

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Connections Visual and Performing Arts Academy

CDS Code: 55724135530191

School Year: 2024-25

LEA contact information:

Michael S. Merrill

Superintendent

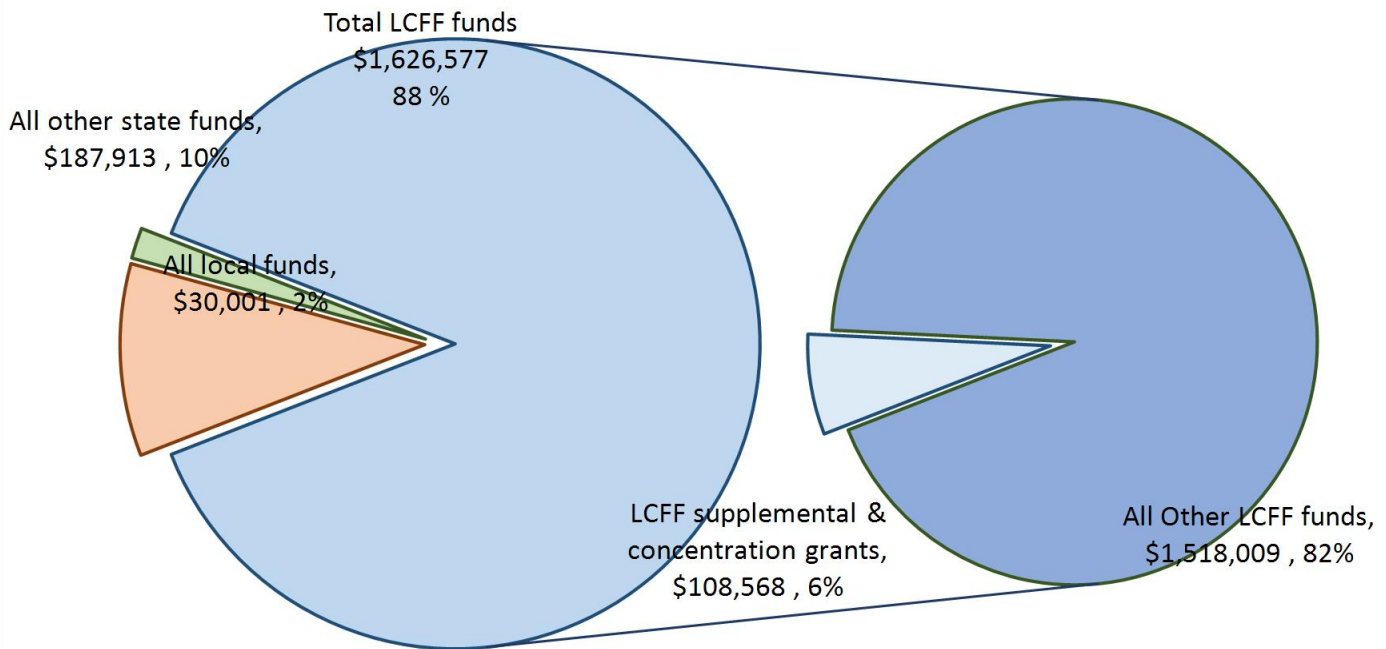
mmerrill@summbears.net

209-902-3498

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

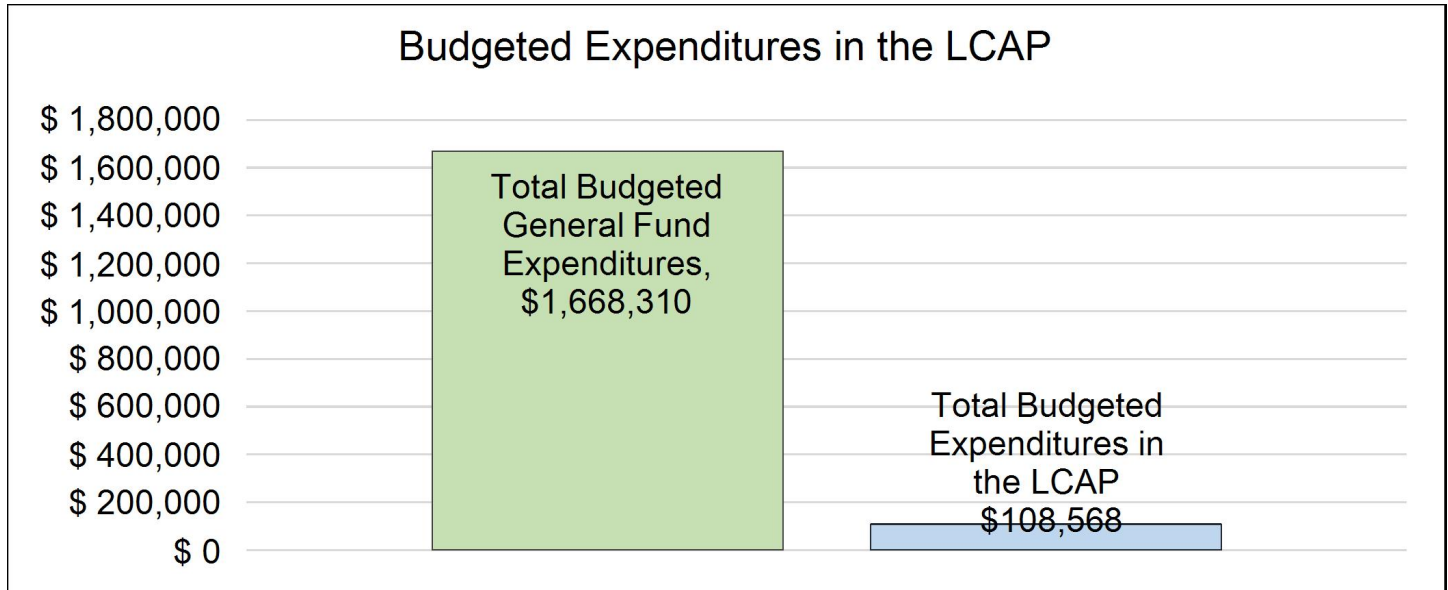


This chart shows the total general purpose revenue Connections Visual and Performing Arts Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Connections Visual and Performing Arts Academy is \$1,844,491, of which \$1,626,577 is Local Control Funding Formula (LCFF), \$187,913 is other state funds, \$30,001 is local funds, and \$0 is federal funds. Of the \$1,626,577 in LCFF Funds, \$108,568 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 Connections Visual and Performing Arts Academy 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: Connections Visual and Performing Arts Academy plans to spend \$1,668,310 for the 2024-25 school year. Of that amount, \$108,568 is tied to actions/services in the LCAP and \$1,559,742 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

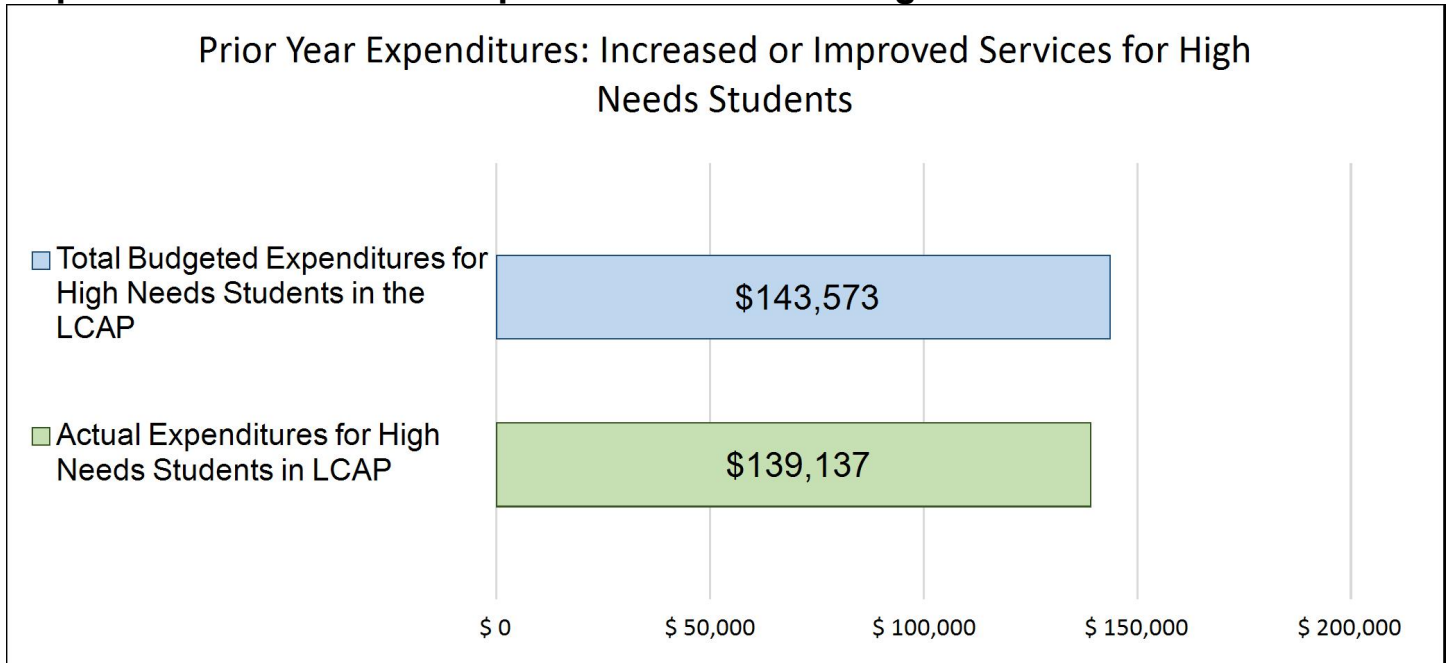
The planned expenditures in the general fund include salaries, benefits, vehicles, plant operations and maintenance and supplies.

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

In 2024-25, Connections Visual and Performing Arts Academy is projecting it will receive \$108,568 based on the enrollment of foster youth, English learner, and low-income students. Connections Visual and Performing Arts Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Connections Visual and Performing Arts Academy plans to spend \$108,568 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 Connections Visual and Performing Arts Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Connections Visual and Performing Arts Academy 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, Connections Visual and Performing Arts Academy's LCAP budgeted \$143,573 for planned actions to increase or improve services for high needs students. Connections Visual and Performing Arts Academy actually spent \$139,137 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-4,436 had the following impact on Connections Visual and Performing Arts Academy's ability to increase or improve services for high needs students:

There was a minimal impact on students as the prior year LCAP contained more increased/improved services than required.

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 |
|--|--------------------------------------|--|
| Connections Visual and Performing Arts Academy | Michael S. Merrill Superintendent | mmerrill@summbears.net 209-902-3498 |

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 1 | Increase availability of mental health and social emotional supports for all students including at-risk, homeless and foster youth. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|--|--|---|
| Chronic Sad or Hopeless Feelings, Past 12 Months; taken from CHKS data | 2020-2021 CHKS Data 44% of 9th Grade 39% of 11th Grade | (2021-2022) CHKS Data 34% of 9th 49% of 11th | 2022-2023 CHKS Data 38% of 9th 46% of 11th | 2023-2024 CHKS Data 40% of 9th 40% of 11th | 0% of 9th Grade 0% of 11th Grade |
| Seriously Considered Attempting Suicide, Past 12 Months; taken from CHKS data | 27% of 9th Grade 26% of 11th Grade | 17% of 9th Grade 18% of 11th Grade | 21% of 9th 18% of 11th | 2023-2024 CHKS Data 24% of 9th 16% of 11th | 0% of 9th Grade 0% of 11th Grade |
| Counselor appointments with students. | Total meetings: 204 Severe Weekly mtgs: 37 Moderate Monthly mtgs: 135 Low Annual mtgs: 44 Suicide Assessments: 44 Reported Suicide attempts: 8 | Total meetings: 1,298 (two counselors combined) through March of 2022, one during months of April, May and first 2 weeks of June) Suicide Assessments: 57 | Total meetings: 971 (counts repeat students) Severe Weekly mtgs: 154 Moderate Monthly mtgs: 49.6 Mild Annual mtgs: 294 Suicide Assessments: 21 | The Wellness Center has been utilized 256 times from January to May. First semester data not able to be gathered as there was a change of staffing. assessed 5 students for suicide. referred 2 to the AWARE program through TCSOS. typically speak with 3-6 students per day. | 25% more total meetings including group sessions 25% reduction in suicide assessments and 0 suicide attempts |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|--|---|---|
| | | | | documented 72 students having low level, to moderate to severe level conversations. | |
| Table P4.1 (CHKS) Belief in Others; data indicates perceptions of school supports | 76% of 9th graders indicate positive perceptions of school supports; 66% of 11th graders indicate positive perceptions of school supports | 2021-2022 CHKS Data Indicate positive perceptions of school supports: 69% of 9th 66% of 11th | 2022-2023 CHKS Data Indicate positive perceptions of school Supports: 67% of 9th 55% of 11th | 2023-2024 CHKS Data indicates positive perceptions of school supports: 69% of 9th 66% of 11th | 100% of 9th and 11th graders indicate positive perceptions of Belief in Others; school supports |

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.

This goal is always an ongoing goal as student needs are driving the direction and levels of support that are needed to meet their needs. The Wellness Center is a huge addition to our Summerville campus and will continue to be a conduit for students to reach out for social-emotional and academic support. The addition of a Career and College Counselor will add to the supports students can receive. This mental health goal has seen progress and some of the actions will be continued in our future LCAP under Student Engagement and Attendance goal.

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

There is no real material difference between the budget and estimated actual expenditures.

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

By implementing a Wellness Center on campus, students had a place to go to get support, communicate their personal needs and have a person to speak with regarding these needs. The chronic sadness indicator in the CHKS reflects that the percentage of 9th and 11th graders that are experiencing chronic sadness has remained fairly constant over this three-year period, but each group decreased the further out of school closure we have come. The anecdotal notes from the counselors have revealed that students do have feelings of sadness for a variety of reasons, but that they feel if they talk it out, that does help. Suicide consideration rates have also decreased, but the concern for the District is that these reported rates are higher than state average and we know we need to continue our counseling/intervention efforts on behalf of our students. The District continues to see a large percentage of our students feel that they have school supports. This is always an area where the District will continue to put resources and efforts in place to support the students.

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

The District has committed to hiring a Career and College Counselor to support students in areas looking for potential employment, college applications and selections, resume and cover letter writing, and test preparation. These are areas that our students and staff feel are critical to support as we have heard from our LCAP input meetings.

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 | Increase student engagement and participation in classes and programs to improve graduation and drop-out rates, suspensions, attendance, climate, and expulsions. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|------------------------------|
| Suspension Rate | 2019; Red color indicator for Summerville High School District, 11.5% of all students suspended; Red color indicator on CA dashboard for socio-economically disadvantaged and white sub-groups; orange color indicator for Hispanic sub-group | 2020-2021; 3.6% of all students suspended. 3.8% socio-economically disadvantaged; 4.4% white; 1.3% Hispanic | 2021-2022; 2.8% of all students suspended 0% socio-economically disadvantaged, 1.4% white, and 7% Hispanic. | 2022-2023; 0.5% of all students suspended 1.3% socio-economically disadvantaged | Blue Tier for all sub groups |
| Number of students enrolled in college course offerings taught on our campus. | 25 in 2019-2020 | 27 in 2021-2022 | 30 in 2022-2023 | 41 in 2023-2024 | 50 |
| Expulsions | 1 expulsion in 2020-2021 | 3 Expulsion as of 5/5/2022 in 2021-2022 | 1 as of 6/9/2023 | 0 in 2023-2024 | 0 Expulsions |
| % of students participating in athletics | 38% in 2019-2020 | 51.6% as of 5/9/22 in 2021-2022. | 41.47% in 2022-2023 | 45.7% in 2023-2024 | 45% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|--|--|--|
| % of students participating in clubs | 20% in 19-20 | 18% in 20-21 | 39% in 2022-2023 | 35% in 2023-2024 186 unduplicated individuals, 256 total student club members (some duplicated) | 50% |
| School Facility maintenance "Facilities Upkeep" CHKS data FIT reports reflect that all but 400 wing are in good repair | 66% of 9th and 55% of 11th grade students perceived school as usually clean and tidy on 2019-2020 CHKS | 58% of 9th and 63% of 11th grade students perceived school as usually clean and tidy on 2021-2022 CHKS. | 63% of 9th and 53% of 11th grade students perceived school as usually clean and tidy on 2022-2023 CHKS | 46% of 9th and 44% of 11th grade students perceived school as usually clean and tidy on 2023-2024 CHKS | 80% of 9th and 11th grade students perceive school as usually clean and tidy. District wants all facilities in good repair |
| Graduation rate | Overall- 94% in 2019; socio-economically disadvantaged sub-group was in yellow color indicator; white sub-group was in the blue color indicator | 94.29% in 2021 Socio-economically disadvantaged sub-group 33.3% of graduates; white sub-group 77.8% of graduates | 100% in 2022 | 100% in 2023 | 100% blue tier for all sub groups |
| Dropout rate | 2.3% in 2019-2020 | .83% in 2020-2021 | 0% in 2021-2022 | 0% in 2022-2023 | 0% |
| % of student involvement as measured by 5 Star "Involvement" | 2020-2021 9th = 34% 10th = 24.7% 11th = 20.0% 12th = 22.5% | 2021-2022 9th = 91.4% 10th = 83.5% 11th = 78.6% 12th = 74.8% | 2022-2023 9th = 95.8% 10th = 95.4% 11th = 90.8% 12th = 90.4% | 2023-2024 9th = 95.8% 10th = 95.4% 11th = 90.8% 12th = 90.4% | 50% increase from 2020-2021 |
| Character Counts Cards issued | 157 in 2019-2020 | 57 in 2020-2021 | 147 in 2022-2023 | 28 in 2023-2024 | 200 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|---|--|---------------------------------------|
| | | 165 in 2021-2022 (to date) | | | |
| Attendance rate for Summerville Campus | 2019-2020 P2=94.43% | 20-21 attendance 91.2% | 21-22 attendance 90.92% | 94.6% attendance in 2022-2023 | 95% |
| Eligibility lists; number of ineligible students S1 and S2 | 2019-2020 S1=59 2020-2021 S1= 89 2020-2021 S2= TBD | 2020-2021 T5 = 89 2021-2022 S1=66 | 2022-2023 S1 = 50 S2 = 41 | 2023-2024 S1 = 60 S2 = 85 | 0 students ineligible |
| School Connectedness Table A4.9 (CHKS) | 61% of 9th graders feel connected to school 52% of 11th graders feel connected to school | 61% of 9th graders feel connected to school 49% of 11th graders feel connected to school Awaiting CHKS data for 2021-2022. | 57% of 9th graders feel connected to school 46% of 11th graders feel connected to school | 50% of 9th graders feel connected to school 49% of 11th graders feel connected to school | 75% of 9th and 11th graders |
| Parental Involvement | 35% survey response rate from parents | 77.9% survey response rate from parents (12/2021) | 66% survey response rate from parents | survey response rate very low this year. Last parent survey only 3 responded regarding use of Flex Period. | 50% survey response rate from parents |

Goal Analysis

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

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

The District has done much work toward meeting the various actions of the goal, but it is very broad with many metrics to meet. Next three year LCAP will condense the metrics to better approach success of meeting the goals tenets.

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.

Initially, this goal was budgeted to provide after school tutorial and transportation, but Flex Period was added and for the year, the tutorial was not implemented.
The goal was budgeted to provide the Character Counts student recognition program, the goal was shifted to another program.

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

The data from the CHKS survey continues to reflect that student engagement requires more strategies than ever before. Students feel in large part with over half stating that they are connected to school. The eligibility question is one that the District will continue to look at since the number of ineligible students has increased again in the last year of this LCAP. The District's suspension rate has decreased by serving these needs in an in-school intervention format. There is feedback from staff that some feel that the discipline is not happening routinely or consistently enough for disruptions such as tardies, being out of class, disrupting the classroom, etc. The Character Counts system has not been effective this year with only 28 cards being given out. That is a significant decrease over previous years and the school will be looking more at the 5 Star System and how to recognize and increase student engagement in and out of the classrooms. The District will continue to look at the graduation rate as this is a measure of all of our schools combined and it has decreased over the last two years of this LCAP process. The same is true of our attendance rate. The District has looked at what seems to draw students to school and the results have shown that attendance rates are better on big game days, rally days, dress-up weeks or days that have a real focus on activities. As always we are continuing to look at how we can best support and increase the amount of parent participation that we have in the school. Parent survey response is mixed in terms of numbers of responses and the results of the responses. Everyone is busy, but the District wants parents to participate with us in meeting the needs of our students. Continued efforts will be there to see that we can get this necessary feedback for the LCAP , WASC Action Plan and the day to day operations an programs of the District.

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.

As mentioned in the previous section, the District will look more toward the 5 Star System to measure student engagement and participation as the Character Counts System is not seeming to be used like it was in the past. Additionally, with the hiring of a Career and College Counselor, the District is preparing to support students in looking for future careers, trade/technical programs, military and college options. Having more support for the students as they prepare for these monumental decisions will help create more engagement in these areas.

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

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 3 | Improve student college and career readiness as measured by statewide student achievement data and CTE program completion. Provide programs and resources to meet student's needs. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|--|--|--|
| % of appropriately assigned, fully credentialed teachers | 1 teacher misassigned and 1 without EL in 2020-2021 | There are no misassigned teachers. | there are 2 teachers in 2022-2023 year that were not fully credentialed | 78.34% in 2022-2023 2023-2024 TBD | 100% |
| Percent of pupils who passed an AP test with a 3 or higher | 67 students took a test 85 tests total 43 passed 64% passed AP | 2020-2021 | 2021-2022 59 students took a test 101 tests total 51 passed 50.49% passed AP | 2022-2023 50% passed with a 3 or higher | 120 students take test 120 tests taken 108 tests passed 90% pass rate |
| % of students meeting A-G requirements or CTE completion status; California School Dashboard College and Career readiness indicator | In 2019, school wide Orange indicator level; Socioeconomically disadvantaged, Orange level; White Students, yellow level | 83.3% of graduates met A-G requirements; 11.1% of all graduates satisfied CTE programs of study. | 34% of graduates met A-G requirements; 12% of graduates met CTE requirements. | 60.5% of graduates met A-G requirements; 15.8% of graduates met CTE requirements in 2022-2023. | All subgroups in blue indicator level |
| Years that Life-Skills curriculum is taught. | 2; 9th grade health and keyboarding and Senior Seminar teach life-skills | 2; 9th grade health and keyboarding and Senior Seminar teach life-skills | 2; 9th grade health and keyboarding and Senior Seminar teach life-skills | 2; 9th grade Freshman Seminar and 12th grade Senior Seminar teach life-skills | 4 Life-skills curriculum taught in every grade level. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|--|--|---|
| % of core classes routinely utilizing formative assessments | 25% of core courses use formative assessments | 25% of core courses use formative assessments | 50% of core courses use formative assessments | 75% of core courses use formative assessments | 100% of core courses effectively using formative assessments in the classroom |
| % of students who meet A-G requirements | yellow tier in 2019 for Summerville High School. Socio-economically disadvantaged were 96.1 points below standard. White students were 66.5 points below standard. | 83.3% of graduates met A-G requirements | 34% of graduates met A-G requirements | 60.5 % of graduates met A-G requirements in 2022-2023 | Blue Tier for all subgroups. |
| English Language Arts and Math indicator on statewide dashboard | Green tier in 2019 for Summerville High School. Yellow tier for Socio-economically disadvantaged subgroup. | 2020-2021 CAASPP results overall 78.86% of students met or exceeded standard for ELA and 33.% of students met or exceeded standard for math Socioeconomically disadvantaged students: 69.56% met or exceeded standards ELA and 27.27% met or exceeded standards in math | 2021-2022 CAASPP results overall 54.54% of students met or exceeded standard for ELA and 30.92% of students met or exceeded standard for math Socioeconomically disadvantaged students: 48.98% met or exceeded standards ELA and 22.45% met or exceeded standards in math | 2022-2023 CAASPP results overall 69.35% of students met or exceeded standard for ELA and 41.94% of students met or exceeded standard for math Socioeconomically disadvantaged students: 48.00% met or exceeded standards ELA and 16.00% met or exceeded standards in math | Blue Tier for all subgroups |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|---------------------------|-------------------------------------|-----------------------------|
| Number of students in advanced CTE courses. | 60 in 2020-2021 | 42 students in S2-2021-22 | 214 students in 2022-2023 | 383 students in 2023-2024 | 103 |
| % of student satisfying CTE programs of study | 2018-2019= 30.65% (38 of 124) 2019-2020= 19.7% (26 of 132) | 11.1% of all graduates | 96.65% of all graduates | 15.8% of all graduates in 2022-2023 | 50% |
| % of students taking all 3 NGSS courses. | 46% | 3% of all students; 15.4% of all 11th graders | 25.47% of all students | 12.34% of all students in 2022-2023 | 70% |

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.

This goal will also remain a work in progress for the future LCAP cycle. Although some of the actions will fall into other categories. As we saw a downturn in capstone course completers, that remains a focus for the upcoming years. Increase is the number of courses that are a-g has been a focus for the District. With the increase on the number of courses meeting that designation, we have more students completing the a-g pathways by graduation. We did not meet our goal for the math improvement despite having provided three years of intense professional development through a San Joaquin County Office of Education consultant. This remains a goal for all schools in Tuolumne County. TCSOS has hired a math TOSA and that person has started working with Summerville High math teachers as well as Elementary teachers.

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.

Initially, this goal was budgeted to provide after school tutorial and transportation, but Flex Period was added and for the year, the tutorial was not implemented.
Initially, this goal was to adopt new curriculum and textbooks for student learning, there were no new textbook or curriculum adoptions funded by LCAP. These expenses were funded by COVID funds as those funds were expiring.

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

The implementation of the actions toward meeting this goal met with various hurdles in several areas. Summerville High did not have a capstone course for our Ag program last year as well as fewer students taking the capstone courses in the other CTE areas. We are seeing a significant increase in the number of students taking advanced CTE courses in the current year which will help to increase the program completers percentage. Although the District did see an increase in both ELA and math CAASSPP scores overall last year, there was still a decrease in the percentage of socio-economically disadvantaged students compared to the previous year that met or exceeded the standards in math. That will remain a focus for the upcoming 3-year LCAP cycle. The District focused on students meeting the a-g requirements for graduation and saw a significant increase in that percentage. More of our core classes are using formative assessments as well as interim-type assessments in preparation for the CAASPP tests. The District did see a decline in the number of students that completed all three NGSS courses, but that may have been impacted by the Medical Science pathway that students have an option to take. It is a very popular pathway. We still maintain a roughly 50% passage rate for our AP exams (with a 3 or higher score) even as we are offering more dual enrollment courses on campus.

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.

Math remains a significant focus as we look through two pilot math programs for adoption in the upcoming school year. The math department will pilot the Big Ideas math curriculum as well as McGraw Hill. The LCAP will have funds budgeted for professional development for our math teachers to work together with release time as well as attend conferences that support student achievement in this area. To address the decrease in CTE program completers, the District will focus on making sure that each pathway has a capstone course and that the students are counseled in how to meet the completer status for each pathway they are a part of. This will be facilitated by our new Career and College Counselor in conjunction with our GLCs.

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 |
|--|--------------------------------------|--|
| Connections Visual and Performing Arts Academy | Michael S. Merrill Superintendent | mmerrill@summbears.net 209-902-3498 |

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.

Summerville High School is located in the foothills of the central Sierra along the Chaparral/Oakwood ecosystem. Oaks, buckbrush, manzanita, and bull pines with a scattering of ponderosa pine grace the surrounding hills. The school, housed at an elevation of 2,605 feet, has a four-season year. Temperatures range from the mid-teens to over 100 degrees. Sun, rain, fog, hail, and snow occur during the year. Summerville High School (SHS) is a comprehensive high school with 486 students. The Summerville Union High School District includes three necessary small schools and one 7-12 fine arts charter school, Connections Visual and Performing Arts Academy. The Connections Visual and Performing Arts Academy students, all 139 of them, attend classes with Summerville High students. The current number of students on campus is 570. Our current district enrollment is 626 when all campuses including necessary small schools, independent study, continuation, and adult education are included. Summerville High School and Connections Visual and Performing Arts Academy have a Principal, and three grade level coordinators (GLCs). 85% of the district teachers are fully credentialed. The Facility Inspection Tool results reflect that all campuses are in good shape with the exception of the 400 wing on the main campus. The GLCs' duties include counseling, scheduling, discipline, career guidance, and teacher evaluations. Each GLC remains with his or her students for all four years of high school to maintain continuity with educational programs for students. The current curriculum of Common Core/California Standards has reached full implementation. Summerville High School has welcomed this opportunity to help our students learn to be critical thinkers and problem solvers. All students, including English learners will have access to support classes that can assist students in reaching proficiency in English Language Development standards and success in classes. To help support our teachers while they embrace this new way of thinking in education, Summerville High School has opened the doors to a variety of different learning opportunities to help them succeed. The school has implemented a bell schedule with early releases every Thursday and Friday to provide more preparation time, and regularly scheduled PLC, Leadership Team, Staff meeting days, and tech committee meetings. Teachers are able to share best practices, review rubrics, create assessments, analyze data, and create lessons tied to Common Core standards. Our plan is to continually nurture these groups as they continue to analyze data, write assessments, create common language, and begin working across curricula to help all of our students succeed. 100% of Students in ELA, social science, and math have standards aligned materials. Not all science students are using recent curriculum from the state framework. Students have an 8

period schedule, students have the option to enroll in a wide variety of electives to access a broad course of study. Students work closely with their GLCs to ensure they have an appropriate 4 year plan to succeed in post high school life. According to the California Healthy Kids Survey (CHKS) 90% of students agree or strongly agree that there is a sense of safety on campus. 79% of students agree or strongly agree that they are connected to school.

Reflections: Annual Performance

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

Connections Visual and Performing Arts Academy saw some good data moves in the 2023 over the last year.

In the ELA area, overall students showed an increase of 28.9 points, sitting firmly in the blue band. In ELA, students performed 43 points above standard.

In the math area, students overall decreased 2.3 points and are in the yellow band. In Math, students performed 33.3 below standard.

The College and Career indicator shows students overall at the high level. The SED students reflect that 72.2% are prepared while the white students show 59.1% prepared.

The graduation rate is stable at 100% with our SED student population and white population all at 100% and they are in the blue band.

Our suspension rate decreased by 2.3% overall. The SED students increased by 1.3%, students with disabilities decreased by 18.5% all students are in the blue band.

Connections will continue to address the needs of our students specifically in the area of math and science achievement with additional staff professional development, the math department is piloting a new curriculum adoption, and the school will transition away from the integrated math pathway to the traditional math pathway.

All core subjects will use the interim course assessments associated with the CAASPP testing program.

While no students groups are in the red band for any area, the district will still focus in improving scores in all areas for all students, but specifically focusing on our foster youth, homeless youth and socially economically disadvantaged youth.

Reflections: Technical Assistance

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

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|--|--|
| Teachers and other School Personnel, Bargaining units, PLC and WASC Focus Group Meetings | Teachers and other school personnel are asked for input through staff meeting time, Professional Learning Community Meetings and our WASC Focus Group meetings. These meeting opportunities and conversations to seek input have been happening with more regularity since February moving forward. Making sure to provide staff input opportunities is critical in their participation in the development of the new three year LCAP plan as they are working directly with the students and can share the needs first hand. Staff working directly with students in our Equity Multiplier schools meet with the high school administration to be able to give input on needs and resources to serve the students at those two schools. |
| Board and Budget/LCAP meetings | The Board participates in information gathering through regularly scheduled twice monthly board meetings as well as special meetings such as our annual Budget/LCAP Study Session. Our Board works very hard to make sure that they provide all materials and resources to the staff so they can work directly with the students. Our staff knows that they are not told no when they need materials, professional development, release time to support their ability to connect with and work with our students. SUHSD has re-implemented our Student Board Member position which is critical for echoing the student voice on campus to the board. |
| School Site Council | Our School Site Council meets monthly and they are involved in academic and curricular discussion. They provide input for the formation of policy and plans at the school sites. School Site Council meetings are held monthly and this advisory body discusses |

| Educational Partner(s) | Process for Engagement |
|---------------------------------------|--|
| | <p>curriculum adoptions, program changes and alignments, and scheduling questions. The students, staff, administrators and community members are able to share their input base on their working with the students in order to benefit program and student needs.</p> |
| Associated Student Body | <p>The ASB group is met with annually to ask for input regarding goals and actions to support our students and programs. This is a large group of students well over 70 strong. Students have been involved in a variety of meetings this year in preparation for the revamped LCAP through SSC meetings, Flex Period, meeting with their GLCs, at our annual ASB LCAP goal meeting discussion and now with our Student Board Member as well.</p> |
| Connections Advisory Board | <p>Our Connections Visual and Performing Arts Academy has an Advisory Board that operates much like the School Site Council as an advisory group of students and parents that provide input for our plans to support students and program. They meet monthly. The Connection Advisory Board is an integral group of parents that give input to the GLC overseeing Connections about what is going well, what is needed and how best to address the needs.</p> |
| SELPA | <p>Administration met monthly with the SELPA administrators, TCSOS superintendents, and SUHSD SpEd staff to assist in determining specific actions for students with disabilities. This included, but was not limited to: Reviewing data to identify areas of challenge and specific needs; Identifying specific actions in the LCAP to address student needs; and Identifying professional development opportunities needed to support the capacity of teachers and administrators serving students with special needs.</p> |
| California Healthy Kids Survey (CHKS) | <p>CHKS was administered to students, parents, teachers, and other school personnel in February of 2024.</p> |

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

Teachers and other School Personnel, PLC Meetings, WASC Focus Group Meetings discussed LCAP in the Fall and information that the district would be writing a new LCAP this year and instructed the group to think about goals. Spring 2024 PLCs, WASC provided feedback on what they think goals should be.

That information was gathered by the Admin Team and put into a final draft that was re-presented to the staff for any final feedback or comments.

Board Meetings are held twice per month in most months. This is a time for the public to address the board on any topics within their jurisdiction. WE have one meeting per month that has awards and recognitions to showcase our students, staff and programs. These are very fun meetings to celebrate the great things going on at school and this allows the board to take part in the celebrations of this good work. In addition, there is a special study session each April to discuss the LCAP and Budget. This is critical to hear from departments about what they feel they may need so we can include it in the budget as well as make it a part of our LCAP to address the direct needs of our students identified or not. Board Members also tour campus with the Superintendent to see students and staff engaged in the learning process. Board Members also attend as many of the student events as possible to witness the great things that are going on Summerville.

School Site Council Meetings - LCAP was presented in the Fall. Informed the council that there would be a new LCAP this year as well as having a WASC study done. Consolidated information from staff meetings into goals to present at School Site Council meeting where they could give their feedback and comments on the new LCAP goals.

ASB Student Input May 7, 2024 (61 students present)

Goal 1: Academic Rigor and Relevance

- Students stated that students need to try harder and if they do they will not get a D or an F grade
- Use of flex period has been very helpful for many that spoke up...used specifically for homework and catch up work for those that are out for sports and other co-curricular events
- Students should not be on phone in the classrooms— strong correlation between that and lack of academic achievement
- Be sure that frosh level courses adequately prepare students for junior and senior level courses—there seems to be a disparity in being prepared
- How teachers teach the content is important— many feel that project-based learning is more effective than lecturing or just working of problems out of the book, use of hands-on and project-based learning with interactive exchanges is more beneficial
- Although some students said the class periods were a long time to sit still, they did also say that the 78-80 minute periods are perfect as the 90 minute periods were too long
- Students shared concerns about where some of the classes are located in the master schedule— specifically AP course in period 8— mainly math and science courses as they are difficult for athletes who have to leave early 2-3 times per week— students suggest of possible that electives are placed in periods 4 and 8, though some note that is not always possible

- Students shared that some classes have too much busy work and that teachers need to evaluate the number of small 10 point assignments vs the larger 50 point assignments as they all can hurt if missed
- Students shared a frustration with teachers dumping grades

Goal 2: Student Engagement and Attendance

- Many clubs don't put in a lot of effort to let people know they exist or when they meet. Better marketing is suggested so people know about them clubs overall
- Students want to know the percentage of students now participating in various clubs, sports, etc
- We have a small enough campus that students can be involved in a variety of things— some feel they are turned away (sports cuts), but there are other sports to go to in the season
- Rallies on Friday's is shown to get the best support— keep track of and share out the attendance rate with students, staff and community
- Increase the communication between club advisors and club members so they know when and what is going on campus-wide— ASB Advisor communicates with advisors, but it often stops there
- Incorporate clubs into the rallies
- Students share that the best way to get ahold of them or share pertinent information is through text or teacher announcements— they are not good at using their school or personal email
- Students feel that the best way to alert their parents to things is through the all call and email system that we use
- Share bell schedule on rally schedules, late start other than through email
- Student like flex period and feel that the homeroom concept is best for them to get information and have a single place to go for announcements and important information to be shared

Goal 3: College and Career Readiness

- Students feel that the school should push dual enrollment as early as freshman year
- They would like more Honor and AP class offerings
- Students need more help applying for college classes at Columbia
- They say the school pushes a lot for attending Columbia College, but would like to see more about other colleges—inviting college reps to come to campus, campus tours
- Students suggested looking at having Bio Med pathway count as science courses not just electives
- Students want check-ins with their GLCs to be sure everything is on track regarding credits on transcript and requirements are all met
- Improve communication with GLC regarding notes in box or email, follow up in timely manner
- More organization for schedules at beginning of year (open spaces in schedule or two classes assigned one period)
- Senior Seminar should focus on college applications, letters of intent and support for applying to jobs, trade schools, etc. and save some of the cooking units for second semester
- Students are often met with blocked websites when doing research for Bio Med and other classes
- Students would like to see job/college fairs brought to the school annually and early in the year
- Suggestion to frontload the juniors with Senior Project concept and formulating ideas for a project
- More information is needed for students and families regarding applying to colleges before the senior year
- Bring back the work-study program for students in the junior and senior year

- 5 Star program to get it more in use than just 2 teachers

This student feedback led to the development of Action 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, and 3.6.

Connections Advisory Board November 28, 2023

Reviewed CAASPP test scores. Discussion regarding difference between Connections scores vs. Summerville skills. Students attending charter by choice vs. district. Connections required to take assessments, cannot opt out. Grade bum incentive HUGE factor to encourage test effort. (Goal:2 Student Engagement and Attendance)

Connections Advisory Board December 19, 2023

CAB shared concerns about changing schedule and or credit requirements - limiting ability for CVAPAA students from accessing academics and maintaining the required 2 VAPA courses in their schedules. Stressed importance of keeping an 8 period schedule to ensure students can maintain academic rigor and pursue VAPA courses. (Goal 1: Academic Rigor and Relevance, Goal:2 Student Engagement and Attendance).

Connections Advisory Board January 16, 2024

Discussion/input about the 7/8 program. Buy in to performing arts key. Junior high musical key to recruiting and brings in revenue. Dissolving program would have negative impact on the academy and the VAPA programs.

Discussion regarding CCAP and AP courses. Increase number of courses to attract more academy students and better prepare for 4-year college. CCAP beneficial but still see the value in AP - continue and increase both. (Goal 3: College and Career Readiness, Goal 1: Academic Rigor and Relevance)

SELPA meetings

The Tuolumne County SELPA of which Superintendent Merrill is a board member, meets monthly to discuss the needs of the students in Tuolumne County and the services that are provided by districts and by TCSOS. Although Special Education students are not a segment of the unduplicated student groups, many of these students are represented as an unduplicated student either through socio-economic status, foster or homeless status. The discussion of this group is highly supportive of the work our district does to support our unduplicated and all student groups.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 1 | Increase Academic Rigor and Relevance through curriculum alignment, professional development, use of CAASPP aligned interim assessments and other formative and summative assessments. ALL students will participate in highly engaging, rigorous, and relevant learning experiences by highly prepared teachers and support staff, materials, instruction, and technology in a safe and clean environment to promote exemplary teaching and learning and college/career readiness. | Broad Goal |

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Summerville High School believes all students have the potential to achieve at their highest potential. Setting clear goals in the areas of learning conditions and pupil outcomes ensure comprehensive and effective educational experience for all students. This includes highly qualified teaching staff, standards-aligned instructional materials, individualized instruction and data-informed interventions, Special Education and 504 support, and engaging classes in facilities that are in good repair. By focusing on these areas, Summerville High School aims to create an optimal learning environment that supports academic development of our students.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| 1.1 | Reduce student need for summer school credit recovery | 2024, 50 students required summer school for credit recovery | | | 0 students will require summer school for credit recovery | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
| 1.2 | New Curriculum for social science, math, and science | Social science 2016 adoption Math 2013 and 2023 adoptions Science 2016 adoption Not all curriculum adoptions are from the most recent adoption cycle. | | | All adoptions are up to date for all programs | |
| 1.3 | CAASPP scores | 2022-2023 CAASPP results overall 59.05% of students met or exceeded standard for ELA and 27.66% of students met or exceeded standard for math. Socioeconomically disadvantaged students: 40:58% met or exceeded standards in ELA and 14.49% met or exceeded standards in math | | | CAASPP results reflect 65% of students meet or exceed standard for ELA and 30% of students meet or exceed standard for math. | |
| 1.4 | Reduce the number of D and F grades | 19 students received a D or an F in the 2023-24 school year. | | | 0 students receiving a D or an F. | |
| 1.5 | Create annual professional development plans for each department | Currently do not have departmental professional development plans. Professional development is | | | All departments are operating off an annual professional development plan | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|---------------------------------|----------------|----------------|---------------------------|----------------------------------|
| | | accessed individually as needed | | | | |

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 | Targeted Intervention for Students Educational Partner feedback has shown that our summer program is no a robust and rigorous program for credit recovery. Students, Staff, and Parents | Reduce/eliminate the need for summer school by reducing the amount of kids needing credit recovery using professional development time for Flex Period usage, and first instruction. Use of inclusion teachers through academic support lab every other Friday or the last 2 Fridays of each month. | | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------------|--|--|-------------|--------------|
| | <p>have all shared that good first instruction and support for students doing the coursework is more beneficial than doing a quick credit recovery in summer. Support from all for the regular coursework is critical.</p> | | | |
| <p>1.2</p> | <p>Curriculum Adoption The next three areas for curriculum adoption are Mathematics, Social Science, and Science. The new adoptions will better align with the updated frameworks and support the aligned instructional work for each subject area. Both Math and Science scores reflect a need to focus on the alignment of curriculum and increased focus on academic achievement.</p> | <p>Updating curriculum adoptions to match California State Framework focus on Social Science, Science and Math adoptions including professional development around new curriculum. Supplemental learning materials for learning loss due to COVID and teachers out. AP Physics lab materials to update program and repair science lab fume hood. CASE Conference for science in October.</p> | | <p>Yes</p> |
| <p>1.3</p> | <p>Increasing academic achievement</p> | <p>Professional development, class preparation, use of interim assessments and benchmark testing</p> | | <p>Yes</p> |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--|--|-------------|--------------|
| | Assisting in the professional development realm for our teachers to be able to look CAASPP scores to assess students and align instruction | | | |
| 1.4 | Improve student achievement Reducing the number of students receiving D and F grades as well as reducing the numbers of students that will need to do credit recovery as a focus of this action. Maintaining a focus on rigorous and relevant curriculum is important. Staff release time for professional development on and off campus. | Reduce the amount of students receiving Ds and Fs on progress reports, quarter, and semester grade reports. | | Yes |
| 1.5 | Create annual professional development plans for each department | Departments are to create annual professional development plans that may include release time, conference, seminars with reporting our to Leadership Team at their meetings. | | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 2 | Provide engaging instruction and opportunities, increase parental involvement, improve student attendance rates and maintain a safe and welcoming school environment. Foster a welcoming and supportive environment for all parents, families, and community stakeholders as learning partners in the education and support of all students' success in school. | Broad Goal |

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The District and educational partners are proposing this goal to provide more students an engaging and safe environment where students and parents are welcomed. A positive and supportive school climate and engagement are essential in fostering a safe, supportive, and inclusive environment where our students can thrive. Summerville High has unique programs that focus on academic success, social-emotional support, and connections with our students, staff, families, and community partners. Students who feel engaged and supported in a stimulating and nurturing environment will increase their motivation to learn, attend regularly, and actively participate as valued individuals. Analysis of data from student surveys and school climate metrics, like absenteeism and suspension rate, reveal a need to focus on social emotional needs of students.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|-----------------|--------------------------------|----------------|----------------|---------------------------|----------------------------------|
| 2.1 | Attendance Rate | 90.4% attendance for 2023-2024 | | | 95% or better Attendance | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---|----------------------------------|
| 2.2 | Increase student participation in co-curricular and extracurricular activities including athletics, drama productions, recitals, clubs | athletics 45.7% participation clubs 35% participation | | | 50% participation each for athletics and clubs | |
| 2.3 | Determine the effectiveness of the Wellness Center usage through signups and surveys | The Wellness Center has been utilized 256 times as of 5.7.2024 Assessed 5 students for suicide Referred 2 to the AWARE program through TCSOS Typically speak with 3-6 students per day. Documented 72 students having low level to moderate to severe level conversations. Top 3 reasons to see counselor; Home life issues, peer to peer communication, anxiety, and depression Data from January 2024 to present with new counselor. First semester data not retrievable due to staffing change. | | | Student survey reflects positive usage of the wellness center. CHKS data refelects positive feelings and mental health needs being met. | |
| 2.4 | Parents attending student activities | Current data not gathered baseline established in 24-25. | | | 80% of Parents are attending student activities. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------------------------|--|----------------|----------------|---------------------------|----------------------------------|
| 2.5 | High School Dropout Rate | 0% in the 2022-23 school year | | | 0% dropout rate | |
| 2.6 | Suspension Rate | 0.5% of students suspended in the 2022-23 school year, 1.3% socio-economically disadvantaged | | | 0% suspension rate | |
| 2.7 | Expulsion Rate | 0 expulsions in the 2023-24 school year | | | 0 students expelled. | |

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 | Decrease Chronic absenteeism Provide support and opportunities for students to maintain at least 95% attendance rate school wide. Include student attendance incentives on all campuses. | Reduce the number of students that are chronically absent through attendance incentives such as rallies, dress up days, guest speakers, campus activities and engaging classroom environments. | | Yes |
| 2.2 | Increase student participation Provide opportunities for students to access a wide variety of clubs, sports and extracurricular activities on and off campus | Increase the number of students participating in co-curricular and extracurricular activities. | | Yes |
| 2.3 | Provide Mental Health Supports Use of the Wellness Center as a hub for students to access mental health support and provide opportunities for students to meet and support one another. | Continue to provide Social, Emotional, and Mental Health Supports through our Wellness Center and classroom supports. | \$20,311.35 | Yes |
| 2.4 | Community & Parent Engagement Provide more opportunities for parents to become | Increase opportunities for our parents and community to be a part of our school programs. Ursa Major (Summerville Foundation, Bears Quarterback Club, Sober Grad, Bears Boosters, Creative Arts Support Team, ASB, FFA) family nights, public health/law enforcement, club and job fairs, senior project judging | | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|-------------|-------------|--------------|
| | involved in campus life through booster groups, SSC, board meetings and public events that showcase students and student/family/community needs. Provide ways to publicize events. | | | |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 3 | <p>The Summerville Union High School District will provide support for all students to be college/career ready upon graduation by:</p> <ul style="list-style-type: none"> • Providing access to a broad course of study, including Career and Technical Education (CTE) pathways, Advanced Placement (AP) courses, and dual enrollment courses, leading to postsecondary employment and educational opportunities • Providing access to high-quality educationally-related technological tools • Providing increased learning opportunities outside of the regular classroom schedule to close learning gaps, with a focus on our unduplicated students. <p>Improve College and Career Readiness for students through course selection on campus and dual enrollment. Use of College and Career Center for resume writing, application completion, visitations and work experience opportunities.</p> | Broad Goal |

State Priorities addressed by this goal.

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| <p>Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p> |
|--|

An explanation of why the LEA has developed this goal.

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|---|
| <p>To provide a learning environment that prepares students for college or careers upon graduating from high school. Providing students with the opportunity to learn more about what is available to them after they matriculate from Summerville Union High programs.</p> |
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Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|----------|----------------|----------------|-----------------------------|----------------------------------|
| 3.1 | Increase the percentage of students who have successfully completed | 60.5% | | | 65% of students meeting the | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|----------|----------------|----------------|---|----------------------------------|
| | courses that satisfy the requirements for entrance to UC/CSU | | | | UC/CSU entrance requirements | |
| 3.2 | Increase the percentage of students who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with State Board of Education (SBE)-approved career technical education standards and frameworks | 15.8% | | | 30% successfully completing a career technical education pathway | |
| 3.3 | Increase the percentage of students who have successfully completed both types of courses described above in 3.1 and 3.2 | 15.8% | | | 25% of students successfully completing both types of courses in 3.1 and 3.2 | |
| 3.4 | Increase the percentage of students who have passed an advanced placement examination with a score of 3 or higher | 50% | | | 60% of students passing an advanced placement examination with a score of 3 or higher | |
| 3.5 | Increase the percentage of students who demonstrate college preparedness pursuant to the Early Assessment Program | | | | | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|----------|----------------|----------------|---------------------------|----------------------------------|
| 3.6 | Increase the percentage of students who earn dual enrollment credit | | | | | |

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 | UC/CSU A-G Courses Continue to work on making sure that all classes are meeting a-g status. Provide more opportunity for students to access dual enrollment | Continue to increase the number of courses taught on campus that meet the A-G requirements and/or meet dual enrollment status | \$24,451.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--|--|-------------|--------------|
| | courses both on campus and through Columbia College courses. | | | |
| 3.2 | CTE Pathways Work toward making all CTE courses a part of a pathway that allows for students to be program completers after completing the pathway | Increase the number of complete CTE pathways available to students that include introductory, concentrator, and capstone courses | \$19,310.02 | Yes |
| 3.3 | College and Career Fairs Career and College counselor to set up career fairs and college fairs as well as college visitations. Flex periods focused on unduplicated offered by College and Career Counselor. College and career planning for unduplicated students offered through Flex periods with these staff. | Offer both college fairs, career fairs, and visitations throughout the school year that will be available to all students | \$36,338.37 | Yes |
| 3.4 | Dual Enrollment | Increase the number of on campus dual enrollment courses and the percentage of students taking those courses | \$8,157.27 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|-------------|-------------|--------------|
| | <p>Increase the number of courses taught by our staff that meet the dual enrollment status. Increase the opportunity for students to access courses on the Columbia College campus. Provide necessary tools for academic success.</p> | | | |

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 |
| \$\$108,568 | \$ |

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 |
|---|-----------------------------|-------------------------|---|
| 6.675% | 0.000% | \$0.00 | 6.675% |

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|--|
| 1.1 | Action: Targeted Intervention for Students Educational Partner feedback has shown that our summer program is no a robust and rigorous program for credit recovery. Students, Staff, and Parents have all shared that good first instruction and support for students doing the coursework is more beneficial than doing a quick credit recovery in summer. Support from all for the regular coursework is critical. | This action will focus first on students that are identified as homeless, foster, or socio-economically disadvantaged, however , this action is expected to benefit all students and reduce the need for summer credit recovery programs. | track course grades at progress, quarter and semester reporting periods determine how many students may be required to retake a course in the school year (space available) Use of Flex period for make-up and support. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|---|
| | <p>Need: Support for learning during the school year as opposed to waiting until summer for credit recovery</p> <p>Scope: LEA-wide</p> | | |
| <p>1.2</p> | <p>Action: Curriculum Adoption The next three areas for curriculum adoption are Mathematics, Social Science, and Science. The new adoptions will better align with the updated frameworks and support the aligned instructional work for each subject area. Both Math and Science scores reflect a need to focus on the alignment of curriculum and increased focus on academic achievement.</p> <p>Need: Provide all students with up to date standards-based adoptions and materials.</p> <p>Scope: LEA-wide</p> | <p>This action item is focused on updated the district adoptions for mathematics, social science, and science programs district-wide. It is expected to address all students. Teachers will be provided with additional professional development opportunities centered around the implementation of the new adoptions.</p> | <p>anecdotal documentation from the standpoint of teachers and how they are dealing with the implementation of the new curriculum, student academic achievement (grades, progress) in classes using the new adoptions</p> |
| <p>1.3</p> | <p>Action: Increasing academic achievement Assisting in the professional development realm for our teachers to be able to look CAASPP scores to assess students and align instruction</p> | <p>This action will focus first on students that are identified as homeless, foster, or socio-economically disadvantaged, however, this action is expected to benefit all students and increase the overall passing rate of classes therefore reducing the need to make up lost credits.</p> | <p>Tracking of D and F grades, meeting with students at each grading period to discuss needs and possible interventions. Increasing the number of</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|--|
| | <p>Need: Students scores are not at the level the district wishes to see in math and science</p> <p>Scope: LEA-wide</p> | | <p>students that complete a-g coursework, achieve CTE certifications Increasing the graduation rate overall</p> |
| <p>1.4</p> | <p>Action: Improve student achievement Reducing the number of students receiving D and F grades as well as reducing the numbers of students that will need to do credit recovery as a focus of this action. Maintaining a focus on rigorous and relevant curriculum is important. Staff release time for professional development on and off campus.</p> <p>Need: Students grades are not showing at least C level work. Focus on good first teaching and not relying on summer credit recovery will assist students in improving grades.</p> <p>Scope: LEA-wide</p> | <p>This action will focus first on students that are identified as homeless, foster, or socio-economically disadvantaged, however, this action is expected to benefit all students and increase the support of all students through homeroom flex connections with teachers, meeting with GLCs and Counselor on campus.</p> | <p>Tracking the CHKS data to show increase scores and being supported by staff member, feeling safe at school and feeling connected to school.</p> |
| <p>2.1</p> | <p>Action: Decrease Chronic absenteeism Provide support and opportunities for students to maintain at least 95% attendance rate school wide. Include student attendance incentives on all campuses.</p> | <p>This action will focus first on students that are identified as homeless, foster, or socio-economically disadvantaged, however, this action is expected to benefit all students and increase the regular rate of attendance at school.</p> | <p>Tracking the number of students that have attendance letters, SART and SARB meetings and the voerall ADA for the school.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|--|
| | <p>Need: Student attendance improvement to at least 95% is a focus to assist them in better academic achievement and regular supports.</p> <p>Scope: LEA-wide</p> | | |
| 2.2 | <p>Action: Increase student participation Provide opportunities for students to access a wide variety of clubs, sports and extracurricular activities on and off campus</p> <p>Need: Students are seeking more of a sense of belonging on campus and opportunities to participate in clubs, sports, academics and performances will help</p> <p>Scope: LEA-wide</p> | This action is for all students so they feel that they have a connection to school. Participation in clubs, athletics, classes with performances and competitions(ACADEC, Mock Trial, Robotics, Occupational Olympics) are important for our students | Tracking the number of students involved in clubs, athletics, classes with performances and competitions (ACADEC, Mock Trial, Robotics, Occupational Olympics) both individually and duplicated Following the CHKS survey results in terms of the feeling about being involved and having a place that is safe and accepting. |
| 2.3 | <p>Action: Provide Mental Health Supports Use of the Wellness Center as a hub for students to access mental health support and provide opportunities for students to meet and support one another.</p> <p>Need:</p> | This action is for all students so they feel that they have a connection to school. The Wellness Center is a venue for all students to be heard and for the district to better know what levels of supports are needed to address students needs. The AWARE program is another level of support for our students. | Follow the data that the Wellness Center collects in terms of who is accessing, how often and for what reason(s) Use of CHKS data specifically around mental health questions |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|--|
| | <p>Students express that they have a lot of stressors and they need people to talk to and provide strategies to deal with stress relief.</p> <p>Scope: LEA-wide</p> | | <p>(considered suicide, feel safe at school, have an adult to talk to and creates a feeling of worth and being heard, etc.)</p> |
| <p>2.4</p> | <p>Action: Community & Parent Engagement Provide more opportunities for parents to become involved in campus life through booster groups, SSC, board meetings and public events that showcase students and student/family/community needs. Provide ways to publicize events.</p> <p>Need: Assisting parents in supporting their students through school-based programs is influential in helping students and parents feel more a part of the program.</p> <p>Scope: LEA-wide</p> | <p>Although the district really wants to focus on the parents of unduplicated students, this action is for all parents. Providing opportunities for parents to attend events that showcase student performances, orientation and back to school functions, BBQs, parent nights to discuss pertinent topics, etc. The district is seeking input from these parents to make sure that all students are being supported academically through the arts and co-curricularly.</p> | <p>Use of the surveys to gather data about what parents would like to hear about numbers of people attending events, and CHKS survey data from parent perspective.</p> |
| <p>3.1</p> | <p>Action: UC/CSU A-G Courses Continue to work on making sure that all classes are meeting a-g status. Provide more opportunity for students to access dual enrollment courses both on campus and through Columbia College courses.</p> | <p>A focus on making sure as many of the district courses are a-g acceptable is important. GLCs and College Career counselor counseling students to be eligible by the time of graduation to attend a 4 year college</p> | <p>GLCs and College Career Counselor documenting meetings with students about course choices, four-year plan review, annual transcript analysis. CHKS survey data showing students</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|---|
| | <p>Need: Students need access to courses that are a-g approved.</p> <p>Scope: LEA-wide</p> | | response to being college prepared |
| 3.2 | <p>Action: CTE Pathways Work toward making all CTE courses a part of a pathway that allows for students to be program completers after completing the pathway</p> <p>Need: Students need more assistance in accessing the pathways and knowing what courses to take and how to become pathway completers.</p> <p>Scope: LEA-wide</p> | This action benefits all students in an effort to provide pathways in the CTE arena to complete and earn certifications that lead to more opportunity at the college level | Tracking the courses that students take and meeting with students during registration, transcript analysis an a four year plan annual review. |
| 3.3 | <p>Action: College and Career Fairs Career and College counselor to set up career fairs and college fairs as well as college visitations. Flex periods focused on unduplicated offered by College and Career Counselor. College and career planning for unduplicated students offered through Flex periods with these staff.</p> | Students will have the opportunity to meet with career professionals, college admissions counselors and visit campuses as well as trade/technical school and military representatives. | Planning and providing career fairs, college fairs, visitations |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|---|
| | <p>Need: Students need to know what careers and colleges are available to them. Our new Career and College Counselor position will be a huge asset to making sure that this can happen for our students.</p> <p>Scope: LEA-wide</p> | | |
| 3.4 | <p>Action: Dual Enrollment Increase the number of courses taught by our staff that meet the dual enrollment status. Increase the opportunity for students to access courses on the Columbia College campus. Provide necessary tools for academic success.</p> <p>Need: Students are not able to easily access dual credit courses unless we provide on campus classes.</p> <p>Scope: LEA-wide</p> | Students need to be able to more easily access the dual enrollment classes on campus as well as through Columbia College or online classes. This is a beneficial option for all of our students. | Track the number of courses offered and the number of students that are accessing the courses both on campus and through college options. |

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 |
|-------------------|--------------------|---|------------------------------------|
|-------------------|--------------------|---|------------------------------------|

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 | | |
| Staff-to-student ratio of certificated staff providing direct services to students | | |

2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-----------|--|--|---|--|---|
| Totals | \$1,626,577 | \$108,568 | 6.675% | 0.000% | 6.675% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|--------------|-------------------|-------------|---------------|--------------|-----------------|---------------------|
| Totals | \$108,568.01 | \$0.00 | \$0.00 | \$0.00 | \$108,568.01 | \$108,568.01 | \$0.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|--|---|----------|--|-------------|-----------|-----------------|---------------------|------------|-------------------|-------------|---------------|-------------|---|
| 1 | 1.1 | Targeted Intervention for Students Educational Partner feedback has shown that our summer program is no a robust and rigorous program for credit recovery. Students, Staff, and Parents have all shared that good first instruction and support for students doing the coursework is more beneficial than doing a quick credit recovery in summer. Support from all for the regular coursework is critical. | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | | | | | | | | |
| 1 | 1.2 | Curriculum Adoption The next three areas for curriculum adoption are Mathematics, Social Science, and Science. The new adoptions will better align with the updated frameworks and support the aligned instructional work for each subject area. Both Math and Science scores reflect a need to focus on the alignment of curriculum and increased focus on academic achievement. | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | | | | | | | | |
| 1 | 1.3 | Increasing academic achievement Assisting in the professional development realm for | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | | | | | | | | |

| 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 |
|--------|----------|--|--|---|----------|--|-------------|-----------|-----------------|---------------------|-------------|-------------------|-------------|---------------|-------------|---|
| | | our teachers to be able to look CAASPP scores to assess students and align instruction | | | | | | | | | | | | | | |
| 1 | 1.4 | Improve student achievement Reducing the number of students receiving D and F grades as well as reducing the numbers of students that will need to do credit recovery as a focus of this action. Maintaining a focus on rigorous and relevant curriculum is important. Staff release time for professional development on and off campus. | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | | | | | | | | |
| 1 | 1.5 | Create annual professional development plans for each department | All | No | | | All Schools | Ongoing | | | | | | | | |
| 2 | 2.1 | Decrease Chronic absenteeism Provide support and opportunities for students to maintain at least 95% attendance rate school wide. Include student attendance incentives on all campuses. | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | | | | | | | | |
| 2 | 2.2 | Increase student participation Provide opportunities for students to access a wide variety of clubs, sports and extracurricular activities on and off campus | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | | | | | | | | |
| 2 | 2.3 | Provide Mental Health Supports Use of the Wellness Center as a hub for students to access mental health support and provide opportunities for students to meet and support one another. | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$20,311.35 | \$0.00 | \$20,311.35 | | | | \$20,311.35 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|--|---|----------|--|-------------|-----------|-----------------|---------------------|-------------|-------------------|-------------|---------------|-------------|---|
| 2 | 2.4 | Community & Parent Engagement Provide more opportunities for parents to become involved in campus life through booster groups, SSC, board meetings and public events that showcase students and student/family/community needs. Provide ways to publicize events. | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | | | | | | | | |
| 3 | 3.1 | UC/CSU A-G Courses Continue to work on making sure that all classes are meeting a-g status. Provide more opportunity for students to access dual enrollment courses both on campus and through Columbia College courses. | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$24,451.00 | \$0.00 | \$24,451.00 | | | | \$24,451.00 | |
| 3 | 3.2 | CTE Pathways Work toward making all CTE courses a part of a pathway that allows for students to be program completers after completing the pathway | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$19,310.02 | \$0.00 | \$19,310.02 | | | | \$19,310.02 | |
| 3 | 3.3 | College and Career Fairs Career and College counselor to set up career fairs and college fairs as well as college visitations. Flex periods focused on unduplicated offered by College and Career Counselor. College and career planning for unduplicated students offered through Flex periods with these staff. | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$36,338.37 | \$0.00 | \$36,338.37 | | | | \$36,338.37 | |
| 3 | 3.4 | Dual Enrollment Increase the number of courses taught by our staff that meet the dual | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth | All Schools | Ongoing | \$8,157.27 | \$0.00 | \$8,157.27 | | | | \$8,157.27 | |

| 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 |
|--------|----------|--|------------------|---|-------|-------------------------------|---|-----------|-----------------|---------------------|------------|-------------------|-------------|---------------|-------------|---|
| | | enrollment status. Increase the opportunity for students to access courses on the Columbia College campus. Provide necessary tools for academic success. | | | | Low Income | | | | | | | | | | |
| 4 | 4.1 | Decrease Suspension Rate | All | No | | | Specific Schools: Cold Springs High School and South Fork High School | | | | | | | | | |
| 4 | 4.2 | Increase Attendance Rate | All | No | | | Specific Schools: Cold Springs High School and South Fork High School | | | | | | | | | |
| 4 | 4.3 | Increase student engagement and achievement. | All | No | | | Specific Schools: Cold Springs and South Fork High School | | | | | | | | | |

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 |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$1,626,577 | \$108,568 | 6.675% | 0.000% | 6.675% | \$108,568.01 | 0.000% | 6.675 % | Total: | \$108,568.01 |
| | | | | | | | | LEA-wide Total: | \$108,568.01 |
| | | | | | | | | Limited Total: | \$0.00 |
| | | | | | | | | Schoolwide Total: | \$0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|----------|--|-------------|--|---|
| 1 | 1.1 | Targeted Intervention for Students Educational Partner feedback has shown that our summer program is no a robust and rigorous program for credit recovery. Students, Staff, and Parents have all shared that good first instruction and support for students doing the coursework is more beneficial than doing a quick credit recovery in summer. Support from all for the regular coursework is critical. | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 1 | 1.2 | Curriculum Adoption The next three areas for curriculum adoption are Mathematics, Social Science, and Science. The | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |

| 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 (%) |
|------|----------|--|---|----------|--|-------------|--|---|
| | | new adoptions will better align with the updated frameworks and support the aligned instructional work for each subject area. Both Math and Science scores reflect a need to focus on the alignment of curriculum and increased focus on academic achievement. | | | | | | |
| 1 | 1.3 | Increasing academic achievement Assisting in the professional development realm for our teachers to be able to look CAASPP scores to assess students and align instruction | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 1 | 1.4 | Improve student achievement Reducing the number of students receiving D and F grades as well as reducing the numbers of students that will need to do credit recovery as a focus of this action. Maintaining a focus on rigorous and relevant curriculum is important. Staff release time for professional development on and off campus. | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 2 | 2.1 | Decrease Chronic absenteeism Provide support and opportunities for students to maintain at least 95% attendance rate school wide. Include student attendance incentives on all campuses. | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|----------|--|-------------|--|---|
| 2 | 2.2 | Increase student participation Provide opportunities for students to access a wide variety of clubs, sports and extracurricular activities on and off campus | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 2 | 2.3 | Provide Mental Health Supports Use of the Wellness Center as a hub for students to access mental health support and provide opportunities for students to meet and support one another. | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$20,311.35 | |
| 2 | 2.4 | Community & Parent Engagement Provide more opportunities for parents to become involved in campus life through booster groups, SSC, board meetings and public events that showcase students and student/family/community needs. Provide ways to publicize events. | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 3 | 3.1 | UC/CSU A-G Courses Continue to work on making sure that all classes are meeting a-g status. Provide more opportunity for students to access dual enrollment courses both on campus and through Columbia College courses. | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$24,451.00 | |
| 3 | 3.2 | CTE Pathways Work toward making all CTE courses a part of a pathway that allows for | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$19,310.02 | |

| 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 (%) |
|------|----------|--|---|----------|--|-------------|--|---|
| | | students to be program completers after completing the pathway | | | | | | |
| 3 | 3.3 | College and Career Fairs Career and College counselor to set up career fairs and college fairs as well as college visitations. Flex periods focused on unduplicated offered by College and Career Counselor. College and career planning for unduplicated students offered through Flex periods with these staff. | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$36,338.37 | |
| 3 | 3.4 | Dual Enrollment Increase the number of courses taught by our staff that meet the dual enrollment status. Increase the opportunity for students to access courses on the Columbia College campus. Provide necessary tools for academic success. | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$8,157.27 | |

2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|--|--|
| Totals | \$143,602.69 | \$139,424.28 |

| 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 | Hire additional Mental Health Staff | No | | |
| 1 | 1.2 | Provide professional development on mental health | Yes | \$500.00 | 497.07 |
| 1 | 1.3 | Improve mental health services outreach | Yes | \$2,112.00 | 2098.14 |
| 1 | 1.4 | Purchase social emotional learning curriculum | Yes | \$15,108.73 | 15,108.73 |
| 1 | 1.5 | Mental health discussions in staff meetings | Yes | \$21,007.8 | 17,488.68 |
| 2 | 2.1 | Improve Dual Enrollment process | Yes | \$10,682.68 | 9,758.45 |
| 2 | 2.2 | Increase Participation in Extracurricular Clubs | Yes | \$7,479.35 | 6898.05 |
| 2 | 2.3 | Increase Graduation Rate | Yes | \$9,628.51 | 11446.98 |
| 2 | 2.4 | Student member on governing board | Yes | | |
| 2 | 2.5 | Parental Involvement | Yes | \$8,893.91 | 8120.35 |
| 2 | 2.6 | Improve participation and incentive programs | Yes | \$7,970.39 | 7450.89 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| | | | | | |
| 2 | 2.7 | Ensure support for Foster Youth, ELL and all students | Yes | \$10,682.68 | 9758.45 |
| 2 | 2.8 | Provide a Functional Living Skills program for ID Special Education Students | No | | |
| 2 | 2.9 | Create a Learning Center to better serve struggling students | Yes | \$4,050.81 | 3683.05 |
| 3 | 3.1 | Enhance curriculum | Yes | \$1,770.26 | 1,770.26 |
| 3 | 3.2 | Prepare students for college or career | Yes | \$6,477.09 | 6212.36 |
| 3 | 3.3 | Post Daily Objectives in classroom | Yes | \$10,185.22 | 9,304.45 |
| 3 | 3.4 | Professional Development for qualified teachers | Yes | \$21.13 | 21.13 |
| 3 | 3.5 | Increase Life Skills opportunities | Yes | \$7,452.45 | 6835.28 |
| 3 | 3.6 | Add Functional Living Skills program | No | | |
| 3 | 3.7 | Increase use of Formative and Summative Assessments | Yes | \$14158.68 | 13233.95 |
| 3 | 3.8 | Provide all necessary materials and curriculum | Yes | \$5,421.00 | 9738.01 |

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) |
|--|---|---|--|--|--|--|
| \$108,568 | \$143,572.69 | \$139,136.82 | \$4,435.87 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| 1 | 1.2 | Provide professional development on mental health | Yes | \$500.00 | 497.07 | | |
| 1 | 1.3 | Improve mental health services out-reach | Yes | \$2,112.00 | 2098.14 | | |
| 1 | 1.4 | Purchase social emotional learning curriculum | Yes | \$15,108.73 | 15,108.73 | | |
| 1 | 1.5 | Mental health discussions in staff meetings | Yes | \$21,007.80 | 17,488.68 | | |
| 2 | 2.1 | Improve Dual Enrollment process | Yes | \$10,682.68 | 9,754.45 | | |
| 2 | 2.2 | Increase Participation in Extracurricular Clubs | Yes | \$7,479.35 | 6,898.05 | | |
| 2 | 2.3 | Increase Graduation Rate | Yes | \$9,628.51 | 11,446.98 | | |
| 2 | 2.4 | Student member on governing board | Yes | | | | |
| 2 | 2.5 | Parental Involvement | Yes | \$8,893.91 | 8120.35 | | |
| 2 | 2.6 | Improve participation and incentive programs | Yes | \$7,970.39 | 7267.43 | | |
| 2 | 2.7 | Ensure support for Foster Youth, ELL and all students | Yes | \$10,682.68 | 9758.45 | | |
| 2 | 2.9 | Create a Learning Center to better serve struggling students | Yes | \$4,050.81 | 3583.05 | | |
| 3 | 3.1 | Enhance curriculum | Yes | \$1,770.26 | 1770.26 | | |

| 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 | 3.2 | Prepare students for college or career | Yes | \$6,447.09 | 6212.36 | | |
| 3 | 3.3 | Post Daily Objectives in classroom | Yes | \$10,185.22 | 9304.45 | | |
| 3 | 3.4 | Professional Development for qualified teachers | Yes | \$21.13 | 21.13 | | |
| 3 | 3.5 | Increase Life Skills opportunities | Yes | \$7,452.45 | 6835.28 | | |
| 3 | 3.7 | Increase use of Formative and Summative Assessments | Yes | \$14,158.68 | 13,233.95 | | |
| 3 | 3.8 | Provide all necessary materials and curriculum | Yes | \$5,421 | 9,738.01 | | |

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) |
|---|---|--|---|--|---|--|--|---|
| \$1,518,009 | \$108,568 | -4.83% | 2.322% | \$139,136.82 | 0.000% | 9.166% | \$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).

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