

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Green Point School District

CDS Code: 12-62851-6007918

School Year: 2024-25

LEA contact information:

Teresa Mondragon

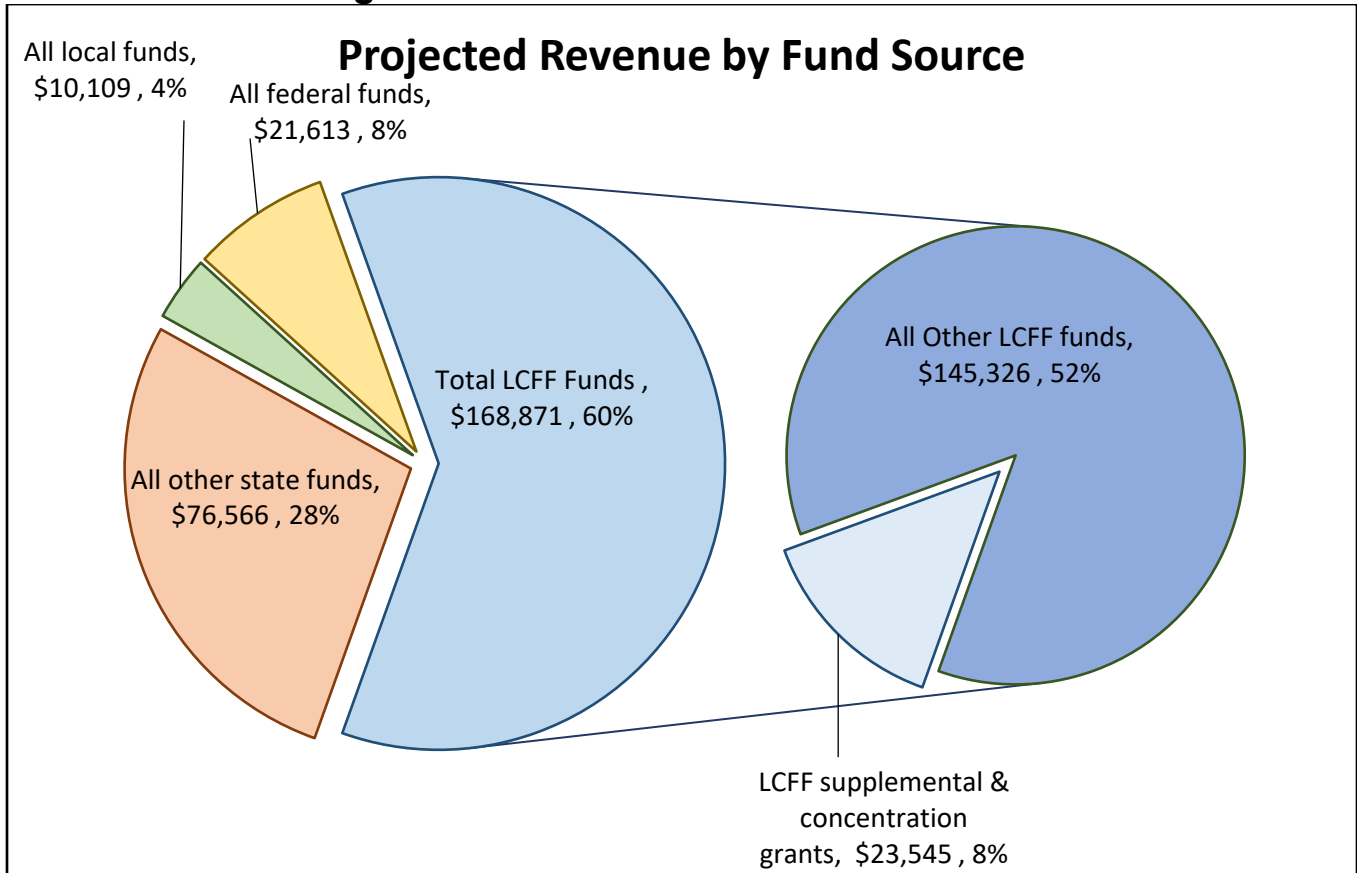
Superintendent/Principal

admin@greenpointsd.org

707-668-5921

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

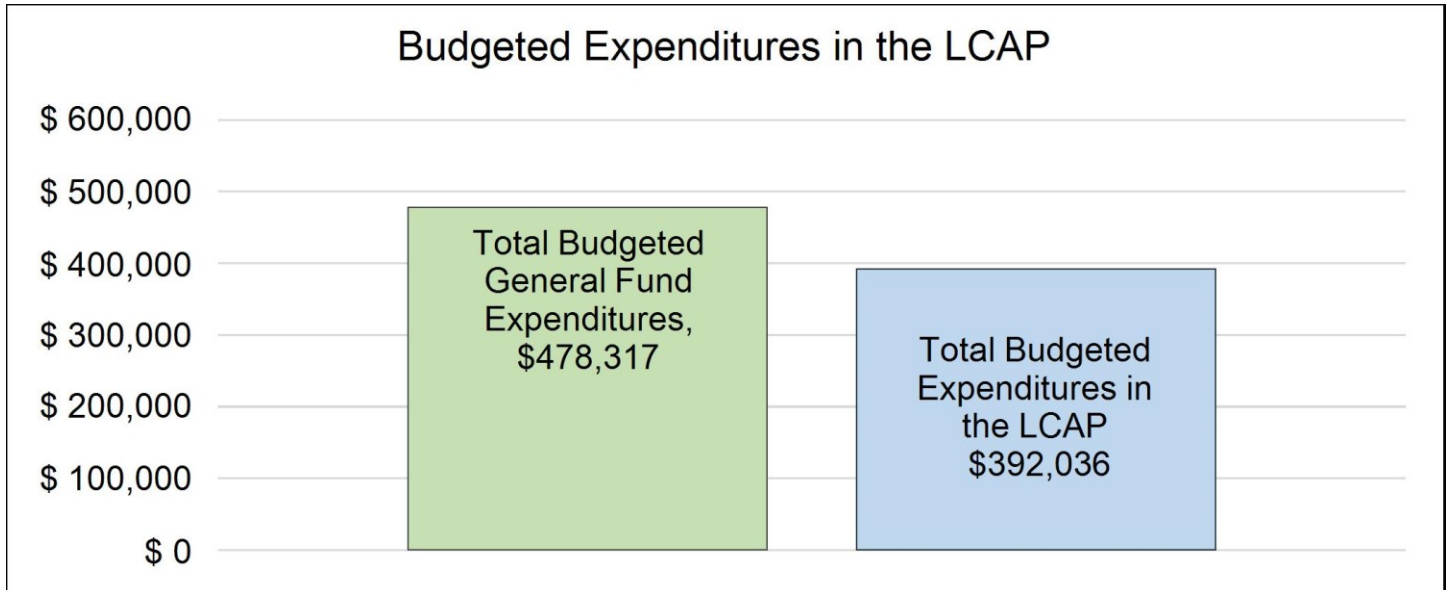


This chart shows the total general purpose revenue Green Point School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Green Point School District is \$277,159, of which \$168,871 is Local Control Funding Formula (LCFF), \$76,566 is other state funds, \$10,109 is local funds, and \$21,613 is federal funds. Of the \$168,871 in LCFF Funds, \$23,545 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 Green Point 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: Green Point School District plans to spend \$478,317 for the 2024-25 school year. Of that amount, \$392,036 is tied to actions/services in the LCAP and \$86,281 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The expenditures not included in the LCAP are general admin supplies and services, basically other operating costs not associated with education.

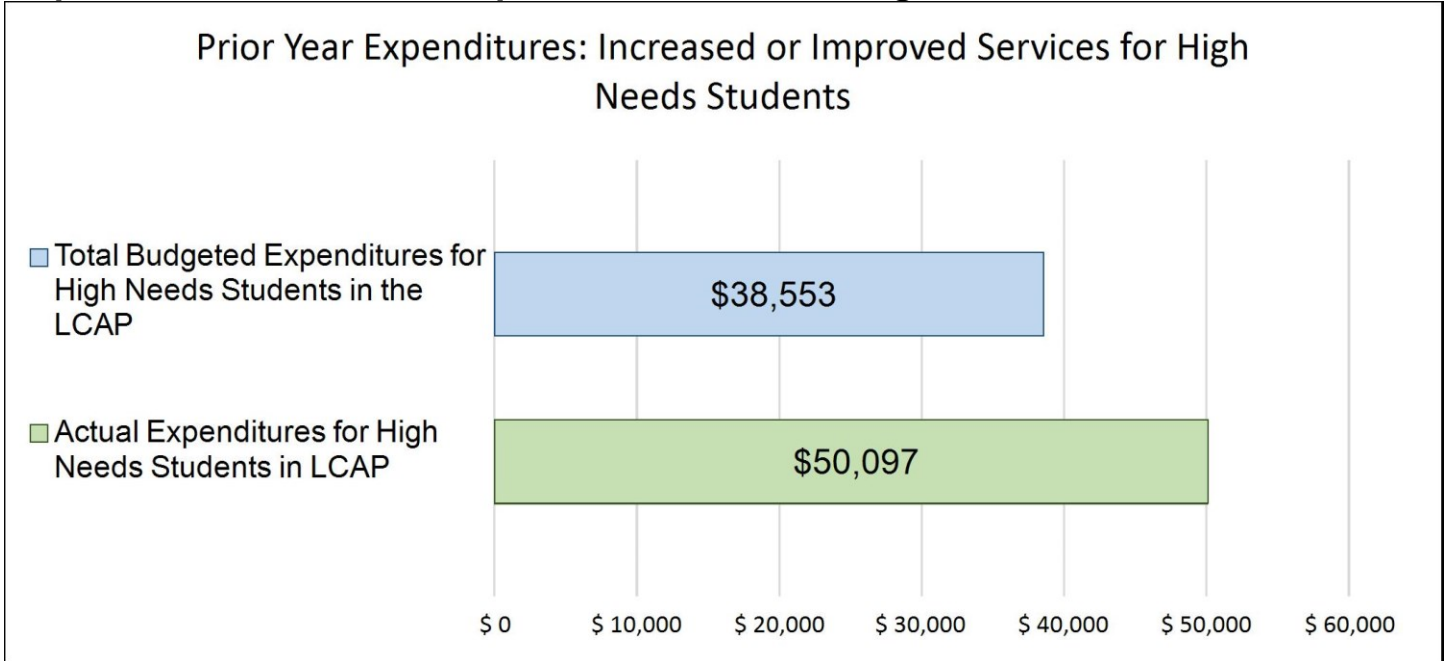
- Admin supplies, services, dues, and memberships
- Utilities
- Legal and Audit Fees

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

In 2024-25, Green Point School District is projecting it will receive \$23,545 based on the enrollment of foster youth, English learner, and low-income students. Green Point School District must describe how it intends to increase or improve services for high needs students in the LCAP. Green Point School District plans to spend \$37,422 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 Green Point 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 Green Point 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, Green Point School District's LCAP budgeted \$38,553 for planned actions to increase or improve services for high needs students. Green Point School District actually spent \$50,097 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Green Point School District	Teresa Mondragon Superintendent/Principal	admin@greenpointsd.org 707-668-5921

Goals and Actions

Goal

Goal #	Description
1	All students, including English Learners, foster youth, and low income students, will reach high academic standards in all areas of study with a focus on English Language Arts (ELA) and Mathematics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric performance on District Assessments in ELA and Mathematics at the end of the year	District assessments for reading show that 75% of students are proficient at grade level standards or above with 9 out of 12 students at grade level. MobyMax math assessments showed 67% of students are proficient at grade level standards or above with 8 out of 12 students at grade level	The new Core Growth District assessments for ELA show that 25% of students are meeting grade level standards or above with 2 out of 8 students at grade level. The new Core Growth District assessments for Math show that 13% of students are meeting grade level standards or above with 1 out of 8 students at grade level. Both assessments are from March 2022 and not the end of the year	Core Growth Summary Reports show that TK-grade 5 students had an average score of 56% in Mathematics and an average score of 74% in Language Arts (Trimester 2, 2023).	Core Growth Data show that 56% of students at grade level in math and 44% of students at grade level for reading. Trimester 2 2024	Metric performance on District Assessments in ELA and Mathematics given at the end of each school year will show that 80% of students meeting or exceeding standard.
English Learner (EL) Progress toward English Proficiency	No EL students enrolled	No EL students in 2021-2022 school year	No EL students in 2022-2023 school year	No EL students in 2023-2024 school year	Any EL students will see at least one level of English learner growth per year as measured by summative ELPAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner (EL) Reclassification Rate	No EL students in 2020-2021 school year	No EL students in 2021-2022 school year	No EL students in 2022-2023 school year	No EL students in 2023-2024 school year	Any EL students at level 4 will be reclassified as English proficient within a year
English Language Arts (ELA) state assessments (CAASPP)	This data is not reported due to privacy since only 8 students tested (Grades 3-8). Once 11 or more students test, the data is reportable	This data is not reported due to privacy since only 8 students tested (Grades 3-8). Once 11 or more students test, the data is reportable	This data is not reported due to privacy since less than 10 students tested in each grade level.	This data is not reported due to privacy since less than 10 students tested in each grade level.	If data is reportable, students will be at or above level 3 proficiency
Mathematics state assessments (CAASPP)	This data is not reported due to privacy since only 8 students tested (Grades 3-8). Once 11 or more students test, the data is reportable	This data is not reported due to privacy since only 8 students tested (Grades 3-8). Once 11 or more students test, the data is reportable	This data is not reported due to privacy since less than 10 students tested in each grade level.	This data is not reported due to privacy since less than 10 students tested in each grade level.	If data is reportable, students will be at or above level 3 proficiency
Science state assessments (CAST)	This data is not reported due to privacy since only 8 students tested (Grades 3-8). Once 11 or more students test, the data is reportable	This data is not reported due to privacy since only 8 students tested (Grades 3-8). Once 11 or more students test, the data is reportable	This data is not reported due to privacy since less than 10 students tested in each grade level.	This data is not reported due to privacy since less than 10 students tested in each grade level.	If data is reportable, students will be at or above level 3 proficiency
Degree to which teachers are appropriately assigned and credentialed in subject areas	100% of teachers are appropriately credentialed	100% of teachers are appropriately credentialed	100% of teachers are appropriately credentialed	100% of teachers are appropriately credentialed	100% of teachers are appropriately credentialed
Degree to which students have sufficient access to standards-aligned instructional materials according to	Students have access to instructional material that are 75% aligned to Common Core State Standards	All students have access to instructional material that are 100% aligned to Common Core State	All students have access to instructional material that are 100% aligned to Common Core State	All students have access to instructional material that are 100% aligned to Common Core State	Student will have access to instructional materials that are 100% aligned to Common Core State

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the Curriculum/Materials Inventory in June of each year, the Annual Board Resolution of Sufficiency of Instructional Materials and School Accountability Report Card (SARC) student performance	(CCSS) ELA curriculum is not all aligned to CCSS.	Standards (CCSS) ELA curriculum is not all aligned to CCSS	Standards (CCSS) ELA curriculum is not all aligned to CCSS	Standards (CCSS) ELA curriculum is not all aligned to CCSS	Standards (CCSS) according to the Curriculum/Materials Inventory in June of each year
Implementation of content and performance standards for all students, including English Learners (ELs)	<ol style="list-style-type: none"> 1. Providing professional learning for teaching to the adopted academic standards-Beginning Development 2. Instructional materials that are aligned to the adopted academic standards-Initial Implementation 3. Implementation of policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the adopted academic standards-Beginning Development 4. Implementation of academic standards in other areas for all 	<ol style="list-style-type: none"> 1. Providing professional learning for teaching to the adopted academic standards-Initial Implementation 2. Instructional materials that are aligned to the adopted academic standards-Full Implementation 3. Implementation of policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the adopted academic standards-Full Implementation 4. Implementation of academic standards in other areas for all 	<ol style="list-style-type: none"> 1. Providing professional learning for teaching to the adopted academic standards-Initial Implementation 2. Instructional materials that are aligned to the adopted academic standards-Initial Implementation 3. Implementation of policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the adopted academic standards-Beginning Development 4. Implementation of academic standards in 	<ol style="list-style-type: none"> 1. Providing professional learning for teaching to the adopted academic standards-Initial Implementation 2. Instructional materials that are aligned to the adopted academic standards-Initial Implementation 3. Implementation of policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the adopted academic standards-Beginning Development 4. Implementation of academic standards in 	<ol style="list-style-type: none"> 1. Providing professional learning for teaching to the adopted academic standards-Full Implementation 2. Instructional materials that are aligned to the adopted academic standards-Full Implementation 3. Implementation of policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the adopted academic standards-Full Implementation 4. Implementation of academic standards in other areas for all

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students-Exploration and Research Phase	students-Initial Implementation	other areas for all students Exploration and Research Phase	other areas for all students Exploration and Research Phase	students-Full Implementation
Programs and services enable ELs to access core and English Language Development (ELD) standards	No current EL students	No current EL students	No current EL students	No current EL students	All programs and services enable ELs to access core and ELD standards.
Student access and enrollment in all required areas of study	Students, including low income and special education students, have access and are enrolled in all required areas of study including math, ELA, science, history/social science, health education, physical education, visual and performing arts	Students, including low income and special education students, have access and are enrolled in all required areas of study including math, ELA, science, history/social science, health education, physical education, visual and performing arts	Students, including low income and special education students, have access and are enrolled in all required areas of study including math, ELA, science, history/social science, health education, physical education, visual and performing arts	Students, including low income and special education students, have access and are enrolled in all required areas of study including math, ELA, science, history/social science, health education, physical education, visual and performing arts	Students have access and are enrolled in all required areas of study including math, ELA, science, history/social science, health education, physical education, visual and performing arts, and world language
Professional development for teaching staff	67% of the teachers and instructional aides participated in professional development with a focus on teaching the adopted academic standards, best practices, and classroom management	100% of the teachers and instructional aides participated in professional development with a focus on teaching the adopted academic standards, best practices, and classroom management	100% of staff has participated in professional development. Such as: Queer Humboldt (classified and certificated staff); San Francisco Math Curriculum; BITSA NCSOE Induction coursework; Redwood	100% of staff has participated in professional development. Such as: Queer Humboldt (classified and certificated staff); San Francisco Math Curriculum; BITSA NCSOE Induction coursework; Redwood	100% of the teachers and instructional aides will participated in professional development with a focus on teaching the adopted academic standards, best practices, and classroom management

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Writing Project; Teaching Geography for the 4th grade UC San Diego; Ca Global Education Project; Taiwan Project; Interim assessment training.	Writing Project; Teaching Geography for the 4th grade UC San Diego; Ca Global Education Project; Taiwan Project; Interim assessment training.	

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.

Students at Green Point School benefit from a low student:staff ratio. This allows for personalized education for all students. We used online assessments embedded within our curriculum to measure progress and challenges. We also utilize CAASPP scores as a means of assessment. Our teachers are highly qualified, including our special education staff. We did not hire a speech teacher because no students had a need for it, but did contract with Presence Learning for our student with Occupational Therapy needs and contracted with Humboldt County Office of Education for our other special education needs. Our part-time teacher was discontinued last years as was planned in the LCAP and we then hired a full time classroom aide to provide supports in ELA and Math. All staff members received professional development in classroom management as well as training in other areas. Other student and staff supports provided were a library contract with our local office of education as providing enrichment activities, which included numerous field trips in our area. We purchase new math and science curriculum and plan to purchase new social studies curriculum in the near future.

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

The only action not implemented was to hire a speech therapist. We did not hire one because we do not have any students with speech therapy needs at this time. Instead, we hired an occupational therapist for an newly qualified special education student with needs in this area. While reviewing our ELA and Math text books, we decided to review ALL of our textbooks and decided that our social studies curriculum was not meeting student needs. At this time we feel spending our resources in this area would benefit all students in the area. Upon reviewing our social studies curriculum, 100% of parents were in agreement to begin the process of a new social studies curriculum/textbooks adoption. Challenges to our district continue to be low attendance rates, which directly impacts student achievement.

We also lost one-half of all enrolled students last year and a phone survey of those families indicated a need for more extensive after school care and transportation home after school. This issue will be addressed in our next LCAP. All other actions have been implemented. We made our aide full time in order to support our student needs, which requires that we break students into groups because our class is made up all all grade levels K-8.

For Goal 1, Action 3, our spending exceeded budgeted amount due to additional ELOP hours that were not included in the budget at adoption.

For Goal 1, Action 4, , we exceeded our budget due to an increased need for SpEd services, Psychologist and other services (PL).

For Goal 1 Action 6, we increased the hours for instructional aide, raising her to 1.0 FTE with benefits.

For Goal 1 Action 8, we had an increase in the budget for Community School Services that needed to be spent by 6/30/24.

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

Data show that 56% of students at grade level in math and 44% of students at grade level for reading. We did not meet our literacy goals and need to provide intervention which will be covered in our next LCAP, with our Literacy Grant fund. We plan to add reading intervention materials and additional professional development for staff members. Green Point contracted with HCOE library to provide teacher resources and other instructional materials. We canceled our courier services as we were not using it. We chose to pick up our mail in person. We did utilize common core standards and purchased supplementary curriculum for struggling students. Individualized curriculum was purchased for students with special needs. In addition to professional development for reading instruction, our teacher also received professional development in classroom management. Students attended several field trips this year including farm/pumpkin patch, science fair, a play, with plans for more at the end of this school year.

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.

After reviewing our math and ELA curriculum, we decided to review the rest of our textbooks. We found that our social studies curriculum and texts were not meeting student needs. There were far too many inferences and in many cases, even the adults at school struggled to find answers embedded within the text. Parents also complained that while helping students with homework, they found the text to be unsatisfactory as well. We plan to explore new texts for social studies in the coming year and make a purchase of new curriculum. We also plan to adjust our schedule to better meet community needs. WE are moving to 2 hours of afterschool care instead of 1 hour. We have employed a highly qualified general education teacher as well as a .1 highly qualified special education teacher. Our aide is full time, not full time as originally planned. This allowed for more individualized instruction for students. We used our library contract

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	All students will have access to safe and well maintained facilities and a welcoming learning environment

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities are in "good" order according to the Facility Inspection Tool (FIT) with no deficiencies or extreme deficiencies	April 2021 FIT 96.25% in "good" order. Deficiencies include water damage to roof near Classroom #1, no hot water in Classroom #1 kitchen faucet, one row of lights in Classroom 2 does not turn on with the wall switch	The Facilities Inspection Tool (FIT) was completed in March 2022 with 95.38% in "good" order. Hot water is now working in Classroom #1. The district is currently securing quotes for the roof repair	The Facilities Inspection Tool (FIT), December 2022 all facilities are in good order. The new roof was installed August 2022.	The Facilities Inspection Tool (FIT), December 2023 all facilities are in good order. Building exterior is being painted and about 1/2 done.	In April 2024 the FIT will show 99%-100% Exemplary average school rating
Student suspension rate: attendance spreadsheet	The District maintained a student suspension rate of 0% at the end of the school year for the whole school year	The District maintained a student suspension rate of 0% year-to-date	The District maintained a student suspension rate of 0% year-to-date	The District maintained a student suspension rate of 0% year-to-date	The District will maintain a student suspension rate of 0%
Student expulsion rate: attendance spreadsheet	The District maintained a student expulsion rate of 0% at the end of the school year for the whole school year	The District maintained a student expulsion rate of 0% year-to-date	The District maintained a student expulsion rate of 0% year-to-date	The District maintained a student expulsion rate of 0% year-to-date	The District will maintain a student expulsion rate of 0%
Middle School dropout rates: attendance spreadsheet	The District maintained a middle school dropout rate of	The District maintained a middle	The District maintained a middle	The District maintained a middle	The District maintained a middle

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	0% at the end of the school year for the whole school year	school dropout rate of 0% year-to-date	school dropout rate of 0% year-to-date	school dropout rate of 0% year-to-date	school dropout rate of 0%
District developed Student Survey, Staff Survey, and Parent Survey	The District developed a Student Survey, Staff Survey, and Parent Survey: 100% rated agreed or strongly agreed that the school maintains a positive school climate	The District developed a Student Survey, Staff Survey, and Parent Survey: 100% rated agreed or strongly agreed that the school maintains a positive school climate	Student Survey: 66.7% agreed or strongly agreed, 11.1 % marked neutral, 22.2 % disagreed that the school maintains a positive school climate Staff Survey: 100% agreed or strongly agreed that the school maintains a positive school climate Parent Survey: 100% agreed that the school maintains a positive school climate	100% of parents agree that our school has a positive climate. 100% of community members agree that the school maintains a positive climate. 56% of students agree that the school maintains a positive climate.	The District will have students, staff, and parents complete the District Survey: 100% will rate agreed or strongly agreed that the school maintains a positive school climate

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.

We did employ a custodian and maintenance person this year (2 positions). The custodian is responsible for the day-to day operations such as landscaping, cleaning etc. Our maintenance person handles ore complex duties such as our water systems, electrical etc. We have reroofed our building, which had water damage and are currently in the process of repainting the school's exterior, with about 50% of the school still needing painting. All other aspects of the school are in good shape. We continue to have a suspension and expulsion rate of 0%. At this time, the school has a full time administrator that oversees the budget, facilitate board meetings, complete and file necessary paperwork, oversee best practices, and creates a safe, positive working environment.

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.

All actions in this goal were within 10% of the budgeted amount except for Goal 2 Action 5, which was under budget by about \$15,000. This is because at the time of budget adoption, it was not known what the incoming administrator's salary would be.

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

Green Point successfully maintained a safe, well maintained learning environment. Our school is clean and in good order. We are painting the exterior and are about 50% done. We have reroofed our building. We passed our FIT inspection with an excellent score. We also employed a full time administrator to provide support on campus and to complete necessary paperwork, oversee the budget, provide best practices, facilitate board meetings and create a safe, positive working environment. We have 0% suspension, drop out. and expulsion rate. All actions in this goal were beneficial in meeting this goal.

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

No substantial changes will be made other than combining goals 2 and 3 from this LCAP to form 1 goal under the category of "school climate".

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

Goals and Actions

Goal

Goal #	Description
3	Maintain or improve a high level of parent, student, and community involvement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Degree to which families participate in Site Council, Parent Advisory Committee, and surveys	40% of families participated in Site Council, Parent Advisory Committee and surveys	50% of families participated in Parent Advisory Committee and surveys	57% of families participated in Parent Advisory Committee and surveys	We have 100% family involvement. 100% are serving on an Advisory board , 2/3 are school board members, 1 parent is an employee. We had 100% family participation in surveys. We do not have a site council and it is not required due to our small enrollment of 6 students.	50% of families participated in Site Council, Parent Advisory Committee and surveys
Promotion of parental participation in programs for unduplicated pupils	Families are provided the National School Lunch Program (NSLP) survey. 83% of students qualify. Meals are available for students at the the school site. Students have access to an a certificated teacher and instructional aide for small group and	Families are provided the National School Lunch Program (NSLP) survey. 70% of students qualify. Meals are available for all students at the the school site. Students have access to two certificated teachers and instructional aide for	Families are provided the National School Lunch Program (NSLP) survey. 80% of students qualify. Meals are available for all students at the the school site. Students have access to two certificated teachers and instructional aide for	Families are provided the National School Lunch Program (NSLP) survey. 67% of students qualify. Meals are available for all students at the the school site. Students have access to a certificated teacher and a fulltime instructional aide for	All families will complete the National School Lunch Program survey. Meals will be provided daily for unduplicated pupils. All unduplicated students will have access to an a certificated teacher and instructional aide for small group and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	1:1 support. 50% of families will participate in at least one school-wide event.	small group and 1:1 support. 60% of families have participated in at least one school-wide event	small group and 1:1 support. 100% of families have participated in at least one school-wide event	small group and 1:1 support. 100% of families have participated in at least one school-wide event	1:1 support. 100% of families will participate in at least one school-wide event.
Promotion of parental participation in programs for individuals with exceptional needs	36% of the students have Individual Education Plans (IEP). Parents are provided with Procedural Safeguards for IEPs. Parents are notified and encouraged to attend Special Education Local Plan Area (SELPA) trainings, to join or participate in the SELPA Community Advisory Committee (CAC), the School Site Council, or the Parent Advisory Committee	20% of the students have Individual Education Plans (IEP). Parents are provided with Procedural Safeguards for IEPs. Parents are notified and encouraged to attend Special Education Local Plan Area (SELPA) trainings, to join or participate in the SELPA Community Advisory Committee (CAC), and the Parent Advisory Committee	14% of the students have Individual Education Plans (IEP). Parents are provided with Procedural Safeguards for IEPs. Parents are notified and encouraged to attend Special Education Local Plan Area (SELPA) trainings, to join or participate in the SELPA Community Advisory Committee (CAC), and the Parent Advisory Committee	33% of the students have Individual Education Plans (IEP). Parents are provided with Procedural Safeguards for IEPs. Parents are notified and encouraged to attend Special Education Local Plan Area (SELPA) trainings, to join or participate in the SELPA Community Advisory Committee (CAC), and the Parent Advisory Committee	Parents are provided with Procedural Safeguards for Individual Education Plans (IEP). 100% of the parents that have students with exceptional needs will attend at least one Special Education Local Plan Area (SELPA) trainings, or join or participate in the SELPA Community Advisory Committee (CAC). 100% of the parents will participate in the School Site Council, or the Parent Advisory Committee.
Surveys of students, parents, and teachers on the sense of safety and school connectedness	March 2021 results: The students have a sense of safety and school connectedness- Parents: 60% agree, 40% strongly agree. Staff: 40% agree, 60%	March 2021 results: The students have a sense of safety and school connectedness- Parents: 50% agree, 50% strongly agree. Staff: 33% agree, 67%	March/April 2023 results for feeling a sense of safety and school connectedness: Student Survey: 66.7% agreed or strongly agreed, 11.1	88% percent of students report feeling safe and connected at school. 100% of parents and staff feel safe and connected at school.	In March, 100% of students, 100% of parents and 100% of staff will strongly agree that students have a sense of safety and school connectedness

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	strongly agree Students: 100% agree	strongly agree Students: 100% agree	% marked neutral, 22.2 % disagreed Staff Survey: 100% agreed or strongly agreed Parent Survey: 100% agreed		
Attendance at family events	100% of families, including parents of students with disabilities, participated in at least one family event	75% of families, including parents of students with disabilities, participated in at least one family event	100% of families, including parents of students with disabilities, participated in at least one family event	100% of families, including parents of students with disabilities, participated in at least one family event	100% of families, including parents of students with disabilities, will participate in at least one family event
Parent volunteer activity	The district had 20% parental participation, including parents of students with disabilities, in classroom activities.	The district had 25% parental participation, including parents of students with disabilities, in classroom activities.	The district had 57% parental participation, including parents of students with disabilities, in classroom activities.	2/3 of parents volunteer on our school board and 100% participate in other volunteer activities that support our school	The district will have 50% parental participation, including parents of students with disabilities, in classroom activities.
Parent attendance at Parent-Teacher Conferences	100% of parents, including parents of students with disabilities, attended Parent-Teacher Conferences.	100% of parents, including parents of students with disabilities, attended Parent-Teacher Conferences.	100% of parents, including parents of students with disabilities, attended one or more Parent-Teacher Conferences.	100% of parents, including parents of students with disabilities, attended one or more Parent-Teacher Conferences.	100% of parents, including parents of students with disabilities, attended Parent-Teacher Conferences.
Student attendance rates	The district had 91% attendance rate at the end of the school year for the whole school year	The district had 86% attendance rate as of 3/8/2022	The district had a 89% attendance rate as of 02/17/23	District has a 84% attendance rate for all students.	The district have a 94% attendance rate or better at the end of the school year for the whole school year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absenteeism rate: attendance spreadsheet, CLAPADS, and SARC	The district had a 33% chronic absenteeism rate at the end of the school year for the whole school year	The district had a 33% chronic absenteeism rate as of 3/8/22	The district had a 55% chronic absenteeism rate as of 03/03/23.	Currently 100% of students have a chronic absenteeism rate. Our current overall attendance rate overall is 84%, but many of our students are very near 90% attendance. Our data is somewhat skewed due to our small school size of 6 students.	The district will have a 0% chronic absenteeism rate at the end of the school year for the whole school year. Modify to: The district will have less than 4 students with chronic absenteeism (modified in 22/23 for 23/24)

Goal Analysis

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

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

All actions were implemented for this goal. We have 100% parent involvement including volunteering on projects, parent-teacher conferences, attendance at family/community events, and advisory committees. All of our parents took surveys re: climate and school needs. We have hired a van driver and all students have access to transportation to and from school. We do not have a school bus for our small school but we do have a van. Our driver is qualified to drive the van but does not have bus certification. It is extremely difficult to find employees in our area and bus certification was not needed for the van, so we hired a a van driver who did not have the bus certification. We did contract with HCOE to provide CAL PADS support and this was helpful to administration in tracking data. We also communicated with the community via regular updates to our website, marquee, emails and texts/phone calls in the event of school emergencies or closure due to weather or other circumstances.

We continue to struggle with poor attendance rates. We are a small school with only 6 enrollees. All students are below 90% attendance, although most are close. We are implementing supports for students to help them attend more regularly.

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

Goal 3 Action 5 We spent less than expected on our van driver, who was unable to drive for the school any longer. We are able to hire another driver but it was a month or more that we did not have a driver, so we did not have that expense. Once we did hire a driver, only one student needed transportation, reducing the hours needed compared to previous years.

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

Our actions were effective. We regularly updated our website, send home notes/email/phone calls/texts to parents and updated our marquee to announce community events. All staff, students and parents were surveyed re: students, curriculum, facilities and the learning environment. We maintained a contract with HCOE staff to do our CALPADS data entry. We tracked daily attendance and chronic absenteeism, providing attendance support when needed. All students had access to nutritious snack and meals. We employ a part time bus driver for before and after school transportation. All actions we

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

No substantial changes will be made other than combining this LCAP's goals 2 and 3 into one overarching goal of "school climate"

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
Green Point School District	Teresa Mondragon Superintendent/Principal	admin@greenpointsd.org 707-668-5921

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.

Green Point School District has one elementary school. It is a small necessary rural school that serves TK-8 students. Green Point School is a small rural school serving grades TK--8. With 6students enrolled (as of May 15, 2024), classrooms are multigrade level and taught by a highly qualified teacher using Common Core State Standards (CCSS) aligned materials. We provide an excellent educational opportunity that enables all students to achieve academic success and realize their full potential. We are located approximately 19 miles east of Blue Lake, California. Our school is nestled in a valley surrounded by redwood trees and adjacent to Redwood Creek. The school acts as a community meeting place for neighborhood groups including the Fire Wise Council and Neighborhood Watch. The outcomes, metrics, and results in our LCAP are an approximate for a TK--8 district. Green Point school will receive Equity Multiplier funds, and has been identified as an Equity Multiplier Site. This district does not have a high school, English Language Learners, or Foster Youth at this time. Therefore, the following metrics are not included:

- % who have passed AP exam with a score of 3 or higher
- %who demonstrate college preparedness via EAP or subsequent indicators
- High School dropout rates
- High School graduation rates

Reflections: Annual Performance

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

Green Point Students were enrolled in all required areas of study. Students participated in ELA, mathematics, social studies, P.E., visual, and music lessons. 100% of the teachers were appropriately credentialed. 100% of students with disabilities participated in programs indicated in student IEPs. 100% of students had access to instructional materials for Language Arts that were CCSS aligned. The school adopted a new Mathematics program for grades K-5.

The Facilities Inspection Tool (FIT) indicated the facilities were in good repair. We are in the process of repainting our school's exterior. The district maintained a student suspension and expulsion rate of 0%. The district also maintained a middle school dropout rate of 0%. 100% of the certificated staff participated in multiple professional development opportunities.

Two areas that require significant improvement are in the areas of attendance rates and chronic absenteeism. One step to helping improve our 84% attendance rates and reduce chronic absenteeism includes providing transportation to and from school and utilizing short-term independent study contracts. The district has hired school van driver, will continue to track daily attendance and communicate with families regarding the importance of regular attendance. New mathematics curriculum is needed for sixth through eighth grades. We use teacher created assessments, because of our small population, we are able to monitor growth in learning. All students made growth this year

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

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
Parents	Surveys, focus groups, advisory committee, one-on-one conversations
teachers and other staff	staff meetings, surveys, one-on-one conversations
board members	Surveys, study session, board meetings, one-on-one conversations
local bargaining unit	Green Point does not have a local bargaining unit
students	surveys, individual conversations and small group conversations

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

The LCAP was developing using needs assessments and feedback from educational partners. We conducted surveys, asked for community feedback during board meetings as well as sending surveys to students, staff, parents, board members and the LEA's surrounding community members. All staff members, board members, parents and students were surveyed. Community members were invited to take the survey as well. Through this and 1:1 conversations with parents, students and staff, needs were determined and the LCAP was written accordingly. Notable feedback was the need for increased transportation services, literacy improvement, counseling services and a personal supplies closet. We also identified a need for a monthly newsletter and increased communication between school and educational partners. Retention issues were noted for the administrative position, caused by budgetary constraints. The equity multiplier goal (goal 3) was developed based on survey feedback indicating that 22% of students feel that the school does not maintain a positive climate, while 100% of staff and parents feel that the school maintains a positive climate. We included the adding of an equity multiplier goal to hire a school counselor to help improve school climate. Based on conversational feedback from students and parents, some students do not have the needed personal supplies to get ready for school (e.g. personal hygiene supplies and other items such as clean clothes). We have added the purchase of a personal supplies closet to be used by students in need of this type of support.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students, including English learners (EL), Foster youth (FY), and Socioeconomically disadvantaged (SED) , will reach high academic standards in all areas of study with a focus on English language arts(ELA) and Math	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in conjunction with our educational partners in response to the identified academic needs of our students based on state and local data.

During the LCAP development process, educational partners identified the need for:

- » Ongoing instructional support for ELA, mathematics
- » Increased collaboration time for teachers
- » Expanded learning opportunities for students
- » Supportive learning environments for all students

>One third of students are reading below grade level according to assessment results. Low reading abilities are having a negative impact on math word problems and other areas of the curriculum.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	"Teachers, Instructional Materials, and Facilities (P1)"	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	
1.2	"Implementation of State Standards (P2)"	Academic content standards, including for English learners, are [fully] implemented (2023-24 Local data)			Academic content standards, including for English learners, are [fully] implemented	
1.3	Provide professional development for teaching staff with a focus on best practices and classroom management.	100% of Teachers have participated in professional development.			All staff will have 5 trainings in literacy development and classroom management.	
1.4	Provide whole school field trips to support student engagement	Green Point School District provided 5 whole school field trips to support and enrich classroom curriculum			Green Point School District will provide at least 3 field trips yearly.	

1.5	"Parent Involvement (P3)"	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	
1.6	CAASPP Scores (P4) ELA Math CAST	CAASPP scores are not reported publicly due to the small population size			CAASPP scores will only be reported publicly if the student group meets publicly reportable data.	
1.7	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.	
1.8	"Pupil Access to a Broad Course of Study (P7)"	[All] pupils including unduplicated students and students with exceptional needs are enrolled in a broad course of study as defined in Ed Code 51220 (2023-24 Local data)			All students including unduplicated students and students with exceptional needs have access to a broad course of study	

1.9	Local Formative Student Assessments	56% of students at grade level in Math 44% of students at grade level in ELA (Core Growth Assessments 2024)			65% of students at grade level in Math 55% of students at grade level in ELA	
-----	-------------------------------------	--	--	--	---	--

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	Extended Summer School Program	Provide the opportunity to attend a summer program to students in grades K–8 who are below grade level in ELA, prioritizing services for students who are SED, EL, and FY. Target areas of ELA/ELD support will be identified through local assessments, and pre- and post-assessments will	\$0.00	No

		be administered to determine the progress and effectiveness of the summer program. This action will be funded in Action 1.4		
1.2	Employ a Special Education Teacher for students with special education needs. Employ an Occupational therapist for assessed student needs.	Green Point will employ the necessary staff to assess and fulfill the needs, supplies and services of special education students.	\$53,688.00	No
1.3	Professional Development (PD) and Coaching to support English Language Development (ELD) and English Language Arts	In response to feedback from educational partners and a review of data, teachers and administrators will have the opportunity to participate in ongoing PD and coaching to support improved implementation of integrated and designated ELD instructional strategies to address the needs of EL and other students struggling with English Language Arts	\$14,170.00	No
1.4	After School Program	Provide an after school program for students below grade level in ELA that focuses on advancing literacy skills and/or language proficiency based on student need, prioritizing services for students who are SED, EL, and FY.	\$44,365.00	No
1.5	Employ a classroom aide to provide support to small groups and 1:1 interventions in the areas of ELA and mathematics	We currently employ a classroom aide who provides support to small groups and 1:1 interventions in the areas of ELA and mathematics	\$39,237.00	Yes
1.6	the district will employ a literacy	The literacy coach will develop a literacy plan, observe, demonstrate and coach staff in literacy development. The literacy coach will assign	\$91,872.00	No

	coach and a reading specialist	professional development leading to a reading specialist credential for certificated teaching staff		
1.7	employ a full time teacher	The teacher will provide academic assessments, instruction, supplies and services to students	\$79,378.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students, families and staff will show increased feelings of safety and school connectedness.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Educational partners identified a need to reduce absences and keep suspensions, expulsions, and drop out rates to 0%
 With such a small student population, greater parent, student, and community involvement is critical to keeping our school thriving. Many community members are connected to the school as former students, volunteers, or employees. Collectively, the parents, students, and community work together to make the school grounds beautiful and contribute towards educational experiences.
 Transportation is a priority as it is the most significant need for students attending school

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 (P5)	84% attendance rate (CALPADS P2)			90% attendance rate	
2.2	Chronic Absenteeism Rate (P5)	All: 100 % chronic absenteeism rate			All: 75% chronic absenteeism rate	
2.3	Middle School Dropout Rate (P5)	"0% dropout rate (CALPADS, 2023-2024)"			0% dropout rate	

2.4	Suspension Rate (P6)	"All: 0% suspension rate (2023 Dashboard)"			"All: 0% suspension rate"	
2.5	Expulsion Rate (P6)	0% expulsion rate (2023 DataQuest)"			0% expulsion rate	
2.6	Sense of Safety and School Connectedness (P6)	"Students: 88% Parents/Guardians: 100% Staff: 100% (2024 Local survey)"			"Students: 90% Parents/Guardians : Maintain 100% Staff: Maintain 100%"	
2.7	parent volunteers in classroom activities	16% of parents participate daily. 33.3% participate occasionally			50% participation of parents in the classroom on a regular basis of once a month or more	
2.8	parent attendance at parent/teacher conferences	100% of our parents			100% attendance at parent/teacher conferences	
2.9	transportation	0% of students are utilizing bus services			100% of in district students will have access to transportation provided by school	

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	Provide a safe and well maintained facility and learning environment.	The district will employ a maintenance person as well as a to provide safe and well maintained facilities for students and staff. Maintenance staff will be responsible for maintaining all facilities at a level which supports a safe and welcoming learning environment for students and staff. Facilities include classrooms, playground, and out-buildings. Custodian is responsible for cleaning and landscape	\$17,986.00	No
2.2	The district will employ an administrator to oversee the budget, facilitate Board meetings, complete necessary paperwork, oversee best practices, and help create a safe and positive working environment for students and staff.	The district will employ an administrator to oversee the budget, facilitate Board meetings, complete necessary paperwork, oversee best practices, and help create a safe and positive working environment for students and staff. This will help the district maintain fiscal responsibility, follow Education Code, and create a welcoming and positive school environment for students and staff.	\$18,207.00	No

	This will help the district maintain fiscal responsibility, follow Education Code, and create a welcoming and positive school environment for students and staff.			
2.3	Field Trips	The school will take at least 4 field trips to locations to provide exposure to local learning and recreational activities in our area as well as enrichment/extensions to the curriculum.	\$1,179.00	No
2.4	The district will employ a van driver to provide transportation for unduplicated students and all other students to and from school	The district will employ a van driver to provide transportation for our unduplicated and all other students to and from school. This will help maintain out of district students attending our school. The district will seek a driver that is both licensed and possess a valid School Bus Certificate. A driver that possesses a valid School Bus Certificate will help increase student safety and minimize liability	\$18,783.00	No
2.5	Provide nutritious snacks to all students during the school day.	The district will provide nutritious snacks to all students during the school day.	\$3,000.00	Yes
2.6	The district will provide transportation to school, before/after care programs, and field trips	The district will provide transportation to school, before/after care programs, and field trips	\$6,085.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	To increase resources specifically dedicated to supporting the academic, social and emotional needs of our students and staff to improve retention of staff and students to 90% by June 2027.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>
--

An explanation of why the LEA has developed this goal.

2/3 of our students are from low income families. 57.1% of of students are chronically absent (CA School Dashboard 2022-23) . 22% of our students do not feel safe or connected to campus. We have retention issues with administrators, only one administrator has stayed > 2 yrs in the past decade. We have declining enrollment and have dropped from 19 students to just 3 students over the past 5 yrs. We want to support a positive climate to improve retention of staff and students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of low income and students receiving academic and social emotional interventions	No baseline-New Metric			100% of students from low income families will receive academic interventions and social emotional interventions.	
3.2	% of parents invited to join parent education activities and receive	No baseline-New Metric			100% of families will receive educational	

	educational materials (e.g. family nights, workshops, etc)				materials and be invited to participate in educational activities	
3.3	% of students with access to a personal supplies such as food, clothing, hygiene and other needed supplies	No Baseline- New Metric			100% of students with access to a personal supply such as food, clothing, hygiene and other needed supplies	

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Clothing and personal supply closet	Green Point School will maintain a closet with clothing, personal supplies and hygiene product for students	\$0.00	No
3.2	a school counselor will be hired	a school counselor will be hired 1 day per week to provide whole class, small group and 1:1 social emotional learning and counseling to students in need of social emotional support and low income students	\$0.00	No
3.3	temporary teacher	.20 FTE of our teacher will be funded by equity multiplier funds to support equity multiplier goal. This teacher will support maintenance and access for our supply closet, referring identified students to the counselor, support family/student engagement opportunities and increase social emotional lessons to students	\$12,421.00	No
3.4	Daily social emotional lessons/activities	the school will provide social emotional lessons or activities on a daily basis to all low income and all other students in need, including those who have experienced instability in attendance.	\$0.00	No

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
\$23545	\$2359.15

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
18.801%	0.000%	\$0.00	18.801%

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
1.5	<p>Action: Employ a classroom aide to provide support to small groups and 1:1 interventions in the areas of ELA and mathematics</p> <p>Need: Based on local ELA and math assessments, CAASPP scores and educational partner feedback, low income students have scored</p>	Instructional aides will be provided in the classroom to support academic instruction. This action will improve academic achievement in ELA and math through enhanced small group and individual instruction. with an emphasis on unduplicated students. This action is provided on an LEA-wide basis to maximize the positive impact on academic achievement for all students.	local formative assessments

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>lower than other student groups, statewide and locally</p> <p>Scope: LEA-wide</p>		
<p>2.5</p>	<p>Action: Provide nutritious snacks to all students during the school day.</p> <p>Need: Based on educational partner feedback, low income students have less access to nutritious food. Our district is remote and local families travel long distances to attend school. Students need access to additional food to support focus and overall health.</p> <p>Scope: LEA-wide</p>	<p>Snacks will be provided to students as they typically spend 7-9 hours at school daily. Snacks will be provided in the classroom to support student well-being and focus. This action is being provided on an LEA-wide basis to maximize the positive impact on all students</p>	<p>2.9 a sense of safety and connectedness</p>
<p>2.6</p>	<p>Action: The district will provide transportation to school, before/after care programs, and field trips</p> <p>Need: Based on educational partner feedback, transportation is a barrier to attendance in our district.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>The provision of additional transportation will assist our families in overcoming transportation barriers. By providing this on a school wide basis, all students will benefit from additional transportation. This will increase connection and a sense of belonging at school.</p>	<p>provision of transportation to and from all programs, including before and after care programs</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.

The add-on concentration funding of \$2,359.15 is being used to increase classroom aide hours. This is represented in Goal 1 action 5 Instructional Aide.

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		4 to 6
Staff-to-student ratio of certificated staff providing direct services to students		2 to 6

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	125236	23545	18.801%	0.000%	18.801%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$97,430.00	\$293,582.00	\$0.00	\$9,359.00	\$400,371.00	\$316,882.00	\$83,489.00

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	Extended Summer School Program	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.2	Employ a Special Education Teacher for students with special education needs. Employ an Occupational therapist for assessed student needs.	Students with Disabilities	No			All Schools	2024-2027	\$14,140.00	\$39,548.00	\$500.00	\$43,829.00	\$0.00	\$9,359.00	\$53,688.00	
1	1.3	Professional Development (PD) and Coaching to support English Language Development (ELD) and English Language Arts	All	No			All Schools	2024-2027	\$12,421.00	\$1,749.00	\$1,725.00	\$12,445.00	\$0.00	\$0.00	\$14,170.00	
1	1.4	After School Program	All	No			All Schools	2024-2027	\$39,865.00	\$4,500.00	\$0.00	\$44,365.00	\$0.00	\$0.00	\$44,365.00	
1	1.5	Employ a classroom aide to provide support to small groups and 1:1 interventions in the areas of ELA and mathematics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$39,237.00	\$0.00	\$28,337.00	\$10,900.00	\$0.00	\$0.00	\$39,237.00	
1	1.6	the district will employ a literacy coach and a reading specialist	All	No			All Schools	2024-2027	\$91,872.00	\$0.00	\$0.00	\$91,872.00	\$0.00	\$0.00	\$91,872.00	
1	1.7	employ a full time teacher	All	No			All Schools	2024-2027	\$58,156.00	\$21,222.00	\$1,628.00	\$77,750.00	\$0.00	\$0.00	\$79,378.00	
2	2.1	Provide a safe and well maintained facility and learning environment.	All	No			All Schools	2024-2027	\$14,611.00	\$3,375.00	\$17,986.00	\$0.00	\$0.00	\$0.00	\$17,986.00	
2	2.2	The district will employ an administrator to oversee the budget,	All Students with	No			All Schools	2024-2027	\$18,207.00	\$0.00	\$18,207.00	\$0.00	\$0.00	\$0.00	\$18,207.00	

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
		facilitate Board meetings, complete necessary paperwork, oversee best practices, and help create a safe and positive working environment for students and staff. This will help the district maintain fiscal responsibility, follow Education Code, and create a welcoming and positive school environment for students and staff.	Disabilities													
2	2.3	Field Trips	All Students with Disabilities	No			All Schools	2024-2027	\$0.00	\$1,179.00	\$1,179.00	\$0.00	\$0.00	\$0.00	\$1,179.00	
2	2.4	The district will employ a van driver to provide transportation for unduplicated students and all other students to and from school	All Students with Disabilities	No			All Schools	2024-2027	\$15,952.00	\$2,831.00	\$18,783.00	\$0.00	\$0.00	\$0.00	\$18,783.00	
2	2.5	Provide nutritious snacks to all students during the school day.	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	\$0.00	\$3,000.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00	
2	2.6	The district will provide transportation to school, before/after care programs, and field trips	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$6,085.00	\$6,085.00	\$0.00	\$0.00	\$0.00	\$6,085.00	
3	3.1	Clothing and personal supply closet	All Students with Disabilities SED students and students who have experienced instability in attendance.	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.2	a school counselor will be hired	All Students with Disabilities who have experienced instability in attendance and low income students	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	temporary teacher	All	No			All Schools	2024-2027	\$12,421.00	\$0.00	\$0.00	\$12,421.00	\$0.00	\$0.00	\$12,421.00	
3	3.4	Daily social emotional lessons/activities	All Students with Disabilities SED and students who have experienced instability in attendance.	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

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
125236	23545	18.801%	0.000%	18.801%	\$37,422.00	0.000%	29.881 %	Total:	\$37,422.00
								LEA-wide Total:	\$37,422.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$6,085.00

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	1.5	Employ a classroom aide to provide support to small groups and 1:1 interventions in the areas of ELA and mathematics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,337.00	
2	2.5	Provide nutritious snacks to all students during the school day.	Yes	LEA-wide	Low Income	All Schools	\$3,000.00	
2	2.6	The district will provide transportation to school, before/after care programs, and field trips	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$6,085.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$420,345.00	\$448,419.00

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	Teaching staff will utilize an online assessment tool like Core Growth for district assessments in ELA and Mathematics.	No	\$0.00	0
1	1.2	Student Performance and Progress (CAASPP) and Science state assessments (CAST) tests will be given in May.	No	\$0.00	0
1	1.3	Employ highly qualified teachers with appropriate credentials to reduce class size and maintain low student to teacher ratio and more individualized attention.	No	\$113,266.00	\$131,298.00
1	1.4	Employ a Special Education Teacher for students with special education needs. Employ a Speech Teacher for students with speech and language needs.		\$43,454.00	\$51,369.00
1	1.5	Employ a part time teacher to provide support to small groups and 1:1 interventions in the areas of ELA and mathematics	No	0	0
1	1.6	Employ a classroom aide to provide support to small groups and 1:1 interventions in the areas of ELA and mathematics	Yes	\$26,144.00	\$37,688.00
1	1.7	Maintain Library Contract with HCOE as a teacher resource for instructional materials and support.	Yes	\$850.00	\$850.00

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	1.8	Maintain Common Core State Standards (CCSS) curriculum by purchasing any necessary CCSS aligned materials for English Language Arts (ELA) and Mathematics.	No	\$67,686.00	\$80,596
1	1.9	Provide professional development for teaching staff with a focus on best practices and classroom management.	No	\$3,360.00	\$3,524.00
1	1.10	Provide whole school field trips to support and enrich classroom curriculum	Yes	\$1,179.00	\$1,170
2	2.1	Provide a safe and well maintained learning environment.	No	\$6,871.00	\$6,865.00
2	2.2	Provide a safe and well maintained facility.	No	\$12,081.00	\$12,216.00
2	2.3	The district will track suspensions, expulsions, and middle school dropout rates.	No	\$0.00	0
2	2.5	The district will employ an administrator to oversee the budget, facilitate board meetings, file necessary paperwork, oversee best practices, and help create a safe and positive working environment.	No	\$108,102.00	\$92,856.00
2	2.6	The district will have the roof on the main school building repaired		0	0
3	3.1	Regularly update school website, send home weekly notes to parents, update marquee and support community events	No	\$0.00	0
3	3.2	Survey students, parents and staff about students, curriculum, facilities, and the learning environment	No	\$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Maintain contract with CALPADS Student Information Technician at HCOE	No	\$1,029.00	\$1,028.00
3	3.4	The district will track daily attendance and chronic absenteeism	No	\$0.00	0
3	3.5	The district will employ a van driver to provide transportation for students to and from school	No	\$25,943.00	\$18,579.00
3	3.6	The district will employ a van driver to provide transportation for unduplicated students to and from school	Yes	\$7,380.00	\$7,380.00
3	3.7	Provide nutritious snacks to all students during the school day.	Yes	\$3,000.00	\$3,000.00

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)
\$30,981.00	\$38,553.00	\$50,097.00	(\$11,544.00)	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	1.6	Employ a classroom aide to provide support to small groups and 1:1 interventions in the areas of ELA and mathematics	Yes	\$26,144.00	\$37,688.00		
1	1.7	Maintain Library Contract with HCOE as a teacher resource for instructional materials and support.	Yes	\$850.00	\$850.00		
1	1.10	Provide whole school field trips to support and enrich classroom curriculum	Yes	\$1,179.00	\$1,179.00		
3	3.6	The district will employ a van driver to provide transportation for unduplicated students to and from school	Yes	\$7,380.00	\$7,380.00		
3	3.7	Provide nutritious snacks to all students during the school day.	Yes	\$3,000.00	\$3,000.00		

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)
\$118,406.00	\$30,981.00	0.00%	26.165%	\$50,097.00	0.000%	42.310%	\$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