% of them unduplicated. Typically, our students come into school requiring more support with their reading in our elementary grades. We purposefully have developed and supported strong reading programs, extra support from instructional aides, and a lower teacher-to-student ratio. Our 2019 CAASPP scores have our students declining in our math scores with 6.1 below standard and our ELA achievement remains high, with 15.6 above standard. our current reading programs and the low teacher-to-student ratio is working, with more students receiving the necessary support. Because of this, we've been able to have our students become successful readers. Our students benefit from having an instructional aide that can support students and teachers with small groups or in a one-to-one setting. We plan to accelerate learning and close achievement gaps through actions such as maintaining additional instructional aides and other additional supplemental supports and will be measured with state and local student outcome metrics as identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 4A Pupil Achievements - points above the standard for CAASPP results - English Language Arts Source: CA School Dashboard	2023 CAASPP ELA: 10.5 points above standard.			CAASPP ELA: 15 points above standard.	
1.2	Priority 4A Pupil Achievements - points above the standard for CAASPP results.	2023 CAASPP Math: 10 points above standard			CAASPP Math: 15 points above standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Statewide Assessments - Math Science (CAST) Source: CA School Dashboard	2023 CAST: 19.04% Met or Exceeded			CAST: 25% Met or Exceeded	
1.3	Priority 4B: % pupils who have successfully completed courses that satisfy the requirements for career technical education sequences and programs of study that align with SBE-approved career technical education standards and frameworks.	NA			NA	
1.4	Priority 4C: % pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks.	NA			NA	
1.5	Priority 4D: % of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C).	NA			NA	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Priority 4E: % of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California. Source: CA School Dashboard	2023-24 (We have 3 English learners) made progress toward English proficiency as per ELPAC.			50% making on-level progress on ELPAC	
1.7	Priority 4F: The English learner reclassification rate as per local criteria/data. Source: Local data and CA School Dashboard	(We have 3 English learners) 2023-24 0% of English learners reclassified.			25% will be reclassified	
1.8	Priority 4G: % of pupils who have passed an advanced placement examination with a score of 3 or higher	NA			NA	
1.9	Priority 4H: % of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.	NA			NA	
1.10	Priority 8: Pupil Outcomes % of students who meet their AR Goals Source: Renaissance Learning	2023-24 80% of students met their AR goal at of end of year 2024.			85% of students will meet their AR goal	

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	Provide supplemental instructional aides to support unduplicated students in classrooms in order to continue to meet their unique needs and improve local and state academic outcomes.	Provide supplemental instructional aides to support unduplicated students in classrooms in order to continue to meet their unique needs and improve local and state academic outcomes.	\$82,891.00	Yes
1.2	Supplemental Reading Supports	Continue with Accelerated Reader, audiobooks, and IXL Learning seek out other web based sites for reading comprehension skills and as incentive programs school wide.	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Supplemental Writing Initiative	Strengthen student writing by adding an additional period and purchasing writing program and supplies.	\$5,000.00	No
1.4	Technology Refresh	Maintain student Chromebooks and connectivity devices in order to ensure that unduplicated students and all students have access to their education for distance learning and in person learning.	\$20,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students have access to standards-aligned curriculum, instruction, instructional materials and to facilities maintained in good repair.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Teachers have benefited from our ongoing weekly and monthly professional development sessions. Supporting our teachers offers our students the best opportunity to learn and succeed. Our teaching staff has also communicated how invaluable these work sessions are in their preparation and growth as a professional. The district has also recognized the benefits of maintaining the teacher-to-student ratio at 1:16. This allows our teachers to have the best opportunity to support all students with a variety of instructional strategies. The lower numbers have contributed to a better social-emotional and mental well-being student population. This has also contributed to a more positive, safer, and productive school environment and this goal is designed to ensure continued standards aligned teaching and learning with lower class sizes and other additional supports that support the metrics identified 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	Priority 1A Teachers appropriately assigned and fully credentialed for assignment Source: Staffing report CALPADS	During the 2023-24 school year, 100% of teachers are appropriately assigned and fully credentialed for assignment as per staffing report.			100% of teachers are appropriately assigned and fully credentialed for assignment as per staffing report.	
2.2	Priority 1B Pupil access to standards aligned materials	During the 2023-24 school year, 100% of students have access to			100% of students have access to standards aligned materials.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: School wide textbook and instructional materials log.	standards aligned materials.				
2.3	Priority 1C School facilities maintained in good repair Source: as measured by the FIT report.	2023-24 School facilities are maintained in good or better repair.			School facilities are maintained in good or better repair.	
2.4	Priority 2A Implementation of CA academic and performance standards Source: CA State Standards Implementation Matrix.	During the 2023-24 school year, Administrative walk-through observations: Proficient Status			Mentor Status	
2.5	Priority 2B How programs/services enable English learners to access CCSS and ELD standards for academic content knowledge and English Language proficiency Source: Review of designated and integrated ELD implementation.	During the 2023-24 school year, 100% of English Learners have access to CCSS and ELD standards for academic content knowledge and English Language proficiency.			100% of English Learners have access to CCSS and ELD standards for academic content knowledge and English Language proficiency.	
2.6	Priority 7A	2023-24 100% of students will have			100% of students will have access to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of students having access to and are enrolled in a broad course of study Source: Review of daily schedules.	access to a broad course of study.			a broad course of study.	
2.7	Priority 7B Percent of students having access and are enrolled in programs/services for unduplicated pupils Source: Review of daily schedules.	2023-24 100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies, and Science required by the State and District.			100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies, and Science required by the State and District.	
2.8	Priority 7C Programs and services developed and provided to students with disabilities Source:Local IEP review.	2023-24 100% of students with disabilities participate in programs and receive services developed to provide additional supports as per IEP review.			100% of students with disabilities participate in programs and receive services developed to provide additional supports as per IEP review.	

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	Instructional Materials	Purchase and implement state adopted standards-based CCSS instructional materials (textbooks, supplemental, consumables, etc.) in all subjects	\$15,000.00	No
2.2	Certificated Professional Development	Provide ongoing professional development support for the implementation of the Common Core State Standards in ELA, math, History- social science and science - targeting low income students.	\$15,000.00	No
2.3	Educational Field Trips	Explore strategies to extend learning opportunities for all students that include STEM, Camp KEEP and educational field trips.	\$8,000.00	No
2.4	Maintain smaller class size	Continue TK-8 grade class sizes of 16:1 teacher to student ratio in order to meet the unique needs of our unduplicated students. This service supports instructional strategies that allow for more individual attention for unduplicated students and supports the learning for all students.	\$171,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Improve and/or Maintain School Facilities	Improve and/or maintain school facilities. Ensure that school is modernized, safe, clean, and in good repair that fosters academic achievement.	\$86,000.00	No
2.6	English Learner additional resources.	Provide our English learners with additional resource and supports to increase his language proficiency.	\$2,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide and maintain a safe, positive school climate that engages all stakeholders every day as measured by increased attendance, decreased chronic absenteeism and efforts to engage stakeholders.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We understand that parent engagement is an important part to student success at school and in the community. We also understand that communication, messaging and relationships are vital components that allow for a more connected school to home experience. This allows for consistent dialogue between district, teacher and parent that directly influences student educational and behavioral outcomes. Developing and maintaining a recognition program that promotes academic success, anti-bullying and positive behavior is critical to ensuring student safety and learning. Through this goal we will ensure a safe and positive school climate that engages all stakeholders through engagement oriented actions as measured by parent engagement, school attendance and school climate metrics as identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 3A Efforts to seek parent input in decision making for district and school sites. Source: Records of outreach efforts	During the 2023-24 school year, 100% of parents of unduplicated students received invitations to give input for school-wide decision-making through automated phone calls, flyers, and the school website.			100% of parents of students will receive invitations to give input for school wide decision making through automated phone calls, flyers, and school website.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Priority 3B How district promotes participation of parents for unduplicated pupils. Source: Records of outreach efforts	During the 2023-24 school year, 100% of Parents of unduplicated students were invited to all campus student and parent events via additional notification and phone call reminders / emails / electronic text messaging.			100% of Parents of unduplicated students will be invited to all campus student and parent events via additional notification and phone call reminders / emails / electronic text messaging.	
3.3	Priority 3C How district promotes participation of parents of students with disabilities. Source: Records of outreach efforts	2023- 24 100% of parents of students with disabilities received additional reminders and notifications of their student's PT conferences and IEPs (this includes making confirmation phone calls and being flexible by making time for necessary meetings.)			100% of parents of students with disabilities receive additional reminders and notifications of their student's PT conferences and IEPs (this includes making confirmation phone calls and being flexible by making time for necessary meetings.)	
3.4	Priority 5A School attendance rates Source: Local SIS data/ KiDS	2023-24. 93% student attendance rate.			95% student attendance rate.	
3.5	Priority 5B Chronic absenteeism rates Source: CA School Dashboard	2023-24 12% of All Students were Chronically Absent.			9% of All Students were Chronically Absent.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Priority 5C: Middle school dropout rates Source: DataQuest.	2023-24 Middle School Dropout rates: 0%			0%	
3.7	Priority 5D: High school dropout rates	N/A			N/A	
3.8	Priority 5E: High school graduation rates	N/A			N/A	
3.9	Priority 6A: Pupil suspension rates Source: CA School Dashboard.	2023-24 6% Suspension rate			3% Suspension rate	
3.10	Priority 6B: Pupil expulsion rates Source: DataQuest	2023-24 Expulsion Rate: 0%			0%	
3.11	Priority 6C: Other local measures of sense of safety and school connectedness Source:	During the 2023-24 school year, 100% of parents received the annual parent survey to help assess the experiences and views of parents related to school climate, student achievement, and parent outreach.			Baseline 100% of parents will receive the annual parent survey to help assess the experiences and views of parents related to school climate, student achievement, and parent outreach.	

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	Parent Communication and Involvement	Continue to fund School Messenger, school website, parent volunteers meetings, SSC/DAC, Jupiter Ed and parent surveys that help with parent communication and involvement.	\$2,000.00	No
3.2	TIGER Program for Student Recognition and Positive Culture	Purchase awards and supplies for "Tiger" school-wide program that promotes connectedness, student recognition, anti-bullying behavior, academic excellence and positive school culture.	\$5,000.00	No
3.3	Chronic Absences / SARB	Continue county-wide process for addressing chronic absences through SARB. RETIRED AS OF 6/2023	\$0.00	No

Action #	Title	Description	Total Funds	Contributing

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
\$47321	\$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
7.710%	0.000%	\$0.00	7.710%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Provide supplemental instructional aides to support unduplicated students in classrooms in order to continue to meet their unique needs and improve local and state academic outcomes.</p> <p>Need: The school community is rural and lacks community resources such as access to pre-schools, libraries, parks, and recreational</p>	<p>Instructional aides assist with supporting the reading process. This allows teachers and aides to provide more targeted instruction to each student. We are providing this on a LEA wide basis to support target instruction.</p>	1.1 and 1.2

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>services, as well as health clinics and healthy food choices. We received feedback from staff and parents that an aide in the class would help support student learning with individual instruction and small groups.</p> <p>Scope: LEA-wide</p>		
2.4	<p>Action: Maintain smaller class size</p> <p>Need: The school community is rural and lacks community resources such as access to pre-schools, libraries, parks, and recreational services, as well as health clinics and healthy food choices. Educational Partner feedback reports the importance of smaller class sizes in order to provide differentiated assistance to all students.</p> <p>Scope: LEA-wide</p>	<p>It allows for quick intervention with individual student and small groups. Differentiated instruction is achieved at a higher level with a 16:1 ratio. This action will be provided on an LEA-wide basis because smaller class sizes will benefit all students.</p>	2.4

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
2.6	<p>Action: English Learner additional resources.</p> <p>Need: English learners require manipulatives and supplemental curriculum to differentiate instruction. Teachers report that these extra materials will help them meet the needs of their English Learners.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Action allows for the purchase of materials to support the needs of our English learners.	Metric 2.5

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

Not applicable

Additional Concentration Grant Funding

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

Not applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:14
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:17

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	613744	47321	7.710%	0.000%	7.710%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$295,000.00	\$38,500.00	\$0.00	\$83,991.00	\$417,491.00	\$345,491.00	\$72,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Provide supplemental instructional aides to support unduplicated students in classrooms in order to continue to meet their unique needs and improve local and state academic outcomes.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three years	\$82,891.00	\$0.00	\$57,000.00	\$13,500.00	\$0.00	\$12,391.00	\$82,891.00	
1	1.2	Supplemental Reading Supports	All	No			All Schools	Three years	\$5,000.00	\$0.00		\$5,000.00			\$5,000.00	
1	1.3	Supplemental Writing Initiative	All	No			All Schools	2024-25 School Year	\$0.00	\$5,000.00		\$5,000.00			\$5,000.00	
1	1.4	Technology Refresh	All	No			All Schools	2024-25 School Year	\$0.00	\$20,000.00				\$20,000.00	\$20,000.00	
2	2.1	Instructional Materials	All	No			All Schools	2024-25 School Year	\$0.00	\$15,000.00		\$15,000.00			\$15,000.00	
2	2.2	Certificated Professional Development	All	No			All Schools	2024-25 School Year	\$0.00	\$15,000.00				\$15,000.00	\$15,000.00	
2	2.3	Educational Field Trips	All	No			All Schools	2024-25 School Year	\$0.00	\$8,000.00				\$8,000.00	\$8,000.00	
2	2.4	Maintain smaller class size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three Years	\$171,600.00	\$0.00	\$150,000.00			\$21,600.00	\$171,600.00	
2	2.5	Improve and/or Maintain School Facilities	All	No			All Schools	Three Years	\$86,000.00	\$0.00	\$86,000.00				\$86,000.00	
2	2.6	English Learner additional resources.	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools	Three Years	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
3	3.1	Parent Communication and Involvement	All	No			All Schools	Three years	\$0.00	\$2,000.00				\$2,000.00	\$2,000.00	
3	3.2	TIGER Program for Student Recognition and Positive Culture	All	No			All Schools	Three years	\$0.00	\$5,000.00				\$5,000.00	\$5,000.00	
3	3.3	Chronic Absences / SARB	All	No			All Schools		\$0.00	\$0.00				\$0.00	\$0.00	

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
613744	47321	7.710%	0.000%	7.710%	\$209,000.00	0.000%	34.053 %	Total:	\$209,000.00
								LEA-wide Total:	\$207,000.00
								Limited Total:	\$2,000.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Provide supplemental instructional aides to support unduplicated students in classrooms in order to continue to meet their unique needs and improve local and state academic outcomes.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$57,000.00	
2	2.4	Maintain smaller class size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
2	2.6	English Learner additional resources.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$381,900.00	\$304,934.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Instructional Aides	Yes	\$70,400.00	41250
1	1.2	Supplemental Reading Supports	No	\$5,000.00	6000
1	1.3	Supplemental Writing Initiative	No	\$5,000.00	3600
1	1.4	Technology Refresh	No	\$20,000.00	17300
2	2.1	Instructional Materials	No	\$15,000.00	7000
2	2.3	Certificated Professional Development	No	\$15,000.00	2300
2	2.4	Educational Field Trips	No	\$8,000.00	9200
2	2.5	Maintain smaller class size	Yes	\$150,000.00	144240
2	2.6	Improve and/or Maintain School Facilities	No	\$86,000.00	70000
2	2.7	English Learner additional resources.	Yes	\$500.00	444
3	3.1	Parent Communication and Involvement	No	\$2,000.00	1100

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	3.2	TIGER Program for Student Recognition and Positive Culture	No	\$5,000.00	2500
3	3.3	Chronic Absences / SARB	No	\$0.00	0

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)
52193	\$207,500.00	\$185,934.00	\$21,566.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional Aides	Yes	\$57,000.00	41250	0	
2	2.5	Maintain smaller class size	Yes	\$150,000.00	144240	0	
2	2.7	English Learner additional resources.	Yes	\$500.00	444	0	

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)
677009	52193	0	7.709%	\$185,934.00	0.000%	27.464%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).