LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Big Lagoon Union School District
CDS Code: 12626956007686
School Year: 2024-25
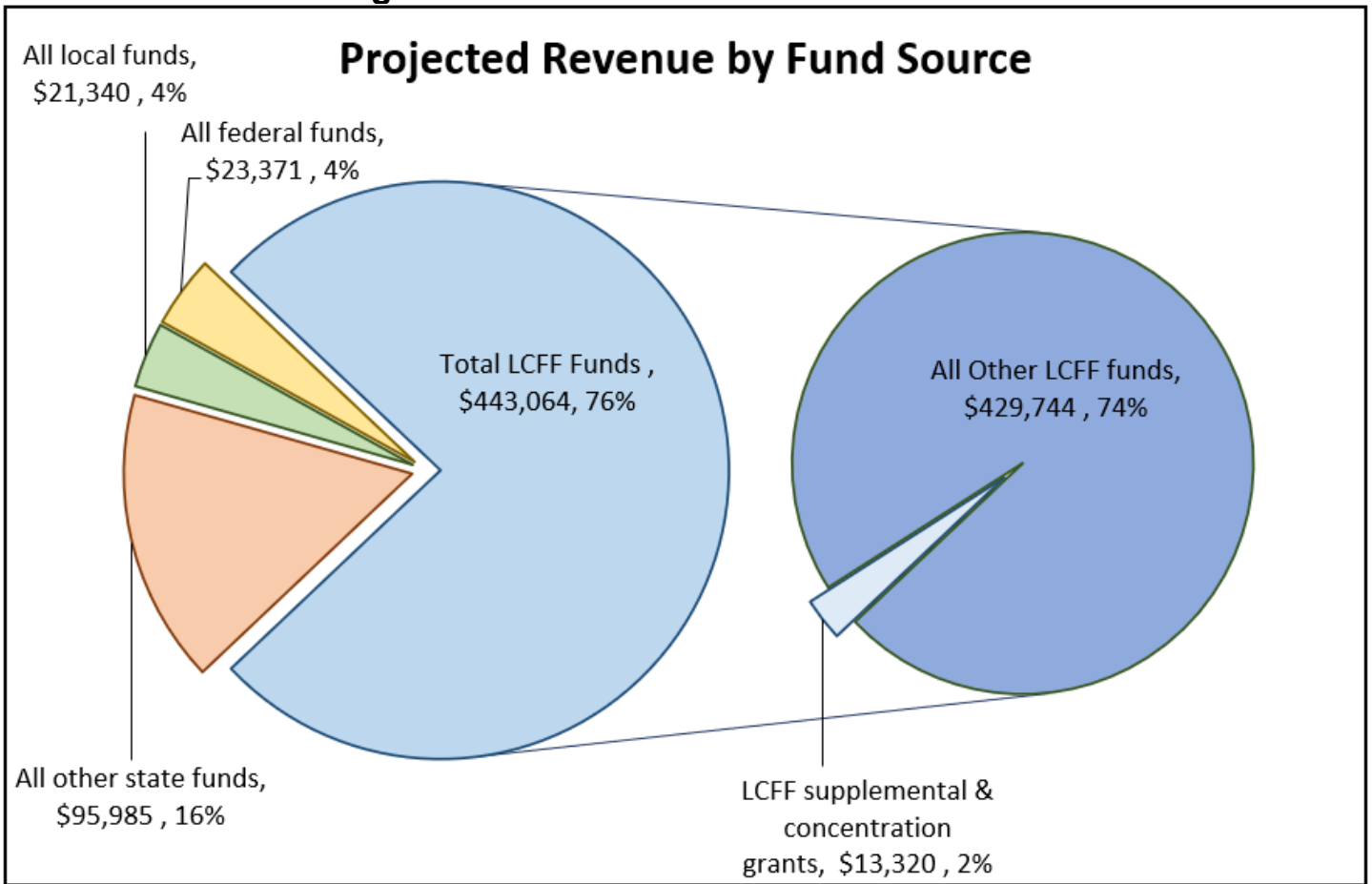LEA contact information:
Christy Ng
Superintendent/Principal
admin@biglagoon.org
707.677.3688

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All local funds,
$21,340 , 4%

All federal funds,
$23,371 , 4%

Total LCFF Funds ,
$443,064, 76%

All Other LCFF funds,
$429,744 , 74%

All other state funds,
$95,985 , 16%

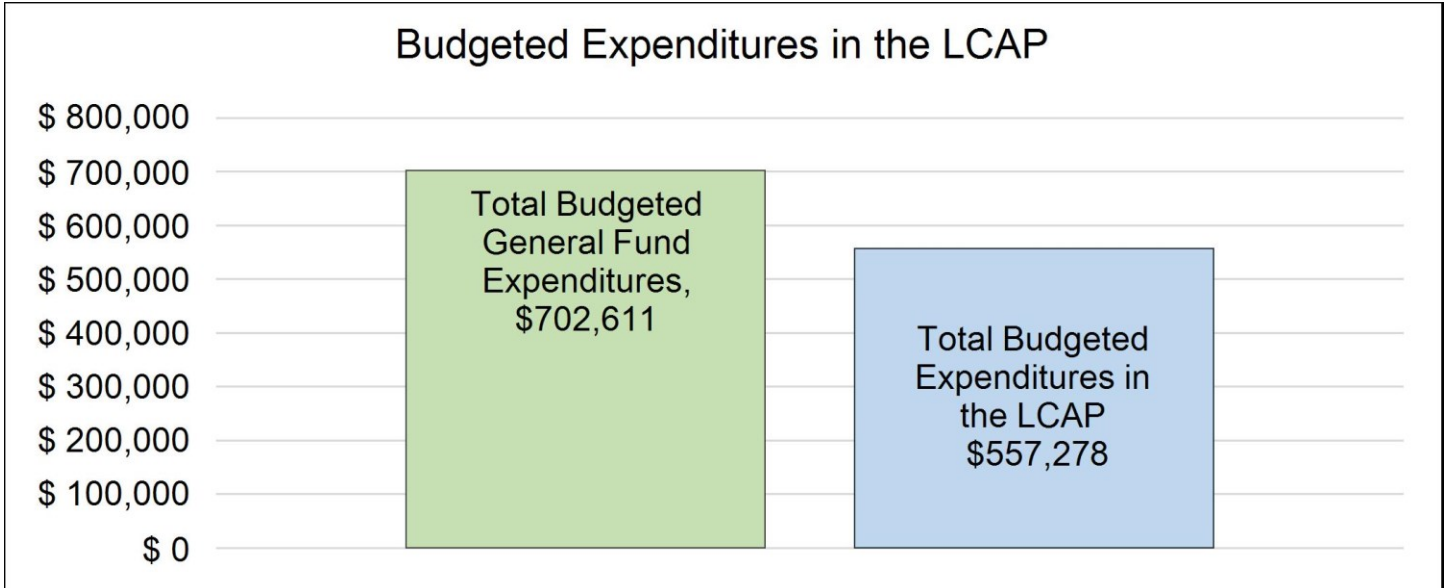LCFF supplemental &
concentration
grants, $13,320 , 2%

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

The text description for the above chart is as follows: The total revenue projected for Big Lagoon Union School District is $583,760, of which $443,064 is Local Control Funding Formula (LCFF), $95,985 is other state funds, $21,340 is local funds, and $23,371 is federal funds. Of the $443,064 in LCFF Funds, $13,320 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 800,000	
$ 700,000	
$ 600,000	Total Budgeted General Fund Expenditures, $702,611
$ 500,000	
$ 400,000	Total Budgeted Expenditures in the LCAP $557,278
$ 300,000	
$ 200,000	
$ 100,000	
$ 0	

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

The text description of the above chart is as follows: Big Lagoon Union School District plans to spend $702,611 for the 2024-25 school year. Of that amount, $557,278 is tied to actions/services in the LCAP and $145,333 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
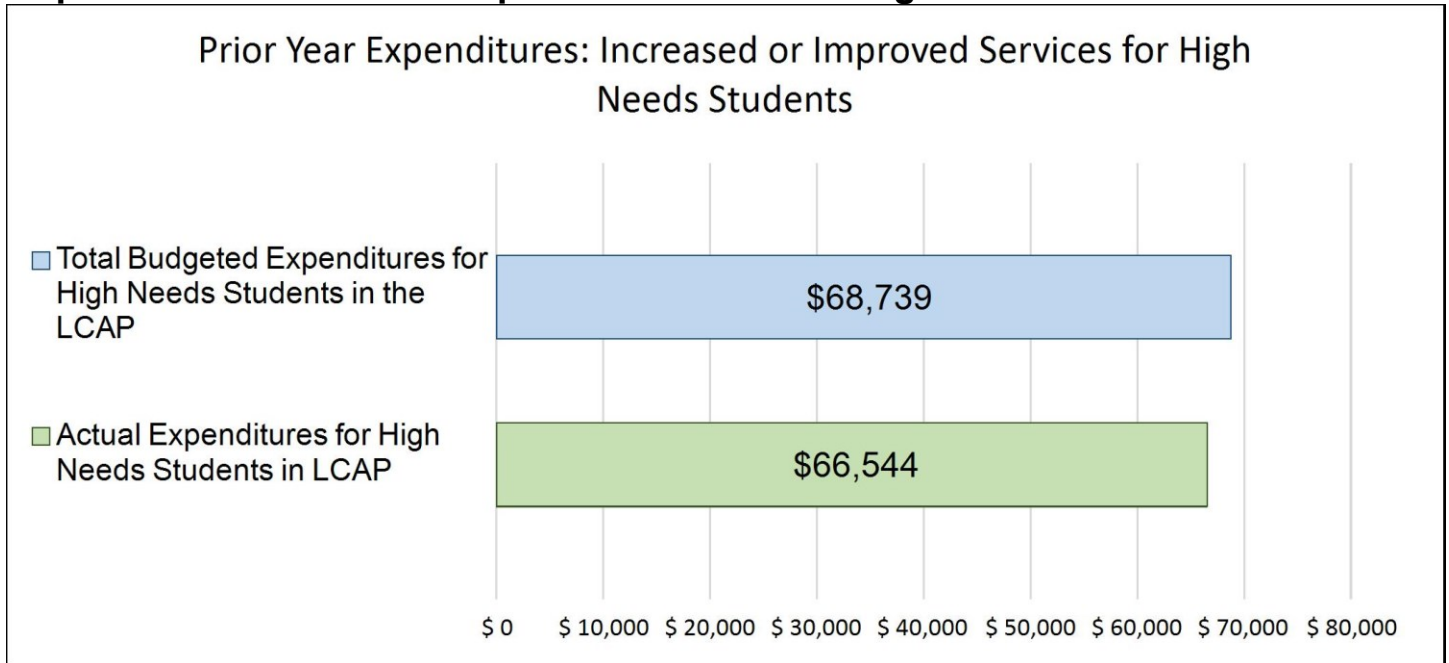
Budgeted expenditures not included in the LCAP are comprised of the following: Summer program and staffing, membership fees, utilities, insurance, universal TK equipment, office supplies and copier lease, audit fees, legal fees, technology service agreement,

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

In 2024-25, Big Lagoon Union School District is projecting it will receive $13,320 based on the enrollment of foster youth, English learner, and low-income students. Big Lagoon Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Big Lagoon Union School District plans to spend $57,527 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- Total Budgeted Expenditures for High Needs Students in the LCAP: **$68,739**
- Actual Expenditures for High Needs Students in LCAP: **$66,544**

(Bar chart x-axis: $0, $10,000, $20,000, $30,000, $40,000, $50,000, $60,000, $70,000, $80,000)

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

The text description of the above chart is as follows: In 2023-24, Big Lagoon Union School District's LCAP budgeted $68,739 for planned actions to increase or improve services for high needs students. Big Lagoon Union School District actually spent $66,544 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-2,195 had the following impact on Big Lagoon Union School District's ability to increase or improve services for high needs students:

District originally planned to employ a part-time library aide but was unable to fill this position. Services for high needs students were not negatively impacted.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Big Lagoon Union School District	Christy Ng Superintendent/Principal	admin@biglagoon.org 707.677.3688

Goals and Actions

Goal

Goal #	Description
1	BLUSD will continue to invest in highly qualified staff, safe facilities, a robust, standards-based curriculum and a broad course of study to prepare each of our students for success in high school and beyond.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers appropriately credentialled and placed in their teaching assignment, including special education teachers, as measured by the California Statewide Assignment Accountability System (CalSAAS)	100% of teachers were appropriately credentialed and assigned in the 2020-2021 school year	100% of teachers, including special education teachers, were appropriately credentialed and assigned in the 2021-2022 school year	Teacher credential and assignment data has not yet been released for the 2022-2023 school year	100% of BLUSD teachers are appropriately credentialed and assigned in the 2023-2024 school year.	100% of teachers are appropriately credentialed and assigned
Percentage of students who have access to standards-aligned instructional materials as measured by the Sufficiency of Instructional Materials Resolution; Priorty 1 Local Indicator data and Williams Quarterly Reports	100% of students had access to standards-aligned instructional materials for core content areas in the 2020-2021 school year	100% of students, including students with disabilities and unduplicated pupils, had access to standards-aligned instructional materials for core content areas in the 2021-2022 school year	100% of students, including students with disabilities and unduplicated pupils, had access to standards-aligned instructional materials for core content areas in the 2022-2023 school year	100% of students, including students with disabilities and unduplicated pupils, had access to standards-aligned instructional materials for core content areas in the 2023-2024 school year.	100% of students are using standards-aligned instructional materials for core content areas

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School facilities in "good repair" as measured by the Facilities Inspection Tool (FIT).	The 2020 FIT report found the facilities to be in Fair condition.	The 2021 FIT report found the facilities to be in Fair condition.	The 2022 FIT report found the facilities to be in Fair condition.	The 2022 FIT report found the facilities to be in Fair condition.	School facilities will be in Good or Exemplary condition based on the FIT report.
Academic content and performance standards are implemented for all students as evidenced by standards-based report cards and local indicator teacher survey	100% of Big Lagoon students received a standards-based report card at three points in the year	100% of Big Lagoon students, including students with disabilities and unduplicated pupils, will have received a standards-based report card at the end of each trimester by the end of the school year. The local indicator teachers survey shows that the district is in the initial implementation phase of implementing the standards for most academic content areas.	100% of Big Lagoon students, including students with disabilities and unduplicated pupils, will have received a standards-based report card at the end of each trimester by the end of the school year. The local indicator teachers survey shows that the district is in the initial implementation phase of implementing the standards for most academic content areas.	100% of Big Lagoon students, including students with disabilities and unduplicated pupils will have received a standards-based report card at the end of each trimester by the end of the school year. The local indicator teachers' survey shows that the district is in the initial implementation phase of implementing the standards for most academic content areas.	100% of Big Lagoon students will receive a standards-based report card at three points in the year
Percentage of students with access to a broad course of study as evidenced by the master schedule	100% of students, including students with disabilities and unduplicated pupils, had access to a broad course of study, to include English, Mathematics, Social Sciences, Science, Visual and Performing	100% of students, including students with disabilities and unduplicated pupils, had access to a broad course of study, to include English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and	100% of students, including students with disabilities and unduplicated pupils, had access to a broad course of study, to include English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and	100% of students, including students with disabilities and unduplicated pupils, had access to a broad course of study, to include English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and	100% of students, including students with disabilities and unduplicated pupils, will have access to coursework to include English, Mathematics, Social Sciences, Science, Visual and Performing Arts,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Arts, Health, and Physical Education.	Physical Education in the 2021-2022 school year.	Physical Education in the 2022-2023 school year.	Physical Education in the 2023-2024 school year.	Health, Physical Education.
Number of Williams Act Compliance Complaints as measured by the quarterly Williams Reports	There were zero Williams-related complaints in the 2020-2021 school year.	There were zero Williams-related complaints in the 2021-2022 school year.	There were zero Williams-related complaints in the 2022-23 school year.	There were zero Williams-related complaints in the 2023-2024 school year.	There will be zero Williams-related complaints.
Maintain 1.0 FTE administrative staff (Superintendent/Principal) as measured by personnel records	A full-time Superintendent/Principal was employed in the 2020-2021 school year.	A full-time Superintendent/Principal was employed in the 2021-2022 school year.	A full-time Superintendent/Principal was employed in the 2022-23 school year.	A full-time Superintendent/Principal is employed in the 2023-2024 school year.	A full-time Superintendent/Principal will continue to be employed in the 2023-2024 school year.
Maintain centralized services staffing, including transportation, facilities, maintenance, grounds, student nutrition as measured by personnel records	The district maintained staffing to support safe and legally-compliant programs in transportation, student nutrition, maintenance and groundskeeping.	The district was unable to hire a bus driver in the 2021-2022 school year but reimbursed parents for the cost of driving their students to and from the school. The maintentance and groundskeeping postion was filled in March 2022. The student nutrition supervisor was in place for the whole school year.	The district trained and hired a bus driver who began in May. The district continues to employ staff for a total of 25 hours/week for facilities caretaking. The Director of Food Services position is filled at 25 hours/week and the Office Manager is employed 20 hours/week.	The district was unable to hire a bus driver in the 2023-2024 school year but reimbursed parents for the cost of driving their studens to and from school. The district continues to employ staff for a total of 25 hours /week for facilities caretaking, 25 hours/week for The Director of Food Services, and 20 hours/week for the Office Manager.	The district will maintain staffing to support safe and legally-compliant programs in transportation, student nutrition, maintenance and groundskeeping.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain contracted services for business services, special education, transportation, professional development, and accountability support as measured by annual contracts and service agreements	The district maintained contracts with other agencies to ensure legally-compliant business services, special education services, transportation, and professional development, and accountability support	The district maintained contracts with other agencies such as HCOE and Northern Humboldt High School District to ensure legally-compliant business services, special education services, transportation, professional development, and accountability support.	The district maintained contracts with other agencies such as HCOE and Northern Humboldt High School District to ensure legally-compliant business services, special education services, transportation, professional development, and accountability support.	The district has maintained contracts with other agencies such as HCOE and Northern Humboldt United High School District to ensure legally-compliant business services, special education services, transportation, professional development, and accountability support.	The district will continue to maintain contracts with other agencies to ensure legally-compliant business services, special education services, transportation support, and professional development, and accountability support.
Percentage of unduplicated pupils (English learners, low income and foster students) with access to programs and services designed to serve them.	In the 2020-2021 school year, 100% of unduplicated pupils have access to the programs and services designed to serve them.	100% of unduplicated pupils had access to the programs and services designed to serve them in the 2021-2022 school year.	100% of unduplicated pupils had access to the programs and services designed to serve them in the 2022-2023 school year.	100% of unduplicated pupils have access to the programs and services designed to serve them in the 2023-2024 school year.	100% of unduplicated pupils will have access to the programs and services designed to serve them.
Percentage of students with disabilities who have access to programs and services designed to support them as measured by contracts for special education services, assesment plans, IEP meeting records and support staff contracts	In the 2020-2021 school year,100% of students with disabilities had access to programs and services designed to support them.	100% of students with disabilities had access to programs and services designed to support them in the 2021-2022 school year.	100% of students with disabilities had access to programs and services designed to support them in the 2022-2023 school year. Due to staff illness and difficulty finding a qualified sub, access to services was decreased during Spring 2023.	100% of students with disabilities had access to programs and services designed to support them in the 2023-2024 school year. Due to staff vacancy and difficulty finding a sub or replacement, access to services was	100% of students with disabilities will have access to programs and services designed to support them.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				decreased during the fall of 2023.	

Goal Analysis

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

The actions the district took to meet Goal 1 were contributing factors to meeting this goal. The district is still actively searching for a bus driver in order to provide transportation.

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.

Action 1) Reduced instructional FTE in position 8 and moved to ELOP.
Action 3) Increased materials budget for new and one-time funding in RS 6770 and 9013.
Action 6) Moved expenditures from action 6 to Action 7 as these are similar actions and expenses are coded to the same accounts.
Action 7) Added expenditures originally coded to Action 6. Between these two actions, there is a reduction from the original budget due to 0.3125 FTE unfilled vacancy.
Action 8) Increased janitorial services to cover unfilled vacancy, and increased budget for alarm services.
Action 10) Unfilled bus driver vacancy.
Action 12) Reduction to Special Education chargeback.
Action 13) Unfilled vacancy for library aide.
Action 14) Reallocation to correct coding for maintenance / facilities contracts.
Action 16) Increase parent mileage reimbursement due to lack of bus driver.

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

Making sure all students have access to standards-aligned curriculum and report cards were effectivel in meeting this goal, as was the continuation of programs and services for unduplicated students and students with disabilities.

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

No changes were made to Goal 1.

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

Goals and Actions

Goal

Goal #	Description
2	With an equity focus, BLUSD will implement a multi-tiered system of support to identify and address the academic, behavioral and social emotional needs of each student.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students in grades 3 - 8 scoring at or above grade level on the IXL assessment in English language arts as measured by IXL reports	23% of students in grades 3 - 8 scored at or above grade level on the IXL diagnostic in spring 2021	As of June 2022, 28% of students in grades 3 - 8 scored at or above grade level in ELA as measured by IXL reports.	As of June 2023, 33% of students in grades 4-8 scored at or above grade level in ELA as measured by IXL reports.	As of March 2024, 88% of students in grades 4-8 scored at or above grade level in ELA as measured by IXL reports.	95% of students assessed will score at or above grade level
Percent of students in grades 3 - 8 scoring at or above grade level on the IXL assessment in math as measured by IXL reports	38% of students in grades 3 - 8 scored at or above grade level on the IXL diagnostic in spring 2021	As of June 2022, 28% of students in grades 3 - 8 scored at or above grade level in math as measured by IXL reports.	As of June 2023, 67% of students in grades 4-8 scored at or above grade level in Math as measured by IXL reports.	As of March 2024, 88% of students in grades 4-8 scored at or above grade level in Math as measured by IXL reports.	95% of students assessed will score at or above grade level
Percent of English Learners receiving integrated and designated ELD support to gain academic content knowledge and English language proficiency as	English Learners received integrated but not designated ELD support in the 2020-2021 school year	There were no English Learners enrolled at Big Lagoon in the 2021-2022 school year.	There were no English Learners enrolled at Big Lagoon in the 2022-2023 school year.	There were no English Learners enrolled at Big Lagoon in the 2023-2024 school year.	100% of English Learners will receive integrated and designated support to gain academic content knowledge and English language proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by the master schedule					
English language acquisition rates as measured by the English Language Proficiency Assessment for California (ELPAC)summative scores	100% of English Learners scored at Level 3 on the Summative ELPAC in Spring 2021.	There were no English Learners enrolled at Big Lagoon in the 2021-2022 school year.	There were no English Learners enrolled at Big Lagoon in the 2022-2023 school year.	There were no English Learners enrolled at Big Lagoon in the 2023-2024 school year.	100% of English Learners will score at Level 3 or above on the summative ELPAC
Percent of students scoring at or above Level 3 on the math CAASPP	Most recently available data (2017) shows student average scores as 66.6 points below standard for math	Big Lagoon did not administer the CAASPP for ELA in 2021 but used the IXL assessment noted above.	Distance from standard is not available on the 2022 Dashboard due to student group size. 2021-2022 CAASPP results reported on Dataquest 0% of students scored at or above Level 3 on the math CAASPP.	Distance from standard is not available on the 2023 Dashboard due to the student group size. 2022-2023 CAASPP results reported on Dataquest were suppressed because fewer than 11 students were tested.	95% of eligible students will score at or above Level 3 on the math CAASPP
Percent of students scoring at or above Level 3 on the ELA CAASPP	Most recently available data (2017) shows student average scores as 8 points below standard/Level 3 for ELA	Big Lagoon did not administer the CAASPP for Math in 2021 but used the IXL assessment noted above.	Distance from standard is not available on the 2022 Dashboard due to student group size. 2021-2022 CAASPP results reported on Dataquest 36% of students scored at or above Level 3 on the ELA CAASPP.	Distance from standard is not available on the 2023 Dashboard due to the student group size. 2022-2023 CAASPP results reported on Dataquest were suppressed because fewer than 11 students were tested.	95% of eligible students will score at or above Level 3 on the math CAASPP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English learner reclassification rate as measured by district records	The English learner classification rate in 2020-2021 is 0%.	There were no English Learners enrolled at Big Lagoon in the 2021-2022 school year.	There were no English Learners enrolled at Big Lagoon in the 2022-2023 school year.	There were no English Learners enrolled at Big Lagoon in the 2023-2024 school year.	50% of English learners will be reclassified as Fluent English Proficient by the time they leave Big Lagoon School.
Programs and services provided to students with disabilities as measured by IEP documentation, contracts with COE, records of SELPA support and confirmation of Maintentance of Effort through HCOE.	Big Lagoon employs a part time special education teacher and part time classroom aide, and contracts with the COE, SELPA and other districts to provide programs and services to students with disabilities.	In the 2021-2022 school year Big Lagoon employed a part time special education teacher and part time classroom aide. The district maintained contracts with the COE, SELPA and other districts to provide programs and services to students with disabilities.	In the 2022-2023100 school year Big Lagoon employed a part time special education teacher and part time classroom aide. The district maintained contracts with the COE, SELPA and other districts to provide programs and services to students with disabilities.	Big Lagoon employed a part time special education teacher and a paraprofessional classroom aide. The district maintained contracts with the COE, SELPA, and other districts to provide programs and services to students with disabilities.	Big Lagoon will continue to employ a part time special education teacher and a paraprofessional aide as necessary and will contract with the COE, SELPA and other districts to provide programs and services to students with disabilities as determined by student enrollment and IEP services.
Percent of students scoring at or above Level 3 on the CA Science Test (CAST)	Baseline data will not be available until Spring 2022 administration	Student score reports for the CAST will be released in June 2022.	CAST score data is not publicly available since fewer than 11 students were tested.	CAST score data is not publicly available since fewer than 11 students were tested.	95% of eligible students will score at or above Level 3 on the CAST
Percent of unduplicated pupils (low-income, EL and foster youth) with access to the Expanded Learning Opportunities program services. (New metric spring 2022)	New metric spring 2022	New metric, 0% participation in 2021-2022	100% of unduplicated pupils had access to Expanded Learning Oopportunities program services.	100% of unduplicated pupils have access to Expanded Learning Opportunities program services.	100% of unduplicated pupils (low-income, EL and foster youth) will have access to the Expanded Learning Opportunities program services.

Goal Analysis

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

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

IXL was implemented for ELA and math standards-based diagnostic, progress monitoring, and benchmark assessment. A paraprofessional was hired and worked as a classroom aide, providing Tier 2 and Tier 3 academic support to individuals with exceptional needs. On December 22, an education specialist was hired, and began providing Tier 2 and Tier 3 services. Providing these services ensured a free and appropriate education for students with disabilities. Students in need of social-emotional support were connected with Two Feathers, a community-based organization. Two Feathers counselors visited on a regular basis to build relationships with students in order to support their social-emotional needs. At the after school program, homework help and enrichment activities were provided daily. By the end of June, Big Lagoon will have satisifed the requirement of providing 30 days of childcare during school breaks. The district did not implement the purchase of academic planners. Additional education specialist hours were not provided due to the decreased number of students with disabilities.

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.

Goal 2, Action 4 - This position had been vacant, and the district found a qualified candidate in December of 2023. Big Lagoon was unable to hire a special education teacher for the first four months of school, which affected Goal 2, Action 5. Upon hiring an education specialist, the district was able to meet our students' needs without continuing the search for an additional special education teacher for additional hours.

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

As the district came out of COVID, and the affects of distance learning, emerged, the LCAP begain Year 1. The implementation of IXL for diagnostic, progress monitoring and benchmark testing has aided teachers in delivering targeted instruction and intervention. With IXL, measuring progress has been standardized, adding an objective assessment tool to existing assessments. This has made a positive impact on student achievement. Also positively impactful on student achievement is the employment of a paraprofessional in classrooms for general education support, as well as special education support. The final action that had the most positive impact is 2.7, maintaining partnerships with community-based organizations. The support from Two Feathers has allowed our students to gain exposure to the arts through sponsorship, mentoring for mental health improvement, and school community building.

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

There were not any changes made to this goal. Big Lagoon School District continues to work on and implement MTSS.

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

Goals and Actions

Goal

Goal #	Description
3	BLUSD will actively seek the partnership of families and the community to foster an inclusive, culturally-competent, and welcoming school environment where students can thrive.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates as measured by reports from student information system and CalPADS	The 2020 - 2021 P2 attendance rate was 94.32%	The 2021-2022 P2 attendance rate was 83.50%	The 2022-2023 P2 attendance rate was 87%	The 2023-2024 P2 attendance rate was 88%.	The P2 attendance rate for the 2023 - 2024 school year will increase to 96%
Chronic Absenteeism Rate as measured by reports from student information system and CalPADS	The chronic absenteeism rate in 2020-2021 was 4% of enrolled students at the end of the school year.	As of 4/18/2022 the chronic absenteeism rate was 47% of enrolled students.	As of 6/2/2023 the chronic absenteeism rate was 65% of enrolled students.	70.6 % Chronic absenteesim rate	The chronic absenteeism rate for the 2023 - 2024 school year will be at or below the state average of 10%
Suspension Rate as measured by student discipline records reported to CalPADS	Big Lagoon had a 0% suspension rate in the 2020-2021 school year	Big Lagoon had a 10% suspension rate (2 students) as of 4/18/2022	Big Lagoon had a 0% suspension rate in the 2022-2023 school year	There have been no suspensions to date.	Big Lagoon will continue to have a 0% suspension rate in the 2023-2024 school year.
School climate survey data	82% of students agree or strongly agree that they feel safe and welcome at school (spring 2021). Big Lagoon does not have baseline data reflecting a sense of safety and	64% of students who completed the 2022 school climate survey agreed or strongly agreed that they feel safe at school. Student data from an in-class survey on connecteness	In the Spring of 2023 a paper and digital survey was completed by staff, parents, and students. Nine students responded from grades K-6. 78% of those students claimed they feel like	In the Spring of 2024 a paper and digital survey was completed by staff, parents, and students. Fifteen students responded from grades TK-7. 86% of those students claimed they feel like	100% of Big Lagoon students, parents and teachers will feel safe and welcome at school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	connectedness for teachers and parents. That will be established in the 2021-2022 school year.	demonstrated that 50% felt connected. Data reflecting parent and staff safety and connectedness was not measured but will be in the 22-23 school year.	part of the school and 22% said they sometimes feel like they are part of the school. 56% said they have an adult they can talk to at school and 33% said they sometimes feel they have an adult they can talk to at school. 44% said they always feel safe at school and 56% said they sometimes feel safe at school. Eight parents responded. 100% felt welcome to participate, felt their child was safe at school and said thier child felt connected at school. Four staff members responded. 75% felt like part of the school. 100% felt safe at school. 100% said the school is a supportive and inviting place to work.	part of the school and 13% said they sometimes feel like they are part of the school. 80% said they have an adult they can talk to at school and 20% said they do not feel they have an adult they can talk to at school. 88% said they always feel safe at school and 13% said they sometimes feel safe at school. Seven parents/family members responded to the survey. 85% feel welcome to participate, while 14% said they sometimes feel welcome to participate. 86% said they feel like their child is safe on school grounds, while 14% said they sometimes feel their child is safe on school grounds. 100% of parents/family members report their children feel connected to at least one adult at school.	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Seven staff members responded to the survey. 100% said they feel like part of the school, that the school is a supporting and inviting place for staff to work, and feel safe on school grounds.	
Percentage of families who provide input in making decisions and identifying areas of improvement for the school district as measured by the completion rate of the Priority 3 local survey and participation in the LCAP parent advisory group.	In the 2020-2021 school year, 50% of families completed the Priority 3 survey. Parent participation in LCAP parent advisory group meetings averaged 30%.	Ten percent of families completed the Priority 3 survey. Parent participation in LCAP parent advisory group meetings averaged 55%.	53% of famillies completed the Priority 3 survey. Participation at LCAP parent advisory group meetings were not measured.	63% of families completed the Priority 3 survey. Parent participation in LCAP advisory group meetings were 27%.	90% of families will complete the Priority 3 survey and 80% of families will participate in one or more LCAP parent advisory group meetings.
Office Discipline Referrals as measured by student information system reports	There were zero office discipline referrals in the 2020-2021 school year.	There were 5 office discipline referrals in the 2021-2022 school year.	There were zero office discipline referrals in the 2022-2023 school year.	There have been two office discipline referrals to date.	There will be fewer than 20 office discpline referrals in the 2020-2021 school year.
Parent participation, including families of EL, low income, foster and students with disabilties, at school functions and	Due to the pandemic there were zero family events during the 2020-2021 school year therefore the	100% of families particated in the one school function that was open to attend as of April 2022.	100% of families particated in at least one school function during 2022-23. Parents were invited to Cross Country	As of March 2024, 90% of families particpated in at least one school function during 2023-2024. Parents and families	Big Lagoon will host at least 8 family events during the course of the school year with a family participation rate of 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
programs, as measured by sign in sheets, attendance logs and head counts	family participation rate was 0%.		meets, Volunteer Days, School Assemblies, Student Performances, Community Dinners, and Field Day.	were invited to Cross Country Meets, School Assemblies, Student Performances, Community Dinners, and were invited to present a cultural lesson to the school.	
Community Volunteers as measured by volunteer hour logs	Due to the pandemic there were zero voluteer hours during the 2020-2021 school year	In the 2021-2022 school year there were 50 hours of community volunteer time.	In the 2022-2023 school year there were over 100 hours of community volunteer time at events such as volunteer days, cross country coaching, Expanded Learning programming, TEK lessons, and Yurok language lessons.	In the 2023-2024 school year there were 61 hours of community volunteer time at events such as cross country coaching, Expanded Learning programming, Yurok cultural lessons, special guest speakers, and Yurok language lessons.	Big Lagoon will document 100 hours of comunity volunteer time in support of the educational program.
Middle School Drop Out Rate as measured by CalPADS	Big Lagoon has a 0% middle school drop out rate as measured by exit codes in CalPADS	Big Lagoon had a 0% middle school drop out rate as of 4/18/2022 as measured by exit codes in CalPADS	Big Lagoon had a 0% middle school drop out rate as of 6/02/2023 as measured by exit codes in CalPADS	Big Lagoon has had 0% middle school drop out rate during the 2023-2024 school year to date.	Big Lagoon will maintain a 0% middle school drop out rate as measured by exit codes in CalPADS
Pupil Expulsion Rate as measured by student discipline records reported to CalPADS	Big Lagoon had zero expulsions for a 0% expulsion rate in the 2020-2021 school year	Big Lagoon had zero expulsions for a 0% explusion rate in 2021-2022.	Big Lagoon had zero expulsions for a 0% explusion rate in 2022-2023.	Big Lagoon has had 0% expulsion rates for the 2023-2024 school year to date.	Big Lagoon will continue to have a 0% expulsion rate in the 2023-2024 school year.
Parental participation in programs for	100% of parents of students with	100% of parents of students with	100% of parents of students with	100% of parents of students with	100% of parents of students with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students with disabilities as measured by parent attendance, participation and contribution at IEP meetings, teacher conferences and recommended support services.	disabilities attended their students' IEP meetings and teacher conferences, and engaged in recommended support services in the 2020-2021 school year.	disabilities attended their students' IEP meetings and teacher conferences, and engaged in recommended support services in the 2021-2022 school year.	disabilities attended their students' IEP meetings and teacher conferences, and engaged in recommended support services in the 2022-2023 school year.	disabilities attended their students' IEP meetings and teacher conferences, and engaged in recommended support services in the 2023-2024 school year.	disabilities will attend their students' IEP meetings and teacher conferences, and engage in recommended support services.

Goal Analysis

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

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

The actions planned to achieve Goal 3 were largely carried out with the exception of actions 1, 4, 12, and 13. Action 1: We have not held monthly parent engagement events, however parent input is elicited regularly via email, phone calls, and in-person communication. Action 4: The Devereux Student Strengths Assessment has not yet been impleented. Action 12: A Parent Advisory Group meeting was held for input on the LCAP, however, multiple meetings have not been held. Action 13: We do not have a contracted provider for school counseling services, however, Two Feathers provides a similar service when they send mentors and counselors to our school on a regular basis.

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

The differences in planned spending and actual spending for Action 9 is a result of staff having been paid from fund 13. These costs are captured in Action 8 as a transfer between funds and should not have been included as an additional cost to this action. The difference between budgeted expenditures and estimated actual expenditures for Action 10 is a result of the Secretary position originally being over budgeted.

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

Though some of the actions were not carried out as written in the LCAP, they did serve as a guide. Families are consulted and invited to participate in school events, and a weekly email has gone out to families this year, letting them know what is planned for the week in order stay connected to the school. Action 3 has been successful, with PBIS being implemented to a greater degree. The action that has most impacted the district in achieving this goal is Action 5, maintaining Yurok language lessons.

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

This goal was removed and merged with goal #2 Inclusivity and parent & family involvement are critical to student success. The district has developed some new actions in Goal #2 to support this goal.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Big Lagoon Union School District	Christy Ng Superintendent/Principal	admin@biglagoon.org 707.677.3688

Plan Summary

General Information

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

Big Lagoon Union School District is a single-school district serving approximately 18 students in TK - Grade 8. To do this, the district employs two full-time general education classroom teachers, one full-time administrator, five part-time classified employees, one part-time resource teacher, and one part-time outdoor educator. The Big Lagoon School campus is on Yurok tribal land, and is adjacent to the Big Lagoon Rancheria. Located in a rural setting and situated on 12.5 acres in a census-designated place eight miles north of the nearest town and commercial area, Big Lagoon School is ideal for outdoor learning and Yurok cultural lessons. The district has enjoyed a close working relationship with the Yurok Tribe and the Rancheria community.

Information from Dataquest for 2022-2023 shows that 93% of students identify as Native, and 6% of students identify as White. Many families choose to send their children to Big Lagoon School from outside district boundaries, with 88% of students on formal interdistrict transfers. The California Dashboard indicates that 46.6% of students are unduplicated, and 0% of students are foster youth and English learners.

The mission of Big Lagoon School is to educate, empower, and prepare students in an environmentally connected and culturally responsive learning community. The proximity to the lagoon and the surrounding spruce forest make Big Lagoon School the ideal place for students to learn about the natural world, natural resources, and Native knowledge. Big Lagoon's small size is frequently cited by students, staff, and families as one of the defining positve characteristics of the school. The ratio of students to adults on campus creates an environment in which students engage in a highly individualized and developmentally appropriate program. Each of our students is well known by the adults on campus.

Reflections: Annual Performance

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

Much of the data that is reported on the California Dashboard is not reflected on Big Lagoon's Dashboard page due to the fact that student performance level data is not publicly reported when there are fewer than 11 students in a grade level or demographic group. In a typical year fewer than 11 students across all eligible gradel levels at Big Lagoon take the state tests, which is true of the 2023-2024 school year.

While students made growth in the second trimester as indicated by our local measure, IXL, there is a need to continue to strengthen the core academic program by providing professional development and training to staff. There is also a need to identify stronger assessment tools to inform teaching and align to Common Core State Standards. The ideal assessment tools will not overephasize testing, allowing for targeted intervention and reteaching.

Chronic absenteeism is at a high of 70%. In June of 2023 it was 65%. There is a very clear need to analyze the root causes of attendance issues and work with families to provide the support they need to improve attendance.

2023 Dashboard (Data must remian in the plan for the full 3 year cycle): None of the student groups are at the lowest performance level.

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers and Education Staff	Weekly email to family and staff regarding events, plans, and requesting input 8/23/23 Staff Meeting 10/17/23 Staff Meeting 11/29/23 Staff Meeting 4/24/24 Staff Meeting 3/30/24 School Climate Survey - parents/families, staff, and students
Parents/Families	1/30/24 LCAP Parent Input Night
Administrator	Principal/Superintendent provides LCAP information to Educational Partners
Students	Check-ins, School Climate Survey
Local Bargaining Unit	Discussed LCAP draft with each member of the bargaining unit and sent an email copy for preview; kept a hard copy for marking up in the office; discussed at staff meeting on 6/5/24

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

Most feedback from educational partners was gathered at our LCAP Parent Input Night on January 30, 2024. An engaging conversation was had on topics including school programming, attendance, and family engagement. Based on input, goals and actions were created to support attendance and engagement. These include PBIS implementation, field trip funding, and Yurok language and cultural lessons.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth towards meeting or exceeding standards in English language arts, mathematics, and science through high quality teaching and learning practices, safe facilities, and highly qualified staff.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed in response to needs identified through data analysis and input from educational partners. An analysis of CAASPP scores and district measures illustrated a need for supporting all students in language arts, mathematics, and science. This goal addresses the state priority areas of Basic Conditions of Learning, State Standards, Pupil Achievement, and Course Access.

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 teachers appropriately credentialed and placed in their teaching assignment, including special education teachers, as measured by the California Statewide Assignment Accountability System (CalSAAS)	100% of teachers were appropriately credentialed and assigned in the 2023-2024 school year.			100% of teachers are appropriately credentialed and assigned.	

1.2	Percentage of students who have access to standards-aligned instructional materials as measured by the Sufficiency of Instructional Materials Resolution; Priority 1 Local Indicator data, and Williams Quarterly Reports	100% of students had access to standards-aligned instructional materials for core content areas in the 2023-2024 school year.			100% of students are using standards-aligned instructional materials for core content areas.	
1.3	School facilities in "good repair" as measured by the Facilities Inspection Tool (FIT)	Facilities are rated in "good repair" as measured by the Facilities Inspection Tool (FIT) in May 2024.			School facilities will be in Good or Exemplary condition based on the annual FIT report.	
1.4	Percentage of students in grades 3-8 scoring at or above Level 3 on CAASPP English Language Arts	Data is not publicly reported if student group size remains too small.			Data will not be publicly reported if student group size remains too small.	
1.5	Percentage of students in grades 3-8 scoring at or above Level 3 on CAASPP Math	Data is not publicly reported if student group size remains too small.			Data will not be publicly reported if student group size remains too small.	
1.6	Percentage of students in fifth grade scoring at or above Level 3 on CA Science Test	Data is not publicly reported if student group size remains too small.			Data will not be publicly reported if student group size remains too small.	
1.7	Percentage of students in grades 3-8 scoring at or above grade level on benchmark assessments (IXL) in English language arts as measured by	Data is not publicly reported if student group size remains too small.			Data is not publicly reported if student group size remains too small.	

	assessment reports (IXL)				
1.8	Percentage of students in grades 3-8 scoring at or above grade level on district benchmark assessments (IXL) in Math as measured by reports (IXL)	Data is not publicly reported if student group size remains too small.			Data is not publicly reported if student group size remains too small.
1.9	Programs and services provided to students with disabilities as measured by IEP documentation, contracts with COE, records of SELPA support and confirmation of Maintenance of Effort	In the 2023-2024 school year Big Lagoon employed a part-time special education teacher and part-time classroom paraprofessional. The district maintained contracts with the COE, SELPA and other districts to provide programs and services to students with disabilities.			Big Lagoon will continue to employ a part-time special education teacher and a paraprofessional as necessary and will contract with the COE, SELPA, and other districts to provide programs and services to students with disabilities as determined by student enrollment and IEP services.
1.10	Students will have access to a broad course of study.	All pupils including unduplicated students and students with exceptional needs are enrolled in a broad course of study.			All students have access to a broad course of study.
1.11	Each class will take at least two educational field trips per school year.	Both the upper and lower grade classes took two educational field trips.			Each classroom of students will take at least 2 educational field trips per year.

1.13	Percentage of unduplicated pupils (English learners, low income and foster students) with access to programs and services designed to serve them	In the 2023-2024 school year, 100% of unduplicated pupils have access to the programs and services designed to serve them.			100% of unduplicated pupils will have access to the programs and services designed to serve them.	
1.14	Percentage of students with disabilities who have access to programs and services designed to support them as measured by contracts for special education services, assessment plans, IEP meeting records, and support staff contracts	In the 2023-2024 school year, 100% of students with disabilities had access to programs and services designed to support them.			100% of students with disabilities will have access to the programs and services designed to support them.	
1.16	English Learner Progress	Data is not publicly reported due to size of student group. There are no ELs in the district in 2022-2023. (2023 Dashboard)			Data will not be publicly reported if student group size remains too small.	
1.17	English Learner Reclassification	Data is not publicly reported due to size of student group. There are no ELs in the district in 2022-2023. (2023 Dashboard)			Data will not be publicly reported if student group size remains too small.	

Goal Analysis

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	Employ fully credentialed and appropriately assigned teaching staff and paraprofessional staff	The district will retain and support qualified, fully-credentialed certificated staff to provide standards-aligned instruction.	$110,541.00	No
1.2	Employ school staff, including a full-time Superintendent/Principal, part-time office manager, and contracted business services	Employ a full-time Superintendent/Principal, part-time office manager, and contracted business services to oversee facilities, transportation, curricula adoption, student nutrition services, professional development, staff evaluation, personnel, special education services, family and community outreach, local, state, and federal reporting and accountability, budget development and management, and student services.	$158,021.00	No

1.3	Provide standards-aligned instructional and assessment materials for ELA and math	English Learners, Foster Youth, and Low Income students will have access to instructional and assessment materials aligned with the Common Core State Standards, such as Renaissance STAR, for the purpose of increasing ELA and math scores.	$20,947.00	No
1.4	Employ Custodial and Maintenance Staff	Continue to provide a physically safe and clean campus for all students by employing a part-time custodian, or contracting with a cleaning service until a part-time custodian can be hired, and a part-time mainenance staff.	$14,378.00	No
1.5	Employ .32 FTE certificated ELOP teacher, ELOP paraprofessional, and ELOP cook for snacks	A certificated ELOP teacher will write curriculum and teach science to students outdoors. Due to the fact that the district needs after school program coverage for the full week, a paraprofessional will be hired for 2 days per week. During the district's ELOP program, snacks and meals will be provided by the cook.	$60,464.00	No
1.6	Improve the condition of the facilities	Improve the physical safety of the campus by repairing playground equipment, addressing issues with the portable buildings, and completing repairs as indicated on the FIT report.	$36,069.00	No
1.7	Ensure access to a broad course of study	Students in all grades, including students with disabilities and English learners, will receive instruction in a broad course of study which includes English language arts, math, social sciences, science, visual and performing arts, health and physical science.	$1,500.00	No
1.8	Provide transportation to and from school	Providing transportation to and from school will support students and families and may help with chronic absenteeism. According to Attendance Works, a nonprofit organization, poor attendance can negatively influence a child's ability to read proficiently by the end of third grade. Further, by sixth grade chronic absence becomes a leading indicator that a student will drop out of high school. By providing transportation, the district is establishing a way for families to get their children to school in order to access their education.	$38,968.00	No

1.9	Retain special education staff, including a .2 FTE teacher and a paraprofessional. Maintain contracts with providers for other special education services, including HCOE.	Big Lagoon Union School District regularly contracts with outside entities for a variety of services in order to adequately serve students and operate in compliance with state and federal requirements, in addition to employing an educational specialist and a special education paraprofessional.	$39,123.00	No
1.10	Provide professional development for teachers and staff to support high quality teaching and tutoring	Ongoing professional development for teaching, tutoring, and PBIS will support all students.	$500.00	No
1.11	Maintain district support for field trips.	This action will support student engagement and learning by giving teachers the opportunity to take their students off campus for opportunities to teach or reinforce concepts learned in class.	$1,500.00	Yes
1.12	Employ a 0.67 FTE teacher for grades TK-3	Big Lagoon uses supplemental and concentration funds to pay for .67 FTE of the primary grade teacher's position. This action primarily benefits unduplicated pupils by providing a full time teacher and a small class size in the early years of learning. A school of Big Lagoon's size is only required to have one teacher, but 15-20 students in a class with 10 grade levels and one teacher is not a beneficial learning environment, especially for students who may be entering the school system already at a disadvantage.	$56,027.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ensure an engaging, safe, and thriving environment for all students, families, and staff.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in collaboration with our educational partners in response to chronic absenteeism and the identified need for a sense of safety and connectedness for students at school. For students to be engaged in accessing their education to make growth in their skills and knowledge, they must be at school.

An analysis of the California Dashboard data indicates a clear need to support students and families in coming to school. Historically, chronic absenteeism has increased, as the data show:
- 2018 42% of students were chronically absent
- 2019 31% of students were chronically absent
- 2020 Not reported due to COVID
- 2021 Not reported due to COVID
- 2022 55% of students were chronically absent
- 2023 70% of students were chronically absent

The School Climate Survey was taken by families, students, and staff during the 2023 school year. Student responses were as follows:
- I feel like a part of this school: 86% yes, 13% sometimes
- I have an adult I can talk to at school: 80% yes, 20% no
- I feel safe at school: 86% yes, 13% no

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic absenteeism rate	In 2023 70% of Big Lagoon students were chronically absent.			30% chronic absenteeism rate	
2.2	Sense of safety and school connectedness	Based on the 2023 Local Survey, the percentages for each group's feelings of safety and connectedness is as follows: 84% of students 90% of parents/guardians 100% of staff			Based on the Local Survey 100% of students, parents/guardians, and staff will feel safe and connected.	
2.3	Middle school dropout rates	Based on 2024 CALPADS P2 report there was a dropout rate of 0%.			Based on the CALPADS P2 report, there will be a 0% dropout rate.	
2.5	Attendance rate	Based on the 2024 CALPADS P2 report there was an attendance rate of 88.5%.			Based on the CALPADS P2 report, there will be a 90% attendance rate.	
2.6	Rate of parent involvement and participation, including parent participation in programs for unduplicated pupils and special needs subgroups	In the 2023-2024 school year, 91% of parents participated in at least one school function.			100% of parents will participate in at least one school function.	

| 2.7 | Suspension rate | 0% of students were suspended in the 2022-2023 school year. | | | There will be a 0% suspension rate. | |
| 2.8 | Explusion rate | 0% of students were expelled in the 2022-2023 school year. | | | There will be a 0% expulsion rate. | |

Goal Analysis

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
2.2	Employ a playground monitor	Employ a PBIS-trained playground monitor to support implementation of behavioral expectations and positive play during unstructured time (recess, lunch).	$4,240.00	No
2.5	Maintain the Cafeteria contribution	Big Lagoon annually contributes resources from the general fund to cover food costs for fresh items such as milk and eggs that are not reimbursed by the state's food distribution program.	$15,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$13,320	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.463%	0.000%	$$0.00	3.463%

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
1.11	**Action:** Maintain district support for field trips. **Need:** Through educational partner feedback, field trips were identified as a priority. Students learn from hands-on experiences, many of which can be gained by going off campus and having experiences in the community. Supporting field trips will engage students in	Taking field trips will positively affect all students, but will especially serve to expose unduplicated students to experiences they may not otherwise have access to.	1.11

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
	learning concepts that are addressed in the Common Core State Standards. **Scope:** LEA-wide		
1.12	**Action:** Employ a 0.67 FTE teacher for grades TK-3 **Need:** Based on education partner feedback, it was identified that the reduction of class size and grade spans to increase academic and emotional support for unduplicated youth is necessary. There has been an increased need for social-emotional support for students, based on educational staff feedback. **Scope:** LEA-wide	This action primarily benefits unduplicated pupils by providing a full time teacher and a small class size in the early years of learning, however all students will benefit.	1.7

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

This does not apply to Big Lagoon School.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	384,586	13,320	3.463%	0.000%	3.463%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$399,805.00	$116,557.00	$8,754.00	$32,162.00	$557,278.00	$429,801.00	$127,477.00

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	Employ fully credentialed and appropriately assigned teaching staff and paraprofessional staff	All Students with Disabilities	No			All Schools Specific Schools: Big Lagoon School		$110,541.00	$0.00	$69,352.00	$4,519.00	$7,219.00	$29,451.00	$110,541.00	
1	1.2	Employ school staff, including a full-time Superintendent/Principal, part-time office manager, and contracted business services	All Students with Disabilities	No			All Schools Specific Schools: Big Lagoon School		$137,021.00	$21,000.00	$158,021.00	$0.00	$0.00	$0.00	$158,021.00	
1	1.3	Provide standards-aligned instructional and assessment materials for ELA and math	All Students with Disabilities	No			All Schools Specific Schools: Big Lagoon School		$0.00	$20,947.00	$4,250.00	$15,162.00	$1,535.00	$0.00	$20,947.00	
1	1.4	Employ Custodial and Maintenance Staff	All Students with Disabilities	No			All Schools Specific Schools: Big Lagoon School		$14,378.00	$0.00	$14,378.00	$0.00	$0.00	$0.00	$14,378.00	
1	1.5	Employ .32 FTE certificated ELOP teacher, ELOP paraprofessional, and ELOP cook for snacks	All Students with Disabilities	No			Specific Schools: Big Lagoon School		$55,889.00	$4,575.00	$0.00	$60,464.00	$0.00	$0.00	$60,464.00	
1	1.6	Improve the condition of the facilities	All Students with	No			All Schools		$0.00	$36,069.00	$36,069.00	$0.00	$0.00	$0.00	$36,069.00	

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
			Disabilities				Specific Schools: Big Lagoon School									
1	1.7	Ensure access to a broad course of study	All Students with Disabilities	No			All Schools Specific Schools: Big Lagoon School		$0.00	$1,500.00	$1,500.00	$0.00	$0.00	$0.00	$1,500.00	
1	1.8	Provide transportation to and from school	All Students with Disabilities	No			All Schools Specific Schools: Big Lagoon School		$20,977.00	$17,991.00	$38,968.00	$0.00	$0.00	$0.00	$38,968.00	
1	1.9	Retain special education staff, including a .2 FTE teacher and a paraprofessional. Maintain contracts with providers for other special education services, including HCOE.	Students with Disabilities	No			Specific Schools: Big Lagoon School		$30,728.00	$8,395.00	$0.00	$36,412.00	$0.00	$2,711.00	$39,123.00	
1	1.10	Provide professional development for teachers and staff to support high quality teaching and tutoring	All Students with Disabilities	No			All Schools Specific Schools: Big Lagoon School		$0.00	$500.00	$500.00	$0.00	$0.00	$0.00	$500.00	
1	1.11	Maintain district support for field trips.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$1,500.00	$1,500.00	$0.00	$0.00	$0.00	$1,500.00	
1	1.12	Employ a 0.67 FTE teacher for grades TK-3	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$56,027.00	$0.00	$56,027.00	$0.00	$0.00	$0.00	$56,027.00	
2	2.2	Employ a playground monitor	All Students with Disabilities	No			All Schools		$4,240.00	$0.00	$4,240.00	$0.00	$0.00	$0.00	$4,240.00	
2	2.5	Maintain the Cafeteria contribution	All Students with	No			All Schools		$0.00	$15,000.00	$15,000.00	$0.00	$0.00	$0.00	$15,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Disabilities				Specific Schools: Big Lagoon School									

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
384,586	13,320	3.463%	0.000%	3.463%	$57,527.00	0.000%	14.958 %	**Total:**	$57,527.00
								LEA-wide Total:	$57,527.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.11	Maintain district support for field trips.	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,500.00	
1	1.12	Employ a 0.67 FTE teacher for grades TK-3	Yes	LEA-wide	English Learners Foster Youth Low Income		$56,027.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$622,595.00	$574,805.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Employ fully credentialed and appropriately assigned teaching staff	No	$117,081.00	97,685
1	1.2	Subsidize Teacher Induction	No	$0.00	0
1	1.3	Provide standards-aligned instructional materials for every student	No	$10,560.00	15,253
1	1.5	Employ a Full-Time Superintendent/Principal	No	$112,958.00	115,211
1	1.6	Employ Custodial Staff	No	$11,322.00	0
1	1.7	Employ Maintenance Staff	No	$13,648.00	19,365
1	1.8	Improve the condition of the facilities	No	$13,799.00	40,351
1	1.9	Ensure access to a broad course of study	No	$9,191.00	8,791
1	1.10	Employ Transportation Staff	No	$24,852.00	10,480
1	1.11	Maintain HERC contract	No	$1,350.00	1,350

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	1.12	Maintain Special Education contracted services	No	$13,028.00	8,829
1	1.13	Employ School Library Staff	Yes	$3,924.00	710
1	1.14	Employ Business Services staff	No	$30,000.00	20,000
1	1.15	Maintain Technology Services contract	No	$6,800.00	6,625
1	1.16	Maintain Transportation Services contract	No	$16,266.00	23,614
1	1.17	Employ a 0.67 FTE teacher for grades TK-3	Yes	$52,172.00	52,195
1	1.18	Transitional Kindergarten	No	$26,694.00	25,842
2	2.1	Purchase supplemental instructional materials	No	$500.00	500
2	2.2	Implement IXL for ELA and math	No	$0.00	0
2	2.3	Employ a Paraprofessional/Aide	No	$20,815.00	20,615
2	2.4	Employ a Special Education Teacher	No	$20,101.00	8,304
2	2.5	Secure Additional Education Specialist Hours	No	$5,451.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Purchase Student planners	No	$0.00	0
2	2.7	Maintain partnerships with community based organizations	No	$0.00	0
2	2.8	Sustain an Expanded Learning Opportunity Program	No	$54,938.00	56,099
3	3.1	Coordinate parent engagement activities	No	$500.00	500
3	3.2	Conduct annual Parent Engagement Survey	No	$0.00	0
3	3.3	Implement Positive Behavioral Intervention and Support (PBIS)	No	$500.00	500
3	3.4	Implement the Devereux Student Strengths Assessment (DESSA)	No	$0.00	0
3	3.5	Maintain Yurok language instruction	No	$0.00	0
3	3.6	Employ a Playground monitor	No	$4,805.00	4987
3	3.7	Provide a travel stipend for HSU social work intern	No	$0.00	0
3	3.8	Maintain the Cafeteria contribution	Yes	$10,563.00	11,559
3	3.9	Employ a Food Service Coordinator	No	$10,563.00	0
3	3.10	Employ an Office Secretary	No	$28,134.00	23,360

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.11	Provide Field Trips	Yes	$2,080.00	2,080
3	3.12	Provide LCAP parent consulting and advising opportunities	No	$0.00	0
3	3.13	Provide school counselor services	No	$0.00	0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
15,616	$68,739.00	$66,544.00	$2,195.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.13	Employ School Library Staff	Yes	$3,924.00	710.00		
1	1.17	Employ a 0.67 FTE teacher for grades TK-3	Yes	$52,172.00	52,195		
3	3.8	Maintain the Cafeteria contribution	Yes	$10,563.00	11,559		
3	3.11	Provide Field Trips	Yes	$2,080.00	2,080		

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)
382,706	15,616	0.00%	4.080%	$66,544.00	0.000%	17.388%	$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* Section 52064). 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). 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).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064 and).

    - **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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064).

- o 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, , and).

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). 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)](#);

- o **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.

    o 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.

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

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.

  o 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,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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:

  o 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.

    o 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:

    o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    o 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.

- o   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).

- o   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.

- o   Indicate the school year to which the baseline data applies.

- o   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.

- o   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.

  - o   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.

  - o   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.

  - o   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.

- 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.

- 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

- 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.

    o 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.

- 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.

    o   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.

    o   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.

    o   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.

    o   **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 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:

    o   Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- - o Professional development for teachers.

  - o 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:

  - o 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.

  - o 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, *EC* Section 52064; 5 *CCR* Section 15496). 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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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:

  o **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.

  o **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.

  o **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).

- o **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.

  - o **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.

  - o 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)**

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o 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)**

    o 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**

    o 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)**

    o   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**

    o   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)**

    o   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 (%)**

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

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

    o   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)**

    o   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 %)**

    o   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)**

    o   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)**

    o   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)**

  o 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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