

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chico Country Day School

CDS Code: 04614246113773

School Year: 2024-25

LEA contact information:

Wendy Fairon

Executive Director

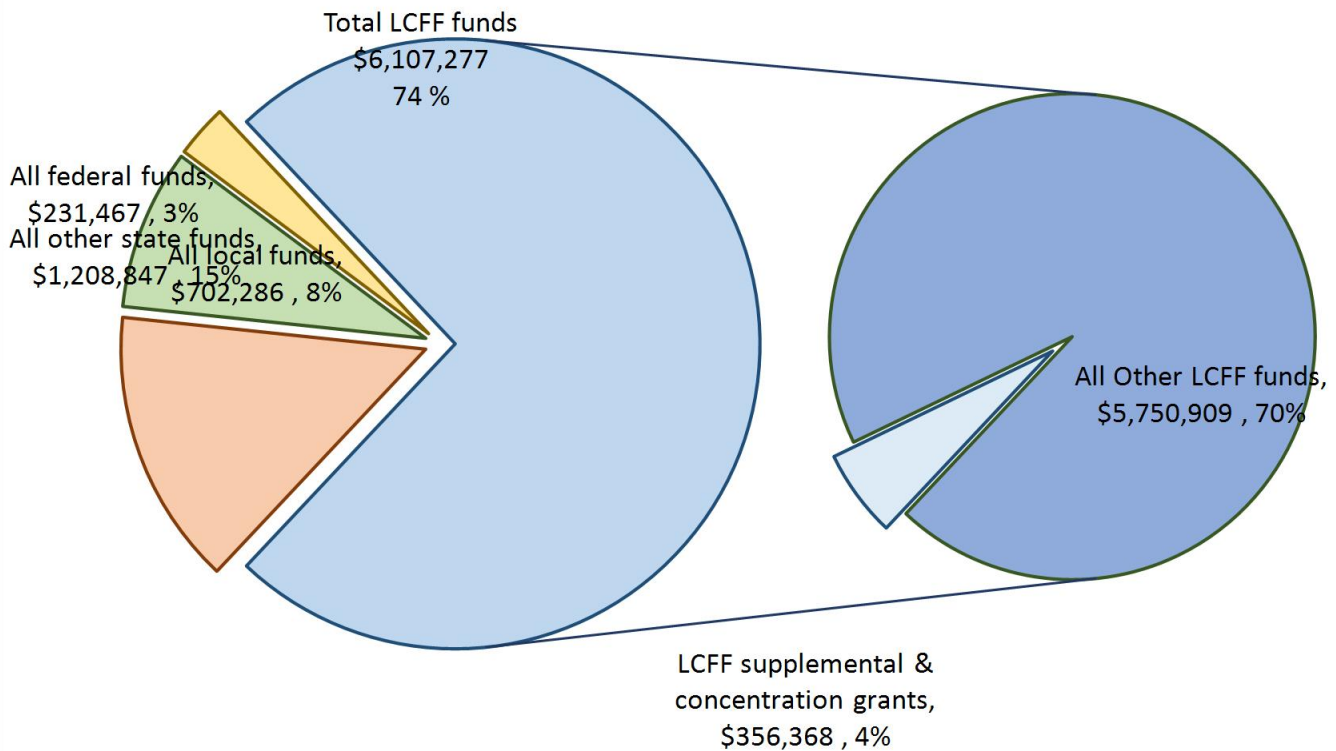
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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

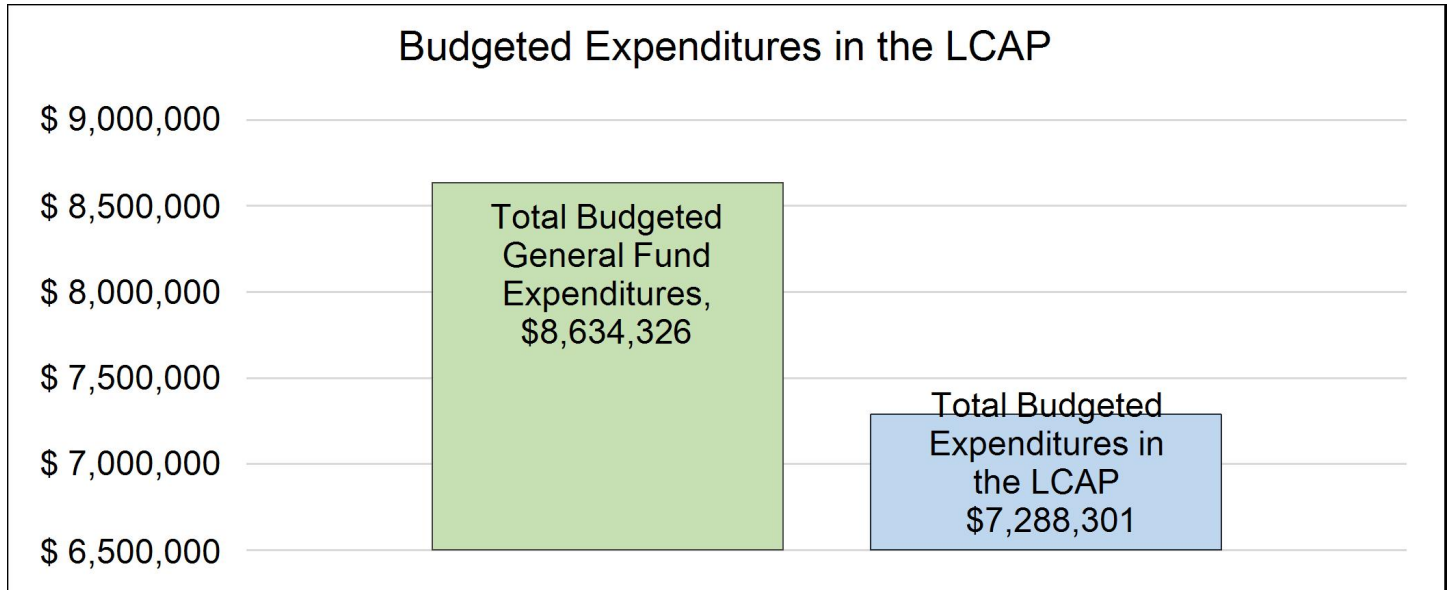


This chart shows the total general purpose revenue Chico Country Day School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Chico Country Day School is \$8,249,877, of which \$6107277 is Local Control Funding Formula (LCFF), \$1208847 is other state funds, \$702286 is local funds, and \$231467 is federal funds. Of the \$6107277 in LCFF Funds, \$356368 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 Chico Country Day School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Chico Country Day School plans to spend \$8634326 for the 2024-25 school year. Of that amount, \$7288301 is tied to actions/services in the LCAP and \$1,346,025 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

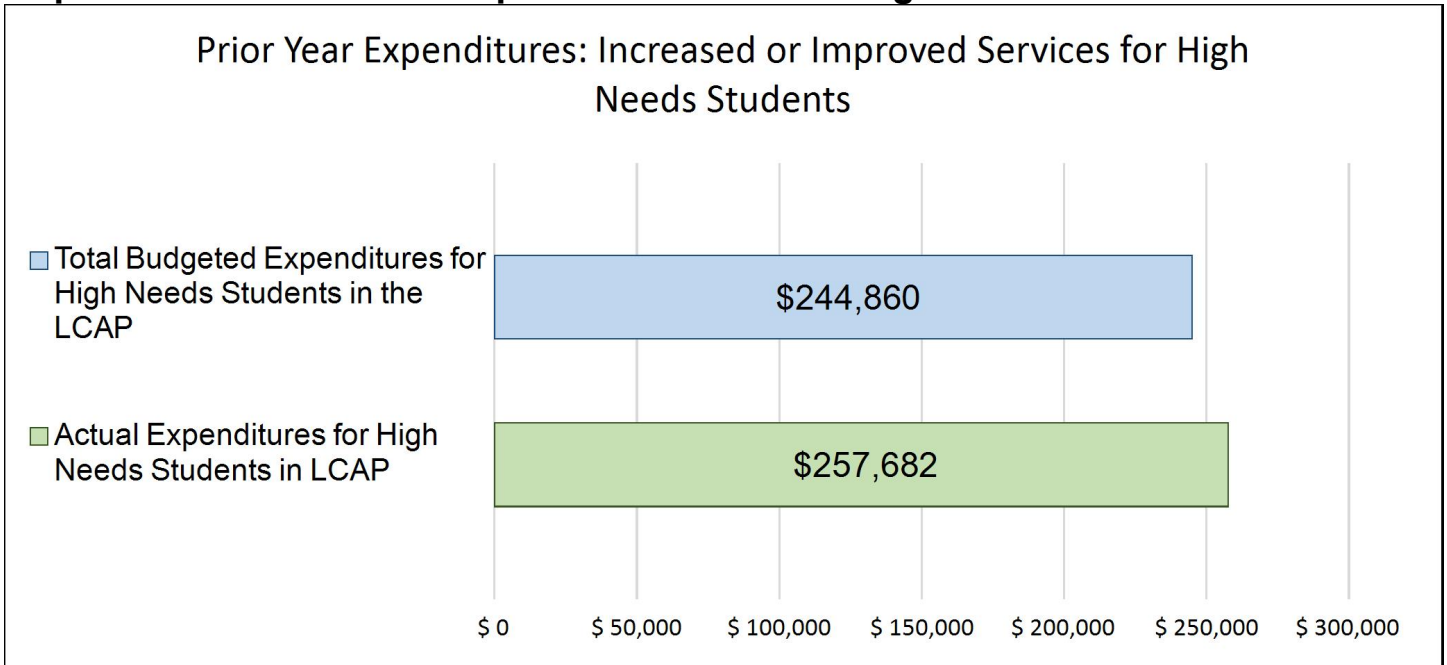
General Fund expenditures not in the LCAP include expenditures funded through non-LCFF sources such as Special Education, After school programming, Arts/Music, Athletics and enrichment programs, etc.

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

In 2024-25, Chico Country Day School is projecting it will receive \$356368 based on the enrollment of foster youth, English learner, and low-income students. Chico Country Day School must describe how it intends to increase or improve services for high needs students in the LCAP. Chico Country Day School plans to spend \$356368 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 Chico Country Day School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Chico Country Day School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Chico Country Day School's LCAP budgeted \$244,860 for planned actions to increase or improve services for high needs students. Chico Country Day School actually spent \$257,682 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chico Country Day School	Wendy Fairon Executive Director	wfairon@chicocountryday.org 530-895-2650

Goals and Actions

Goal

Goal #	Description
1	Ensure High Quality Work: CCDS students create high-quality work characterized by complexity, authenticity, and craftsmanship that invites family and community members to participate in student learning and reflection.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student project exhibitions include evidence of reading, writing , or mathematical reasoning skills aligned with CCSS.	95%	95%	100%	98%	100%
Students engage in project based learning or exhibition	95%	95%	98%	98%	100%
Families attending a student led conference (which includes our unduplicated)	90%	95%	95%	98%	98%
Family survey responses indicate	79%	87%	91%	84%	98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
strongly agree and agree, “CCDS provides a high quality educational program for all students.”					
Provide a variety opportunities for school community to provide input	email, surveys, in person meetings, virtual meetings	email, surveys, in person meetings, virtual meetings, focus groups, family collaboratives	email, surveys, in person meetings, virtual meetings, focus groups, family collaboratives, one on one parent meetings with administration, WASC focus group opportunities	email, surveys, in person meetings, virtual meetings, focus groups, family collaboratives, one on one parent meetings with administration, Strategic Planning Focus groups, Vision, Mission, and values survey, Monthly Parent Advisory Committee meetings, School Calendar Survey, Parent Learning Survey, Teacher newsletters, Weekly Thursday Efler	increased opportunities for school community input
Percent of credentialed teachers	100%	100%	97%	100%	100%
Percent of students with access to CCSS aligned curricular materials.	100%	100%	100%	100%	100%

Goal Analysis

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

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

In the previous year, Chico Country Day School (CCDS) aimed to achieve a set of clearly defined metrics aligned with the goal of ensuring high-quality student work. The metrics included:

Student Project Exhibitions: Target of 100% of exhibitions to showcase CCSS-aligned skills in reading, writing, and mathematical reasoning was met, reflecting effective project-based learning practices.

Student Engagement: Aimed for 100% engagement in project-based learning, which was nearly achieved with a 98% outcome, indicating strong engagement but slightly below the target.

Family Participation: The goal was to have 98% of families attend student-led conferences. The actual participation rate met the expected outcomes, demonstrating successful family engagement.

Family Survey Satisfaction: Targeted a satisfaction rate where families felt the school provided a high-quality educational program. There is continued growth as shown by the survey responses, showing a positive response from the community.

Substantive Differences in Planned Actions vs. Actual Implementation:

While the planned actions were largely successful, there were a few areas where the actual implementation slightly diverged from initial plans:

Increased Opportunities for Community Input: The school planned to maintain robust community engagement through various channels. While they succeeded in doing so, the introduction of additional focus groups and parent advisory meetings further enhanced community input beyond initial expectations.

Teacher Credentials and Materials: The school aimed for 100% of teachers to be credentialed and for all students to have access to CCSS-aligned materials. This goal was met, reflecting strong adherence to planned actions.

Effectiveness of Actions:

The actions taken were largely effective in progressing towards the goal. The slight discrepancies in student engagement metrics (98% versus the targeted 100%) suggest a need for slight adjustments in engagement strategies or educational approaches to fully meet the goal.

Changes for the Coming Year:

Reflecting on the past year's performance, CCDS plans to adjust its approach to ensure that the slight shortfall in engagement and exhibition metrics is addressed. This may involve more tailored interventions or additional support mechanisms to boost student participation and performance in project-based activities.

Overall, the school's efforts to engage students, families, and the community in the educational process have been effective, with most planned actions implemented as intended and achieving near or full success in meeting their targets. Moving forward, the school aims to refine its strategies to close any small gaps and continue fostering an environment of high-quality education and community involvement.

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.

N/A

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

The specific actions implemented to achieve this goal have produced positive outcomes in most of the associated metrics, demonstrating their effectiveness.

Performance: Progressed from 79% to 98% agreement.

Analysis: The significant improvement in family survey responses reflects highly effective communication and engagement actions by the school.

Effectiveness

The specific actions taken under Goal 1 have been largely effective in achieving the desired outcomes across all metrics. The consistent and significant year-over-year improvements across these metrics suggest that the strategies employed were well-aligned with the goal of improving the quality of student work and family engagement. These actions included curriculum development, teacher training, student workshops, and family engagement programs, all designed to enhance the quality and showcase of student work.

Moving Forward

With the success observed, it would be beneficial for CCDS to continue these actions while seeking to refine and expand them where necessary to push the few metrics that did not reach 100% to their target. Additionally, according to the LCAP guidelines, any action that did not fully meet its goal by the end of the three-year period should be evaluated and adjusted for the next cycle. For CCDS, this might involve intensifying family outreach programs or incorporating more feedback mechanisms to ensure that all metrics reach their targets in future cycles.

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.

N/A

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	Enhance Student-Centered Instruction: CCDS teachers design classroom instruction that provides access and challenge for all students, encouraging them to grapple, share their thinking, and construct knowledge together.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard ELA Indicator will maintain or increase	All student group: 18-19 school year Blue (47 points above standard)	All student group: 20-21 school year students meeting or above standard 60%	All student group: 21-22 school year 26.6 points above standard	All student groups: 22-23 school year 20.7 points above standard	Maintains or improves
CA Dashboard Math Indicator will maintain or increase	All student group: 18-19 school year Green (15 points above standard)	All student groups: 20-21 school year students meeting or above standard 46%	All student groups: 21-22 school year 11.4 below the standard	All student groups: 22-23 school year 26.4 points below standard	Maintains or improves
Number of faculty trained and participating in Project Based Learning	100%	100%	100%	100%	100%
English language learner progress (CA Dashboard) and	N/A (Too few students to report publicly)	N/A (Too few students to report publicly)	N/A (Too few students to report publicly)	N/A (Too few students to report publicly)	N/A (Too few students to report publicly)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC Reclassification rates					
Number of student survey responses positively indicate the statement “Adults at my school believe that I can be successful.” And answer positively to the question “ Do you do work that matters?”	86%	Survey question: My teacher believes in my ability to learn. 93% positive response Survey question: I feel challenged by the work I do at school. 73% positive response.	Survey question: My teacher believes in my ability to learn. 91% positive response Survey question: I feel challenged by the work I do at school. 78% positive response.	CalHope survey: "Adults at my school care about me" 75% "Adults at school believe I can do great things" 81%	95%
Number of students meeting end of year Fast bridge benchmarks	N/A	End of year results Early reading Tk-1st at benchmark: 36% Early math Tk-1st at benchmark: 71% ELA 2nd-8th at benchmark: 70% Math- 2nd-8th at benchmark: 66%	End of year results Early reading Tk-1st at benchmark: 34% Early math Tk-1st at benchmark: 70% ELA 2nd-8th at benchmark: 67% Math- 2nd-8th at benchmark: 65%	Winter Results Reading 2nd-8th grade: 68% at or above 20% Some Risk 12% High Risk K-1 36% at or above 36% Some Risk 28% High Risk Math 2nd-8th Grade 68% at or above 24% Some Risk 8% High Risk	75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				K-1 80% at or above 16% Some Risk 4% High Risk	
Number of students who are "Meeting" and "Advanced" in Competency based measures used in Altitude (EPMA)	75%	75%- will not use this metric next year	n/a	n/a	90%
CA Dashboard Science (CAST) will maintain or increase	N/A	All students groups 20-21 school year students meeting or above standard: 39%	All students groups 21-22 school year students meeting or above standard: 56.42%	All students groups 22-23 school year 41.03% Met or Exceeded Standard for Science	maintain or increase
Utilizing CSSI standards rubric: current staff self analysis (implementation of CCSS)	90%	ELA/Literacy- 80% Math-76% Science/NGSS-55%	ELA/Literacy- 80% Math-81% Science/NGSS-71%	ELA/Literacy- 71% Math- 83% Science/NGSS- 66%	95%
School community knowledge of CCDS graduate profile	15%	Parents/Guardians: 63% Students: 79% CCDS Staff: 86%	Parents/Guardians: 67% Students: 77% CCDS Staff: 100%	Parents/Guardians: 67% Students: 77% CCDS Staff: 100%	95%

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.

Chico Country Day School (CCDS) had several metrics to measure the effectiveness of its student-centered instructional practices:

CA Dashboard ELA and Math Indicators: The school aimed to maintain or improve its performance relative to state standards. While the ELA indicator saw a decrease (20.7 points above standard compared to the previous 26.6 points), the Math indicator experienced a more significant drop (26.4 points below standard from 11.4 below). These outcomes suggest a challenge in maintaining the desired level of performance.

Project Based Learning: The school successfully maintained 100% participation in Project-Based Learning (PBL), meeting its target and confirming the consistent implementation of PBL methodologies.

English Language Learner Progress: Due to the low number of English language learners, specific public reporting was not applicable; however, the school continued to support these students through tailored instructional strategies.

Substantive Differences in Planned Actions vs. Actual Implementation:

There were a few notable differences between planned actions and actual implementation:

Implementation of State Standards: While the school planned to at least maintain or improve performance in state indicators for ELA and Math, actual results indicated a decline, particularly in Math. This divergence highlights areas where the instructional strategies may need reevaluation or additional support.

Instructional Practices: The school planned to incorporate teaching methods to enhance student engagement and understanding. Although there was strong adherence to implementing project-based learning, the decrease in performance on standardized indicators suggests that these methods may need to be better aligned with state standards or supplemented with additional supports to ensure effectiveness.

Effectiveness of Actions:

The actions towards enhancing student-centered instruction were effective in maintaining high levels of engagement and implementing project-based learning across all grades. However, the effectiveness of these actions in improving or maintaining standardized test scores was less successful, indicating a potential area for adjustment in the instructional approach or additional teacher training.

Changes for the Coming Year:

Given the mixed results, CCDS plans to reassess its instructional strategies, particularly those related to preparing students for standardized assessments. The school may look into further professional development for teachers in aligning project-based learning with state standards and exploring additional instructional resources that can help bridge the gap between engaging, student-centered learning and standardized achievement.

Overall, while CCDS successfully implemented many of its planned student-centered instructional strategies, the challenge remains in aligning these strategies with improved performance on standardized metrics. The school is committed to adjusting its approaches to better meet these goals in the coming year.

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.

n/a

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

While some actions demonstrated effectiveness, others were less successful, suggesting areas for potential adjustment.

1. CA Dashboard ELA and Math Indicators

Metric: Maintain or increase scores on CA Dashboard ELA and Math Indicators.

Performance:

ELA: There was a decline in performance from 26.6 points above standard to 20.7 points above standard.

Math: Performance declined significantly from 11.4 points below standard to 26.4 points below standard.

Analysis: These metrics indicate a notable decrease, particularly in Math, showing the ineffectiveness of current student-centered instructional strategies in maintaining or improving standardized test scores. The decline suggests that while the school's project-based learning approach may be strong, its alignment with state standards needs reevaluation and strengthening.

2. Project Based Learning Engagement

Metric: Number of faculty trained and participating in Project Based Learning.

Performance: Consistently 100% throughout the cycle.

Analysis: This metric shows that the school successfully implemented project-based learning with full faculty participation, reflecting effective action in enhancing student-centered instructional practices.

3. English Language Learner Progress

Metric: Too few students to report publicly.

Analysis: Due to the low number of English language learners, specific reporting was not applicable; however, ongoing support through tailored instructional strategies was maintained.

4. Student Survey Responses on Engagement

Metric: Survey responses on student engagement and belief in success.

Performance: Responses showed that a high percentage of students felt their teachers believed in their ability to learn, though there was a slight decrease in the feeling of being challenged by schoolwork.

Analysis: The responses suggest that while students feel supported, the level of challenge may not be fully meeting the needs of all students, pointing to areas where instructional practices could be improved to enhance cognitive engagement.

Effectiveness:

The actions under Goal 2 have been mixed in effectiveness. The 100% engagement in project-based learning indicates a successful implementation of these practices at a structural level. However, the decline in performance on standardized tests, particularly in Math,

highlights a critical area of ineffectiveness. It suggests that while the instructional methods may be engaging, they may not adequately prepare students for standardized assessments, or they may need better integration with the core curriculum standards.

Moving Forward

Given the mixed results, CCDS should consider reevaluating its instructional strategies, particularly those related to state testing preparation. Enhancements might include additional professional development for teachers on integrating CCSS more effectively within a project-based learning framework and exploring new methods or resources to bridge the gap between engaging instructional methods and the demands of standardized testing.

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

This year we changed the graduate profile to the learner outcomes based on feedback from our educational partners. This is the reason we did not send out surveys regarding the graduate profile. Full implementation is set for 2024-25 school 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	Nurture a Culture of Belonging and Connection: CCDS will create a safe, inclusive environment where all students feel a sense of belonging, are supported with socio-emotional needs, develop strong relationships and experience joy.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of chronic absenteeism	4%	4.8%	9.4%	11.5%	3%
Rate of chronic absenteeism SED students	6%	8.1%	15.8%	26.1%	4.5%
P2 attendance rate	96%	94.91 %	94.48%	95%	98%
Suspension rate	1.5%	0.2%	1.2%	1.2%	1.0%
Percent of facility inspections that are in "good repair"	95%	100%	100%	100%	98%
Student respond to the statements: "I feel happy to be at CCDS", "I want to do my best"	85%	85%	I enjoy learning at school- 74% positive response. I feel challenged by work I do at school- 78% positive responsive	CalHope Survey: " I felt joy or happiness" 80% "Adults at my school care about me" 75%	95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion rate	0%	0%	0%	0%	0%
Middle school drop out	0%	0%	0%	0%	0%

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.

Chico Country Day School (CCDS) pursued several metrics to foster a culture of belonging and connection:

Chronic Absenteeism Rates: The goal was to reduce the rate of chronic absenteeism to 3% for all students and 4.5% for socio-economically disadvantaged (SED) students. However, the rates increased to 11.5% for all students and 26.1% for SED students, indicating a significant challenge in achieving this target.

Student Suspension Rates: The target was to reduce the suspension rate to 1.0%. The actual rate remained at 1.2%, showing that while the school was close to its target, there is still room for improvement.

Student Happiness and Engagement: The desired outcome was a 95% positive response to statements about happiness and engagement at school. The actual responses were somewhat lower, particularly regarding how challenged students felt by their work.

Substantive Differences in Planned Actions vs. Actual Implementation:

There were several differences in planned versus actual implementation, particularly regarding student attendance and engagement:

Addressing Chronic Absenteeism: The increase in absenteeism rates, especially among SED students, was contrary to the goal of reducing these rates. This suggests that either the planned interventions were less effective than anticipated.

Enhancing Student Engagement: While efforts were made to make the school environment more inclusive and engaging, the lower than expected happiness and engagement metrics indicate that these efforts may not have fully reached or impacted all student groups as planned.

Effectiveness of Actions:

The actions aimed at nurturing a culture of belonging and connection had mixed effectiveness. Efforts to reduce suspension rates and improve facility conditions were relatively successful, showing adherence to safety and inclusivity standards. However, the significant rise in chronic absenteeism and the less than targeted positive responses on student happiness and engagement highlight areas where the school needs to enhance its strategies.

Changes for the Coming Year:

In response to the challenges faced in the previous year, CCDS plans to implement more targeted strategies to reduce absenteeism, such as:

Enhanced Support Systems: Introducing more robust support systems for socio-economically disadvantaged students, potentially including more direct outreach, mentoring, and support services.

Revising Engagement Strategies: Reevaluating and potentially revising student engagement initiatives to ensure they are effectively meeting the diverse needs of the student body, with a particular focus on inclusivity and emotional support.

Overall, while CCDS made strides in creating a supportive and inclusive school environment, the outcomes indicate significant areas for improvement. The school is committed to refining its approaches to better support all students, particularly those who are at a higher risk of disengagement and absenteeism.

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.

n/a

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

For Goal 3, "Nurture a Culture of Belonging and Connection," the effectiveness of Chico Country Day School's actions throughout the three-year LCAP cycle reflects a mix of successes and areas for improvement.

1. Chronic Absenteeism Rates

Metric: Reduce chronic absenteeism rates to 3% for all students and 4.5% for socio-economically disadvantaged (SED) students.

Performance: Increased to 11.5% for all students and 26.1% for SED students.

Analysis: These outcomes suggest a significant increase contrary to the targets, indicating that the actions taken were not effective. The rise in absenteeism, especially among SED students, highlights the need for more targeted interventions.

2. Suspension Rates

Metric: Reduce the suspension rate to 1.0%.

Performance: Remained stable at 1.2%.

Analysis: This metric shows a slight reduction, although not meeting the targeted goal. It suggests moderate effectiveness of the disciplinary measures and interventions aimed at maintaining a supportive school environment.

3. Student Engagement and Happiness

Metric: Achieve a 95% positive response to statements about happiness and engagement at school.

Performance: Responses were lower than expected with specific concerns about students feeling challenged.

Analysis: This indicates partial effectiveness. While efforts to foster a positive school environment are in place, they might not be fully reaching all student groups or effectively addressing their engagement needs.

Effectiveness Summary

The strategies employed under Goal 3 have shown mixed results:

Ineffective in Reducing Absenteeism: The increase in absenteeism rates suggests that existing strategies may not be sufficiently addressing the underlying issues affecting attendance, particularly for vulnerable student groups.

Moderately Effective in Managing Discipline: The stabilization of suspension rates close to the target suggests some success in disciplinary practices but indicates room for improvement.

Partially Effective in Enhancing Engagement and Well-being: The feedback on student happiness and engagement highlights that while some students feel supported, the overall challenge and engagement levels need enhancement to meet the desired outcomes.

Moving Forward

In light of these results:

Intensify Interventions for Reducing Absenteeism: Implement more robust, targeted strategies such as increased counseling services, family engagement programs, and attendance incentives, particularly focusing on SED students.

Refine Disciplinary and Support Measures: Continue refining the approach to discipline to further reduce suspension rates, integrating restorative practices that support positive behavior.

Enhance Engagement Strategies: Reevaluate and enhance engagement strategies, ensuring they are inclusive and effectively meet the diverse needs of the student body. This may include differentiated instruction, increased extracurricular activities, and more frequent feedback loops between students and staff to gauge and respond to student needs dynamically.

By focusing on these areas, CCDS can better nurture a culture of belonging and connection, aligning more closely with its articulated goals and making significant strides in supporting all students effectively.

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

n/a

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

Goals and Actions

Goal

Goal #	Description
4	Support For Struggling Students: CCDS schools provide targeted interventions to students in need of additional support.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students receiving Rtl services	10% of student population	Fall: 17% of students served in Tk-5 Winter: 22% of students served in TK-5 Spring: 21.2% of students served in Tk-5	Fall: 5% of students served in Tk-5 Winter: 7% of students served in TK-5 Spring: 6% of students served in Tk-5	Fall: % of students served in Tk-5 43.5% Spring: % of students served in TK-5 28%	Maintain or improve
Number of students who exit Rtl services	30% of the students served	21% of students served in Tk-5th grade have been exited	10% of students served in Tk-5th grade have been exited.	33% of students served in Tk-5 grade have been exited.	Maintain or improve
Number of students who receive direct instruction in SEL	70% of student population	100% Second Step TK-5 Advisory groups: 6th-8th with monthly SEL topics	100% Second Step TK-5 Advisory groups: 6th-8th with monthly SEL topics	100% RULER Implementation in TK - 8th and Advisory groups in 6th - 8th	95% of student population
Number of students who participate in SEL intervention groups	3% of the student population	27% in intervention groups Tk-8	17% in intervention groups Tk-8	17% of the population in intervention groups TK - 8	5% of the student population

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

Goal Analysis

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

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

Chico Country Day School (CCDS) aimed to offer substantial support through Response to Intervention (Rtl) services and Social Emotional Learning (SEL) programs.

Number of Students Receiving Rtl Services: The school aimed to maintain or improve the percentage of students receiving Rtl services. Over the year, there was a significant fluctuation in the number of students served each term, with a notable increase in the Fall but a decrease in the Spring. Which indicates that fewer students needed intervention support.

Number of Students Who Exit Rtl Services: The percentage of students who successfully exited Rtl services showed improvement in the last year, surpassing the previous year's outcomes and indicating effective intervention strategies.

Number of Students Receiving Direct Instruction in SEL: The school aimed for 95% of the student population to participate in direct SEL instruction, achieving 100% participation. This indicates successful implementation of SEL programs across all grades.

Number of Students Participating in SEL Intervention Groups: The school aimed to maintain or reduce the percentage of students in SEL intervention groups, reflecting improved overall emotional and social health. The percentage remained stable, indicating ongoing needs but consistent support.

Substantive Differences in Planned Actions vs. Actual Implementation:

The school planned for a consistent and expanding support for students through Rtl and SEL programs.

Rtl Participation: The school hired a full time RTI coordinator and as a result we saw increase of students who were being serviced and exited from the need for academic intervention.

SEL Intervention Participation: As the school rolls out full RULER implementation we still see the need for students in intervention groups who might require more time or different strategies.

Effectiveness of Actions:

The Rtl and SEL interventions were effective in engaging all targeted students in SEL programs and improving the number who exited Rtl services. However, the effectiveness of Rtl in maintaining consistent support throughout the year varied, suggesting areas for improvement in how interventions are managed or adapted to student needs over time.

Changes for the Coming Year:
Based on last year's reflections, CCDS plans to:

Continue to Enhance Rtl Program: Adjust the Rtl approach to ensure academic support possibly through more frequent assessments or tailored intervention strategies.

Deepen SEL Programs: Continue to build on the success of the SEL programs with possibly more targeted interventions aimed at specific student groups showing less improvement, to further reduce the need for ongoing SEL intervention groups.

Overall, while CCDS has effectively implemented many of its planned interventions for struggling students, the insights from last year's data indicate that continuous improvement and adaptation in strategies will be essential for better and more consistent outcomes in student support.

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.

n/a

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

1. Number of Students Receiving Rtl Services

Metric: Maintain or improve the percentage of students receiving Rtl services.

Performance: Fluctuations were noted, with a notable increase in the Fall but a decrease in the Spring of the final year.

Analysis: The actions were partially effective. The introduction of a full-time Rtl coordinator helped increase the number of students serviced. However, the inconsistency across terms suggests the need for more stable and sustained intervention strategies.

2. Number of Students Who Exit Rtl Services

Metric: Increase the percentage of students who successfully exit Rtl services.

Performance: Improvement was seen in the final year, with 33% of students exiting Rtl services compared to lower percentages in previous years.

Analysis: This metric indicates effectiveness in the later stages of the cycle, suggesting that interventions became more effective over time as adjustments were likely made.

3. Number of Students Receiving Direct Instruction in SEL

Metric: Aim for 95% of the student population to participate in direct SEL instruction.

Performance: Achieved 100% participation.

Analysis: This demonstrates high effectiveness, indicating successful implementation of SEL programs across all grades and consistent engagement of students in these programs.

4. Number of Students Participating in SEL Intervention Groups

Metric: Maintain or reduce the percentage of students in SEL intervention groups.

Performance: Stable at 17% of the population in intervention groups.

Analysis: The stability in this metric suggests ongoing needs but also consistent support, reflecting moderate effectiveness. The continued presence of a significant portion of students in intervention groups may also indicate persistent underlying issues that are not fully addressed by the existing interventions.

Effectiveness Summary

The actions under Goal 4 have shown varying levels of effectiveness:

Partially Effective in Rtl Services: There's evidence of beneficial impact, particularly in increasing the number of students receiving and exiting Rtl services, but the variability in service levels across terms suggests room for improvement.

Highly Effective in SEL Instruction: The comprehensive implementation of SEL across the school has been highly effective, ensuring that all students receive direct instruction.

Moderately Effective in SEL Intervention Groups: The stability in this area suggests that while current interventions provide the necessary support, they might need enhancement to reduce the number of students requiring ongoing intervention.

Moving Forward

In response to the mixed results, the following strategies could be considered for the 2024–25 LCAP:

Stabilize and Enhance Rtl Services: Implement more consistent and perhaps intensified Rtl services throughout the year, possibly by increasing the frequency of assessments and tailoring intervention strategies more closely to student needs as they evolve.

Refine SEL Interventions: Continue building on the success of the SEL programs with more targeted interventions aimed at specific student groups showing less improvement, to further reduce the need for ongoing SEL intervention groups.

Continuous Monitoring and Adjustment: Implement a system for continuous monitoring and rapid adjustment of interventions, ensuring that strategies remain aligned with student needs and are responsive to their effectiveness.

By addressing these areas, CCDS can enhance its support for struggling students, ensuring more consistent and impactful interventions that align with their needs and educational goals.

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

n/a

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
Chico Country Day School	Wendy Fairon Executive Director	wfairon@chicocountryday.org 530-895-2650

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.

With over 25 years of service to Chico and surrounding areas throughout Butte County, Chico Country Day School (CCDS) has established itself as a local leader in transitional kindergarten through eighth-grade education. Known for our flexibility and ability to evolve with the latest research, The school's educational approach focusses on student self directed learning and authentic experiences. CCDS strongly believes that learning should be self-directed by students through inquiry and collaborative problem solving. In this environment, teachers act as facilitators, guiding students through inquiry-based projects centered around open-ended, essential questions, allowing students to engage with content at different levels and explore the real-world applications of their learning.

Project-based learning is integral across all grade levels at CCDS, with a particular focus on catering to the developmental needs of students in the TK-5 and 6-8 grade bands. The elementary program enriches this learning experience with dedicated time in art, music, STEM, and physical education. Furthermore, technology integration plays a significant role in the curriculum, with students leveraging various devices and applications to enhance their learning process. For middle school students, CCDS offers a diverse elective program that includes leadership, yearbook, art, design thinking, and robotics, alongside a robust advisory program that supports both social-emotional learning and academic planning. The school's philosophy is centered on the belief that students achieve their best when they learn in a style that suits them, culminating in exhibitions where they can showcase their learning journey and interact with an engaged audience.

Reflections: Annual Performance

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

ELA

The performance summary of Chico Country Day School students across different groups in English Language Arts shows varying levels of achievement and change. The summary reveals high status but declining performance for All Students and White Students, while Socioeconomically Disadvantaged Students and Hispanic Students are in a low status with a significant decline. Students with Disabilities maintained their low status. In contrast, Asian Students showed high status with an increase in performance.

All Students: Green (High status but declined), score of 20.7, down 5.9 from 26.6.

Socioeconomically Disadvantaged: Orange (Low status, declined significantly), score of -13.7, down 16.4 from 2.7.

Students with Disabilities: Orange (Low status, maintained), score of -46, slightly improved from -48.

Asian Students: Not specified (High status, increased), score of 10.9, up 6.5 from 4.5.

Hispanic Students: Orange (Low status, declined significantly), score of -18.3, down 20.1 from 1.8.

White Students: Green (High status, declined), score of 30.8, down 5 from 35.8.

Math

Chico Country Day School's math performance showcased a diverse range of outcomes across different student groups. The general student population, as well as the socioeconomically disadvantaged and Hispanic groups, were categorized as orange, indicating a low performance level with significant decline. Students with disabilities faced more pronounced challenges, falling into the red category, signaling a very low performance status. Conversely, White students, classified in the yellow category, demonstrated a medium level of performance but with noticeable decline. Asian students, alongside those categorized as Two or More Races, held a medium status, with the former showing improvement and the latter maintaining their performance level. The diverse results highlight varying challenges and progressions among different student demographics.

All Students: Orange color, low status, significantly declined, -26.4 average distance from standard.

Socioeconomically Disadvantaged: Orange, low status, declined significantly, -53.7 average distance from standard.

Students with Disabilities: Red, very low status, declined, -95.1 average distance from standard.

Asian Students: Medium status, increased, -7.7 average distance from standard.

Hispanic Students: Orange, low status, declined significantly, -55.9 average distance from standard.

White Students: Yellow, medium status, declined significantly, -20.1 average distance from standard.

Two or More Races: Medium status, maintained, -15 average distance from standard

Attendance

In 2023, Chico Country Day School's attendance rates showed varying trends among different student groups. All Students fell into the orange category with a high absenteeism rate that increased from the previous year. Socioeconomically Disadvantaged Students and Students with Disabilities were notably in the red category, indicating very high chronic absenteeism rates, which have significantly increased. However, groups like Asian and Hispanic Students also experienced increased absenteeism but with different levels of severity. White Students and Two or More Races fell into the orange category, with White Students showing a medium rate of increase and Two or More Races maintaining their high rate. These patterns highlight specific attendance challenges faced by different groups within the school.

All Students: Orange status, rate increased from 9.4% to 11.5%.

Socioeconomically Disadvantaged: Red status, significant increase from 15.8% to 26.1%.

Students with Disabilities: Red status, increase from 15.4% to 21.5%.

Asian Students: High status, notable rise from 0.0% to 12.5%.
Hispanic Students: Orange status, rose from 9.2% to 14.6%.
White Students: Orange status, medium increase from 7.7% to 8.9%.
Two or More Races: Orange status, rate maintained at 18.2%.

Local Data

Fastbridge Winter 2023:

Reading

2nd-8th grade:

68% at or above

20% Some Risk

12% High Risk

K-1

36% at or above

36% Some Risk

28% High Risk

Math

2nd-8th Grade

68% at or above

24% Some Risk

8% High Risk

K-1

80% at or above

16% Some Risk

4% High Risk

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
Parents	Strategic Planning Focus groups, Vision, Mission, and values survey, Monthly Parent Advisory meetings, School Calendar Survey, Parent Learning Survey, Teacher newsletters, Weekly Thursday Efler
Students	CalHope Survey, Student Podcast, A Taste of CCDS nutrition program, Student Ambassador Program, Gay Straight Alliance Club, Student Leadership Class
Teachers	Cal Hope Survey, Strategic Planning Focus Groups, Visions, Mission, and Values surveys, Learner Profile Surveys, Guiding Coalition, Vertical Teams, Calendar Input, Questions to Start the Year Survey, Finance Committee, Exhibition Days
Other School Personnel (Classified)	Cal Hope Survey, Strategic Planning Focus groups, Vision, Mission, and values survey, Monthly Parent Advisory meetings, School Calendar Survey,
Community	LCAP Goals Survey, , Strategic Planning Focus groups, Vision, Mission, and values survey, Monthly Parent Advisory meetings, School Calendar Survey,

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

Feedback from the General Parent Community:

- School-sponsored events that are suitable for the whole family, such as picnics on the lawn.
- Opportunities to deepen understanding of project-based learning or provide access to experts on specific topics.
- Opportunities to connect with new families, friends, or the community
- Low-cost or free events, with options for virtual attendance or providing childcare

More student work exhibited throughout the school
Increase intervention in academic and mental health resources

Feedback from Staff:

Increase coaching, training, and reflection (feedback loops) in SEL
increased opportunities for voice and leadership to participate in CCDS's decision-making process
Flexibility on days for School-Wide Exhibition
More vertical collaboration and building relationships/connections across grade-level teams

Based on stakeholder input, the following actions and services were included in the LCAP:

Continue alignment and teacher training in Project Based Learning
More student work exhibited throughout the school: Long Term and Short Term curations
Create a family and community calendar of events
Redesign the CCDS Website
Additional visibility highlighting Learner Profile goals; branding w/ staff shirts, classroom and faculty signage
High-quality SEL instruction for all students
Onboarding for new staff and families that promotes and highlights Learner Profile and the importance of belonging in the CCDS community

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure High-Quality Work: Implementation of our Learner Progressions to ensure every student has an equitable opportunity to create high-quality work characterized by complexity, authenticity, and craftsmanship that invites family and community members to participate in student learning and reflection.	Broad Goal

State Priorities addressed by this goal.

<ul style="list-style-type: none"> Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning)
--

An explanation of why the LEA has developed this goal.

All learners benefit from creating authentic, high-quality learning environments and opportunities. CCDS commits to ensuring high-quality student work by fully implementing the Learner Profile across all educational levels. This goal aims to guarantee that every student, regardless of background, has equal opportunities to produce work exhibiting complexity, authenticity, and craftsmanship. This requires frequent feedback targeting students' learning and developmental needs. Through this process, students come to understand that learning is the result of cumulative effort. This, in turn, improves their resilience and academic achievement (Dweck, 2000). It involves embedding the Learner Profile into all aspects of the curriculum, enhancing family and community engagement in student learning and reflection, and fostering an environment where high-quality work is the norm. The need for this goal arises from the importance of equipping students with the skills and mindset to produce work of high quality, aligning with CCDS's educational values. Recognizing that quality educational outcomes go beyond traditional academic measures, this goal underscores the significance of integrating the Learner Profile to promote excellence in student work. It reflects CCDS's dedication to holistic education, where students develop critical thinking, creativity, and a deeper understanding of their subjects.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Kelvin Family Survey: CCDS provides a high	84%			maintain or improve	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	quality educational program for all students.					
1.2	Survey: Project Tuning Protocol to align all projects with Common Core State Standards, NGSS, Math, ELA, etc	80%			maintain or improve	
1.3	% of student project exhibitions that include evidence of reading, writing, or mathematical reasoning skills aligned with CCSS	98%			maintain or improve	
1.4	% of parents that participated in at least 1 sponsored school event	90%			maintain or improve	
1.5	Teaches will use learner progressions performance descriptors as learning targets in projects	75%			improve by 5%	
1.6	Facilities in good repair	95%			maintain or improve	
1.7	Highly Qualified Teachers	100%			maintain	

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	High Quality Education	CCDS provides a high quality educational program for all students.	\$5,580,297.00	No
1.2	Intervention and Acceleration Support	Provide direct intervention in math and reading, provide advanced math course for our middle school students	\$810,467.00	No
1.3	Student Success Teams	Site leaders work with teachers and families to identify academic or behavioral goals that are affecting their learning	\$198,223.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Sustain Project-Based Learning and Student-Centered Instruction: CCDS teachers design classroom instruction that provides access and challenge for all students and encourages them to engage in productive struggle, share their thinking, and construct knowledge together.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our educational program is designed around Project-based Learning (PBL) which provides the framework to challenge, engage, and empower students in their own learning journey. This maintenance goal is developed in recognition of the significant progress and positive impact already achieved through PBL and student-centered instructional approaches at CCDS. This goal aims to sustain and build upon the current successes in engaging students in their learning journey, fostering creativity, critical thinking, and collaboration skills. CCDS intends to provide equity and access to broad curriculum while challenging diverse learners. Research shows that students learn best by experiencing and solving real-world problems. This pedagogy increases engagement, deepens learning and provides access to all students (Barron & Darling-Hammond, 2008). Through this goal, CCDS will continue to enhance and maintain the effective implementation of PBL and student-centered instruction methods across all grades. This goal also upholds CCDS's commitment to deeper learning and engaging students in meaningful work.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CA Dashboard ELA	20.7 points above standard, green			maintain or improve	
2.2	CA Dashboard Math	26.4 points below standard, orange			improve to green performance level on CA Dashboard	
2.3	CA Dashboard English Language learner progress	N/A (Too few students to report publicly)			maintain or improve	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	CalHope Student Survey: Adults at school believe I can do great things	81%			maintain or improve	

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	Professional Development	Provide ongoing professional development opportunities for teachers focused on advanced PBL methodologies and innovative student-centered instructional strategies.	\$31,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Learning and Coaching Feedback Protocols	Conduct regular classroom observations and offer feedback sessions to ensure the consistent application of student-centered instructional techniques.	\$155,253.00	No
2.3	Community Engagement	Engage students and parents/guardians in regular feedback mechanisms to assess the effectiveness of PBL and student-centered approaches, making adjustments as needed to ensure continual improvement and maintenance of high standards.	\$30,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Cultivate Social-Emotional Learning and a Culture of Belonging: CCDS will create a safe, inclusive environment where all students feel a sense of belonging, are supported with socio-emotional needs, develop strong relationships and experience joy.	Focus Goal

State Priorities addressed by this goal.

<ul style="list-style-type: none"> Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
--

An explanation of why the LEA has developed this goal.

CCDS aims to nurture a culture of belonging by creating safe, inclusive environments where all students feel a sense of belonging. This broad goal involves supporting students' socio-emotional needs, fostering strong relationships, and promoting joy in learning. The focus is on integrating Social-Emotional Learning (SEL) practices, such as the RULER approach, throughout the school, enhancing restorative practices, and increasing family and community engagement in school activities to strengthen the sense of inclusivity and connection among students, staff, and the wider community. This goal is driven by recognizing the integral role that a sense of belonging and socio-emotional well-being plays in student success. Through feedback from educational partners and analysis of current practices, CCDS acknowledges the need to deepen and expand SEL and inclusivity initiatives. This commitment reflects our dedication to each student's holistic development, ensuring that they are nurtured in an environment that values their emotional well-being, fosters positive relationships, and encourages joyful engagement in their educational journey. Creating an inclusive environment is paramount for student learning and a strong school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Implementation of RULER framework in TK-8th grade, teacher survey	60%			full implementation	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Kelvin Family Survey: I feel well informed of classroom and school happenings.	83%			maintain or improve	
3.3	CalHope Teacher Survey: Our school prioritizes a sense of belonging for our staff.	83%			maintain or improve	
3.4	CalHope Student Survey: This school is a safe and welcoming place for people of all backgrounds and cultures.	77%			maintain or improve	
3.5	CA Dashboard Suspensions	1.2% suspended at least one day			maintain	
3.6	CA Dashboard Chronic Absenteeism	11.5% chronically absent			Remain at or below the state average	

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	RULER implementation	Provide ongoing professional development for staff on SEL strategies and RULER implementation.	\$20,000.00	No
3.2	SEL Community Engagement	Facilitate workshops and events to engage families and community members actively in the school's SEL and inclusivity efforts.	\$6,000.00	No
3.3	Restorative Practices Implementation	Implement restorative Practices and support the development and maintenance of a thriving student community. Fund Student Services Director, .25 FTE Social Worker, and .5 support staff.	\$110,540.00	Yes
3.4	School Social Worker	Works with our foster and homeless families to support with a sense of belonging	\$177,535.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Attendance Review Team	Site administrators, attendance clerks, and school nurse review attendance data to address barriers to attendance	\$168,986.00	Yes

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
\$356368	\$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
5.926%	0.000%	\$0.00	5.926%

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
3.3	<p>Action: Restorative Practices Implementation</p> <p>Need: Reduce Absence rates</p> <p>Scope: LEA-wide Schoolwide</p>	The actions create relationships, connections, and a sense of belonging.	Reduced suspension rates and improved attendance rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.4	<p>Action: School Social Worker</p> <p>Need: Dedicated guidance and coordination of support</p> <p>Scope: LEA-wide Schoolwide</p>	Reduce disciplinary actions and improve school engagement	Suspension and attendance rates
3.5	<p>Action: Attendance Review Team</p> <p>Need: SES students</p> <p>Scope: LEA-wide Schoolwide</p>	Attendance team will review attendance data and address barriers to school attendance	CA Dashboard Chronic Absenteeism

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
3.3	<p>Action: Restorative Practices Implementation</p> <p>Need:</p>	strengthen the sense of inclusivity and connection among students through restorative practices	CA Dashboard Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	SES 26.1% chronically absent as determined by CA Dashboard Scope: Limited to Unduplicated Student Group(s)		
3.5	Action: Attendance Review Team Need: Coordination in addressing barriers to attendance. Scope: Limited to Unduplicated Student Group(s)	Provide Direct support to families of unduplicated students to remove barriers to attendance.	Dashboard - Chronic Absenteeism

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

Additional Concentration Grant Funding

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

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	n/a
Staff-to-student ratio of certificated staff providing direct services to students	n/a	n/a

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	6013626	356368	5.926%	0.000%	5.926%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$6,369,994.00	\$529,212.00	\$125,157.00	\$263,938.00	\$7,288,301.00	\$6,347,588.00	\$940,713.00

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	High Quality Education	All	No					\$5,020,118.00	\$560,179.00	\$5,077,720.00	\$287,809.00	\$109,157.00	\$105,611.00	\$5,580,297.00	
1	1.2	Intervention and Acceleration Support	All	No					\$462,933.00	\$347,534.00	\$616,821.00	\$50,319.00		\$143,327.00	\$810,467.00	
1	1.3	Student Success Teams	All	No					\$197,223.00	\$1,000.00	\$132,723.00	\$65,500.00			\$198,223.00	
2	2.1	Professional Development	All	No					\$0.00	\$31,000.00	\$5,000.00	\$11,000.00		\$15,000.00	\$31,000.00	
2	2.2	Learning and Coaching Feedback Protocols	All	No					\$155,253.00	\$0.00	\$141,364.00	\$13,889.00			\$155,253.00	
2	2.3	Community Engagement	All	No					\$30,000.00	\$0.00	\$25,000.00		\$5,000.00		\$30,000.00	
3	3.1	RULER implementation	All	No					\$20,000.00	\$0.00	\$15,000.00		\$5,000.00		\$20,000.00	
3	3.2	SEL Community Engagement	All	No					\$5,000.00	\$1,000.00			\$6,000.00		\$6,000.00	
3	3.3	Restorative Practices Implementation	English Foster Low Learners Youth Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$110,540.00	\$0.00	\$110,540.00				\$110,540.00	2

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	School Social Worker	Foster Low Youth Income	Yes	LEA-wide Schoolwide	Foster Youth Low Income			\$177,535.00	\$0.00	\$76,840.00	\$100,695.00			\$177,535.00	2
3	3.5	Attendance Review Team	English Foster Low Learners Youth Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$168,986.00	\$0.00	\$168,986.00				\$168,986.00	2
4	4.3															

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
6013626	356368	5.926%	0.000%	5.926%	\$356,366.00	6.000%	11.926 %	Total:	\$356,366.00
								LEA-wide Total:	\$356,366.00
								Limited Total:	\$279,526.00
								Schoolwide Total:	\$356,366.00

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 (%)
3	3.3	Restorative Practices Implementation	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$110,540.00	2
3	3.4	School Social Worker	Yes	LEA-wide Schoolwide	Foster Youth Low Income		\$76,840.00	2
3	3.5	Attendance Review Team	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$168,986.00	2

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,561,050.00	\$3,912,904.00

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	Exhibitions and Student-Led Conferences	No	2500	2500.00
1	1.2	Basic Services	No	4001888	3205457
2	2.1	Professional Learning (ELA, PBL) and Graduate profile	No	28130	29000
2	2.2	Math - professional development and Curriculum	No	10000	0
2	2.3	Project Work	No	27500	19949
2	2.4	Specialist	No	\$233,172.00	173778
3	3.1	Student Services	Yes	\$53,560.00	105120
3	3.2	Professional learning for student services	Yes	\$6,500.00	8000
3	3.3	Support for Continuous Improvement data review	No	\$6,500.00	11500
3	3.4		No		
4	4.1	Rtl Support Team	No	\$134,945.00	264890

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)
			Yes		
4	4.2	Outreach	No Yes	\$40,855.00	77210
4	4.3	Instructional coaching and support	No Yes	\$15,500.00	15500

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)
315640	\$244,860.00	\$257,682.00	(\$12,822.00)	73.320%	78.470%	5.150%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Student Services	Yes	\$53,560.00	74525	16.00%	23.6%
3	3.2	Professional learning for student services	Yes	\$6,500.00	6342	2%	2%
4	4.1	Rtl Support Team	Yes	\$134,945.00	132113	42.7%	41.85%
4	4.2	Outreach	Yes	\$39,855.00	34702	12.6%	11%
4	4.3	Instructional coaching and support	Yes	\$10,000.00	10000	.02%	.02%

To Add a Row: Click "Add Row."

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

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
6111350	315640	5%	10.165%	\$257,682.00	78.470%	82.686%	\$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).