

LCFF Budget Overview for Parents

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

CDS Code: 12627946007850

School Year: 2024-25

LEA contact information:

Justin Wallace

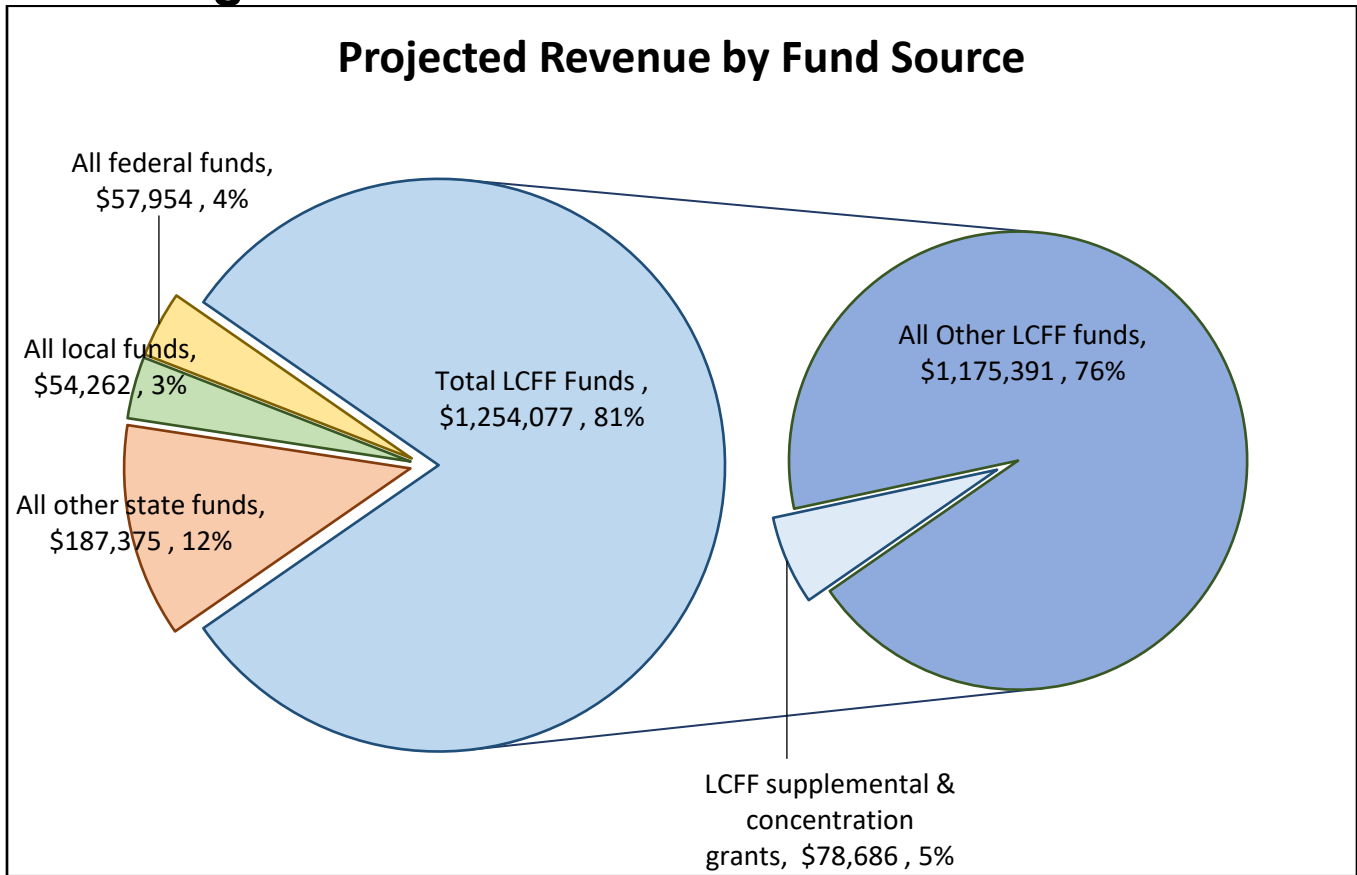
Superintendent

jwallace@fbk8.org

(707) 839-3201

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

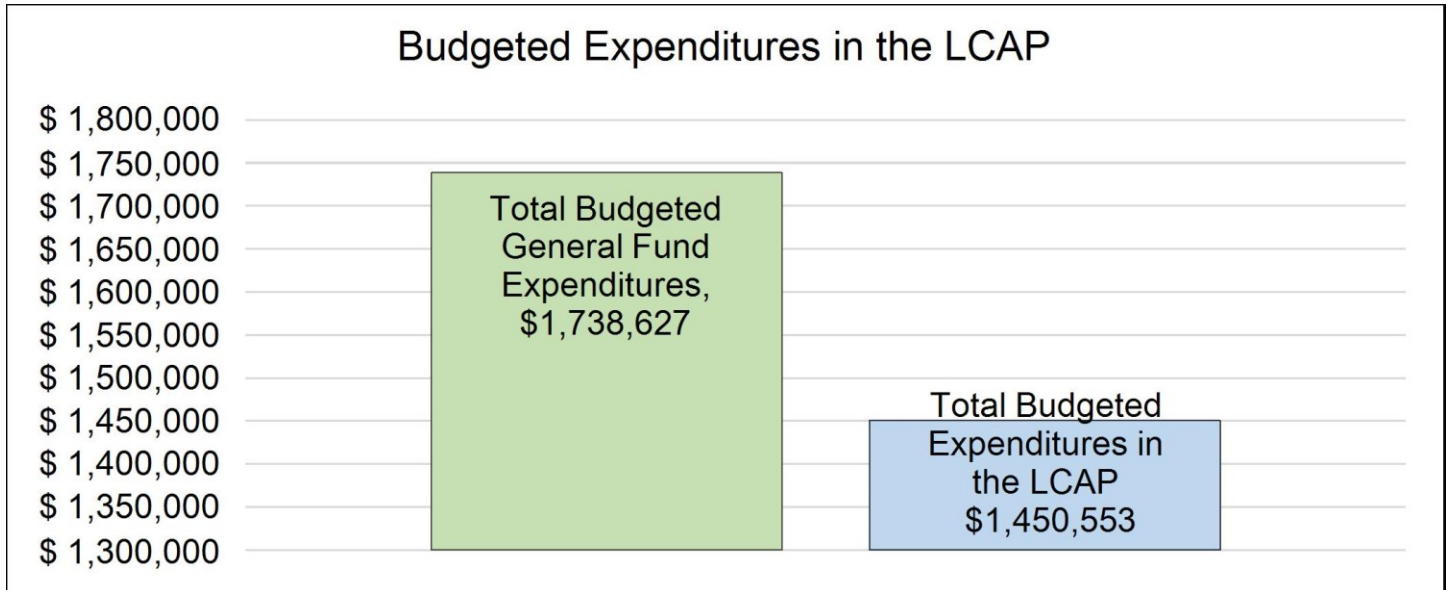


This chart shows the total general purpose revenue Fieldbrook Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fieldbrook Elementary School District is \$1,553,668, of which \$1,254,077 is Local Control Funding Formula (LCFF), \$187,375 is other state funds, \$54,262 is local funds, and \$57,954 is federal funds. Of the \$1,254,077 in LCFF Funds, \$78,686 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Fieldbrook Elementary School District plans to spend \$1,738,627 for the 2024-25 school year. Of that amount, \$1,450,553 is tied to actions/services in the LCAP and \$288,074 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

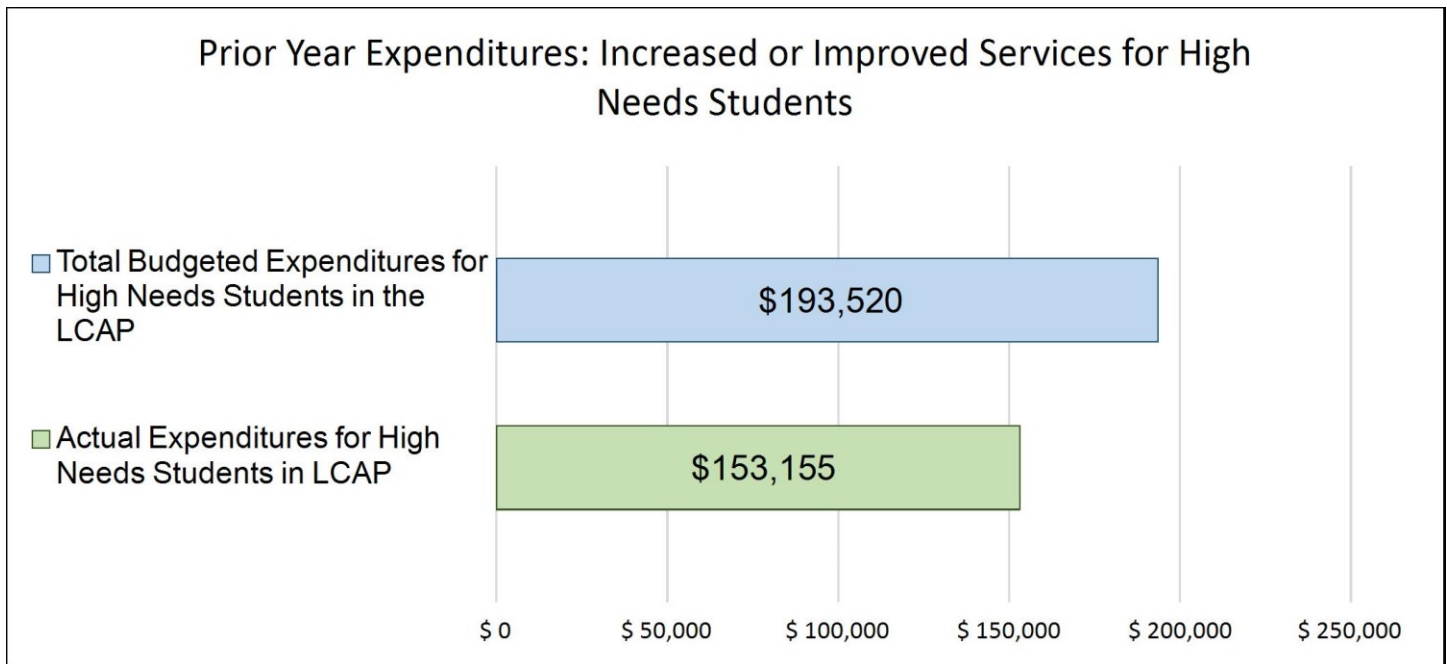
The general fund expenditures not included in the LCAP include costs for insurance, legal fees, superintendent salary, supplies and services to maintain the daily district activities, and utility costs for the district.

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

In 2024-25, Fieldbrook Elementary School District is projecting it will receive \$78,686 based on the enrollment of foster youth, English learner, and low-income students. Fieldbrook Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Fieldbrook Elementary School District plans to spend \$88,036 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Fieldbrook Elementary School District's LCAP budgeted \$193,520 for planned actions to increase or improve services for high needs students. Fieldbrook Elementary School District actually spent \$153,155 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$40,365 had the following impact on Fieldbrook Elementary School District's ability to increase or improve services for high needs students:

As a small district, one student can effect the costs associated with services. We had planned to have more costs to provide services than we actually needed. Our total high needs case load decreased during the year, allowing for a less actual expenses.

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
Fieldbrook Elementary School District	Justin Wallace Superintendent	jwallace@fbk8.org (707) 839-3201

Goals and Actions

Goal

Goal #	Description
1	All students regardless of race, language, home address, physical or mental abilities are provided a high-quality educational program which is aligned to California state standards and utilizes up to date technology in an inclusive, caring learning environment that is safe, well maintained and welcoming to all students, families and community members in order to encourage educational partners feedback so the school can respond to educational partners' needs in a timely and culturally responsive manner.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of Teacher Misassignments	0% of teachers are misassigned	0% of teachers are misassigned	0% of teachers are misassigned	0% of teachers are misassigned	0% rate of teacher misassignments
Student access to CCSS aligned instructional materials	100% of students have access to CCSS aligned instructional materials	100% of students have access to CCSS aligned instructional materials	100% of students have access to CCSS aligned instructional materials	100% of students have access to CCSS aligned instructional materials	100% of students have access to standards aligned instructional materials
Facilities in Good Repair	82% of facilities are rated in good repair. Overall, the facilities are rated as good on average.	100% of facilities are rated in good repair. Overall, the facilities are rated as good on average.	100% of facilities are rated in good repair. Overall, the facilities are rated as good on average.	100% of facilities are rated in good repair. Overall, the facilities are rated as good on average.	All facilities are rated as "good repair" using the FIT
ELA CAASPP as reported on Ca Dashboard	12.2 points above standard (18/19 school year)	The district had 56.52% of students that took the test receive a score the meets or exceeds the grade level standard for ELA. A drop from 57.14% in 18/19.	The district had 51.43% of students that took the test receive a score the meets or exceeds the grade level standard for ELA. 4 points above standard	24.1 points above standard (22/23 school year)	15 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math CAASPP as reported on Ca Dashboard	3.1 below standard (18/19 school year)	The district had 42.42% of students that took the test receive a score the meets or exceeds the grade level standard in math. A drop from 46.67% in 18/19.	The district had 42.25% of students that took the test receive a score the meets or exceeds the grade level standard in math. 19 points below standard	10.3 points below standard (22/23 school year)	5 points above standard
CAST	33% met or exceeded the standard (18/19 school year)	Fieldbrook did not participate in the optional CAST Testing for the 20/21 school year	30% of the students that took the CAST met or exceeded the standard	45% met or exceeded the standard	45% met or exceeded the standard
School Attendance	95.7% of total enrollment using the 18/19 P2 calculations	94.5% of total enrollment using 21/22 P2 calculations	92.1% of total enrollment using 22/23 P2 calculations	94.3% of total enrollment using 23/24 P2 calculations	have an Average Daily Attendance of 95% of the total enrollment using the P2 cutoff.
Access to Visual and Performing Arts	100% of enrolled students have access to one option for visual and performing arts	100% of enrolled students have access to one option for visual and performing arts	100% of enrolled students have access to one option for visual and performing arts	100% of enrolled students have access to one option for visual and performing arts	100% of enrolled students have access to two options for visual and performing arts
Recognition and Awards	Baseline to be established during the 21-22 school year	100% of students enrolled will have received an award or recognition for accomplishments in at least one school-wide assembly by year's end, 2021-22.	100% of students enrolled have received an award or recognition for accomplishments in at least one school-wide assembly by year's end, 2022-23	100% of students enrolled have received an award or recognition for accomplishments in at least one school-wide assembly by year's end, 2023-24	100% of students enrolled will receive an award or recognition for accomplishments in at least one school-wide assembly.
Student Access and Enrollment in all	All Students have access and are enrolled in all required	All Students have access and are enrolled in all required	All Students have access and are enrolled in all required	All Students have access and are enrolled in all required	All Students have access and are enrolled in all required

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Required Areas of Study	areas of study including math, ELA, science, history/social studies, health education, physical education, and visual and performing arts.	areas of study including math, ELA, science, history/social studies, health education, physical education, and visual and performing arts.	areas of study including math, ELA, science, history/social studies, health education, physical education, and visual and performing arts.	areas of study including math, ELA, science, history/social studies, health education, physical education, and visual and performing arts.	areas of study including math, ELA, science, history/social studies, health education, physical education, and visual and performing arts.
Programs and services developed and provided to unduplicated pupils	100% of families are provided the National School Lunch Program (NSLP) survey. Meals are available for all students at the school site.	100% of families were provided the National School Lunch Program (NSLP) survey. Breakfast and lunch were provided at free or reduced rates to those who chose who were eligible and was available for all students at the school site.	100% of families were provided the National School Lunch Program (NSLP) survey. Breakfast and lunch were provided for free to all students at the school site.	100% of families were provided the National School Lunch Program (NSLP) survey. Breakfast and lunch were provided for free to all students at the school site.	100% of families are provided the National School Lunch Program (NSLP) survey. Meals are available for all students at the school site.
Programs and Services developed and provided to individuals with exceptional needs.	Parents are provided with Procedural Safeguards for Individual Learning Plans (IEP). Parents are encouraged to join or participate in School Site Council, Special Education Local Plan Area (SELPA) trainings and parent advisory committees.	Parents of SWD were provided with Procedural Safeguards for Individual Learning Plans (IEP) and were encouraged to join and participate in School Site Council, Special Education Local Plan Area (SELPA) trainings and parent advisory committees.	Parents of SWD were provided with Procedural Safeguards for Individual Learning Plans (IEP) and were encouraged to join and participate in School Site Council, Special Education Local Plan Area (SELPA) trainings and parent advisory committees.	Parents of SWD were provided with Procedural Safeguards for Individual Learning Plans (IEP) and were encouraged to join and participate in School Site Council, Special Education Local Plan Area (SELPA) trainings and parent advisory committees.	Parents are provided with Procedural Safeguards for Individual Learning Plans (IEP). Parents of students with exceptional needs tare members of School Site Council, Special Education Local Plan Area (SELPA) trainings and parent advisory committees.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent/Teacher Conferences	During the 19-20 school year we had 86% of families attend a parent/teacher conference in person or through ZOOM.	97% of families attended at least one parent teacher conference during the 21-22 school year.	100% of families attended at least one parent teacher conference during the 22-23 school year.	100% of families attended at least one parent teacher conference during the 23-24 school year.	95% of families will attend at least one parent teacher conference during the school year.
Volunteer Lists	Baseline will be established in the 2021-22 school year.	Due to the COVID-19 safety protocols on campus, volunteers in classrooms were not recruited during the 21-22 school year.	47% of all enrolled families volunteer to help in a classroom, join a committee, or prepare for events during the school year.	65% of all enrolled families volunteer to help in a classroom, join a committee, or prepare for events during the school year.	50% of all enrolled families will volunteer to help in a classroom, join a committee, or prepare for events during the school year.
Parent Attendance at after-school events	Baseline will be established in the 2021-22 school year	Due to the COVID-19 safety protocols on campus, the school was not able to allow after-school events during the 21-22 school year.	72% of all enrolled families participated in an organized after school event as tracked through attendance logs.	82% of all enrolled families will participate in an organized after school event as tracked through attendance logs.	70% of all enrolled families will participate in an organized after school event as tracked through attendance logs.
State Local Indicator reflection tool for Implementation of CSS	Scale: 1=Exploration and Research, 2=Beginning, 3=Initial, 4=Full Implementation, 5=Full and Sustainable: PD: ELA=4, Math=3, Science=3, Hist/Soc Science=1 Instr Materials: ELA=4, Math=3, Science=3, Hist/Soc Science=1	PD - Teachers rated ELA, Math, ELD, Hist/Science as 5s (full implementation) Science as 3 (Initial Implementation) IM - All subjects were rated at 5 Policy/Support - ELA and ELD - 5, Math and Hist/SS - 4. Science - 3	PD - ELA, Math, ELD, Hist/Science as 5s (full implementation) Science as 3 (Initial Implementation) IM - All subjects were rated at 5 Policy/Support - ELA and ELD - 5, Math and Hist/SS - 4. Science - 4	PD - ELA, Math, ELD, as 5 History and Science as 3 (Initial Implementation) IM - All subjects were rated at 5 Policy/Support - ELA and ELD - 5, Math - 5, and Hist/SS and Science - 4 Implementation of other standards: CTE	Average ratings of "Fully Implemented" in all

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Policy/Program Support: ELA=4, Math=4, Science=3, Hist/Soc Science=1</p> <p>Implementation of Stds: Health=3, PE=3, Vis/Perf Arts=4, World Lang=1, CTE=1</p> <p>Leadership Engagement: ID of PD needs in general=4, ID of indiv PD needs=4, Providing support to tchrs for stds not yet mastered: 3</p>	<p>Implementation of other standards: CTE - 4, PE - 3, World Lang - 2, Health - 5, VPA - 5</p> <p>Leadership Engagement - PD needs for groups identified - 5, Support provided for CSS not implemented - 4, PD for individuals - 4</p>	<p>Implementation of other standards: CTE - 4, PE - 4, World Lang - 2, Health - 5, VPA - 5</p> <p>Leadership Engagement - PD needs for groups identified - 5, Support provided for CSS not implemented - 4, PD for individuals - 4</p>	<p>- 4, PE - 4, World Lang - 3, Health - 5, VPA - 5</p> <p>Leadership Engagement - PD needs for groups identified - 5, Support provided for CSS not implemented - 5, PD for individuals - 5</p>	
Site Council review of program effectiveness for unduplicated and students with disabilities	Annual review determined programs for SED and SWD met student needs and goals based on local criteria	Programs for SED and SWD were reviewed by SSC and were determined to be effective in meeting student needs and goals.	Programs for SED and SWD were reviewed by SSC and were determined to be effective in meeting student needs and goals.	Programs for SED and SWD were reviewed by SSC and were determined to be effective in meeting student needs and goals.	Maintain annual review

Goal Analysis

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

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

The District was successful at meeting goals, all goals met or showed improvement over the 3 years. CAASPP science and ELA scores met or exceeded our goals. Math did not meet the goal, but showed increased improvement for the first time in over 6 years. Family volunteers

have increased on campus showing more family engagement and support. Attendance has slightly declined over the past 3 years, but made a large increase compared to Covid-era attendance data.

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.

- 1.1 Meal Program - increase in actual expenditures due to minimum wage increases, step and column, as well as increased costs for highly nutritious foods.
- 1.4 Highly Qualified Teachers - the District hired new veteran teachers for the 2023/24 school year which started at a higher salary than budgeted.
- 1.5 Special Education - due to changes in our Special Ed population the district hired additional staff and services.
- 1.6 Additional Certificated Teacher
- 1.8 Music - material difference was 5% due to step and column increases and instrument acquisition
- 1.9 Technology - the district had to purchase new technology to meet the demands of the classrooms and staffing changes.
- 1.10 Instructional Materials - The district piloted 2 curriculums in 23/24 creating an increased cost.

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

- Action 1.1 was effective in creating a learning environment that fosters safety and comfort. We had an 80% participation rate in breakfast and lunch throughout the school.
- Action 1.2 was effective in creating a safe, clean and welcoming campus as reflected in parent surveys.
- Actions 1.4 through 1.7 all were effective in improving academic outcomes on campus based on CAASPP scores. Staff provided direct academic instruction and although we did not meet all expected outcomes, there was improvement.
- Action 1.8 was effective in allowing all students on campus to participate in at least 1 music program in Tk-1 grades and 2 or more in grades 2-8.
- Actions 1.9 and 1.10 were effective with evidence that reflects a 1:1 device to student ratio as well as state adopted curriculum and materials for all students at the school.
- Action 1.11 was also effective in providing off-campus experiences for students to enrich their learning throughout the community.

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.

Due to our prior actions showing effectiveness, the district plans to maintain many of the same actions but with adjusted outcomes. Our CAST and CAASPP testing outcomes have been modified to show academic growth that is more realistic with an emphasis on improvement, not reaching a specific point total. We have included new programs ELOP and Aftercare in this goal to reflect the longer school day and requirements imposed by the state.

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	Provide all students with a continuum of supports and services that address their academic, behavioral, and social-emotional needs

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Intervention success rate	New metric, baseline to be established 2021-22 % of intervention students who obtain expected goals in a six week timeline.	86 % of intervention students met their expected goals in a six week timeline.	90 % of intervention students met their expected goals in a six week timeline.	85% of intervention students met their expected goals in a six week timeline.	Annual increase in success rate of 5% above baseline
Chronic Absentee Rate	8.3% (2018-19)	12.7% (As of May 2021/22)	32% as of P2 calculations	10 % at P2	5% or lower
Suspension Rate	0% (2018-19)	1% (As of May 2021/22)	1% (As of April 2022/23)	1% (As of April 2023/24)	5% or lower
Expulsion Rate	0%	0%	0%	0%	0%
Middle School Dropout Rate	0%	0%	0%	0%	0%
Surveys of Stakeholders (parents, students, staff), participation rates and % indicating	1. 57% of families responded the LCAP and Climate survey, 2021 1a. 96 % felt school was safe	1. 66% of families responded the LCAP and Climate survey, 2022 1a. 92 % felt school was safe	1. 71% of families responded the LCAP and Climate survey, 2023 1a. 96 % felt school was safe	1. 68% of families responded the LCAP and Climate survey, 2024 1a. 92 % felt school was safe	1. 75% of families will respond to survey, 1a. 100 % will felt school is safe

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
school is safe and they feel connected	1b. 94 % felt connected 2. 82% of students responded the Climate survey, 2021 2a. 88 % felt school was safe 2b. 92 % felt connected 3.100% of staff responded the Climate survey, 2021 3a. 100 % felt school was safe 3b. 90 % felt connected	1b. 88 % felt connected 2. 92% of students responded the Climate survey, 2022 2a. 88 % felt school was safe 2b. 92 % felt connected 3.92% of staff responded the Climate survey, 2022 3a. 100 % felt school was safe 3b. 90 % felt connected	1b. 98 % felt connected 2. 92% of students responded the Climate survey, 2023 2a. 78 % felt school was safe 2b. 93 % felt connected 3. 75% of staff responded to the climate survey, 2023 3a 100% felt school was safe 3b 84% felt connected	1b. 95 % felt connected 2. 87% of students responded the Climate survey, 2024 2a. 78 % felt school was safe 2b. 93 % felt connected 3. staff survey did not include climate question	1b. 100 % will feel connected 2. 90% of students will respond to survey 2a. 100 % will feel school is safe 2b. 100 % will feel connected 3. 100% of staff will respond to survey 3a. 100 % will feel school is safe 3b. 100 % will feel connected

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.

All actions for Goal 2 were carried out as planned for the 2023-24 school year and implemented.

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.

2.4 Aftercare - There was a material difference in aftercare for the 23-24 school year primarily due to increase in minimum wage, substitute aides as well as increased material costs for activities and snacks.
2.7 Athletics - There was a material difference in athletics due to an increase in games played requiring more referee fees and traveling costs.

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

Action 2.1 did not have a related metric and effectiveness could not be determined. It does allow the district access to CCSS materials to support staff and students but not enough data was derived to confirm effectiveness. Actions 2.2 through 2.5 were effective in making progress towards the goal. Families had access to many resources and community programs thanks to the support of our counselor and aftercare programs. Both programs were noted in surveys to support families needs. Action 2.6 was effective in diminishing our chronic absentee rate from over 30% to just above 10%. Action 2.7 was effective as reflected that 82% of all eligible 5-8 grade students participated in a school sponsored sport.

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

The district is reorganizing the administrative team so responsibilities will change with regards to following up on absent students and getting them to reengage in school The changes reflect a need to cut spending. A school secretary will be hired to help with attendance. Furthermore, the district hopes to increase attendance to 95% and not merely maintain attendance annually.

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
Fieldbrook Elementary School District	Justin Wallace Superintendent	jwallace@fbk8.org (707) 839-3201

Plan Summary [2024-25]

General Information

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

Fieldbrook School District is a tight-knit educational community nestled in the heart of the serene Fieldbrook Valley. Our district prides itself on providing quality education within a small, rural setting. With only one school serving students from Transitional Kindergarten through eighth grade, we offer a personalized learning environment where every student is valued and supported. Our academic programs are designed to challenge and inspire students, fostering their intellectual growth and nurturing their self-worth. In this family-like atmosphere, we strive to instill in each student the values of responsibility and citizenship, preparing them to become active contributors to society.

Fieldbrook School serves a single subgroup: low-income/at-risk students. While we do not have Foster Youth or English Language Learners, nor students who have been reclassified, we are committed to meeting the unique needs of our diverse student population. As the focal point of the community, Fieldbrook School plays an integral role in the life of Fieldbrook Valley. We actively engage with the community through various activities, performances, and decision-making processes. Board meetings are accessible to the public, and we ensure that community members are informed about school events and initiatives.

In addition to academics, Fieldbrook School offers a robust extracurricular program, including sports teams for basketball and volleyball, as well as participation in county-wide cross country and track events. Our music program is renowned, offering opportunities for students to explore various instruments and participate in ensembles such as orchestra, music tech, and ukulele. Furthermore, we extend our commitment to education beyond the school day by providing an after-school program until 5:30, Monday through Friday. This program includes Homework Club and Enrichment Classes, offering students additional support and opportunities for growth.

While our school does not track certain metrics such as A-G or CTE completion rates, AP test scores, or graduation rates, our focus remains on providing a comprehensive and enriching educational experience for all students, ensuring their success now and in the future.

Reflections: Annual Performance

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

Part 1:

As we reflect on the achievements and growth of our school over the past year, we are filled with pride and gratitude for the collective efforts of our students, staff, parents, and educational partners. The journey of progress is one that requires dedication, collaboration, and a commitment to excellence, and we are thrilled to share the highlights of our accomplishments in the 2023-24 academic year.

One of the most remarkable achievements of the year was the significant growth observed in English Language Arts (ELA) proficiency, as indicated by the California Dashboard data for 2023. We are thrilled to report a remarkable increase of 20.2 percentage points in ELA proficiency compared to the previous year. This growth is a testament to the hard work and dedication of our students and educators, as well as the support provided by our families and community members.

Additionally, our school saw commendable growth in math proficiency, with a 9.6 percentage point increase based on state testing data. This positive trend in math performance reflects the ongoing efforts of our teachers to implement effective instructional strategies and interventions tailored to meet the diverse needs of our students. The local assessment data further confirms the growth in both ELA and math, providing validation of our students' progress and the effectiveness of our curriculum and teaching practices.

Despite facing challenges such as an increase in chronic absenteeism across the district, our school community remained resilient and focused on supporting every student's academic and social-emotional well-being. Educational partner feedback played a crucial role in informing our decision to prioritize access to counseling services, and we are pleased to report that this initiative has yielded positive outcomes on campus. By providing students with the necessary support and resources, we have seen a reduction in discipline problems reported school-wide, creating a more positive and inclusive learning environment for all.

As we celebrate these achievements, we also recognize that our work is ongoing. We remain committed to continuous improvement and to providing our students with the highest quality education possible. Looking ahead, we will continue to collaborate with all stakeholders to identify areas for growth and to implement strategies that will further enhance student learning and success. Additionally the district will plan to review and pilot new ELA and math curriculums in the next few years.

Part 2:

While celebrating our achievements, we acknowledge the persistent challenge highlighted by the Chronic Absenteeism indicator, particularly among Socioeconomically Disadvantaged and White students. Recognizing the profound impact of regular attendance on student success, the district is committed to addressing this issue through targeted interventions and increased family engagement. Moving forward, we will implement regular reviews of attendance data to identify patterns and trends, enabling us to provide timely support to students and families who may be facing barriers to consistent attendance. By fostering stronger partnerships with families and providing consistent support, we aim to improve attendance rates and ensure that all students have the opportunity to thrive academically and socially. - Goal 2 action #5

Reflections: Technical Assistance

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

NA

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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	Teachers were surveyed annually and attend weekly staff meetings which provide opportunities for cohorts to engage and report out successes and obstacles through the year. Teachers also communicate with families through conferences twice a year to discuss student progress and supports needed.
Superintendent/Principal	The Superintendent meets with the site principal daily to discuss the needs of the school and the outcomes of programs. Either the Superintendent or Principal are present for every LCAP engagement activity for Fieldbrook School in order to collect and understand achievements and concerns.
School Staff	Classified staff are encouraged to attend regular meetings. They also participate in the annual LCAP survey for all staff.
Parents	Parents have many opportunities to provide feedback to inform the LCAP. Such opportunities include two conferences with classroom teachers, an annual survey, LCAP engagement meetings during and after school events (Winter concert - 2024), Regular Board Meetings every 2nd Monday of the month, and because of our small size parents can talk to administrators daily before and after school.
Students	Fieldbrook has started a student leadership group that provides insight inform our LCAP process and engagement. Also all students participate in a school wide survey to help inform the LCAP
Local Bargaining Unit	Fieldbrook Elementary School District has no bargaining units to engage

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

Educational partner engagement has played a pivotal role in shaping our Local Control and Accountability Plan (LCAP) by identifying key needs and areas for improvement within our school community. Through collaborative discussions and feedback sessions, partners have highlighted the importance of enhancing opportunities for student engagement and enrichment. For instance, accolades for the Homework Club underscore the significance of providing academic support beyond the classroom, prompting us to explore ways to better connect volunteers with opportunities that align with their interests and expertise. Additionally, insights regarding the music program have spurred discussions on how to cultivate a deeper appreciation for music among students, with a focus on broadening exposure to diverse musical genres and experiences. Furthermore, partners have emphasized the need for a broader range of art subjects and increased opportunities for team sports in physical education (PE) and after-school programs, particularly for younger grades, reflecting our commitment to providing a well-rounded education that nurtures students' interests and talents.

Building on the strengths of our district, which include its small school size, dedicated staff, and close-knit community atmosphere, educational partners have also identified areas for growth and development. Recognizing the importance of ongoing professional development, partners have highlighted the need for targeted training for classified staff in aftercare and playground supervision, focusing on behavior management techniques and restorative practices. Additionally, there is a call for expanded opportunities for student voice and involvement, as well as advanced notice of events to ensure broader participation and engagement from families. By addressing these needs and leveraging the strengths of our district, we are committed to creating an inclusive and supportive learning environment where every student can thrive academically, socially, and emotionally.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students regardless of race, language, home address, physical or mental abilities are provided a high-quality educational program which is aligned to California state standards and utilizes up to date technology in an inclusive, caring learning environment that is safe, well maintained and welcoming to all students, families and community members in order to encourage educational partners feedback so the school can respond to educational partners' needs in a timely and culturally responsive manner.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 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 used in response to the feedback from our educational partners. It is important to our community that all students have an opportunity to grow as individuals and creating a safe and welcoming environment is a necessity to accomplish this. We believe that in order to educate the entire child we need to provide current technologies and ideologies to foster growth, while supporting the entire family by creating an inclusive environment. This broad goal captures our district's priorities in a manner to teach to the entire child.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Implementation of State Standards	Academic content standards, including English learners, are fully implemented (2023-24 Local data)			Academic content standards, including English learners, are fully implemented	

1.3	Teachers, Instructional Materials, and Facilities	100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials, and facilities are in good repair (2023-24 Local data)			100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials, and facilities in good repair	
1.4	Parent Involvement	Seek parent input in decision making, including promotion of parent participation in programs for unduplicated pupils and special need subgroups (2023-24 Local data)			Continue to seek parent input in decision making, including promotion of parent participation in programs for unduplicated pupils and special need subgroups	
1.5	ELA CAASPP Scores	All: 24.1 points above standard SED, EL & FY: are not reportable due to the size of the population (2023 Dashboard)			All: 27 points above standard	
1.6	Math CAASPP Scores	All: 10.3 points below standard Unduplicated: 29.3 below standard			All: 5 points above standard	

1.7	CA Science Test Scores	ALL: 44.45% met or exceeded			All: 60% met or exceeded	
1.8	EL Reclassification Rate and ELPAC Proficiency	The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size			The English Learner Reclassification rate and ELPAC proficiency will only be reported if the student group meets publicly reportable data guidelines.	
1.9	Meal Satisfaction Survey	To be established during the 2024-25 school year			80% of unduplicated population responds that they eat and enjoy meals from the cafeteria	
1.10	ELOP Summer Camp Offerings	All qualifying students are offered 30 days of Extended Learning Opportunities outside of the normal school year.			All qualifying students are offered 30 days of Extended Learning Opportunities outside of the normal school year.	
1.11	Broad Course of Study	All pupils including students with exceptional needs and unduplicated students needs are enrolled in a			All pupils including students with exceptional needs and unduplicated students have	

		broad course of study as defined in ed code 51210			access to a broad course of study	
--	--	---	--	--	-----------------------------------	--

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	MEAL PROGRAM	Provide additional support to the cafeteria fund in order to ensure all low-income/at-risk students receive a nutritious lunch and breakfast every day to increase academic learning. 89.7% of parents responded that they utilize the free breakfast/lunch program in the Spring LCAP survey.	\$95,719.00	Yes

1.2	Maintenance and Operations	Provide staffing and supplies to maintain the campus facilities including cleaning, repairs, and upkeep.	\$175,536.00	No
1.3	highly qualified teachers	All teachers employed at Fieldbrook School are highly qualified with appropriate credentials allowing us to reduce the class sizes and maintain a low student to teacher ratio on campus.	\$473,796.00	No
1.4	SPED	The district will provide academic instruction, support and materials for our students with disabilities in the least restrictive environment as stated in their IEP.	\$139,696.00	No
1.5	classroom aides	Aides were hired to meet the needs of our unduplicated population and provide one on one and small group interventions for our low income students.	\$112,744.00	Yes
1.6	Music	The district will provide a certificated music teacher to provide instruction meeting CCSS in the arts.	\$32,520.00	No
1.7	Tech	The district will continue to provide staff to assist with maintaining and repairing hardware on campus and assisting with implementation of technology in the classrooms. The technology will be utilized by all students enrolled in the district and provide a platform for engagement.	\$68,860.00	No

1.8	instructional materials	The district will supply CCSS aligned curriculum and materials to all students enrolled.	\$65,201.00	No
1.9	Fieldtrips	The district will fund enrichment opportunities for students allowing them to travel to different locations around the county to experience opportunities in the arts, local native populations, and the sciences.	\$4,000.00	No
1.10	ELOP summer program	The district will provide summer school enrichment program for all kindergarten through 6th grade students that are classified as low income.		No
1.11	art instruction	The district will fund additional art instruction at every grade level by contracting with artisans and programs to come on campus and enrich the academic programs at the school.	\$14,836.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide all students with a continuum of services and supports that address their academic, behavioral and social emotional needs	Broad Goal

State Priorities addressed by this goal.

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.

Our educational partners and staff understand that small districts can not offer all of the programs bigger districts can. This goal was established to ensure that we provide the services that our student population need to support the whole child. We develop and support programs that address all three areas in order to help support their growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate	92.3% attendance rate (CALPADS P2)			95% attendance rate	
2.2	Chronic Absenteeism Rate	All: 10 % chronic absenteeism rate at P2			All: 5% chronic absenteeism rate at P2	
2.3	Middle School Dropout Rate	0% dropout rate			0% dropout rate	

2.4	Suspension Rate	All: 1% suspension rate			All: 0% suspension rate	
2.5	Expulsion Rate	0% expulsion rate			0% expulsion rate	
2.6	Sense of Safety and School Connectedness	Students: 86% Parents/Guardians: 92% Staff: baseline to be established 2024			Students: 100% Parents/Guardians : 100% Staff: 100%	
2.7	Free Aftercare	Provide free aftercare access to all low-income/at-risk students			provide free aftercare to all low-income/at-risk students	

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Library Services	The District will support students with library services including access to the county office library for books and curriculum that are CCSS aligned and that can support our social/emotional and behavioral programs for all students.	\$5,589.00	No
2.2	Counselor	The District will provide a certificated counselor and provide the resources needed to teach our 2nd step curriculum to all students on campus to support our MTSS and social/emotional programs.	\$61,233.00	No
2.3	Aftercare	Provide additional support to the Aftercare Program fund in order to ensure all low-income/at-risk students have free access to enrichment opportunities and academic support through the aftercare program.	\$39,475.00	No
2.4	Professional Development	The district will continue to provide funding for staff to attend professional development opportunities that emphasize multi-tiered systems of support and social emotional well-being of students.	\$17,262.00	No
2.5	Administration	The district will maintain the principal position to coordinate staff trainings, follow through with the district vision, and work with students and staff to improve the school climate. Additionally the principal will provide direction for programs to best meet the needs of our students.	\$111,286.00	No

2.6	Athletics	The district will support athletic programs including cross-county, volleyball, basketball and track allowing all enrolled students access to participate in at least one team sport opportunity each year.	\$12,930.00	No
2.7	Counseling supports for unduplicated students	The district will provide a counselor to support our low-income population with counseling services and to help facilitate outreach and improve attendance rates. Whole-school violence prevention and conflict resolution lessons benefit all students.	\$18,229.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$78686	\$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
6.694%	0.000%	\$0.00	6.694%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: MEAL PROGRAM</p> <p>Need: Surveys from staff and parents identified a need to continue providing nutritious meals to unduplicated students made with high quality ingredients.</p>	provides for highly qualified staff and better quality foods which benefits all students including access of food to unduplicated students	1.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>1.5</p>	<p>Action: classroom aides</p> <p>Need: Improve math scores for unduplicated students. Data analysis shows that all students scored 10.3 points below standard in Math CAASP scores, unduplicated students scored 29.3 points below standard</p> <p>Scope: LEA-wide</p>	<p>Aides provide targeted assistance to meet the needs of our unduplicated population and provide one on one and small group interventions in the classroom setting benefitting all of our students.</p>	<p>1.6</p>
<p>2.7</p>	<p>Action: Counseling supports for unduplicated students</p> <p>Need: staff identified that unduplicated students and their families need support to access resources and programs and when supported, the students perform better in school.</p> <p>Scope: LEA-wide</p>	<p>Counselor creates a relationship with students and families to help guide them towards resources available to support the needs of the unduplicated family. Whole-school violence prevention and conflict resolution lessons benefit all students.</p>	<p>2.1 and 2.2</p>

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.

Not Applicable - additional concentration dollars not received because qualifying students account for less than 55% of total student population.

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	1175394	78686	6.694%	0.000%	6.694%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$940,112.00	\$370,605.00	\$5,032.00	\$133,163.00	\$1,448,912.00	\$1,119,744.00	\$329,168.00

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	MEAL PROGRAM	Low Income	Yes	LEA-wide	Low Income			\$18,524.00	\$77,195.00	\$20,719.00	\$75,000.00			\$95,719.00	
1	1.2	Maintenance and Operations	All	No			All Schools		\$108,856.00	\$66,680.00	\$146,515.00	\$29,021.00			\$175,536.00	
1	1.3	highly qualified teachers	All	No					\$473,796.00	\$0.00	\$399,126.00	\$41,715.00		\$32,955.00	\$473,796.00	
1	1.4	SPED	Students with Disabilities	No			All Schools		\$75,159.00	\$64,537.00	\$3,000.00	\$94,509.00		\$42,187.00	\$139,696.00	
1	1.5	classroom aides	Low Income	Yes	LEA-wide	Low Income	All Schools		\$112,744.00	\$0.00	\$48,988.00	\$27,252.00		\$36,504.00	\$112,744.00	
1	1.6	Music	All	No			All Schools		\$31,370.00	\$1,150.00	\$31,370.00	\$1,150.00			\$32,520.00	
1	1.7	Tech	All	No			All Schools		\$53,661.00	\$15,199.00	\$65,908.00			\$2,952.00	\$68,860.00	
1	1.8	instructional materials	All	No			All Schools		\$0.00	\$65,201.00	\$37,052.00	\$24,881.00	\$2,932.00	\$336.00	\$65,201.00	
1	1.9	Fieldtrips	All	No			All Schools		\$0.00	\$4,000.00		\$4,000.00			\$4,000.00	
1	1.10	ELOP summer program	All Identified Unduplicated students	No												
1	1.11	art instruction	All	No			All Schools		\$12,336.00	\$2,500.00		\$14,836.00			\$14,836.00	
2	2.1	Library Services	All	No			All Schools		\$0.00	\$5,589.00	\$5,075.00	\$514.00			\$5,589.00	

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
2	2.2	Counselor	All	No			All Schools		\$61,233.00	\$0.00	\$36,454.00	\$6,550.00		\$18,229.00	\$61,233.00	
2	2.3	Aftercare	All	No			All Schools		\$35,775.00	\$3,700.00	\$100.00	\$37,275.00	\$2,100.00		\$39,475.00	
2	2.4	Professional Development	All	No			All Schools		\$0.00	\$17,262.00	\$10,100.00	\$7,162.00			\$17,262.00	
2	2.5	Administration	All	No			All Schools		\$111,286.00	\$0.00	\$104,727.00	\$6,559.00			\$111,286.00	
2	2.6	Athletics	All	No			All Schools		\$6,775.00	\$6,155.00	\$12,749.00	\$181.00			\$12,930.00	
2	2.7	Counseling supports for unduplicated students	Low Income	Yes	LEA-wide	Low Income			\$18,229.00	\$0.00	\$18,229.00				\$18,229.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1175394	78686	6.694%	0.000%	6.694%	\$87,936.00	0.000%	7.481 %	Total:	\$87,936.00
								LEA-wide Total:	\$87,936.00
								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	1.1	MEAL PROGRAM	Yes	LEA-wide	Low Income		\$20,719.00	
1	1.5	classroom aides	Yes	LEA-wide	Low Income	All Schools	\$48,988.00	
2	2.7	Counseling supports for unduplicated students	Yes	LEA-wide	Low Income		\$18,229.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,478,880.00	\$1,611,661.00

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	Meal Program	Yes	\$54,996.00	30,124
1	1.2	Maintenance and operations	No	\$193,527.00	194,719
1	1.3	HCOE Co-op contract	No	\$1,641.00	1641
1	1.4	Highly Qualified Teachers	No	\$554,523.00	582649
1	1.5	Special Education Program	No	\$74,103.00	142914
1	1.6	Additonal Certificated Teachers	Yes	\$22,868.00	25020
1	1.7	Additional Instructional Aides	Yes	\$107,648.00	110238
1	1.8	Music	No	\$99,615.00	105937
1	1.9	Technology	Yes	\$50,997.00	65586
1	1.10	Instructional Materials, Textbooks , Services ,and Supplies	Yes	\$54,179.00	80932

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	1.11	Fieldtrips	No	\$4,000.00	4000
1	1.12	Kindergarten Summer School	No	\$0.00	0
2	2.1	Library Services	No	\$5,589.00	5589
2	2.2	Counselor	No	\$77,128.00	77865
2	2.3	Counseling supports for unduplicated students	Yes	\$0.00	0
2	2.4	Aftercare Program	No	\$29,536.00	38317
2	2.5	Professional Development	Yes	\$16,700.00	17462
2	2.6	Administration	No	\$120,231.00	115956
2	2.7	Athletics	No	\$11,599.00	12712

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)
87762	\$193,520.00	\$153,155.00	\$40,365.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Meal Program	Yes	\$48,538.00	21684		
1	1.6	Additonal Certificated Teachers	Yes	\$22,868.00	25020		
1	1.7	Additional Instructional Aides	Yes	\$39,517.00	21665		
1	1.9	Technology	Yes	\$48,045.00	52634		
1	1.10	Instructional Materials, Textbooks , Services ,and Supplies	Yes	\$22,052.00	22052		
2	2.3	Counseling supports for unduplicated students	Yes	\$0.00	0		
2	2.5	Professional Development	Yes	\$12,500.00	10100		

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)
1202867	87762	0	7.296%	\$153,155.00	0.000%	12.732%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

California Department of Education
November 2023