



Local Control and Accountability Plan

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

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

General Information

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

The only charter school within Moorpark Unified, IvyTech Charter offers an independent study program as well as an onsite structured program to both middle and high school students, grades 7-12, seeking an alternative to the traditional school setting. Additionally, IvyTech offers students dual enrollment opportunities within the local community college district (Moorpark CC, Ventura CC, Oxnard CC, and Pierce CC). This opportunity allows students to concurrently engage and earn college credits as they complete the coursework necessary for high school graduation.

Program Description:

IvyTech has more than a decade of experience providing access to instructional materials through digital Learning Management Systems that facilitated remote work 24/7, as long as students have a computer and internet access. The school provides learners a robust set of nonclassroom-based, Independent Study program choices. Students can choose a truly independent study program that allows them the flexibility in their schedule to engage in other activities, such as working or pursuing extracurricular activities professionally, while still having weekly check-ins and support times with their instructors through Zoom. A second option provides similar flexibilities in schedule, but with the added component of weekly onsite meetings and opportunities to work in small groups with subject-matter instructors. A third choice offers students the most amount of structured support through a 3-day/week schedule. This option provides students with full days of instruction in courses that most resemble a traditional high school experience covering core subjects and electives.

As an independent study school, IvyTech has always incorporated an on-site component to provide a blended structure and support for online courses. In previous years, IvyTech had created a program that was designed to help supplement A-G independent study courses by providing hands-on labs for science, real-world applications of engineering and mathematics, as well as a global context from which to launch inquiries and investigations. This onsite component has been transitioned into learning cohorts that allow all learners, but especially students with special needs, foster youth, and English learners to have access to regular onsite, in-person, structured instruction.

IvyTech Charter School Vision Statement:

IvyTech Charter School will educate its students to have the knowledge, character, and critical skills necessary to explore and contribute to the world in positive ways. Through effective communication and inspired collaboration, IvyTech students will graduate with purpose. They will go on to cultivate action in the world that sparks both creative investigation and innovation, thereby becoming both global learners and leaders of the 21st century.

The Schoolwide Learning Outcomes of IvyTech Charter: Innovative Learners

- Who are inspired, self-directed and resilient

- Who are able to read critically, write clearly and engage creatively

Twenty-first Century Leaders

- Who can effectively navigate 21st-century information systems to investigate a variety of issues
- Who can communicate & collaborate with others both locally and globally to solve meaningful, relevant problems

Our blended curriculum model integrates online curriculum and onsite learning. Both are rich in the use of 21st-century technology tools, such as: 3D printing, digital recording, blogging, podcasting, photo editing, video production and editing, and online discussion forums. IvyTech is staffed with 4 core full-time instructors and 2 elective/support instructors who offer live sessions of classes and ongoing individual advisory. As a result, IvyTech Charter School is uniquely positioned to serve students in a wide spectrum of grades and across a broad range of diversified abilities.

The campus of IvyTech Charter is comprised of two buildings located across from each other within a newly constructed business center. The school has five different classrooms, only three of which are enclosed, the other two are 'open air' classrooms which work to facilitate an open flow of students seeking individual and small group instruction. The facility has a professional-grade recording studio, video lab, kitchen, and makerspace. Each classroom is equipped with a computer, Zoom room, sound system, and whiteboard. To support student access to online curricula, the school has over 100 Chromebooks for on-campus use, with a comparable number of devices for student use at home. IvyTech has created a mobile lab with Apple Macbooks. Computers are also available for long-term check-out upon administrative approval.

Enrollment = 76

Grade 07: 5.3%

Grade 08: 10.5%

Grade 09: 10.5%

Grade 10: 15.8%

Grade 11: 34.2%

Grade 12: 23.7%

Female students = 59.2%

Male students = 40.8%

Students who are Low Income (SED): 25%

Students who are English Learners: 0%

Students in the Foster Care system : 0%

Students who are Homeless: 1.3%

Students with Disabilities (SWD):13.2%

Asian: 1.3%

Black/African American: 2.6%

Hispanic/Latino: 19.7%

Middle Eastern: 1.3%

Multiple Race: 2.6%
White: 71.1%

Reflections: Annual Performance

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

ITCS has determined its successes, challenges and needs based on the 2023 California Dashboard Indicators (2023 - <https://www.caschooldashboard.org/reports/56739400121426/2023>):

*Chronic Absenteeism: 11.8% of students are absent 10% or more of the instructional days they are enrolled.

*Suspension Rate: 0% of students have been suspended for at least one day in a given school year.

*Graduation Rate: 61.4% of students received a high school diploma within 5 years.

60% of Hispanic students graduated

81.3% of Socioeconomically Disadvantaged students graduated

57.7% of White students graduated

*College/Career Readiness: 15% demonstrated preparedness, 15% are approaching preparedness, and 70% are not prepared as demonstrated on the Smarter Balance standardized test.

15.4% of Hispanic students are prepared

7.7% of Socioeconomically Disadvantaged are prepared

12% of White students are prepared

*Standardized Test Results ELA: 63.3 points below standard (decline of 64.5 points with 22 of 24 eligible testers participating)

Due to the small size of the testing cohort that participates in State testing, the Dashboard does not provide granular information on all subgroups (EL, Hispanic, Two or more races, Socioeconomically disadvantaged, Students with Disabilities). The only subgroup with enough participants to qualify for identification are white and English-only students.

White ELA: 67.3 points below standard (decline of 67.3 points with 14 of 15 eligible testers participating)

English Only ELA: 53.1 points below standard (decline of 66.9 points with 20 of 22 eligible testers participating)

Standardized Test Results Math: 171.5 points below standard (decline of 90.4 points with 22 of 24 eligible testers participating)

Due to the small size of the testing cohort that participates in State testing, the Dashboard does not provide granular information on all subgroups (EL, Hispanic, Two or more races, Socioeconomically disadvantaged, Students with Disabilities). The only subgroup with enough participants to qualify for identification are white and English-only students.

White Math: 159.8 points below standard (decline of 65.2 points with 14 of 15 eligible testers participating)

English Only Math: 160.5 points below standard (decline of 79.5 points with 20 of 22 eligible testers participating)

ITCS is pleased that the chronic absenteeism rate has dropped by more than 50% from last year, but absenteeism continues to be an area that IvyTech is committed to improving through the addition of more support staff and evidence-based check-and-connect strategies meant to reengage students and increase academic achievement.

ITCS continues to maintain a 0% suspension rate. This is in large part to the positive discipline strategies practiced by school staff that help cultivate a positive school climate and increase students' sense of community. The 0% rate is noteworthy, suggesting the approach is working.

Although the graduation rate decreased by 1.6%, ITCS finds that slim decrease still a success as we work to increase the graduation rate. Many at-promise students with deficient credits are referred to ITCS in their 11th or 12th-grade years by the chartering agency or neighboring districts. Although making up a semester or more worth of credits is a challenge, students work closely with the school counselor to devise a plan to aim to graduate on time. We have seen a reduction in the number of students needing an additional year to complete graduation requirements and an increase in the number of students who take advantage of support and opportunities for credit recovery in order to graduate on time.

ITCS continues to struggle to maintain a 95% testing participation rate due to the number of families who exercise their right through California Education Code section 60615. ITCS has worked to communicate the importance of the assessments and student participation as early as the first day of school to our students and educational partners. Due to the school's low enrollment numbers, however, even 1 family opting out of testing can have a detrimental impact on the school's participation rate and performance level, because students who opt out of participating are counted as "standard not met," or given the lowest score possible, negatively skewing the school's performance. ITCS recognizes this challenge and will continue to put in place strategies to mitigate the participation rate and increase student performance.

College and Career Readiness indicators were not reported on the 2022, 2021, or 2020 dashboards. In 2019, ITCS' college/career indicator rate showed 4.3% of ITCS were Prepared and 8.7% were Approaching Prepared. By this comparison, ITCS is pleased that the college and career indicator is on an upward trajectory with 30% of students now Prepared or Approaching Prepared. Overall, the low rate indicates there is room for growth and continued work to support students in meeting grade-level standards for math and English. ITCS has worked to increase the number of options to prepare students for College and Career, including: introducing 11 new CTE pathways and courses, promoting dual enrollment course options, and providing intervention strategies to support students in meeting A-G requirements and increasing academic performance in English and math.

Reflections: Technical Assistance

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

Not Applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

IvyTech Charter was identified in 2019 for Comprehensive Support and Improvement for Graduation Rate. As of the 2020-21 School Year, IvyTech has not been indicated as being eligible for CSI funding.

Support for Identified Schools

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

IvyTech was identified for CSI in the 2019-20 school year based on the results of the 2019 California School Dashboard state indicators. Dashboard results were provided to IvyTech administrators in February 2020 identifying criteria by which the school was designated for CSI. IvyTech received a red performance color in one of the three state indicators it received: Graduation rate received a performance rate of 46.9%. The Charter applied for ESSA section 1003 funds and was awarded \$170,123 to develop and implement a plan with stakeholders to improve student outcomes. School administrators and lead staff were notified of the CSI designation, site responsibilities, CSI plan requirements, and funding information.

Stakeholders will support IvyTech staff in developing a CSI plan by providing the following processes:

- Guiding development/expansion of curriculum to better individualize learning paths
- Reviewing learning path options and overall approach to program selection
- Reviewing CAASPP scores and other local assessments to determine areas for academic improvement, growth, and strengths
- Reviewing student attendance, discipline, and counseling records to determine if individual and/or school-wide supports (such as SEL curriculum) should be further implemented
- Establishment of a School Site Council for stakeholder engagement activities such as parent groups, surveys, and school community forums

Monitoring and Evaluating Effectiveness

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

Administrators, School Board members and staff will review planned actions and services quarterly to determine efficacy. Utilizing applicable components of the High Reliability Schools framework will be considered to evaluate program progress:

1. Safe, Supportive & Collaborative Culture
2. Effective Teaching in Every Classroom
3. Guaranteed and Viable Curriculum
4. Standards-Referenced Reporting
5. Competency-Based Education

Student attendance/participation/progress will be tracked regularly through Ivytech's School Information System and various Learning Management Systems that are utilized in conjunction with participation in synchronous activities through Zoom. Grant funds will be disbursed

to support plan implementation in accordance with grant requirements, which may include staff development and purchasing supplemental instructional materials and programs. Students will also be surveyed to assess their social-emotional and mental health.

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
Principal and Director of Operations	<p>August-October 2023: Through a review of the school's goals and actions, in preparation for the WASC mid-cycle accreditation review, the administrative team proposed changes to 24/25 LCAP goals that better align with the updated schoolwide action plan.</p> <p>January - February 2024: Analysis of perspective LCAP goals and action items proposed to educational partners through surveys and school-site meetings.</p> <p>February 2024: Development of a presentation to parents and school board regarding proposed changes to the 24/25 LCAP</p>
Staff	<p>December 2023: Staff goes on a deep data dive into the NWEA diagnostic testing results. These are compared to desired LCAP goal metrics for ELA and math.</p> <p>February 2024: Staff presented with local indicator and LCAP goal survey. Conducted review of current and proposed LCAP goals and compared to the 8 state priorities.</p> <p>May 2024 - Staff participate in school-site counsel to provide feedback on proposed 24/25 LCAP.</p>
Students	December 2023 - February 2024: Students are surveyed using a google form to collect feedback on current school local indicators,

Educational Partner(s)	Process for Engagement
	<p>progress towards achieving established goals, and input about the prioritization of proposed LCAP goals.</p> <p>May 2024 - Students participate in school-site counsel to provide feedback on proposed 24/25 LCAP.</p>
Parents	<p>October 2023 - Back to School Night: provided parents with overview of school values and future opportunities for involvement with the school's program and its development for the future LCAP process.</p> <p>November 2023 - Dinner with the Directors: provided parents with an in-depth dive into local indicator and diagnostic testing data. Explanation of current LCAP goals and metrics of success. Garnered parent input on the development of the school's programs and future goals.</p> <p>February 2024 - LCAP Presentation for Parents: As part of the regularly scheduled board meetings, this presentation gave the official midyear LCAP report and Budget Overview for Parents regarding the 23/24 LCAP and held an open discussion regarding the proposed 24/25 LCAP goals.</p> <p>May 2024 - Parents participate in school-site counsel to provide feedback on the proposed 24/25 LCAP.</p>
School Board	<p>February 2024: Board meeting presenting the results and analysis of local indicators as reported on student, parent, and teacher surveys.</p> <p>Midyear review of the 2023/24 LCAP provided to the board with explanations of successes and shortcomings of progress towards achieving 23/24 Goals.</p> <p>Proposed 2024/25 LCAP goals for discussion and amendment.</p>

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

Feedback from the school's administrators encouraged the development of this LCAP cycle to align with the 2023/24 School Wide Action Plan developed for the WASC accreditation cycle, and goals designed to prepare the school for its next charter renewal cycle in 2027. Their efforts directed goals to include actions and metrics reported on the California School Dashboard, School Accountability Report Card, and Civil Rights Data Collection Survey. (GOAL 1 Metrics & Actions ; GOAL 3 Metrics & Action 3.2)

Staff members have helped identify areas of need for their professional practice in our school's unique learning environments. They have encouraged this LCAP cycle to develop action items that include additional support from paraeducators, educational facilitators, and instructor services from our curriculum content providers. Due to their input, funds have been allocated to increase staffing and software subscription service levels. (GOAL 1 Actions 1.3, 1.4 ; GOAL 3 Action 3.1 ; GOAL 4 Actions)

Students helped the school gauge the progress and success that has been made in developing the Social Emotional Learning (SEL) program during the course of the 2021-24 LCAP cycle. Students informed the development of the latest LCAP by indicating the supports that they found most helpful. Additionally, the student focus group ranked the multitude of optional goals the school could focus on in coming years. With their feedback, IvyTech developed the goals in the following sections to align with students' academic interests and social/emotional needs. (GOAL 1 Action 1.3 ; GOAL 2 Actions)

Parents have helped guide IvyTech in prioritizing the improvement of communication between the school and home. From this group's feedback, the school has developed actions and metrics that are directed toward increasing and improving the engagement of learner's family members in their educational process. The parent focus group also ranked the multitude of optional goals the school could focus on in the coming years. With their feedback, IvyTech developed the goals in the following sections to align with students' academic performance and partnerships with the outside community. (GOAL 1 Actions 1.1, 1.3, 1.4 ; GOAL 2 Actions ; GOAL 4 Actions)

IvyTech School Board members reviewed and affirmed the validity and the need for the 24/25 LCAP goals. An emphasis on the need for qualified and effective teaching staff to support and foster further development of the school's unique programs and learning experiences is supported in GOAL 1. Care for the ever-evolving needs of our learners as they rebound from the pandemic and return to the new normal is supported by the SEL program prioritized by GOAL 2. Extending the great improvements that have been experienced by those students who engage the most with the school's structured supports, IvyTech will be expanding staffing and growing its inclusive culture through the efforts and monies set aside for GOAL 3. Finally, the school will better and more equitably engage the educational partners at home through the improved communication platforms budgeted and measured through GOAL 4.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth towards meeting or exceeding standards in their academic performance on standardized tests, career and college readiness, and course completion facilitated by properly credentialed teachers with standards-aligned instructional materials.	Maintenance of Progress 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 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The LEA has developed this goal in response to the 2023 California School Dashboard metrics and local indicators. The school has an established program that offers a broad course of study, through which all college entrance requirements are fulfilled. The LCAP cycle that began in 2020 endeavored to strengthen the school's educational program, and this goal is intended to maintain and improve upon the gains made in the previous cycle.

As IvyTech continues to improve its programs, the school has identified the need to provide multiple pathways for students to demonstrate career and college readiness. California has established multiple avenues to achieve this goal: Academic proficiency in the 15 required A-G courses; Performance on State standardized testing; Dual enrollment in college courses; or completion of a two-year Career Technical Pathway. The California Dashboard only reports out CCR as a result of student performance on the State tests.

IvyTech endeavors to encourage academic growth by providing unique learning experiences that are personalized to individual learners. In this way, the school can honor the educational journey that each learner travels and provide unique support for disadvantaged and at-risk learners. English Learners (EL), socioeconomically disadvantaged students receiving Free-Reduced Priced Meals (FRPM), Foster Youth (FY), and Students With Disabilities (SWD) often find themselves falling through gaps in a system that can easily be overlooked in a crowded classroom. IvyTech empowers teachers to create well-supplied, technology-rich learning environments and experiences, that, in turn, engage and empower these learners. "Educational equity should be conceptually understood as the comparability of learning opportunities and experiences to make high-status knowledge and school success more accessible to students who are diversified by culture, ethnicity, class, and gender. We must also expand teachers' strategies for providing opportunities to learn to all students regardless of race, class, and gender. Understanding that the application of bias is unconscious, we should provide structured staff development in alternative teaching strategies such as cooperative learning, role-playing, tutoring, team learning, demonstrating, coaching, problem-solving, and nondirective teaching. Staff development must also be targeted toward helping teachers understand better how culturally different students go about the process of learning and demonstrating what they have learned. Teaching teachers to design, evaluate, and use

alternative evaluation techniques should also increase accuracy in judging student [achievement]." (Gay, Geneva. 1990. Culturally Responsive Teaching: Theory, Research, and Practice. Teacher College Press.)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of students earning a grade of C or better in A-G core classes (ELA, Math, Science, & Social Studies).	<p>2022-23</p> <p>ELA</p> <p>Fall Spring</p> <p>09th - 100% 100%</p> <p>10th - 80% 87%</p> <p>11th - 71% 89%</p> <p>12th - 79% 67%</p> <p>Math</p> <p>Fall Spring</p> <p>09th - 75% 75%</p> <p>10th - 75% 72%</p> <p>11th - 42% 54%</p> <p>12th - 50% 0%</p> <p>Science</p> <p>Fall Spring</p> <p>09th - 80% 80%</p> <p>10th - 90% 83%</p> <p>11th - 44% 57%</p> <p>12th - 64% 67%</p> <p>Social Studies</p> <p>Fall Spring</p> <p>10th - 100% 83%</p> <p>11th - 71% 80%</p> <p>12th - 58% 72%</p>			<p>ELA</p> <p>Fall Spring</p> <p>09th - 100% 100%</p> <p>10th - 80% 90%</p> <p>11th - 75% 90%</p> <p>12th - 80% 75%</p> <p>Math</p> <p>Fall Spring</p> <p>09th - 80% 85%</p> <p>10th - 80% 80%</p> <p>11th - 50% 60%</p> <p>12th - 60% 50%</p> <p>Science</p> <p>Fall Spring</p> <p>09th - 90% 90%</p> <p>10th - 95% 90%</p> <p>11th - 55% 65%</p> <p>12th - 70% 75%</p> <p>Social Studies</p> <p>Fall Spring</p> <p>10th - 100% 90%</p> <p>11th - 80% 90%</p> <p>12th - 65% 80%</p>	
1.2	Smarter Balance ELA Distance from Standard schoolwide results.	<p>2022-23</p> <p>*63.3 points below standard</p>			*13.6 points below standard (CA results from 22/23)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Decline of 64.5 points *85.3% Tester Participation Rate			*100% Tester Participation Rate	
1.3	Smarter Balance Math Distance from Standard schoolwide results.	2022-23 *171.5 points below standard *Decline of 90.4 points *82.3% Tester Participation Rate			*49.1 points below standard (CA results from 22/23) *100% Tester Participation Rate	
1.4	Smarter Balance Science Met/Exceeded Standard schoolwide results.	2022-23 *25% Met or Exceeded Standard *86.3% Tester Participation Rate			*30% Met or Exceeded Standard (CA results from 22/23) *100% Tester Participation Rate	
1.5	College and Career Preparedness Percentages reported on California School Dashboard.	15% demonstrated preparedness, 15% are approaching preparedness, and 70% are not prepared as demonstrated on the Smarter Balance standardized test.			43.9% of students qualify as being CCR Prepared as demonstrated on the Smarter Balance tests (CA results from 22/23)	

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	Hire/Retain Professional Teaching Staff	ITCS will retain, hire and appropriately assign highly-qualified teachers and staff, who continuously develop as professionals.	\$389,838.00	No
1.2	Expansion and Support of Curriculum	ITCS will provide its students with access to engaging, rigorous, and broad curriculum supported with effective learning materials.	\$175,000.00	Yes
1.3	Academic Support	ITCS will provide students with individualized and appropriate academic support through progress monitoring, tutoring opportunities, and interventions.	\$292,257.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Technology Assistance Program	ITCS will provide students with a 1-to-1 device learning environment at school. The school will also make available Chromebooks and internet hotspots for student home use.	\$40,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	IvyTech will ensure that all students in grades feel connected, safe, and supported at school as indicated in climate survey data, by conducting professional development in social and emotional learning (SEL) for all staff and increasing the number of academic support personnel.	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

From surveys, observations, SSTs, and meetings, IvyTech's educational partners (teachers, parents, students) reported an unprecedented amount of personal stress, social support structure depletion/degradation, and feelings of isolation and depression which increased significantly starting with the 2020-21 school year.

"[For] high school students labeled as English learners, relationships with school personnel, peer relations, and involvement in support activities were connected to well-being. Students' sense of connection to mainstream students was positively related to school belonging and positive affect. This pattern of findings suggests that connecting with members of both one's ethnic and the mainstream community may lead to greater well-being but integrating into the mainstream community prompts greater school belonging." (Vera, Heineke, Daskalova, et al. 2021. Emergent Bilingual High School Students' Social and Emotional Experiences. Psychology in the Schools, Vol. 58, No. 10)

"Benefits were similar regardless of students' race, socioeconomic background, or school location. Postintervention social-emotional skill development was the strongest predictor of [student] well-being." (Taylor, Oberle, Durlak, & Weissber. 2017. Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions. Society for Research in Child Development, Inc.)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	IvyTech Social/Emotional Wellness Survey	2023-24 Results 76% Find it easier to attend classes at ITCS.			80% Find it easier to attend classes at ITCS.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>57% Improved attitude/behavior at school at ITCS.</p> <p>61% Find it easier to communicate at ITCS.</p> <p>68% Feel they have more educational agency at ITCS.</p> <p>36% Report experiencing emotional stress/difficulties that impeded schoolwork.</p>			<p>60% Improved attitude/behavior at school at ITCS.</p> <p>65% Find it easier to communicate at ITCS.</p> <p>75% Feel they have more educational agency at ITCS.</p> <p>25% Report experiencing emotional stress/difficulties that impeded schoolwork.</p>	
2.2	CoVitality Score on Social Emotional Health Survey (SEHS)	<p>2023-24 Results</p> <p>61% Participation Rate</p> <p>65% of students are classified as High Thriving, Moderate Thriving, or Getting By.</p> <p>15% of students are classified Vulnerable, Moderate Risk, or High Risk.</p> <p>Strength Indicators</p> <p>*Self-Awareness: 65%</p> <p>*Persistence: 35%</p> <p>*Self-Efficacy: 63%</p>			<p>80% Participation Rate</p> <p>75% of students are classified as High Thriving, Moderate Thriving, or Getting By.</p> <p>10% of students are classified Vulnerable, Moderate Risk, or High Risk.</p> <p>Strength Indicators</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Empathy: 87% *Emotional Regulation: 87% *Self-Control: 54% *Peer Support: 72% *School Support: 74% *Family Coherence: 72% *Gratitude: 59% *Zest: 24% *Optimism: 15% *Overall Life Satisfaction: Average *School Connectedness: Average *Response Analysis: Valid			*Self-Awareness: 70% *Persistence: 45% *Self-Efficacy: 70% *Empathy: 90% *Emotional Regulation: 90% *Self-Control: 65% *Peer Support: 80% *School Support: 80% *Family Coherence: 80% *Gratitude: 65% *Zest: 35% *Optimism: 25% *Overall Life Satisfaction: Average *School Connectedness: Average *Response Analysis: Valid	

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	Increase SEL support	ITCS will embrace and support a whole-student philosophical approach to schooling by providing psycho-educational workshops, activities, and material support for learners.	\$45,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Within 3 years, IvyTech will reduce chronic absenteeism and increase graduation rates by implementing actions that promote relationships and student connectedness.	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The LEA has developed this goal in response to the 2023 California School Dashboard metrics, local indicators, and to align with the Schoolwide Action Plan that was developed as part of the accreditation process through the Western Association of Schools and Colleges (WASC). Starting in the 2020-21 school year, IvyTech experienced a rise in students qualifying as being chronically absent (missing 10% or more of enrolled school days). This metric peaked in the 2021-22 school year at 23.1% of students being chronically absent, most of whom only participated in the school's Summer Session.

"Consistent school attendance is critical if students are to build and maintain a foundation for ongoing learning and academic success throughout life. When students are not in attendance, they miss essential instruction, which often times cannot be replicated. They miss the incidental learning that takes place during classroom discussions. Research also links the presence of chronic student absenteeism to more complex problems later in adulthood." (Sculles, Kelly. 2013. Chronic Student Absenteeism: Implications for School Leaders. <https://core.ac.uk/download/pdf/19529855.pdf>)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Rate	2022-23 12% of students are classified as Chronically Absent			5% or fewer of students are classified as Chronically Absent	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Graduation Rates	2022-23 4-Year Graduation Rate: 52% 5-Year graduation rate: 9% Cummulative Graduation Rate: 61% of students			4-Year Graduation Rate: 75% 5-Year graduation rate: 10% Cummulative Graduation Rate: 85% of students	

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	Expand support resources for Independent Study program.	ITCS will increase staffing to better support and oversee students participating in the various Independent Study program options that the school offers.	\$228,950.00	No
3.2	Improve and support a school culture with a focus on graduation and post-secondary transition.	ITCS will focus on promoting a school culture that motivates students to engage with their studies and complete their educational journey with clearly defined goals for their life after high school.	\$50,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	IvyTech will improve its engagement with our local community and our educational partners by participating in community events, seeking out partnerships, and collecting input on annual surveys.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The school has identified a need to improve avenues and methods of communication with our partners. IvyTech has historically had low participation rates from educational partners. The school has endeavored to begin educational relationships with students and their family from the outset, by setting up individualized orientations and learning plans. This set up has not ubiquitously or equitably engaged all families, especially families that don't converse in English at home.

"[T]he most highly reported barriers to parental involvement were language barriers, lack of knowledge about the U.S. educational system, not wanting to interfere with how teachers do their jobs, and stress from other responsibilities. perceiving the school climate to be more inviting of parental involvement was related to greater communication with both teachers and children about school, less use of community resources, and having fewer negative experiences in school." (Vera, Susman Israel, Coyle, et al. 2012. Exploring the Educational Involvement of Parents of English Learners. School Community Journal, 2012, Vol. 22, No. 2)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Student and Family participation rates on annual school survey.	2023-24 65% of students responded to surveys 24% of families responded to surveys			85% of students respond to surveys 65% of families respond to surveys	
4.2	Family contactability and engagement rates.	2023-24 Family Contactability:			100% Contactability Rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*99.5% via email *98.54% via phone Family Engagement: *No data available. *Year 1 data will be utilized as the baseline for this metric.			85% Engagement Rate	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Family Communication	ITCS will increase support and expand the logistical capacity to communicate with families in the language of their choice.	\$4,200.00	Yes

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$141935	\$

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
6.249%	0.000%	\$0.00	6.249%

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
1.2	<p>Action: Expansion and Support of Curriculum</p> <p>Need: Students require individualized and flexible options for completing their A-G requirements. This is especially true of students qualifying as EL, FY, and FRPM.</p> <p>Scope:</p>	<p>By providing students with 24/7 digital access to their school work, learners have the flexibility to work on courses when they have available time. The school has a very small percentage of students who qualify under the Unduplicated Student Group categories. It would be logistically and logically impractical to only offer this flexibility to a portion of the student body.</p>	<p>A-G approved course offerings.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
1.3	<p>Action: Academic Support</p> <p>Need: Students join ITCS with a wide range of abilities and credits earned. Studies have shown that EL, FRPM, and FY often lack adequate access to academic support services.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>In order to support our students, we offer students individualized and small group tutoring/remediation that can be joined either on-site or remotely, through Zoom. Students have bi-weekly opportunities to check-in with instructors and educational facilitators to receive help and/or academic guidance. The school will provide the type of scaffolding and small group support that has been proven to be the best form of intervention for these unduplicated pupils. The school has a very small percentage of students who qualify under the Unduplicated Student Group categories. It would be logistically and logically impractical to only offer this flexibility to a portion of the student body.</p>	<p>Engagement logs for RTI courses, Paper Tutoring, and weekly advisory check-ins.</p>
1.4	<p>Action: Technology Assistance Program</p> <p>Need: Students experiencing socioeconomic hardship report accessibility issues when not at school.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>This program will ensure that these students have adequate access to the internet and a device on which they can engage with their studies while at home. The school has a very small percentage of students who qualify under the Unduplicated Student Group categories. It would be logistically and logically impractical to only offer this flexibility to a portion of the student body.</p>	<p>Laptops and hotspots sent home and the percentage of students who qualify as low income.</p>
2.1	<p>Action: Increase SEL support</p> <p>Need:</p>	<p>Students will learn about the fundamental need for motivation, social connectedness, and self-regulation and understand them as prerequisites for learning and contentment.</p>	<p>IvyTech Social/Emotional Wellness Survey and CoVitality Score on Social Emotional Health Survey (SEHS)</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>ELL, FRPL, and Foster Youth students often find themselves at greater risk for unsupported SEL needs which negatively impacts learning outcomes.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>The school has a very small percentage of students who qualify under the Unduplicated Student Group categories. It would be logistically and logically impractical to only offer this flexibility to a portion of the student body.</p>	
<p>3.2</p>	<p>Action: Improve and support a school culture with a focus on graduation and post-secondary transition.</p> <p>Need: In the 22/23 school year, 76.9% of graduating seniors and 7.7% of dropouts qualified as Socioeconomically Disadvantaged (https://www.ed-data.org/school/Ventura/Moorpark-Unified/IvyTech-Charter).</p> <p>Scope: LEA-wide</p>	<p>By improving the school culture and inclusiveness of the school's programs, students will experience an increase in their intrinsic motivation to keep pace with grade-level peers and complete high school on time. This support is provided on a schoolwide basis because such a large portion of the graduating cohort qualifies as being low-income.</p>	<p>Dropout rate for socioeconomically disadvantaged students.</p>
<p>4.1</p>	<p>Action: Family Communication</p> <p>Need: In the 23-24 School Year, only 24% of families participated in surveys and school events. Only 2% of participant families had a language other than English as the primary home language.</p>	<p>This action item will improve the lines of communication between school and home by offering instant translation into a family's home language of choice. It would be logistically and logically impractical to only offer this communication platform to a select portion of the studentbody.</p>	<p>Contactability and engagement rates for families as measured by ParentSquare.</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
	Scope: LEA-wide Schoolwide		

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.

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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.

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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	1:25	

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 certificated staff providing direct services to students	1:5.769	

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	2271181	141935	6.249%	0.000%	6.249%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,225,245.00	\$0.00	\$0.00	\$0.00	\$1,225,245.00	\$829,095.00	\$396,150.00

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	Hire/Retain Professional Teaching Staff	All	No			All Schools	Year-long	\$389,838.00	\$0.00	\$389,838.00				\$389,838.00	
1	1.2	Expansion and Support of Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	Year-long	\$0.00	\$175,000.00	\$175,000.00				\$175,000.00	2
1	1.3	Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	Year-long	\$231,757.00	\$60,500.00	\$292,257.00				\$292,257.00	2
1	1.4	Technology Assistance Program	Low Income	Yes	LEA-wide School wide	Low Income	All Schools	Year-long	\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	2
2	2.1	Increase SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	Year-long	\$0.00	\$45,000.00	\$45,000.00				\$45,000.00	2
3	3.1	Expand support resources for Independent Study program.	All	No			All Schools	Year-long	\$207,500.00	\$21,450.00	\$228,950.00				\$228,950.00	
3	3.2	Improve and support a school culture with a focus on graduation and post-secondary transition.	Low Income	Yes	LEA-wide	Low Income	All Schools	Year-long	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	2
4	4.1	Family Communication	English Learners	Yes	LEA-wide School wide	English Learners	All Schools	Year-long	\$0.00	\$4,200.00	\$4,200.00				\$4,200.00	2

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
2271181	141935	6.249%	0.000%	6.249%	\$606,457.00	12.000%	38.702 %	Total:	\$606,457.00
								LEA-wide Total:	\$606,457.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$556,457.00

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	1.2	Expansion and Support of Curriculum	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$175,000.00	2
1	1.3	Academic Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$292,257.00	2
1	1.4	Technology Assistance Program	Yes	LEA-wide Schoolwide	Low Income	All Schools	\$40,000.00	2
2	2.1	Increase SEL support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$45,000.00	2
3	3.2	Improve and support a school culture with a focus on graduation and post-secondary transition.	Yes	LEA-wide	Low Income	All Schools	\$50,000.00	2
4	4.1	Family Communication	Yes	LEA-wide Schoolwide	English Learners	All Schools	\$4,200.00	2

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$892,000.00	\$827,579.46

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/Retain Professional Teaching Staff	No	\$354,000.00	184581.67
1	1.2	Expansion and Support of Curriculum	Yes	\$120,000.00	133393.39
1	1.3	Purchase Effective Instructional Materials	Yes	\$30,000.00	37309.72
1	1.4	Develop and Support Performance Assessments	Yes	\$0.00	0
2	2.1	Increase SEL support	Yes	\$30,000.00	38905.79
2	2.2	Offer SEL Professional Development to all Teachers	Yes	\$25,000.00	23840.78
2	2.3	Offer SEL Curriculum to Students	Yes	\$6,000.00	6808.51
3	3.1	Academic Support	Yes	\$90,000.00	129437.81
3	3.2	Technology Assistance Program	Yes	\$15,000.00	35822.01
3	3.3	Outside Diagnostic Tool	Yes	\$9,000.00	10748.95
4	4.1	Facilities and Maintenance	No	\$210,000.00	221739.40

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)
4	4.2	Community Engagement	No	\$3,000.00	4991.43

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)
\$130,952	\$325,000.00	\$416,266.96	(\$91,266.96)	230.400%	275.100%	44.700%

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	Expansion and Support of Curriculum	Yes	\$120,000.00	\$133,393.39	24.05%	25%
1	1.3	Purchase Effective Instructional Materials	Yes	\$30,000.00	\$37,309.72	7.9%	10.2%
1	1.4	Develop and Support Performance Assessments	Yes	\$0.00	\$0.00	8.1%	5%
2	2.1	Increase SEL support	Yes	\$30,000	\$38,905.79	100%	100%
2	2.2	Offer SEL Professional Development to all Teachers	Yes	\$25,000.00	\$23,840.78	22%	24.6%
2	2.3	Offer SEL Curriculum to Students	Yes	\$6,000.00	\$6,808.51	29.3%	33.3%
3	3.1	Academic Support	Yes	\$90,000.00	\$129,437.81	16.5%	22%
3	3.2	Technology Assistance Program	Yes	\$15,000.00	\$35,822.01	12.3%	43%
3	3.3	Outside Diagnostic Tool	Yes	\$9,000.00	\$10,748.95	10.25%	12%

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)
\$2,189,836	\$130,952	\$0.00	0.000%	\$416,266.96	275.100%	275.100%	\$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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