

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Marcum-Illinois Union Elementary School District

CDS Code: 51714076053292

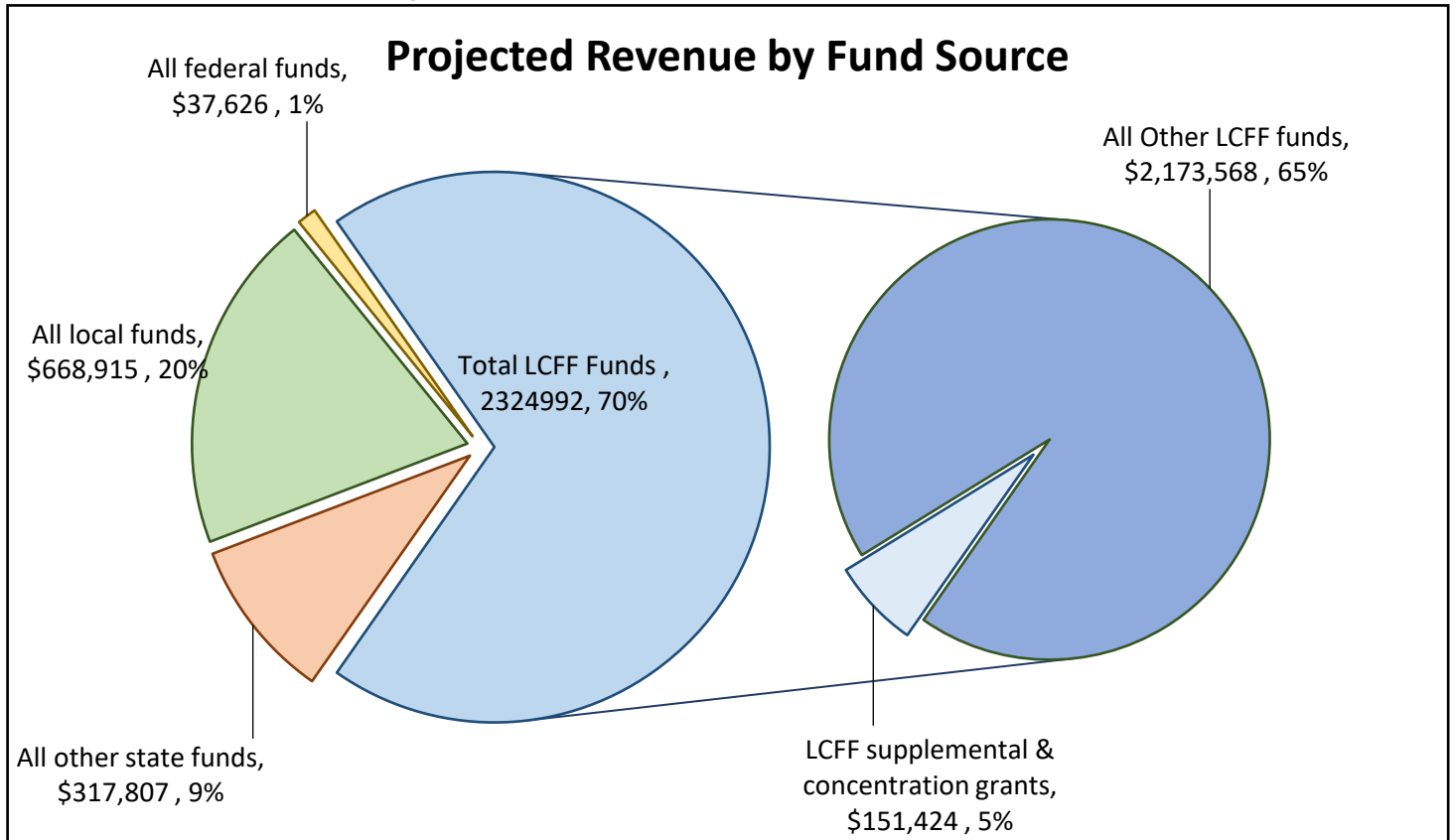
School Year: 2023/24

LEA contact information: Maggie Irby; (530) 656-2407; maggiei@sutter.k12.ca.us

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 2023/24 School Year

Projected Revenue by Fund Source

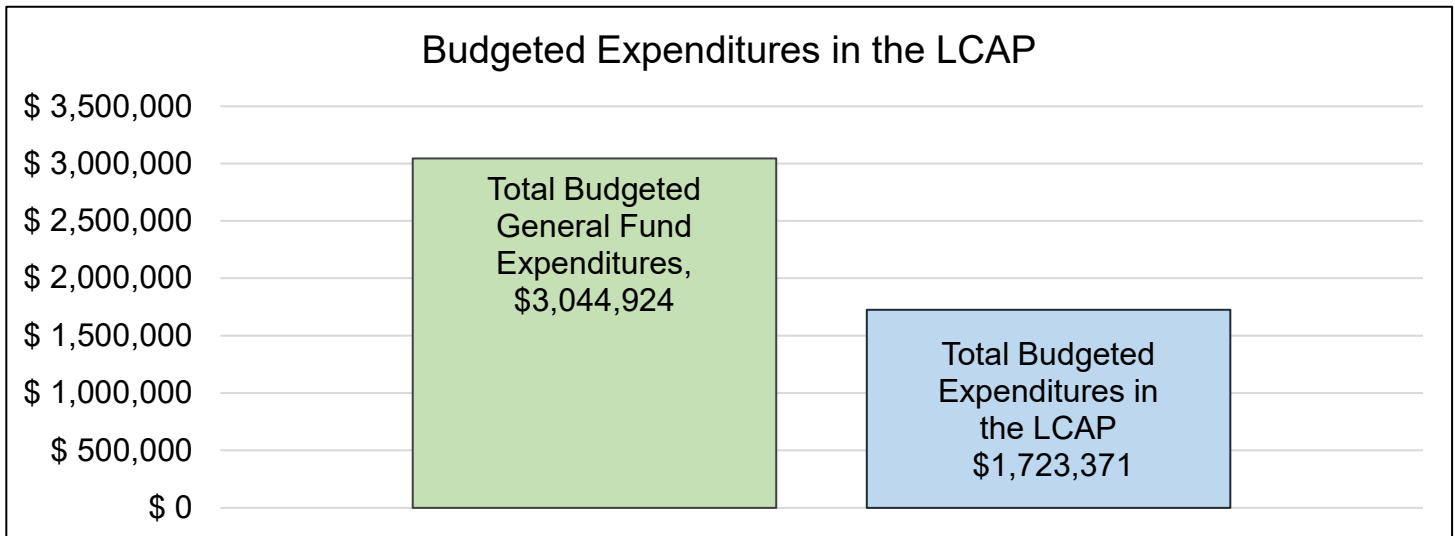


This chart shows the total general purpose revenue Marcum-Illinois Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Marcum-Illinois Union Elementary School District is \$3,349,340.00, of which \$2,324,992.00 is Local Control Funding Formula (LCFF), \$317,807.00 is other state funds, \$668,915.00 is local funds, and \$37,626.00 is federal funds. Of the \$2,324,992.00 in LCFF Funds, \$151,424.00 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 Marcum-Illinois Union Elementary School District plans to spend for 2023/24. 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: Marcum-Illinois Union Elementary School District plans to spend \$3,044,924.00 for the 2023/24 school year. Of that amount, \$1,723,371.00 is tied to actions/services in the LCAP and \$1,321,553.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

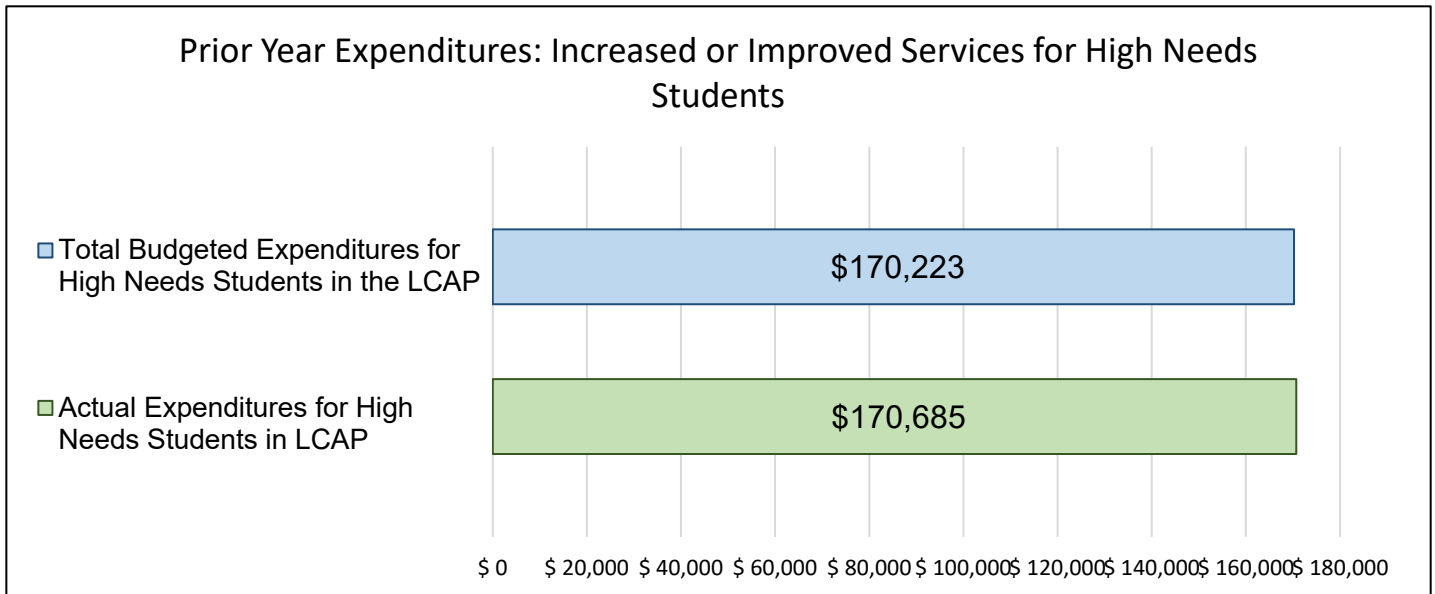
General Fund expenditures not in the LCAP are general operating costs such as salaries, special education, transportation, maintenance and operations, preschool, instructional supplies, administration, technology, and cafeteria.

Increased or Improved Services for High Needs Students in the LCAP for the 2023/24 School Year

In 2023/24, Marcum-Illinois Union Elementary School District is projecting it will receive \$151,424.00 based on the enrollment of foster youth, English learner, and low-income students. Marcum-Illinois Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Marcum-Illinois Union Elementary School District plans to spend \$192,784.00 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 2022/23



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

The text description of the above chart is as follows: In 2022/23, Marcum-Illinois Union Elementary School District's LCAP budgeted \$170,223.00 for planned actions to increase or improve services for high needs students. Marcum-Illinois Union Elementary School District actually spent \$170,685.00 for actions to increase or improve services for high needs students in 2022/23.

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
Marcum-Illinois Union Elementary School District	Maggie Irby, Superintendent/Principal	Maggiei@sutter.k12.ca.us 530-656-2407

Plan Summary 2023/24

General Information

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

The Marcum-Illinois Union Elementary School District, established in 1926, serves approximately 193 students in Transitional Kindergarten through eighth grades, as well as 3 and 4-year olds in our state preschool. The mission of Marcum-Illinois School, to improve the basic skills of all children attending this school, and to create a school climate conducive to learning by encouraging good citizenship, good attendance, and high academic standards, is supported by all educational partners. It is our intent to provide an environment that fosters in children the ability to recognize and accept responsibility so that they may participate productively in a democratic society.

Most of our students, 62%, come to us on inter-district transfers because of our core values, academic success, and connection to the community. Among our student population, 34% are on the free and reduced lunch program, 9% are English learners, and 11% are students with disabilities. We believe that all children can learn and have allocated financial and personnel resources to support students. The Superintendent, under direction from the Board of Trustees, is committed to keeping class sizes small and providing the instructional materials and support needed to assure the success of all students.

In addition to our state preschool, MIUSD supports after-school Gifted and Talented programs, sports, tutoring, and an after-school program (ASES) called "The Den" that provides at no cost to parents, literacy, enrichment, and recreational support for students daily from 3:00 to 6:00 p.m. The district authorizes one charter school (South Sutter Charter) that is required to create their own LCAP.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The district evaluated 2022 California School Dashboard data as well as local assessment results and educational partner input when identifying successes.

Despite a statewide shortage of appropriately credentialed teachers, the district maintained 10 single-grade classrooms staffed by fully credentialed teachers. We increased the number of instructional aides so eight instructional aides directly supported students for intervention/tutoring. One hundred percent of students in the Unduplicated student group and Students with Exceptional Needs scoring

Standard Not met on local assessments received tutoring or tiered intervention. On the spring 2022 Smarter Balanced Assessment there was an increase in the percentage of students in the All student group meeting or exceeding standards in all three areas: English Language Arts (ELA) 9.32% increase (48.18% in 2021 to 57.50% in 2022) , Math 8.86% increase (43.64% in 2021 to 52.50% in 2022), and Science 1.86% increase (32.35% in 2021 to 34.21% in 2022). There was a similar increase for the Low-income student group in ELA (40.42% in 2021 to 43.18% in 2022). The Low-Income student group had significant growth in Math with 15.38% more students meeting or exceeding standards (25.53% in 2021 to 40.91% in 2022) and English learners increased from 0% meeting or exceeding standards in 2021 to 36.36% in 2022. Goal 1 will continue to drive our efforts to improve academic achievement for all students by recruiting, retaining, and training skilled certificated staff (Action 1.1) and refining our tiered intervention system (Action 1.3).

Engagement and participation for all students including students in the Unduplicated student group and Students with Exceptional Needs was promoted through school events such as ROAR assemblies; House Challenges; flag football, volleyball, and basketball; Spirit Week; a Winter Program; Read Across America Day; and the Great Kindness Challenge. We offered after-school GATE programs once a month for 3rd-8th graders. Topics varied based on the interest of participants. Eighty-eight percent of students surveyed in spring 2023 reported having activities at school they enjoy. In their survey comments, there was positive feedback on House Challenges and project based learning as well as GATE programs. Student engagement affects achievement, school climate, and attendance; therefore, we will continue to integrate engaging activities into the school day and expand our after-school GATE offerings. Goal 1, Actions 1.1 Certificated Staff and 1.4 Enrichment

Our local attendance data shows a decrease in the metric, Chronic Absenteeism. Our March 15, 2023, local chronic absenteeism rate was: 5.26% All; 11.29% Socioeconomically Disadvantaged; 0% English learners. Although the rate for our All student group is very close to our Desired Outcome for 2023/24 (5%) our rate for our Socioeconomically Disadvantaged subgroup is still much higher than our 7% target and much higher than our All student rate. This data shows a significant improvement from the 2022 California School Dashboard Chronic Absenteeism rates of 12.1% All; 16.7% Socioeconomically Disadvantaged; 8.3% English learners. Based on the successes we have had and the continued need, we will maintain Goal 2, Action 2.3 Transportation.

We maintained parent engagement through parent information opportunities, regular communication, and school events. On a spring 2023 parent survey, 97% of the All parent group feel their involvement in their child's education is valued and 100% of the Low-income group feel their involvement is valued. One hundred percent of parents think the school is a friendly environment for all; 93.9% believe they have opportunities to participate in decision making committees; 100% say there is good two-way communication; and 100% think school is safe. Each of the areas mentioned above increased from 2022 survey results. Goal 2, Action 2.1 will support continued improvement through parent involvement and information opportunities, increased two-way communication, and engaging school events.

For the 2022/23 LCAP we added Goal 2, Action 2.5 to support parent partnerships by ensuring parents know what their child should learn and be able to do at each grade level and by educating parents on ways they can support their child's learning at home. Standards brochures were given to parents at Back to School Night, *Elementary School Parents Make the Difference* newsletter was sent home with each school newsletter, and we hosted several meetings to encourage a partnership between school and home: Pastries with the Principals where we shared a Dashboard Presentation and sought input for our Strategic Plan; Digital Citizenship Parent Night; and various casual connection opportunities. On the spring 2023 survey, 91% of parents say they received information on what their child should learn and be

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There were little to no gains in the metric, *Percent of Students Scoring Standard Met on Local Assessments*. The percentage of students scoring Standard Met on the winter 2022, fall 2022, and winter 2023 Measures of Academic Progress (MAP) Reading and Math assessments has stayed within the 40-50% range: Reading: 49%, 49%, 46% and Math 42%, 47%, and 46%. In addition, the scores highlight achievement gaps. On the winter 2023 MAP Reading assessment, 46% of the All student group scored Standard Met but 0% of English learners, 22% Low-income, and 29% Students with Disabilities scored Standard Met. This was a decrease for each student group from Fall 2022 scores. Winter 2023 MAP Math assessments had similar achievement gaps between the All student group (46%), Low-income (34%), English learners (8%), and Students with Disabilities (23%). In addition, parents have identified a need for academic support. The spring 2023 parent survey revealed that 36.4% of parents believe their child will need academic support in 2023/24 and 30.3% say maybe. Staff believe students will continue to need additional intervention and would like additional professional development to improve their skills in using all available data to plan and deliver effective intervention. In the 2023/24 LCAP we will refine our assessment system; continue to fund aides to support our intervention program; and continue to fund a Director of Student Services. In addition, we created a school year calendar that includes early dismissal for students each Monday to allow for regular data review, planning for intervention, and professional development (PD) time. Goal 1, Actions 1.1 Certificated Staff/PD and 1.3 Support Academic Achievement

There has been an increase in student suspension. The 2022 California School Dashboard reported a 1% suspension rate for the All student group but a 2.4% suspension rate for Socioeconomically Disadvantaged students and 3.3% suspension rate for Students with Disabilities. Our local suspension data as of March 2023 is 4.2% for the All student group. Goal 2, Action 2.2 supports the social-emotional health of students by funding a part-time school counselor and a screening program. We will add to this action by implementing a new Social Emotional Learning (SEL) curriculum and using it schoolwide. In addition to daily class meetings, teachers will teach weekly lessons focusing on mindfulness, character, and emotional intelligence.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Taking into consideration our Strategic Plan along with input from educational partners and evaluation of state and local data we have determined the current LCAP goals continue to be necessary focus areas:

Goal 1 – Provide a high-quality, effective instructional program that ensures college and career readiness by addressing the unique needs and abilities of all students.

Goal 2 – Ensure the school is a safe, engaging, and supportive environment for students and their families so that all students achieve academic excellence, and families will be actively involved in the educational process.

Key features include:

- Refining a tiered academic intervention program for students needing strategic and intensive intervention.
- Providing support to address student educational, behavioral, and social emotional needs by maintaining a Director of Student Services.
- Addressing behavioral needs by funding a part-time school counselor and implementing a weekly social-emotional learning (SEL) time into each classroom.
- Expanding GATE offerings and activities that will engage students.
- Increasing parent partnerships by ensuring parents are given the standards for each grade level and by educating parents on ways they can support their child's learning at home.
- Decrease chronic absenteeism rates by providing home to school transportation at no cost to families.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Marcum-Illinois actively sought the involvement and input of all educational partners as part of the development process for the 2023/24 LCAP and considered their input before finalizing the LCAP.

Site Council/LCAP Advisory Group (No ELAC *fewer than 21 English learners*) and MIEUSD Parents: Throughout the 2022/23 school year progress toward goals and actions has been shared with the LCAP Advisory Group. Parent surveys were sent out in March and used to

obtain data for metrics to drive goals and actions for the 2023/24 LCAP. In April 2023, parents were invited to attend our Site Council/LCAP Advisory Group meeting to review survey data, successes, needs, and discuss goals and actions for the 2023/24 school year. In May 2023, the LCAP Advisory Group reviewed and approved the draft LCAP. Meetings and the availability of surveys were publicized through email messages and social media.

Classified and Certificated School Staff (Marcum-Illinois does not have a Bargaining Unit): Staff completed a survey in March 2023. Survey data was used for metrics to drive goals and actions for the 2023/24 LCAP. All school staff had the opportunity to review data and to provide input toward the 2023/24 LCAP goals and actions during spring 2023.

Students: Students in grades 3rd-8th were surveyed in March 2023 via Google forms for their input on conditions of learning, engagement, and academics. Results were used for the metrics to drive goals and actions for the 2023/24 LCAP.

SELPA: The district consulted with the Sutter County SELPA Director in April 2023 to review progress and to discuss metrics and goals and actions for the 2023/24 LCAP.

Board of Trustees: Throughout the year the board received updates on progress of goals and actions, data outcomes, and survey results. The draft LCAP was available on the district webpage for public comment prior to final board approval. Educational partners were encouraged to email the school, comment through our website, or call the school to submit input. A Public Hearing of the draft LCAP was held on June 5, 2023. The LCAP was adopted on June 12, 2023.

A summary of the feedback provided by specific educational partners.

Site Council/Advisory Group/Parents: 2023 LCAP survey and feedback results show that 36.4% of parents believe their child will need academic support in the 2023/24 school year and 30.3% believe their child may need support. Parents prefer during school intervention, their second choice was support staff in classes, third is after-school homework help, and last choice is summer school. Eighty-eight percent of parents say it is important that we maintain single grade level classes. Sixty-six percent of parents expressed the need for transportation. Academic rigor and high expectations are valued and more enrichment opportunities would be welcomed. Educational Partner input included praise for the excellent communication, a sense of family, support for small class sizes, desire for more mental health services, and more communication regarding student placement in intervention/enrichment groups. Parents expressed their appreciation for the school and family activities that have been offered and the obvious school spirit. School safety and the accessibility of campus was also mentioned by several educational partners.

Classified and Certificated School Staff: The staff are staunch supporters of the family and student engagement activities we offer. They see value in the social-emotional support we offer to students. 2023 LCAP survey and feedback results support additional professional development and instructional support in ELD and using data to plan and deliver intervention. Staff believe students will continue to need additional intervention and they would like to use all available data to plan and deliver effective intervention.

Students: 2023 LCAP survey results indicate students feel safe at school 76.7% Usually and 17.2% Sometimes; there are activities they enjoy at school (88%) bullying is Usually a problem 13.9%, Sometimes a problem 36.5%, Never a problem 49.6%; and when asked if they are comfortable asking their teachers for help, students responded, 52.5% Usually, 37.1% Sometimes, and 10.3% Never. There was a slight decline in each of these areas from 2022. Students commented positively on the House challenges and competitions, friendly school and

staff, the GATE program, fun activities in the after-school program, and sports. Their suggestions for improvements include no/less homework, different food, and longer recess.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

As a result of educational partners engagement, metrics, and student outcomes on local measures many of the previous LCAP actions and services have been continued and/or expanded. Metrics, student outcomes, and input from parents/guardians regarding the need for intervention, increased academic rigor, and the need for enrichment activities resulted in Goal 1, “Provide a high-quality, effective instructional program that ensures college and career readiness by addressing the unique needs and abilities of all students.”

Specific educational partner input from parents/guardians regarding the importance and need for intervention and teacher input regarding the continuing need for intervention and support with data management resulted in the action to, *Support the academic achievement of all students, with emphasis on unduplicated students (including socioeconomically disadvantaged, English learners, foster youth, and students with disabilities)*, by using a comprehensive assessment system and data reflection process; by providing targeted intervention and progress monitoring; and by supporting instructional planning/delivery to ensure continuous improvement. Goal 1, Action 1.3

Parents/Guardians expressed the importance of enrichment activities and students reported having activities they enjoy so we will maintain our GATE program and after-school enrichment activities. See Goal 1, Action 1.4. Parents/Guardians also expressed a need for transportation and there is a need to decrease chronic absenteeism rates so we will maintain Goal 2, Action 2.3 Transportation. Parents expressed their appreciation of family activities and reported regularly attending school activities and valuing the engagement opportunities available so we are continuing to have an action related to parent involvement. Goal 2, Action 2.1.

As a result of the teacher’s request for time and additional professional development focused on using all available data to plan and deliver effective intervention we created a school year calendar that includes early dismissal for students each Monday to allow for regular data review, planning for intervention, and PD time. Goal 1, Action 1.1 Certificated Staff/PD

The Board of Trustees reiterated the desire for close alignment of the LCAP and the Strategic Plan that was completed in 2018 and revised in 2023. In addition, the Board felt strongly that LCAP goals and actions should be concise, focused on a few key areas, and coordinate with other required plans.

Goals and Actions

Goal

Goal #	Description
1	Provide a high-quality, effective instructional program that ensures college and career readiness by addressing the unique needs and abilities of all students.

An explanation of why the LEA has developed this goal.

The actions and services linked to this goal concentrate on high quality instruction, instructional practices, and targeted interventions across the grade levels, for all students, especially unduplicated pupils. Despite a statewide shortage of appropriately credentialed teachers, the district maintained 10 single-grade classrooms staffed by fully credentialed teachers. We increased the number of instructional aides so eight instructional aides directly supported students for intervention/tutoring. One hundred percent of students in the Unduplicated student group and Students with Exceptional Needs scoring Standard Not met on local assessments received tutoring or tiered intervention. When comparing our Measures of Academic Progress (MAP) local assessments from fall 2022 to winter 2023, 46.78% of students met their growth projections in reading and 49.28% met them in math.

Engagement and participation for all students including students in the Unduplicated student group and Students with Exceptional Needs was promoted through school events such as ROAR assemblies; House Challenges; flag football, volleyball, and basketball; Spirit Week; a Winter Program; Read Across America Day; and the Great Kindness Challenge. We offered after-school GATE programs once per month for 3rd-5th graders and 6th-8th graders. Topics varied based on the interest of participants. Eighty-eight percent of students surveyed in spring 2023 reported having activities at school they enjoy. In their survey comments, there was positive feedback on House Challenges and project based learning as well as GATE programs.

There were little to no gains in the metric, *Percent of Students Scoring Standard Met on Local Assessments*. The percentage of students scoring Standard Met on the winter 2022, fall 2022, and winter 2023 MAP Reading and Math assessments has stayed within the 40-50% range: Reading: 49%, 49%, 46% and Math 42%, 47%, and 46%. In addition, the scores highlight achievement gaps. On the winter 2023 MAP Reading assessment, 46% of the All student group scored Standard Met but 0% of English learners, 22% Low-income, and 29% Students with Disabilities scored Standard Met. This was a decrease for each student group from Fall 2022 scores. Winter 2023 MAP Math assessments had similar achievement gaps between the All student group (46%), Low-income (34%), English learners (8%), and Students with Disabilities (23%). In addition, parents have identified a need for academic support. The spring 2023 parent survey revealed that 36.4% of parents believe their child will need academic support in 2023/24 and 30.3% say maybe. Staff believe students will continue to need intervention and would like additional professional development to improve their skills in using all available data to plan and deliver effective intervention.

The actions and services in Goal 1 will continue to direct our efforts to improve academic achievement for all students by recruiting, retaining, and training skilled staff and supporting pupil achievement by focusing on instruction, standards-aligned materials, assessment/data, targeted intervention, and enrichment.

State Priorities: 1, 2, 4, 7, & 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Basic Services Percent of teachers appropriately assigned and fully credentialed.</p> <p>Source: SARC and/or Local Data</p>	February 2021 100%	February 2022 100%	February 2023 100% Local <i>Teacher Assignment Monitoring Outcomes (TAMO) has not yet been released but will be added and the outcome updated once it is released.</i>		February 2024 100%
<p>Basic Services Percent of students with sufficient access to standards-aligned instructional materials</p> <p>Source: SARC</p>	February 2021 100%	February 2022 100%	February 2023 100%		February 2024 100%
<p>Implementation of State Standards Progress (1-5) in implementing programs to support staff in identifying areas they can improve in delivery of instruction.</p> <p>Source: Local Indicator Survey</p>	February 2021 ELA: 4 ELD: 3 Math: 3 NGSS: 2 HSS: 3	March 2022 ELA: 5 ELD: 4 Math: 5 NGSS: 4 HSS: 4	February 2023 ELA: 5 ELD: 5 Math: 5 NGSS: 4 HSS:4		February 2024 ELA: 5 ELD: 4 Math: 4 NGSS: 4 HSS: 4 <i>Updated 2022</i> Math: 5 <i>Updated 2023</i> ELD: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Standards Percent of English learners scoring Standard Met in ELA on local assessment (NWEA MAP). Source: Local Assessment Data	Winter 2021 25%	Winter 2022 0%	Winter 2023 0%		Winter 2024 45%
Pupil Achievement Distance from Standard Met on CAASPP Source: CA School Dashboard	Fall 2019 ELA 13.2 above – All 9.8 below – Low-Income Math 6.1 above – All 20.1 below – Low-Income	This information is not available.	Fall 2022 ELA 6.2 above – All 21.9 below – Low-Income Math 3.9 below – All 30.5 below – Low-Income		Fall 2023 ELA 15 above – All 6 below – Low-Income Math 10 above – All 15 below – Low-Income
Pupil Achievement Percent of students scoring Met or Exceed Standard on CAASPP Summative Assessment (Grades 3-8) Source: CAASPP Data	Spring 2019 ELA 57% – All 48% – Low-Income Math 52% – All 44% – Low-Income Science 49% – All (5 th & 8 th)	Spring 2021 ELA 48.18% – All 40.43% – Low-Income Math 43.64% – All 25.53% – Low-Income Science 32.35% – All (5 th & 8 th)	Spring 2022 ELA 57.50% – All 43.18% – Low-Income Math 52.50% – All 40.91% – Low-Income Science 34.21% – All (5 th & 8 th)		Spring 2023 ELA 62% – All 55% – Low-Income Math 57% – All 50% – Low-Income Science – All (5 th & 8 th) 54%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Pupil Achievement Percentage of EL pupils who make progress toward English proficiency as measured by ELPAC</p> <p>Source: CA School Dashboard and/or ELPAC Summative Assessment</p>	<p>Fall 2019 45.5%</p>	<p>Spring 2022 41% (ELPAC Summative Assessment)</p>	<p>December 2022 64.7% (CA Schools Dashboard) Dec 2022</p> <p>Spring 2023 30% (3/10) 3rd-8th grade students (ELPAC Summative Assessment)</p> <p><i>Results for TK-2nd are not available but will be added and the outcome updated once they are released.</i></p>		<p>Fall 2023 50%</p> <p><i>Updated 2023</i> 68%</p>
<p>Pupil Achievement EL Reclassification Rate</p> <p>Source: Local Data</p>	<p>2019/20 0 students were reclassified because there was no ELPAC testing in spring 2020</p>	<p>2021/22 11% (2 of 19 EL students)</p>	<p>2022/23 27% (4 of 15 EL students)</p>		<p>2022/23 3 students reclassified <i>Updated 2023</i> 4 or more students reclassified</p>
<p>Course Access LEA's progress (1-5) implementing academic standards for all students.</p> <p>Source: Local Indicator Survey</p>	<p>February 2021 CTE: 3 Physical Education: 4 VAPA: 3</p>	<p>March 2022 CTE: 3 Physical Education: 4 VAPA: 4</p>	<p>March 2023 CTE: 3 Physical Education: 5 VAPA: 4</p>		<p>February 2024 CTE: 4 Physical Education: 5 VAPA: 4</p> <p><i>Updated 2022</i> VAPA: 5</p>
<p>Course Access Percent of unduplicated and students with exceptional needs scoring <i>Standard Not Met</i> on local assessments, receiving tutoring or tiered intervention.</p> <p>Source: Attendance in Programs</p>	<p>2020/21 This program will be established and implemented in the 2021/22 school year</p>	<p>2021/22 100% ELA 100% Math</p>	<p>2022/23 100% ELA 100% Math</p>		<p>2023/24 80%</p> <p><i>Updated 2022</i> 100% ELA 100% Math</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Other Pupil Outcomes Percent of 3 rd -8 th grade students scoring Standard Met on local assessment. Source: Local Data (NWEA MAP)	Winter 2021 <i>Reading</i> 45% All 34% Low-income 34% Students with Disabilities 25% English learners <i>Math</i> 31% All 7% Low-income 25% Students with Disabilities 0% English learners	Winter 2022 <i>Reading</i> 49% All 32% Low-income 31% Students with Disabilities 0% English learners <i>Math</i> 42% All 35% Low-income 42% Students with Disabilities 12% English learners	Winter 2023 <i>Reading</i> 46% All 22% Low-income 29% Students with Disabilities 0% English learners <i>Math</i> 46% All 34% Low-income 23% Students with Disabilities 8% English learners		Winter 2024 <i>Reading</i> 65% All 45% Low-income 40% Students with Disabilities 40% English learners <i>Math</i> 65% All 45% Low-income 40% Students with Disabilities 40% English learners <i>Updated 2022</i> <i>Math</i> 45% Students with Disabilities

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Certificated Staff/PD	Provide rigorous instruction to all students by recruiting, retaining, and training/supporting skilled certificated staff. PD: We created a school year calendar that includes early dismissal for students each Monday to allow for regular data review, planning for intervention, and PD time. Our main focus will be on using data to drive intervention with a focus on math and ELA but will also include writing, Academic Vocabulary Toolkit (AVT), and our science curriculum.	\$908,367	No
1.2	Instructional Materials & Equipment	Provide standards-aligned instructional materials (ELA, Math, Science, Social-Studies consumable curriculum books), supplemental resources, and supplies.	\$52,000	No

Action #	Title	Description	Total Funds	Contributing
1.3	Support Academic Achievement	<p>Support the academic achievement of all students, with emphasis on unduplicated students (including Socioeconomically Disadvantaged, English learners, foster youth, and students with disabilities). Components include:</p> <ul style="list-style-type: none"> ○ A comprehensive assessment system (MAP & FastBridge); ○ Aides to provide and support targeted intervention and progress monitoring; ○ Monthly data review; and ○ A Director of Student Services to oversee assessment and intervention system, work with teachers to analyze data and plan instruction and intervention, and on-site coaching and professional development to ensure continuous improvement. ○ Edmentum, a personalized learning program 	\$204,139	Yes
1.4	Enrichment	<p>Maintain GATE program by providing students increased exposure to high-level thinking activities throughout the day, as well as after-school enrichment programs.</p> <ul style="list-style-type: none"> ○ Staff ○ Destination Imagination fee and materials 	\$2,950	No

Goal Analysis for 2022/23

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.

Overall, the actions and services for Goal 1 were successfully implemented as planned. We had ten classroom teachers and provided professional development in TCI and IQWST science curriculum, Academic Vocabulary Toolkit (AVT), High 5 For All instructional routines for staff on explicitly teaching academic language across all subjects, facilitating academic discussions, building independent reading skills and comprehension, and teaching a writing process, and social-emotional learning. (Action 1.1) We purchased standards-aligned instructional materials including supplemental supplies for science. (Action 1.2) Eight aides directly supported students for intervention/tutoring. The Director of Student Services oversaw our assessment and intervention system. Grade-span collaboration time was provided for teacher teams to review data, identify needs/groups, and prepare intervention supports and progress monitoring. (Action 1.3) We offered afterschool GATE programs once per month for 3rd-8th graders. Topics varied based on the interests of participants. (Action 1.4)

The scarcity of subs and the lack of regular professional development time impacted our ability to fully carry out our professional development plans in Action 1.1. As a result, in the 2023/24 school year we will have a student minimum day each Monday so we can focus on staff professional development activities.

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 district spent \$30,173 less in Goal 1 than budgeted. We had a veteran teacher leave and our new teacher had fewer years of experience and was not as high on the salary schedule. Also, because of the shortage of substitute teachers, we had no expenditures for subs for PD as planned. Our PD took place after school and on minimum days.

An explanation of how effective the specific actions were in making progress toward the goal.

Actions 1.1 Certificated Staff/PD and 1.3 Support Academic Achievement

Despite a statewide shortage of appropriately credentialed teachers, the district maintained 10 single-grade classrooms staffed by fully credentialed teachers. We increased the number of instructional aides so eight instructional aides directly supported students for intervention/tutoring. One hundred percent of unduplicated and students with exceptional needs scoring Standard Not met on local assessments received tutoring or tiered intervention.

A review of the 2023 local assessment, MAP, revealed almost half of the students in grades K-8th met or exceeded their fall to winter expected growth projections (Math: 46.78%, Reading: 49.28%). There were increases in the percentage of students scoring Standard Met between fall 2022 and winter 2023 for some subgroups: Reading: Special Education student group - 25% to 29%; Math: Socioeconomically Disadvantaged student group – 31% to 34%; English learner student group – 0% to 8%; Special Education student group – 19% to 23%.

Action 1.4 Enrichment

We offered after-school GATE programs once per month for 3rd-5th graders and 6th-8th graders. Topics varied based on the interest of participants. Eighty-eight percent of students surveyed in spring 2023 reported having activities at school they enjoy. In their survey comments, there was positive feedback on House Challenges and project based learning as well as GATE programs.

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.

Source changed due to the availability of information:

Added the source, *Local Data*, to *LCFF Priority 1a- Properly credentialed and Appropriately Assigned Teachers*

Metrics Changes to Desired Outcome 2023/24 changes based on Year 2 Outcomes to metrics:

Pupil Achievement *Percentage of EL pupils who make progress toward English proficiency as measured by ELPAC*: Year 2 Outcome was 64.7% and exceeded the Desired Outcome for 2023/24 so we increased the goal to 68%.

Implementation of State Standards *Progress (1-5) in implementing programs to support staff in identifying areas they can improve in delivery of instruction*. Year 2 Outcome for ELD exceeded the Desired Outcome for 2023/24 so we increased the goal to 5

Pupil Achievement *EL Reclassification Rate*: Year 2 Outcome was 4 students and exceeded the Desired Outcome for 2023/24 so we increased the goal to 4 or more students.

Action Changes based on educational partner input and Year 2 Outcome metrics:

Action 1.1 (Certificated Staff/Professional Development): We changed the focus of our professional development and modified our school-year calendar to include early dismissal for students on Mondays to allow for regular time for collaboration and PD.

Action 1.2 (Instructional Materials): We changed the title to *Instructional Materials & Equipment* so we note our technology purchases.

Goal

Goal #	Description
2	Ensure the school is a safe, engaging, and inclusive environment for students and their families so that all students achieve academic excellence, and families will be actively involved in the educational process.

An explanation of why the LEA has developed this goal.

Educational partner feedback and input indicate a need to continue to address school climate and the overall wellness of all students. Factors include chronic absenteeism, parent engagement, school safety, and our local school climate.

We have increased parent satisfaction related to parent involvement, communication, and building partnerships through parent information opportunities, regular communication, and engaging school events. On a spring 2023 parent survey, 97% of the All parent group feel their involvement in their child's education is valued and 100% of the Low-income group feel their involvement is valued. One hundred percent of parents think the school is a friendly environment for all; 93.9% believe they have opportunities to participate in decision making committees; 100% say there is good two-way communication; and 100% think school is safe. Each of the areas mentioned above increased from 2022 survey results and we want to continue this progress.

Our local attendance data shows a decrease in chronic absenteeism. Our March 15, 2023, local chronic absenteeism rate was: 5.26% All; 11.29% Socioeconomically Disadvantaged; 0% English learners. Although the rate for our All student group is very close to our Desired Outcome for 2023/24 (5%) our rate for our Socioeconomically Disadvantaged subgroup is still much higher than our 7% target and much higher than our All student rate. This data shows a significant improvement from the 2022 California School Dashboard Chronic Absenteeism rates of 12.1% All; 16.7% Socioeconomically Disadvantaged; 8.3% English learners. Although we are happy with this decline in chronic absenteeism, our attendance rate has steadily declined since P2 2021 when it was 96.33% to P2 2023 at 92.65%.

There has been an increase in our student suspension rate. The 2022 California School Dashboard reported a 1% suspension rate for the All student group but a 2.4% suspension rate for Socioeconomically Disadvantaged students and 3.3% suspension rate for Students with Disabilities. Our local suspension data as of March 2023 is 4.2% for the All student group.

The actions in Goal 2 will maintain the progress we've made with parent engagement/parent partnership and expand our efforts to decrease chronic absenteeism and improve student behavior.

State Priorities: 1, 3, 5, & 6

Local Priorities: Strategic Plan: Culture & Climate 2, 3, 4, 5; Facilities 1, 2, 3

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services Facilities Inspection Tool Rating Source: Facility Inspection Tool (FIT)	December 2020 Exemplary	October 2021 Good	October 2022 Exemplary		December 2023 Exemplary
Parental Involvement Percent of parents who agree the school seeks parental involvement. Source: Survey	February 2021 91.2% All 91% Low-income 100% Students with Exceptional Needs	February 2022 92.7% All 100% Low-income 100% Students with Exceptional Needs	February 2023 93.9% All 86% Low-income 100% Students with Exceptional Needs		February 2024 95% All 95% Low-income 100% Students with Exceptional Needs <i>Updated 2022</i> Maintain >98% Low-income
Pupil Engagement Attendance Rate Source: P2 Local Data	P2 2021 96.33%	P2 2022 94%	P2 2023 92.65%		P2 2024 98%
Pupil Engagement Chronic Absenteeism Rate Source: CA School Dashboard, DataQuest, and/or Local Data	Fall 2019 6.2% All 10.1% Low-income	Fall 2021 7.9% All 16% Low-income	Fall 2022 12.1% All 16.7% Low-Income Local: March 15, 2023 5.26% All 11.29% Low-Income		Fall 2023 5% All 7% Low-income
Pupil Engagement Middle School Dropout Rate Source: CALPADS	EOY 2020 0%	EOY 2021 0%	EOY 2022 0%		EOY 2023 0%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement	Promote parent involvement through parent information opportunities, two-way communication systems, and engaging school events.	\$6,242	No
2.2	Social-emotional Health	Support students' social and emotional health by providing a part-time school counselor and a screening program. Implement weekly SEL instruction (Choose Love for Schools curriculum) Provide instruction to students on what bullying is and is not, and how to report bullying. Work with staff to ensure they are able to respond appropriately to report of bullying.	\$23,068	No
2.3	Transportation	Provide transportation services at no cost to families.	\$131,719	No
2.4	Facilities	Continue to provide safe, well maintained facilities. <ul style="list-style-type: none"> ○ Personnel ○ Video surveillance 	\$392,986	No
2.5	Parent Partnership	Enhance the partnership between school and home by ensuring parents are given the standards for each grade level and by educating parents on ways they can support their child's learning at home. <ul style="list-style-type: none"> ○ Standards brochures for each grade level ○ Curriculum based newsletters ○ Family nights 	\$1,900	No

Goal Analysis for 2022/23

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 completed in Goal 2. Numerous school events were offered this year: Back to School Night, pumpkin carving/decorating for a chance to win prizes and earn house points, after-school sports, parent conferences, a winter program, ROAR assemblies, and Open House. We communicated with families via Facebook, a monthly newsletter, text messages for reminders and information, website, and emails (Action 2.1). A part-time school counselor supported students and families, provided SEL curriculum in the form of lessons to

teachers, and taught SEL lessons in classes (Action 2.2). We provided transportation at no cost to families. We transported about 50 students per day (Action 2.3). We funded 3.25 FRE Custodian/Maintenance staff to maintain facilities. We updated the alarm system and campus locks and installed one-way view window coverings. Standards brochures were given to parents at Back to School Night, *Elementary School Parents Make the Difference* newsletter was sent home with each school newsletter, and we hosted several meetings to encourage a partnership between school and home: Pastries with the Principals where we shared a Dashboard Presentation and sought input for our Strategic Plan; Digital Citizenship Parent Night; and various casual connection opportunities. (Action 2.5)

Although we implemented several new activities to encourage the partnership between school and home, it was challenging getting parents to come to events related to parent education or district input sessions. Getting parents to respond to surveys also continues to be a challenge.

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 district spent \$125,810 more in Goal 2 than budgeted. Material differences include spending \$16,788 more in Action 2.3 Transportation than budgeted due unplanned bus repairs and an increase in fuel costs and spending \$107,543 more in Action 2.4 Facilities than planned. Increases in the cost of materials and labor in planned projects, unplanned repairs, and higher utility costs due to the long, cold winter all contributed to the difference in budgeted expenditures and estimated actual expenditures in action 2.4.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 2.1 Parent Engagement

We maintained parent engagement through parent information opportunities, regular communication, and virtual school events. On a spring 2023 parent survey, 97% of the All parent group feel their involvement in their child's education is valued and 100% of the Low-income group feel their involvement is valued. One hundred percent of parents think the school is a friendly environment for all; 93.9% believe they have opportunities to participate in decision making committees; 100% say there is good two-way communication; and 100% think school is safe. Each of the areas mentioned above increased from 2022 survey results.

Action 2.3 Transportation

Our local attendance data shows a decrease in chronic absenteeism. Our March 15, 2023, local chronic absenteeism rate was: 5.26% All; 11.29% Socioeconomically Disadvantaged; 0% English Learners. Although the rate for our All student group is very close to our Desired Outcome for 2023/24 (5%) our rate for our Socioeconomically Disadvantaged subgroup is still much higher than our 7% target and much higher than our All student rate. This data shows a significant improvement from the 2022 California School Dashboard Chronic Absenteeism rates of 12.1% All; 16.7% Socioeconomically Disadvantaged; 8.3% English Learners.

Action 2.4 Facilities

Our Facilities Inspection Tool (FIT) rating increased from Good in 2022 to Exemplary in 2023.

Action 2.5 Parent Partnership

For the 2022/23 LCAP we added Goal 2, Action 2.5 to support parent partnerships by ensuring parents know what their child should learn and be able to do at each grade level and by educating parents on ways they can support their child’s learning at home. Standards brochures were given to parents at Back to School Night, *Elementary School Parents Make the Difference* newsletter was sent home with each school newsletter, and we hosted several meetings to encourage a partnership between school and home: Pastries with the Principals where we shared a Dashboard Presentation and sought input for our Strategic Plan; Digital Citizenship Parent Night; and various casual connection opportunities. On the spring 2023 survey, 91% of parents say they received information on what their child should learn and be able to do at each grade level (83% in 2022).

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.

Source changed due to add most current information:

Added the source, *Local Data*, to *Pupil Engagement Chronic Absenteeism Rate* and *School Climate Suspension Rate*.

Changes to Actions based on educational partner input and outcome of metrics:

Action 2.2 Social-emotional Health – added, *Implement weekly SEL instruction (Choose Love for Schools curriculum)*

Action 2.4 Facilities – removed completed projects

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023/24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$151,424	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.80%	0%	\$0	7.80%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Marcum-Illinois EUSD will receive \$151,424 in supplemental funding for the 2023/24 school year based on the number and concentration of English learners, low income, and foster youth and does not qualify for concentration grant funding. All actions and expenditures of funds marked as contributing to increased or improved services focus on the needs of our unduplicated population and were developed using a careful analysis of data and input from our educational partners. A review of the district’s needs and metrics, along with educational partner input, determined that continued support of students’ academic achievement would be the most effective use of supplemental funds to meet the goals for unduplicated pupils. The following actions are principally directed and effective in increasing performance for low-income students, English learners, and foster youth. These actions and services are being performed on a schoolwide or districtwide basis to increase their overall efficiency and effectiveness.

A review of the 2023 local assessment, Measures of Academic Progress (MAP), revealed almost half of the students in grades K-8th met or exceeded their fall to winter expected growth projections (Math: 46.78%, Reading: 49.28%). While there were not the increases in the metric, *Percent of 3rd-8th Grade Students Scoring Standard Met*, we had hoped for, there were increases in the percentage of students scoring Standard Met between fall 2022 and winter 2023 for some subgroups: Reading: Special Education student group - 25% to 29%; Math: Socioeconomically Disadvantaged student group – 31% to 34%; English learner student group – 0% to 8%; Special Education student group – 19% to 23%. We increased the number of instructional aides so eight instructional aides directly supported students for intervention/tutoring. One hundred percent of unduplicated and students with exceptional needs scoring Standard Not met on local assessments received tutoring or tiered intervention.

Despite this progress, there is still a performance gap in ELA and Math between the Unduplicated student group and the All student group. On the winter 2023 MAP Reading assessment, 46% of the All student group scored Standard Met but 0% of English learners, 22% Low-income, and 29% Students with Disabilities scored Standard Met. Winter 2023 MAP Math assessments had similar achievement gaps between the All student group (46%), Low-income (34%), English learners (8%), and Students with Disabilities (23%). Parents identified a need for academic support. The spring 2023 parent survey revealed that 36.4% of parents believe their child will need academic support in 2023/24 and 30.3% say maybe. Staff believe students will continue to need intervention and would like additional professional development to improve their skills in using all available data to plan and deliver effective intervention. Considering the continued performance gap and educational partner input, we will continue Goal 1, Action 1.3 but with some adjustments to our comprehensive assessment/intervention system. We have modified our school-year calendar to include early dismissal for students every Monday to allow time for the Director of Student Services and classroom teachers to hold data meetings with a focus on our Unduplicated student group. During these meetings, the team will identify skill gaps that will be addressed in the classroom with the whole class and identify students in need of Tier II and Tier III intervention. Targeted intervention will be planned and scheduled. The Director of Student Services will oversee all universal testing, progress monitoring, assessment scheduling, and training for delivery of targeted intervention as well as monitor the progress of unduplicated pupils. Professional development activities and coaching directed at supporting struggling students and effective delivery of intervention will also be embedded throughout. These actions are being provided on an LEA-wide basis and we expect that all students scoring less than proficient on CAASPP and local assessments will benefit. However, because of the gap in performance we believe this action will support our unduplicated pupils significantly more than other students as measured by an increase in percent proficient on ELA and math universal assessments. Goal 1, Action 1.3 Support Academic Achievement

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Marcum-Illinois Union Elementary School District is required to increase and improve services for unduplicated pupils by 7.80%. The actions identified within the prompt above will be completed in order to meet this proportionality percentage.

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.

Marcum-Illinois Union Elementary School District does not receive concentration grant add-on funding.

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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2022/23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,445,633.00	\$ 1,541,270.00

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	Certificated Staff/PD	No	\$ 819,609	\$ 794,945
1	1.2	Instructional Materials	No	\$ 28,000	\$ 26,969
1	1.3	Support Academic Achievement	Yes	\$ 204,990	\$ 201,832
1	1.4	Enrichment	No	\$ 2,950	\$ 1,630
2	2.1	Parent Engagement	No	\$ 3,664	\$ 6,113
2	2.2	Social-emotional Health	No	\$ 7,031	\$ 5,118
2	2.3	Transportation	No	\$ 110,237	\$ 127,025
2	2.4	Facilities	No	\$ 268,552	\$ 376,095
2	2.5	Parent Partnership	No	\$ 600	\$ 1,543

2022/23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 150,391	\$ 170,223	\$ 170,685	\$ (462)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	1.3	Support Academic Achievement	Yes	\$ 170,223	\$ 170,685.00	0.00%	0.00%

2022/23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 1,792,932	\$ 150,391	0.00%	8.39%	\$ 170,685	0.00%	9.52%	\$0.00 - No Carryover	0.00% - No Carryover

2023/24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,683,516	\$ 4,500	\$ -	\$ 35,355	1,723,371	\$ 1,429,701	\$ 293,670

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Certificated Staff/PD	All	\$ 906,367	\$ 2,000	\$ -	\$ -	\$ 908,367
1	1.2	Instructional Materials & Equipment	All	\$ 28,000	\$ -	\$ -	\$ 24,000	\$ 52,000
1	1.3	Support Academic Achievement	All	\$ 192,784	\$ -	\$ -	\$ 11,355	\$ 204,139
1	1.4	Enrichment	All	\$ 2,950	\$ -	\$ -	\$ -	\$ 2,950
2	2.1	Parent Engagement	All	\$ 6,242	\$ -	\$ -	\$ -	\$ 6,242
2	2.2	Social-emotional Health	All	\$ 20,568	\$ 2,500	\$ -	\$ -	\$ 23,068
2	2.3	Transportation	All	\$ 131,719	\$ -	\$ -	\$ -	\$ 131,719
2	2.4	Facilities	All	\$ 392,986	\$ -	\$ -	\$ -	\$ 392,986
2	2.5	Parent Partnership	All	\$ 1,900	\$ -	\$ -	\$ -	\$ 1,900

2023/24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 1,940,324	\$ 151,424	7.80%	0.00%	7.80%	\$ 192,784	0.00%	9.94%	Total:	\$ 192,784
								LEA-wide Total:	\$ 192,784
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

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	1.3	Support Academic Achievement	Yes	LEA-wide	Socio-economically Disadvantaged, English learners, students with disabilities	All Schools	\$ 192,784	0.00%

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 (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 aspects of the LCAP template 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, 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]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

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.

- 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.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.

- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **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 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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