

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

sab-sasd-nov23item01

# California State Board of Education November 2023 Agenda Item #07

## Subject

The Local Control and Accountability Plan Template – Adoption of the Revised Local Control and Accountability Plan Template, Consistent with California *Education Code* Section 52064.

## Type of Action

Action, Information

## Summary of the Issue(s)

The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet the specific needs of their students and community.

At the State Board of Education’s (SBE’s) September 2023 meeting, the California Department of Education (CDE) presented a first draft of the revisions required by Senate Bill 114 which amended California *Education Code* (*EC*) Section 52064 to require additional revisions of the LCAP and Annual Update template and instructions. The proposed revised LCAP template and instructions reflects the collaborative efforts of CDE and SBE staff, the LCAP Advisory Group, and educational partners throughout the state over the past few months.

Attachment 1 provides a summary of the required revisions to the LCAP template and instructions and a summary of how the CDE has been responsive to direction provided by the SBE at its September 2023 meeting and feedback provided by educational partners over the past two months. Attachment 2 provides the current LCAP template and instructions adopted by the SBE at its November 2021 meeting. Attachment 3 provides the draft LCAP template and instructions as required by SB 114.

## Recommendation

The CDE recommends that the SBE adopt the proposed revisions to the LCAP template and instructions and allow the CDE, in collaboration with SBE staff, to make any necessary typographical or formatting corrections as the documents are prepared for posting on the CDE website.

### Implementation Timeline and Training

Following adoption of the LCAP template and instructions by the SBE, the CDE will provide statewide trainings via its Tuesday @ 2 webinars between November 14, 2023, and January 9, 2022, related to the new requirements, as well as ongoing guidance and support. LEAs will use the revised LCAP template and instructions in the development of the 2024–25 LCAP.

## Summary of Previous State Board of Education Discussion and Action

In September 2023, the SBE provided feedback to the CDE related to the development of the revised LCAP template and directed the CDE to continue with the development. (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/sep23item02.docx>)

In November 2021, the SBE adopted the proposed revised LCAP and Annual Update Template, consistent with *EC* sections 42238.07 and 52064, and the one-time supplement template to the Annual Update to the 2021–22 LCAP consistent with Section 124 of Assembly Bill 130. (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/nov21item05.docx>)

In October 2021, an information memorandum was provided to the SBE related to the criteria used to identify consistently low-performing student groups per *EC* Section 52064(e)(6)(A) and consistently low-performing schools per *EC* Section 52064(e)(6)(B). (<https://www.cde.ca.gov/be/pn/im/documents/oct21memoamard02.docx>)

In September 2021, the SBE provided feedback to the CDE related to the development and directed the CDE to continue with the development of the revised LCAP template and the one-time supplement template to the Annual Update to the 2021–22 LCAP. (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/sep21item03.docx>)

In January 2020, the SBE adopted the proposed revised LCAP and Annual Update Template, consistent with *EC* Section 52064 and the LCAP Annual Update Template for the 2019–2020 LCAP year consistent with *EC* sections 52061 and 52064. (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/jan20item02.docx>)

In October 2019, an information memorandum was provided to update the SBE regarding the LCAP Template redesign project and provide access to the LCAP Template redesign survey. The draft LCAP Template presented in the redesign survey included draft instructions. (<https://www.cde.ca.gov/be/pn/im/documents/oct19memoiad01.docx>)

In September 2019, the SBE directed the CDE to continue with the development of a revised template for the LCAP to include instructions. (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item02.docx>)

In January 2019, the SBE adopted the proposed revised LCAP and Annual Update Template necessary to implement the LCFF Budget Overview for Parents established by *EC* Section 52064.1, to address requirements of Section 1111(d) of the Every Student Succeeds Act (ESSA), to reduce duplication of effort for LEAs in completing the LCAP and the LCFF Budget Overview for Parents, and in a continued effort to reduce a duplication of effort, removed the Increase or Improved Services prompt from the LCAP Plan Summary section, as this information is addressed fully in the Demonstration of Increased or Improved Services for Unduplicated Pupils section of the LCAP. (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/jan19item03.docx>)

In November 2016, the SBE adopted the proposed revised LCAP and Annual Update Template and allowed the CDE, in collaboration with SBE staff, to make any necessary typographical or formatting corrections as the document is prepared for posting on the CDE website. (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/nov16item04.doc>)

In July 2016, the SBE directed the CDE to continue with the development of a revised template for the LCAP and the Annual Update based on the assumptions that the revised LCAP and Annual Update Template would include a Plan Summary section for completion by all LEAs and would be effective for a period of three years inclusive, and be updated annually, as required (consistent with *EC* sections 52060(b) and 52066(b), and *EC* sections 52061 and 52067). (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/jul16item03.doc>)

In May 2016, the SBE directed the CDE to proceed with the development of a revised template for the LCAP and the Annual Update using the identified overarching design principles. (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item03.doc>)

## Fiscal Analysis (as appropriate)

None.

## Attachment(s)

* Attachment 1: Summary of Required Revisions to the Local Control and Accountability Plan and Annual Update Template (8 pages)
* Attachment 2: Current Local Control and Accountability Plan and Annual Update Template and Instructions (45 pages)
* Attachment 3: Proposed Revisions to the Local Control and Accountability Plan and Annual Update Template and Instructions (57 pages)
* Attachment 4: Proposed Revisions to the Local Control and Accountability Plan and Annual Update Template and Instructions – No Markup (57 pages)
* Attachment 5: Proposed 2023–24 Local Control and Accountability Plan Annual Update Template and Instructions (6 pages)

## Attachment 1: Summary of Required Revisions to the Local Control and Accountability Plan and Annual Update Template

Senate Bill 114 amended California *Education Code* (*EC*) Section 52064 to require revisions of the Local Control and Accountability Plan and Annual Update (LCAP) template and instructions. This attachment provides a summary of the revisions to the LCAP template and instructions required by SB 114 and a summary of how the California Department of Education (CDE) has been responsive to direction provided by the State Board of Education (SBE) at its September 2023 meeting and feedback provided by educational partners over the past two months.

### Intent of the LCAP Development Process

*EC* Section 52064(e)(1) was revised to require that the process of developing and annually updating the LCAP must support local educational agencies (LEAs) in comprehensive strategic planning, accountability, and improvement across the state priorities, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard) authorized in *EC* Section 52064.5. Accordingly, the instructions for the LCAP template have been revised to include this focus on reducing the disparities in opportunities and outcomes between student groups.

### Plan Summary

*EC* Section 52064(b)(9) requires that the LCAP template include a plan summary that provides general information about the LEA and highlights of the LCAP, including reflections on the LEA’s annual performance on the Dashboard authorized in *EC* Section 52064.5, as well as other local data. SB 114 adds the requirement that LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5 must also include a summary of the work underway as part of receiving technical assistance.

At its November 2021 meeting, the SBE directed the CDE to identify ways to reduce the length of the LCAP. In response to this direction, the CDE proposed a revision of the Plan Summary section that consolidates the information required by *EC* Section 52064(b)(9) into three prompts and aligns the instructions to address new requirements instituted by *EC* sections 52064(b)(9), 52064(e)(6), and 52064(e)(7).

### Engaging Educational Partners

SB 114 amended *EC* Section 52064(b)(10) to require that LEAs with schools that generate Local Control Funding Formula (LCFF) Equity Multiplier funding pursuant to *EC* Section 42238.024 must include a summary of how they consulted with educational partners at schools generating LCFF Equity Multiplier funds in the development of the LCAP. The instructions for the LCAP template have been amended to include this requirement.

Additionally, in response to the direction provided by the SBE to reduce the length of the LCAP, the CDE proposed to remove a prompt within the Engaging Educational Partners section of the LCAP that is not explicitly required by *EC* Section 52064(b)(10).

### Goals and Actions

*EC* Section 52064(e)(4) was amended to specify that LEAs must consider their performance on the state and local indicators included in the Dashboard in determining whether and how to prioritize the goals, specific actions, and related expenditures included within the LCAP. The LCAP template instructions have been amended to reflect this requirement.

### Measuring and Reporting Outcomes

SB 114 added *EC* Section 52064(e)(3), which requires that for each action and budgeted expenditure provided to all pupils on a districtwide, countywide, or charterwide basis pursuant to *EC* Section 42238.07, one or more specific metrics to monitor the intended outcome of that action and budgeted expenditure must be identified. The LCAP template instructions have been amended to reflect this requirement while providing LEAs with flexibility in determining where to address this requirement within the LCAP.

### Required Goals

In 2020, SB 98 amended *EC* sections 52064(e)(5) and (e)(6) to require that the instructions for the LCAP template be revised to include requirements for LEAs that meet certain performance criteria within the Dashboard to include specific goals within their LCAPs.

* *EC* Section 52064(e)(5) requires that an LEA that meets the criteria to receive technical assistance pursuant to *EC* sections 47607, 47607.2, 52071, or 52071.5, as applicable, based on the performance of the same student group or groups for three or more consecutive years, must include a goal in the LCAP focused on improving the performance of that student group or groups.
* *EC* Section 52064(e)(6) requires that a school district or county office of education (COE) with two or more schools, that for two consecutive years, has a school that has received the two lowest performance levels on all but one of the state indicators for which the school receives performance levels on the Dashboard and the performance of the school district or COE for the “All Students” student group on the Dashboard is at least one performance level higher on all of those indicators, must include a goal in the LCAP focused on addressing the disparities in performance at the applicable school or schools compared to the performance of the school district or COE as a whole.

SB 114 amended *EC* sections 52064(e)(5) and (e)(6) to remove this requirement. In addition, *EC* Section 52064(e)(7) was amended to require that LEAs receiving LCFF Equity Multiplier funding pursuant to *EC* Section 42238.024 include one or more focus goals for each school generating such funding. These focus goals must address all student groups that have the lowest performance level on one or more state indicators on the Dashboard and any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable. To address these changes in requirements, the instructions for the LCAP template have been amended.

### Required Actions

*EC* Section 52064(b)(2) added the requirement that an LEA eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5 must include actions within the LCAP that address the work underway as part of technical assistance.

Additionally, *EC* Section 52064(e)(6) was amended to include the requirement that LEAs must include specific actions in the LCAP to address all instances where a school or student group within an LEA, or a student group within a school, receives the lowest performance level on one or more state indicators on the Dashboard. *EC* Section 52064(e)(6) further specifies that the results of the Dashboard in the year preceding the adoption of the LCAP determine the instances of low performance that apply for the three-year period in which the LCAP is in effect.

*EC* Section 52064(e)(5) has been revised to specify that LEAs that have a numerically significant English learner pupil subgroup and/or a numerically significant long-term English learner pupil 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 pupils and professional development activities specific to English learners and/or long-term English learners. Pursuant to *EC* Section 52052(a)(3), a numerically significant number of English learners is one that consists of at least 30 students while a numerically significant number of long-term English learner students is one that consists of 15 students. The instructions for the LCAP template have been amended to include these statutorily required actions.

### Goal Analysis

*EC* Section 52064(b)(7) requires the LCAP to include a review of the progress toward the goals included in the existing LCAP, a review of any changes in the applicability of the goals, an assessment of the effectiveness of the specific actions described in the existing LCAP toward achieving the goals, a description of changes to the specific actions and related expenditures or quality improvements the LEA will make as a result of the review and assessment, and an update on progress implementing the specific actions in the current fiscal year, including estimated actual expenditures for the specific actions and actual quality improvements. SB 114 amended *EC* Section 52064(b)(7) to include the requirement that, in addition to assessing the effectiveness of actions when reviewing the progress that actions have made towards a goal, LEAs must also address any lack of effectiveness of actions of the specific actions described in the existing LCAP toward achieving the goals.

SB 144 also added *EC* Section 52064(e)(8) which specifies that LEAs must change actions that have not proven effective over a three-year period and must include a description of changes that explains the reasons for the lack of progress and how any changes to the action will result in a new or strengthened approach. The instructions for the LCAP template have been amended to include these changes.

In addition, the CDE proposed to move the location of the Goal Analysis prompts from the end of the Goals and Actions section to follow the Measuring and Reporting Results component of the same section. This revision was prosed to better align with the typical LCAP planning cycle, in which data and feedback from educational partners is reviewed and reflected upon to determine if and/or how the actions associated with the goal might need to be revised.

Lastly, the CDE proposed the inclusion of a 2023–24 Annual Update Template and Instructions to aid LEAs in providing the update to the LCAP required pursuant to *EC* sections 47606.5(a), 52061, and 52067. This standalone template will allow LEAs to report outcomes for the 2023–24 school year, reflect on the implementation and effectiveness of actions being implemented to achieve each goal and identify any changes being made to goals, metrics, desired outcomes, or actions for the coming year.

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

SB 114 amended *EC* Section 52064(b)(3) to clarify that the English learner student group includes long-term English learners for the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02. The LCAP template instructions have been amended to reflect this requirement.

### Additional Proposed Revisions

In an effort to simplify the LCAP Action Tables for LEAs, the CDE proposed to consolidate the Data Entry Table and the Total Expenditures Table into a single table. The CDE also proposed revisions to certain wording within the template and instructions to provide additional clarification, as well as revising the formatting of certain instructions for ease of reading and to enable readers to understand the instructions more clearly.

**State Board of Education Feedback and Educational Partner Engagement**

At its September 2023 meeting, the SBE requested the CDE to do the following:

* Clarify the difference between prompts one and two in the Engaging Educational Partners section to ensure that the purpose of each prompt was apparent to readers.
* Change the sentence reading “LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups” to instead read “LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.”
* Investigate the possibility of allowing LEAs to create a single Equity Multiplier goal for multiple Equity Multiplier schoolsites and, if possible, allow LEAs the flexibility to do so, provided that the schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard and/or common issues in credentialing, subject matter preparation, and retention of the schoolsites educators, if applicable.
* Require that LEAs identify which goals are Equity Multiplier goals and require that the schoolsite(s) being addressed by the Equity Multiplier goals be identified.
* Within the instructions for Equity Multiplier goals, include the provision that Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program, the Literacy Coaches and Reading Specialists Grant Program, and/or the California Community Schools Partnership Program.
* Consider replacing narrative boxes with tables.
* Seek to provide instructions responsive to the unique needs of school districts, COEs, and charter schools.

The CDE subsequently revised the proposed LCAP template and instructions to incorporate the feedback received from both the SBE and from educational partners during the September 2023 meeting and provided additional opportunities for engagement to educational partners throughout the state. The table provided below identifies the engagement with educational partners that the CDE engaged in.

| Date | Engagement Opportunity | Approximate Number of Attendees |
| --- | --- | --- |
| 9/19/2023 | LCFF Equity Coalition | 20 |
| 9/20/2023 | California County Superintendents Curricular and Improvement Support Committee (CISC) Accountability Committee | 11 |
| 9/21/2023 | California County Superintendents CISC General Membership | 60 |
| 9/22/2023 | LCAP Advisory Group | 22 |
| 9/28/2023 | Sacramento Charter Schools Community of Practice | 33 |
| 10/3/2023 | Statewide Tuesdays @ 2 Webinar | 507 |
| 10/5/2023 | Education Management Group | 14 |
| 10/13/2023 | Association of California School Administrators | 30 |

As a result of the feedback provided by the SBE and educational partners, the CDE is proposing the following additional revisions to the draft LCAP template and instructions. Please note that Attachments 3, 4, and 5 of this item provide proposed edits to the draft LCAP template and instructions that the SBE reviewed at its September 2023 meeting.

### Response to State Board of Education Feedback

In response to the feedback provided by the SBE, the CDE has made the following revisions to the proposed template and instructions:

* Revised the two prompts within the Engaging Educational Partners section to clarify the different purpose of the prompts. The CDE also engaged educational partners as to whether the inclusion of a table, rather than a narrative response field, would be beneficial in responding to the first prompt. The feedback provided by educational partners was mixed, with some partners appreciating the simplicity and clarity of the table and others preferring the flexibility afforded by the narrative response field. Based on this feedback, the CDE is proposing the inclusion of the table (Attachment 3, p. 3), which continues to provide LEAs with flexibility while also allowing them to provide clarity as best fits the local context of their LEA. In response to feedback from educational partners, the CDE is also proposing to identify both the educational partners that must be consulted in the development of the LCAP, pursuant to *EC* sections 47606.5(d), 52060(g), and 52066(g), and that LEAs receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP as part of the first prompt.
* Added a field to the Goal description, allowing LEAs to identify the type of goal being implemented to allow for the clear identification of which goal(s) are Equity Multiplier goals (Attachment 3, p. 4).
* Changed the sentence reading “LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups” to instead read “LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups” (Attachment 3, p. 33).
* Further developed the instructions for Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding to include instructions for developing a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators. Additionally, the supplement, not supplant, provisions for Equity Multiplier funds and the requirements for the use of Equity Multiplier funding have been added to the instructions (Attachment 3, pp. 30–31 and 52).
* Added specific instructions in instances where there are differing requirements for COEs, school districts, and charter schools (Attachment 3, pp. 3, 25, and 34–35).

### Response to Educational Partner Feedback

The CDE is also proposing the following revisions in response to the feedback provided by educational partners:

* Add a Metric Number column to the Measuring and Reporting Results table for ease of reference when referring to metrics in other sections of the plan (Attachment 3, pp. 4–5).
* Remove references to specific years in the Measuring and Reporting Results table, as LEAs identified that the years created confusion about what must be reported for yearly outcomes (Attachment 3, pp. 4–5).
* Revise the term “Desired Outcome” in the Measuring and Reporting Results table to instead read “Target Outcome,” as educational partners stated that a “target” may be reflective of incremental progress toward a greater "desired" outcome and is more realistic and intentional (Attachment 3, pp. 4–5).
* Replace the “Year 3 Outcome” field in the Measuring and Reporting Results table with “Current Difference from Baseline”, which allows readers to clearly identify the change that has occurred between the baseline and the yearly outcome for each metric (Attachment 3, pp. 4–5).
* Revise the first two prompts in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section to clarify requirements for LEAs and to provide additional clarity for educational partners and replace the narrative response boxes with tables (Attachment 3, pp. 7–9, 40–47).

### Additional Revisions Proposed by the CDE

In addition, the CDE is proposing the following revisions:

* Adding the prompts from the template to the instructions to provide a similar look and feel as the template and to provide clarity on which instructions relate to each prompt.
* Revise the instructions for the Projected LCFF Base Grant, the Projected LCFF Supplemental and/or Concentration Grants, the Estimated Actual LCFF Supplemental and/or Concentration Grants, and the Estimated Actual LCFF Base Grant to better clarify the requirement and to align with statutory changes (Attachment 3, pp. 50–51 and 54–55).
* Revise the formatting and/or wording within the template and instructions for ease of reading, to enable readers to understand the instructions more clearly, to provide access to additional information, and to provide additional accessibility for individuals with disabilities.

## Attachment 2: Current Local Control and Accountability Plan and Annual Update Template and Instructions

### 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 |
| --- | --- | --- |
| [Insert LEA Name here] | [Insert Contact Name and Title here] | [Insert Email and Phone here] |

#### Plan Summary [LCAP Year]

##### General Information

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

[Respond here]

##### Reflections: Successes

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

[Respond here]

##### 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.

[Respond here]

##### LCAP Highlights

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

[Respond here]

##### 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.

[Identify the eligible schools here]

###### Support for Identified Schools

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

[Describe support for schools here]

###### Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

#### Engaging Educational Partners

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

[Respond here]

A summary of the feedback provided by specific educational partners.

[Respond here]

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

[Respond here]

#### Goals and Actions

##### Goal

| Goal # | Description |
| --- | --- |
| [Goal #] | [A description of what the LEA plans to accomplish.] |

An explanation of why the LEA has developed this goal.

[Respond here]

##### Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
| --- | --- | --- | --- | --- | --- |
| [Respond here] | [Respond here] | [Insert outcome here] | [Insert outcome here] | [Insert outcome here] | [Respond here] |
| [Respond here] | [Respond here] | [Insert outcome here] | [Insert outcome here] | [Insert outcome here] | [Respond here] |
| [Respond here] | [Respond here] | [Insert outcome here] | [Insert outcome here] | [Insert outcome here] | [Respond here] |

##### Actions

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| [Action #] | [A short title for the action; this will appear in the Action tables] | [A description of what the action is; may include a description of how the action contributes to increasing or improving services] | [$ 0.00] | [Y/N] |
| [Action #] | [A short title for the action; this will appear in the Action tables] | [A description of what the action is; may include a description of how the action contributes to increasing or improving services] | [$ 0.00] | [Y/N] |
| [Action #] | [A short title for the action; this will appear in the Action tables] | [A description of what the action is; may include a description of how the action contributes to increasing or improving services] | [$ 0.00] | [Y/N] |

##### Goal Analysis for [LCAP Year]

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.

[Respond here]

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.

[Respond here]

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

[Respond here]

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.

[Respond here]

**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 [LCAP Year]

| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
| --- | --- |
| $[Insert dollar amount here] | $[Insert dollar amount here] |

**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 |
| --- | --- | --- | --- |
| [Insert percentage here]% | [Insert percentage here]% | $[Insert dollar amount here] | [Insert percentage here]% |

**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.

[Provide description here]

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

[Provide description here]

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.

[Provide description here]

| **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 | [Provide ratio here] | [Provide ratio here] |
| Staff-to-student ratio of certificated staff providing direct services to students | [Provide ratio here] | [Provide ratio here] |

**[LCAP Year] Data Entry Table 1**

| **LCAP Year (Input)** | **1. Projected LCFF Base Grant (Input Dollar Amount)** | **2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)** | **3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)** | **LCFF Carryover — Percentage (Input Percentage from Prior Year)** | **Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)** |
| --- | --- | --- | --- | --- | --- |
| [Input LCAP Year] | $[Input Projected LCFF Base Grant] | $[Input Projected LCFF Supplemental and/or Concentration Grants] | [Input Projected Percentage to Increase or Improve Services for the Coming School Year]% | [Input LCFF Carryover — Percentage]% | [Input Total Percentage to Increase or Improve Services for the Coming School Year]% |

**[LCAP Year] Data Entry Table 2**

| **Goal #** | **Action #** | **Action Title** | **Student Group(s)** | **Contributing to Increased or Improved Services?** | **Scope** | **Unduplicated Student Group(s)** | **Location** | **Time Span** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| [Insert Goal #] | [Insert Action #] | [Insert Action Title] | [Insert Student Group(s)] | [Insert Yes/No] | [Insert Scope] | [Insert Unduplicated Student Group(s)] | [Insert Location] | [Insert Time Span] |
| [Insert Goal #] | [Insert Action #] | [Insert Action Title] | [Insert Student Group(s)] | [Insert Yes/No] | [Insert Scope] | [Insert Unduplicated Student Group(s)] | [Insert Location] | [Insert Time Span] |

(Continued on the following page)

**[LCAP Year] Data Entry Table 3**

| **Total Personnel** | **Total Non-personnel** | **LCFF Funds** | **Other State Funds** | **Local Funds** | **Federal Funds** | **Total Funds** | **Planned Percentage of Improved Services** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| [Insert Total Personnel] | [Insert Total Non-personnel] | $[Insert LCFF Funds] | $[Insert Other State Funds] | $[Insert Local Funds] | $[Insert Federal Funds] | $[Insert Total Funds] | [Insert Percentage]% |
| [Insert Total Personnel] | [Insert Total Non-personnel] | $[Insert LCFF Funds] | $[Insert Other State Funds] | $[Insert Local Funds] | $[Insert Federal Funds] | $[Insert Total Funds] | [Insert Percentage]% |

**Table 1: [LCAP Year] Total Planned Expenditures Table 1**

| **Totals:** | **LCFF Funds** | **Other State Funds** | **Local Funds** | **Federal Funds** | **Total Funds** |
| --- | --- | --- | --- | --- | --- |
| Totals: | $[Total LCFF Funds] | $[Total Other State Funds] | $[Total Local Funds] | $[Total Federal Funds] | $Total Funds] |

**Table 1: [LCAP Year] Total Planned Expenditures Summary Table 2**

| **Total Personnel** | **Total Non-personnel** |
| --- | --- |
| $[Total Personnel] | $[Total Non-personnel] |

**Table 1: [LCAP Year] Total Planned Expenditures Summary Table 3**

| **Goal #** | **Action #** | **Action Title** | **Student Group(s)** | **LCFF Funds** | **Other State Funds** | **Local Funds** | **Federal Funds** | **Total Funds** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| [Input goal number] | [Input action number] | [Input action title] | [Input student group(s)] | $[LCFF Funds] | $[Other State Funds] | $[Local Funds] | $[Federal Funds] | $[Total Funds] |
| [Input goal number] | [Input action number] | [Input action title] | [Input student group(s)] | $[LCFF Funds] | $[Other State Funds] | $[Local Funds] | $[Federal Funds] | $[Total Funds] |

**Table 2: [LCAP Year] Contributing Actions Table 1**

| **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)** | **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)** |
| --- | --- | --- | --- | --- | --- | --- |
| $[Estimated LCFF Base Grant Funds] | $[Estimated LCFF Supplemental and/or Concentration Grant Funds] | [Projected Percentage to Increase or Improve Services]% | [LCFF Carryover Percentage]% | [Planned Percentage of Increased Services]% | [Total Planned Percentage of Improved Services]% | [Planned Percentage to Increase or Improve Services]% |

**Table 2: [LCAP Year] Contributing Actions Table 2**

| **Totals by Type** | **Total LCFF Funds** |
| --- | --- |
| **Total:** | $[Total LCFF Funds] |
| **LEA-wide Total:** | $[Total LCFF Funds] |
| **Targeted Total:** | $[Total LCFF Funds] |
| **Schoolwide Total:** | $[Total LCFF Funds] |

(Continued on the following page)

**Table 2: [LCAP Year] Contributing Actions Table 3**

| **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 (%)** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| [Goal #] | [Action #] | [Action Title] | [Contributing to increased or improved services] | [Scope] | [Unduplicated Student Group(s)] | [Location] | $[LCFF Funds] | [Percentage]% |
| [Goal #] | [Action #] | [Action Title] | [Contributing to increased or improved services] | [Scope] | [Unduplicated Student Group(s)] | [Location] | $[LCFF Funds] | [Percentage]% |

**Table 3: [LCAP Year] Annual Update Table 1**

| **Totals:** | **Last Year's Total Planned Expenditures** | **Total Estimated Actual Expenditures** |
| --- | --- | --- |
| Totals: | $[Planned Expenditure Total] | $[Estimated Actual Total] |

**Table 3: [LCAP Year] Annual Update Table 2**

| **Last Year's Goal #** | **Last Year's Action #** | **Prior Action/Service Title** | **Contributed to Increased or Improved Services?** | **Last Year's Planned Expenditures** | **Estimated Actual Expenditures** |
| --- | --- | --- | --- | --- | --- |
| [Goal #] | [Action #] | [Prior Action/Service Title] | [Yes/No] | $[Total Planned Expenditures] | $[Total Estimated Actual Expenditures] |
| [Goal #] | [Action #] | [Prior Action/Service Title] | [Yes/No] | $[Total Planned Expenditures] | $[Total Estimated Actual Expenditures] |

**Table 4: [LCAP Year] Contributing Actions Annual Update Table 1**

| **6. Estimated Actual LCFF Supplemental and/or Concentration Grants** | **4. Total Planned Contributing Expenditures** | **7. Total Estimated Actual Expenditures for Contributing Actions**  **(LCFF Funds)** | **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions**  **(Subtract 4 from 7)** | **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)** |
| --- | --- | --- | --- | --- | --- | --- |
| $[Estimated Actual LCFF Supplemental and/or Concentration Grants] | $[Planned Expenditure Total] | $[Total Estimated Actual Expenditures] | $[ Difference Between Planned and Estimated Actual Expenditures] | [Planned Percentage of Improved Services]% | [Estimated Actual Percentage of Improved Services]% | $[Difference] |

**Table 4: [LCAP Year] Contributing Actions Annual Update Table 2**

| **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** **(LCFF Funds)** |
| --- | --- | --- | --- | --- | --- |
| [Goal #] | [Action #] | [Prior Action/Service Title] | [Yes/No] | $[Total Planned Expenditures] | $[Total Estimated Actual Expenditures] |
| [Goal #] | [Action #] | [Prior Action/Service Title] | [Yes/No] | $[Total Planned Expenditures] | $[Total Estimated Actual Expenditures] |

(Continued on the following page)

**Table 4: [LCAP Year] Contributing Actions Annual Update Table 3**

| **Planned Percentage of Improved Services** | **Estimated Actual Percentage of Improved Services** |
| --- | --- |
| [Planned Percentage Percentage]% | [Estimated Actual Percentage]% |
| [Planned Percentage Percentage]% | [Estimated Actual Percentage]% |

**Table 5: [LCAP Year] LCFF Carryover Table**

| **9. Estimated Actual LCFF Base Grant** | **6. Estimated Actual LCFF Supplemental and/or Concentration Grants** | **LCFF Carryover — Percentage (Percentage from Prior Year)** | **10. Estimated Actual Percentage to Increase or Improve Services for the Current School Year**  **(6 divided by 9)** | **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 (Subtract 11 from 10 and multiply by 9)** | **13. LCFF Carryover — Percentage**  **(12 divided by 9)** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| $[Estimated Actual LCFF Base Grant] | $[Estimated Actual LCFF Supplemental and/or Concentration Grants] | [LCFF Carryover — Percentage  from Prior Year]% | [Estimated Actual Percentage to Increase or Improve Services]% | $[Total Estimated Actual Expenditures for Contributing Actions] | [Total Estimated Actual Percentage of Improved Services] | [Estimated Actual Percentage of Increased or Improved Services]% | $[LCFF Carryover] | [Proportional LCFF Carryover Percentage]% |

#### Instructions

[Plan Summary](#_Plan_Summary" \o "Plan Summary Instructions)

[Engaging Educational Partners](#_Engaging_Educational_Partners)

[Goals and Actions](#_Goals_and_Actions)

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

*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*](mailto: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:

* + - 1. 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.
      2. 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.
      3. 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.
      4. Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
      5. 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/fg/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/fg/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).

California Department of Education

January 2022

## Attachment 3: Proposed Revisions to the Local Control and Accountability Plan and Annual Update Template and Instructions

### DRAFT 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 |
| --- | --- | --- |
| [Insert LEA Name here] | [Insert Contact Name and Title here] | [Insert Email and Phone here] |

#### Plan Summary [LCAP Year]

##### General Information

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

[Respond here]

##### Reflections: Annual Performance

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

[Respond here]

##### Reflections: Technical Assistance

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

[Respond here]

##### 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.

[Identify the eligible schools here]

###### Support for Identified Schools

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

[Describe support for schools here]

###### Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

#### Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| [Identify applicable partner(s) or group(s) here] | [Describe the process for engaging the identified educational partner(s) here] |
| [Identify applicable partner(s) or group(s) here] | [Describe the process for engaging the identified educational partner(s) here] |
| [Identify applicable partner(s) or group(s) here] | [Describe the process for engaging the identified educational partner(s) here] |

Insert or delete rows, as necessary.

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

[Respond here]

#### Goals and Actions

##### Goal

| Goal # | Description | Type of Goal |
| --- | --- | --- |
| [Goal #] | [A description of what the LEA plans to accomplish.] | [Identify the type of goal here] |

State Priorities addressed by this goal.

[Respond here]

An explanation of why the LEA has developed this goal.

[Respond here]

##### Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference From Baseline |
| --- | --- | --- | --- | --- | --- | --- |
| [Metric #] | [Insert metric here] | [Insert baseline here] | [Insert outcome here] | [Insert outcome here] | [Insert target outcome here] | [Insert current difference from baseline here] |
| [Metric #] | [Insert metric here] | [Insert baseline here] | [Insert outcome here] | [Insert outcome here] | [Insert target outcome here] | [Insert current difference from baseline here] |
| [Metric #] | [Insert metric here] | [Insert baseline here] | [Insert outcome here] | [Insert outcome here] | [Insert target outcome here] | [Insert current difference from baseline here] |

Insert or delete rows, as necessary.

##### Goal Analysis for [LCAP Year]

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

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

[Respond here]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

**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.**

##### Actions

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| [Action #] | [A short title for the action; this will appear in the Action tables] | [A description of what the action is; may include a description of how the action contributes to increasing or improving services] | [$ 0.00] | [Y/N] |
| [Action #] | [A short title for the action; this will appear in the Action tables] | [A description of what the action is; may include a description of how the action contributes to increasing or improving services] | [$ 0.00] | [Y/N] |
| [Action #] | [A short title for the action; this will appear in the Action tables] | [A description of what the action is; may include a description of how the action contributes to increasing or improving services] | [$ 0.00] | [Y/N] |

Insert or delete rows, as necessary.

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| --- | --- |
| $[Insert dollar amount here] | $[Insert dollar amount here] |

**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 |
| --- | --- | --- | --- |
| [Insert percentage here]% | [Insert percentage here]% | $[Insert dollar amount here] | [Insert percentage here]% |

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

##### Required Descriptions

**LEA-wide and Schoolwide Actions**

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

| Goal and Action #(s) | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
| --- | --- | --- | --- |
| [Goal and Action #(s)] | [A description of the unique identified need(s) of the unduplicated student group(s) for whom the action(s) are principally directed] | [A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis] | [Identify the metric(s) being used to monitor effectiveness] |
| [Goal and Action #(s)] | [A description of the unique identified need(s) of the unduplicated student group(s) for whom the action(s) are principally directed] | [A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis] | [Identify the metric(s) being used to monitor effectiveness] |
| [Goal and Action #(s)] | [A description of the unique identified need(s) of the unduplicated student group(s) for whom the action(s) are principally directed] | [A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis] | [Identify the metric(s) being used to monitor effectiveness] |

Insert or delete rows, as necessary.

**Limited Actions**

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

| Goaland Action **#** | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
| --- | --- | --- | --- |
| [Goal and Action #] | [A description of the unique identified need(s) of the unduplicated student group(s) being served] | [A description of how the action is designed to address those identified need(s)] | [Identify the metric(s) being used to monitor effectiveness] |
| [Goal and Action #] | [A description of the unique identified need(s) of the unduplicated student group(s) being served] | [A description of how the action is designed to address those identified need(s)] | [Identify the action’s effectiveness will be measured] |
| [Goal and Action #] | [A description of the unique identified need(s) of the unduplicated student group(s) being served] | [A description of how the action is designed to address those identified need(s)] | [Identify the action’s effectiveness will be measured] |

Insert or delete rows, as necessary.

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

[Provide description here]

**Additional Concentration Grant Funding**

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

[Provide description here]

| **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 | [Provide ratio here] | [Provide ratio here] |
| Staff-to-student ratio of certificated staff providing direct services to students | [Provide ratio here] | [Provide ratio here] |

**Table 1: [LCAP Year] Total Planned Expenditures Table 1**

| **LCAP Year (Input)** | **1. Projected LCFF Base Grant (Input Dollar Amount)** | **2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)** | **3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)** | **LCFF Carryover — Percentage (Input Percentage from Prior Year)** | **Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)** |
| --- | --- | --- | --- | --- | --- |
| [Input LCAP Year] | $[Input Projected LCFF Base Grant] | $[Input Projected LCFF Supplemental and/or Concentration Grants] | [Input Projected Percentage to Increase or Improve Services for the Coming School Year]% | [Input LCFF Carryover — Percentage]% | [Input Total Percentage to Increase or Improve Services for the Coming School Year]% |

**Table 1: [LCAP Year] Total Planned Expenditures Table 2**

| **Totals:** | **LCFF Funds** | **Other State Funds** | **Local Funds** | **Federal Funds** | **Total Funds** |
| --- | --- | --- | --- | --- | --- |
| Totals: | $[Total LCFF Funds] | $[Total Other State Funds] | $[Total Local Funds] | $[Total Federal Funds] | $Total Funds] |

**Table 1: [LCAP Year] Total Planned Expenditures Table 3**

| **Total Personnel** | **Total Non-personnel** |
| --- | --- |
| $[Total Personnel] | $[Total Non-personnel] |

(Continued on the following page)

**Table 1: [LCAP Year] Total Planned Expenditures Table 4**

| **Goal #** | **Action #** | **Action Title** | **Student Group(s)** | **Contributing to Increased or Improved Services?** | **Scope** | **Unduplicated Student Group(s)** | **Location** | **Time Span** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| [Insert Goal #] | [Insert Action #] | [Insert Action Title] | [Insert Student Group(s)] | [Insert Yes/No] | [Insert Scope] | [Insert Unduplicated Student Group(s)] | [Insert Location] | [Insert Time Span] |
| [Insert Goal #] | [Insert Action #] | [Insert Action Title] | [Insert Student Group(s)] | [Insert Yes/No] | [Insert Scope] | [Insert Unduplicated Student Group(s)] | [Insert Location] | [Insert Time Span] |

**Table 1: [LCAP Year] Total Planned Expenditures Table 5**

| **Total Personnel** | **Total Non-personnel** | **LCFF Funds** | **Other State Funds** | **Local Funds** | **Federal Funds** | **Total Funds** | **Planned Percentage of Improved Services** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| [Insert Total Personnel] | [Insert Total Non-personnel] | $[Insert LCFF Funds] | $[Insert Other State Funds] | $[Insert Local Funds] | $[Insert Federal Funds] | $[Insert Total Funds] | [Insert Percentage]% |
| [Insert Total Personnel] | [Insert Total Non-personnel] | $[Insert LCFF Funds] | $[Insert Other State Funds] | $[Insert Local Funds] | $[Insert Federal Funds] | $[Insert Total Funds] | [Insert Percentage]% |

**Table 2: [LCAP Year] Contributing Actions Table 1**

| **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)** | **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)** |
| --- | --- | --- | --- | --- | --- | --- |
| $[Estimated LCFF Base Grant Funds] | $[Estimated LCFF Supplemental and/or Concentration Grant Funds] | [Projected Percentage to Increase or Improve Services]% | [LCFF Carryover Percentage]% | [Planned Percentage of Increased Services]% | [Total Planned Percentage of Improved Services]% | [Planned Percentage to Increase or Improve Services]% |

**Table 2: [LCAP Year] Contributing Actions Table 2**

| **Totals by Type** | **Total LCFF Funds** |
| --- | --- |
| **Total:** | $[Total LCFF Funds] |
| **LEA-wide Total:** | $[Total LCFF Funds] |
| **Targeted Total:** | $[Total LCFF Funds] |
| **Schoolwide Total:** | $[Total LCFF Funds] |

(Continued on the following page)

**Table 2: [LCAP Year] Contributing Actions Table 3**

| **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 (%)** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| [Goal #] | [Action #] | [Action Title] | [Contributing to increased or improved services] | [Scope] | [Unduplicated Student Group(s)] | [Location] | $[LCFF Funds] | [Percentage]% |
| [Goal #] | [Action #] | [Action Title] | [Contributing to increased or improved services] | [Scope] | [Unduplicated Student Group(s)] | [Location] | $[LCFF Funds] | [Percentage]% |

**Table 3: [LCAP Year] Annual Update Table 1**

| **Totals:** | **Last Year's Total Planned Expenditures** | **Total Estimated Actual Expenditures** |
| --- | --- | --- |
| Totals: | $[Planned Expenditure Total] | $[Estimated Actual Total] |

**Table 3: [LCAP Year] Annual Update Table 2**

| **Last Year's Goal #** | **Last Year's Action #** | **Prior Action/Service Title** | **Contributed to Increased or Improved Services?** | **Last Year's Planned Expenditures** | **Estimated Actual Expenditures** |
| --- | --- | --- | --- | --- | --- |
| [Goal #] | [Action #] | [Prior Action/Service Title] | [Yes/No] | $[Total Planned Expenditures] | $[Total Estimated Actual Expenditures] |
| [Goal #] | [Action #] | [Prior Action/Service Title] | [Yes/No] | $[Total Planned Expenditures] | $[Total Estimated Actual Expenditures] |

**Table 4: [LCAP Year] Contributing Actions Annual Update Table 1**

| **6. Estimated Actual LCFF Supplemental and/or Concentration Grants** | **4. Total Planned Contributing Expenditures** | **7. Total Estimated Actual Expenditures for Contributing Actions**  **(LCFF Funds)** | **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions**  **(Subtract 4 from 7)** | **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)** |
| --- | --- | --- | --- | --- | --- | --- |
| $[Estimated Actual LCFF Supplemental and/or Concentration Grants] | $[Planned Expenditure Total] | $[Total Estimated Actual Expenditures] | $[ Difference Between Planned and Estimated Actual Expenditures] | [Planned Percentage of Improved Services]% | [Estimated Actual Percentage of Improved Services ]% | $[Difference] |

**Table 4: [LCAP Year] Contributing Actions Annual Update Table 2**

| **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** **(LCFF Funds)** |
| --- | --- | --- | --- | --- | --- |
| [Goal #] | [Action #] | [Prior Action/Service Title] | [Yes/No] | $[Total Planned Expenditures] | $[Total Estimated Actual Expenditures] |
| [Goal #] | [Action #] | [Prior Action/Service Title] | [Yes/No] | $[Total Planned Expenditures] | $[Total Estimated Actual Expenditures] |

(Continued on the following page)

**Table 4: [LCAP Year] Contributing Actions Annual Update Table 3**

| **Planned Percentage of Improved Services** | **Estimated Actual Percentage of Improved Services** |
| --- | --- |
| [Planned Percentage Percentage]% | [Estimated Actual Percentage]% |
| [Planned Percentage Percentage]% | [Estimated Actual Percentage]% |

**Table 5: [LCAP Year] LCFF Carryover Table**

| **9. Estimated Actual LCFF Base Grant** | **6. Estimated Actual LCFF Supplemental and/or Concentration Grants** | **LCFF Carryover — Percentage (Percentage from Prior Year)** | **10. Estimated Actual Percentage to Increase or Improve Services for the Current School Year**  **(6 divided by 9)** | **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 (Subtract 11 from 10 and multiply by 9)** | **13. LCFF Carryover — Percentage**  **(12 divided by 9)** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| $[Estimated Actual LCFF Base Grant] | $[Estimated Actual LCFF Supplemental and/or Concentration Grants] | [LCFF Carryover — Percentage  from Prior Year]% | [Estimated Actual Percentage to Increase or Improve Services]% | $[Total Estimated Actual Expenditures for Contributing Actions ] | [Total Estimated Actual Percentage of Improved Services] | [Estimated Actual Percentage of Increased or Improved Services]% | $[LCFF Carryover] | [Proportional LCFF Carryover Percentage]% |

#### DRAFT Instructions

[Plan Summary](#_Plan_Summary)

[Engaging Educational Partners](#_Engaging_Educational_Partners)

[Goals and Actions](#_Goals_and_Actions)

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

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

#### Introduction and Instructions

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

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

* **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
* **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
* **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  + Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
  + Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]). 
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
  + Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
  + Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

#### Plan Summary

##### Purpose

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

##### Requirements and Instructions

***General Information***

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

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

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

***Reflections: Annual Performance***

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

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

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

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

***Reflections: Technical Assistance***

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

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

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

***Comprehensive Support and Improvement*** –

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

**Schools Identified**

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

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

**Support for Identified Schools**

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

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

**Monitoring and Evaluating Effectiveness**

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

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

#### Engaging Educational Partners

##### Purpose

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

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

##### Requirements

**School districts and COEs:** *EC* sections [52060(g)](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=52060." \o "Link to Education Code Section 52060) and [52066(g)](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=52066." \o "Link to Education Code Section 52066) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

**Charter schools:** *EC* Section [47606.5(d)](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=47606.5.&lawCode=EDC" \o "Link to Education Code Section 47606.5) requires that the following educational partners be consulted with when developing the LCAP:

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc/>.

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

* For school districts, see [*Education Code* Section 52062](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=52062.);
  + **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
* For COEs, see [*Education Code* Section 52068](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=52068.); and
* For charter schools, see [*Education Code* Section 47606.5](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=47606.5.&lawCode=EDC).
* **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

##### Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

#### Goals and Actions

##### Purpose

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

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

##### Requirements and Instructions

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

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

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

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [*LCFF State Priorities Summary*](https://www.cde.ca.gov/re/lc/documents/lcffprioritiessummary.docx) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

###### Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal

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

An explanation of why the LEA has developed this goal

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal

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

An explanation of why the LEA has developed this goal

Explain why the LEA has chosen to prioritize this goal.

* An explanation must be based on Dashboard data or other locally collected data.
* LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
* LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
* In addition to this information, the LEA must also identify:
  + The school or schools to which the goal applies
  + The specific metrics for each identified student group at each specific schoolsite as applicable to measure the progress toward the goal, and/or
  + The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

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

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

**Note:** *EC* Section [42238.024(b)(1)](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=42238.024." \o "Education Code Section 42238.024) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

###### Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal

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

An explanation of why the LEA has developed this goal

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

###### Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal

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

An explanation of why the LEA has developed this goal

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

###### Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

* Enter the metric number.

Metric

* Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

* Enter the baseline when completing the LCAP for 2024–25.
  + Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  + Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  + Indicate the school year to which the baseline data applies.
  + The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  + Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

* When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27. Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference From Baseline

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

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

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

###### Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

###### Actions:

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

Action #

* Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

* Indicate whether the action contributes to meeting the 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 contributing action, 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 in the Increased or Improved Services Section of the LCAP.

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

###### Required Actions

* LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  + Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  + Professional development for teachers.
  + Ifan LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
* LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
* LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  + The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  + These required actions will be effective for the three-year LCAP cycle.

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

##### Purpose

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

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

**Statutory Requirements**

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

##### Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

within the table

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Measurement(s) of Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

**Measurement(s) of Effectiveness**

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

#### Action Tables

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

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

* Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
* Table 2: Contributing Actions Table (for the coming LCAP Year)
* Table 3: Annual Update Table (for the current LCAP Year)
* Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
* Table 5: LCFF Carryover Table (for the current LCAP Year)

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

##### Total Planned Expenditures Table

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

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

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

* **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
* **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
* **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
* **Total Percentage to Increase or Improve Services for the Coming School Year:**This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
* **Goal #**: Enter the LCAP Goal number for the action.
* **Action #**: Enter the action’s number as indicated in the LCAP Goal.
* **Action Title**: Provide a title of the action.
* **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
* **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; 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.
  + **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
* **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
* **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
* **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
* **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  + As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved 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 estimated 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.
* See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.**10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

##### Calculations in the Action Tables

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

###### Contributing Actions Table

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

###### Contributing Actions Annual Update Table

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

* 6. Estimated Actual LCFF Supplemental and Concentration Grants
  + This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
* 4. Total Planned Contributing Expenditures (LCFF Funds)
  + This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
* 7. Total Estimated Actual Expenditures for Contributing Actions
  + This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
* Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  + This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
* 5. Total Planned Percentage of Improved Services (%)
  + This amount is the total of the Planned Percentage of Improved Services column
* 8. Total Estimated Actual Percentage of Improved Services (%)
  + This amount is the total of the Estimated Actual Percentage of Improved Services column
* Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  + This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

###### LCFF Carryover Table

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

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

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

California Department of Education

October 2023

## Attachment 4: Proposed Revisions to the Local Control and Accountability Plan and Annual Update Template and Instructions – No Markup

### DRAFT 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 |
| --- | --- | --- |
| [Insert LEA Name here] | [Insert Contact Name and Title here] | [Insert Email and Phone here] |

#### Plan Summary [LCAP Year]

##### General Information

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

[Respond here]

##### Reflections: Annual Performance

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

[Respond here]

##### Reflections: Technical Assistance

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

[Respond here]

##### 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.

[Identify the eligible schools here]

###### Support for Identified Schools

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

[Describe support for schools here]

###### Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

#### Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| [Identify applicable partner(s) or group(s) here] | [Describe the process for engaging the identified educational partner(s) here] |
| [Identify applicable partner(s) or group(s) here] | [Describe the process for engaging the identified educational partner(s) here] |
| [Identify applicable partner(s) or group(s) here] | [Describe the process for engaging the identified educational partner(s) here] |

Insert or delete rows, as necessary.

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

[Respond here]

#### Goals and Actions

##### Goal

| Goal # | Description | Type of Goal |
| --- | --- | --- |
| [Goal #] | [A description of what the LEA plans to accomplish.] | [Identify the type of goal here] |

State Priorities addressed by this goal.

[Respond here]

An explanation of why the LEA has developed this goal.

[Respond here]

##### Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference From Baseline |
| --- | --- | --- | --- | --- | --- | --- |
| [Metric #] | [Insert metric here] | [Insert baseline here] | [Insert outcome here] | [Insert outcome here] | [Insert target outcome here] | [Insert current difference from baseline here] |
| [Metric #] | [Insert metric here] | [Insert baseline here] | [Insert outcome here] | [Insert outcome here] | [Insert target outcome here] | [Insert current difference from baseline here] |
| [Metric #] | [Insert metric here] | [Insert baseline here] | [Insert outcome here] | [Insert outcome here] | [Insert target outcome here] | [Insert current difference from baseline here] |

Insert or delete rows, as necessary.

##### Goal Analysis for [LCAP Year]

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

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

[Respond here]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

**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.**

##### Actions

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| [Action #] | [A short title for the action; this will appear in the Action tables] | [A description of what the action is; may include a description of how the action contributes to increasing or improving services] | [$ 0.00] | [Y/N] |
| [Action #] | [A short title for the action; this will appear in the Action tables] | [A description of what the action is; may include a description of how the action contributes to increasing or improving services] | [$ 0.00] | [Y/N] |
| [Action #] | [A short title for the action; this will appear in the Action tables] | [A description of what the action is; may include a description of how the action contributes to increasing or improving services] | [$ 0.00] | [Y/N] |

Insert or delete rows, as necessary.

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| --- | --- |
| $[Insert dollar amount here] | $[Insert dollar amount here] |

**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 |
| --- | --- | --- | --- |
| [Insert percentage here]% | [Insert percentage here]% | $[Insert dollar amount here] | [Insert percentage here]% |

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

##### Required Descriptions

**LEA-wide and Schoolwide Actions**

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

| Goal and Action #(s) | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
| --- | --- | --- | --- |
| [Goal and Action #(s)] | [A description of the unique identified need(s) of the unduplicated student group(s) for whom the action(s) are principally directed] | [A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis] | [Identify the metric(s) being used to monitor effectiveness] |
| [Goal and Action #(s)] | [A description of the unique identified need(s) of the unduplicated student group(s) for whom the action(s) are principally directed] | [A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis] | [Identify the metric(s) being used to monitor effectiveness] |
| [Goal and Action #(s)] | [A description of the unique identified need(s) of the unduplicated student group(s) for whom the action(s) are principally directed] | [A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis] | [Identify the metric(s) being used to monitor effectiveness] |

Insert or delete rows, as necessary.

**Limited Actions**

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

| Goaland Action **#** | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
| --- | --- | --- | --- |
| [Goal and Action #] | [A description of the unique identified need(s) of the unduplicated student group(s) being served] | [A description of how the action is designed to address those identified need(s)] | [Identify the metric(s) being used to monitor effectiveness] |
| [Goal and Action #] | [A description of the unique identified need(s) of the unduplicated student group(s) being served] | [A description of how the action is designed to address those identified need(s)] | [Identify the metric(s) being used to monitor effectiveness] |
| [Goal and Action #] | [A description of the unique identified need(s) of the unduplicated student group(s) being served] | [A description of how the action is designed to address those identified need(s)] | [Identify the metric(s) being used to monitor effectiveness] |

Insert or delete rows, as necessary.

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

[Provide description here]

**Additional Concentration Grant Funding**

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

[Provide description here]

| **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 | [Provide ratio here] | [Provide ratio here] |
| Staff-to-student ratio of certificated staff providing direct services to students | [Provide ratio here] | [Provide ratio here] |

**Table 1: [LCAP Year] Total Planned Expenditures Table 1**

| **LCAP Year (Input)** | **1. Projected LCFF Base Grant (Input Dollar Amount)** | **2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)** | **3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)** | **LCFF Carryover — Percentage (Input Percentage from Prior Year)** | **Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)** |
| --- | --- | --- | --- | --- | --- |
| [Input LCAP Year] | $[Input Projected LCFF Base Grant] | $[Input Projected LCFF Supplemental and/or Concentration Grants] | [Input Projected Percentage to Increase or Improve Services for the Coming School Year]% | [Input LCFF Carryover — Percentage]% | [Input Total Percentage to Increase or Improve Services for the Coming School Year]% |

**Table 1: [LCAP Year] Total Planned Expenditures Table 2**

| **Totals:** | **LCFF Funds** | **Other State Funds** | **Local Funds** | **Federal Funds** | **Total Funds** |
| --- | --- | --- | --- | --- | --- |
| Totals: | $[Total LCFF Funds] | $[Total Other State Funds] | $[Total Local Funds] | $[Total Federal Funds] | $Total Funds] |

**Table 1: [LCAP Year] Total Planned Expenditures Table 3**

| **Total Personnel** | **Total Non-personnel** |
| --- | --- |
| $[Total Personnel] | $[Total Non-personnel] |

(Continued on the following page)

**Table 1: [LCAP Year] Total Planned Expenditures Table 4**

| **Goal #** | **Action #** | **Action Title** | **Student Group(s)** | **Contributing to Increased or Improved Services?** | **Scope** | **Unduplicated Student Group(s)** | **Location** | **Time Span** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| [Insert Goal #] | [Insert Action #] | [Insert Action Title] | [Insert Student Group(s)] | [Insert Yes/No] | [Insert Scope] | [Insert Unduplicated Student Group(s)] | [Insert Location] | [Insert Time Span] |
| [Insert Goal #] | [Insert Action #] | [Insert Action Title] | [Insert Student Group(s)] | [Insert Yes/No] | [Insert Scope] | [Insert Unduplicated Student Group(s)] | [Insert Location] | [Insert Time Span] |

**Table 1: [LCAP Year] Total Planned Expenditures Table 5**

| **Total Personnel** | **Total Non-personnel** | **LCFF Funds** | **Other State Funds** | **Local Funds** | **Federal Funds** | **Total Funds** | **Planned Percentage of Improved Services** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| [Insert Total Personnel] | [Insert Total Non-personnel] | $[Insert LCFF Funds] | $[Insert Other State Funds] | $[Insert Local Funds] | $[Insert Federal Funds] | $[Insert Total Funds] | [Insert Percentage]% |
| [Insert Total Personnel] | [Insert Total Non-personnel] | $[Insert LCFF Funds] | $[Insert Other State Funds] | $[Insert Local Funds] | $[Insert Federal Funds] | $[Insert Total Funds] | [Insert Percentage]% |

**Table 2: [LCAP Year] Contributing Actions Table 1**

| **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)** | **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)** |
| --- | --- | --- | --- | --- | --- | --- |
| $[Estimated LCFF Base Grant Funds] | $[Estimated LCFF Supplemental and/or Concentration Grant Funds] | [Projected Percentage to Increase or Improve Services]% | [LCFF Carryover Percentage]% | [Planned Percentage of Increased Services]% | [Total Planned Percentage of Improved Services]% | [Planned Percentage to Increase or Improve Services]% |

**Table 2: [LCAP Year] Contributing Actions Table 2**

| **Totals by Type** | **Total LCFF Funds** |
| --- | --- |
| **Total:** | $[Total LCFF Funds] |
| **LEA-wide Total:** | $[Total LCFF Funds] |
| **Targeted Total:** | $[Total LCFF Funds] |
| **Schoolwide Total:** | $[Total LCFF Funds] |

(Continued on the following page)

**Table 2: [LCAP Year] Contributing Actions Table 3**

| **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 (%)** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| [Goal #] | [Action #] | [Action Title] | [Contributing to increased or improved services] | [Scope] | [Unduplicated Student Group(s)] | [Location] | $[LCFF Funds] | [Percentage]% |
| [Goal #] | [Action #] | [Action Title] | [Contributing to increased or improved services] | [Scope] | [Unduplicated Student Group(s)] | [Location] | $[LCFF Funds] | [Percentage]% |

**Table 3: [LCAP Year] Annual Update Table 1**

| **Totals:** | **Last Year's Total Planned Expenditures** | **Total Estimated Actual Expenditures** |
| --- | --- | --- |
| Totals: | $[Planned Expenditure Total] | $[Estimated Actual Total] |

**Table 3: [LCAP Year] Annual Update Table 2**

| **Last Year's Goal #** | **Last Year's Action #** | **Prior Action/Service Title** | **Contributed to Increased or Improved Services?** | **Last Year's Planned Expenditures** | **Estimated Actual Expenditures** |
| --- | --- | --- | --- | --- | --- |
| [Goal #] | [Action #] | [Prior Action/Service Title] | [Yes/No] | $[Total Planned Expenditures] | $[Total Estimated Actual Expenditures] |
| [Goal #] | [Action #] | [Prior Action/Service Title] | [Yes/No] | $[Total Planned Expenditures] | $[Total Estimated Actual Expenditures] |

**Table 4: [LCAP Year] Contributing Actions Annual Update Table 1**

| **6. Estimated Actual LCFF Supplemental and/or Concentration Grants** | **4. Total Planned Contributing Expenditures** | **7. Total Estimated Actual Expenditures for Contributing Actions**  **(LCFF Funds)** | **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions**  **(Subtract 4 from 7)** | **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)** |
| --- | --- | --- | --- | --- | --- | --- |
| $[Estimated Actual LCFF Supplemental and/or Concentration Grants] | $[Planned Expenditure Total] | $[Total Estimated Actual Expenditures] | $[ Difference Between Planned and Estimated Actual Expenditures] | [Planned Percentage of Improved Services]% | [Estimated Actual Percentage of Improved Services ]% | $[Difference] |

**Table 4: [LCAP Year] Contributing Actions Annual Update Table 2**

| **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** **(LCFF Funds)** |
| --- | --- | --- | --- | --- | --- |
| [Goal #] | [Action #] | [Prior Action/Service Title] | [Yes/No] | $[Total Planned Expenditures] | $[Total Estimated Actual Expenditures] |
| [Goal #] | [Action #] | [Prior Action/Service Title] | [Yes/No] | $[Total Planned Expenditures] | $[Total Estimated Actual Expenditures] |

(Continued on the following page)

**Table 4: [LCAP Year] Contributing Actions Annual Update Table 3**

| **Planned Percentage of Improved Services** | **Estimated Actual Percentage of Improved Services** |
| --- | --- |
| [Planned Percentage Percentage]% | [Estimated Actual Percentage]% |
| [Planned Percentage Percentage]% | [Estimated Actual Percentage]% |

**Table 5: [LCAP Year] LCFF Carryover Table**

| **9. Estimated Actual LCFF Base Grant** | **6. Estimated Actual LCFF Supplemental and/or Concentration Grants** | **LCFF Carryover — Percentage (Percentage from Prior Year)** | **10. Estimated Actual Percentage to Increase or Improve Services for the Current School Year**  **(6 divided by 9)** | **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 (Subtract 11 from 10 and multiply by 9)** | **13. LCFF Carryover — Percentage**  **(12 divided by 9)** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| $[Estimated Actual LCFF Base Grant] | $[Estimated Actual LCFF Supplemental and/or Concentration Grants] | [LCFF Carryover — Percentage  from Prior Year]% | [Estimated Actual Percentage to Increase or Improve Services]% | $[Total Estimated Actual Expenditures for Contributing Actions ] | [Total Estimated Actual Percentage of Improved Services] | [Estimated Actual Percentage of Increased or Improved Services]% | $[LCFF Carryover] | [Proportional LCFF Carryover Percentage]% |

#### DRAFT Instructions

[Plan Summary](#_Plan_Summary)

[Engaging Educational Partners](#_Engaging_Educational_Partners)

[Goals and Actions](#_Goals_and_Actions)

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

*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*](mailto:lcff@cde.ca.gov)*.*

#### Introduction and Instructions

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

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

* **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
* **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
* **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  + Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
  + Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
  + Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
  + Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

#### Plan Summary

##### Purpose

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

##### Requirements and Instructions

***General Information***

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

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

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

***Reflections: Annual Performance***

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

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

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

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

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

***Reflections: Technical Assistance***

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

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

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

***Comprehensive Support and Improvement*** –

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

**Schools Identified**

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

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

**Support for Identified Schools**

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

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

**Monitoring and Evaluating Effectiveness**

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

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

#### Engaging Educational Partners

##### Purpose

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

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

##### Requirements

**School districts and COEs:** *EC* sections [52060(g)](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=52060.) and [52066(g)](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=52066.) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

**Charter schools:** *EC* Section [47606.5(d)](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=47606.5.&lawCode=EDC) requires that the following educational partners be consulted with when developing the LCAP:

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc/>.

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

* For school districts, see [*Education Code* Section 52062](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=52062.);
  + **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
* For COEs, see [*Education Code* Section 52068](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=52068.); and
* For charter schools, see [*Education Code* Section 47606.5](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=47606.5.&lawCode=EDC).
* **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

##### Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

#### Goals and Actions

##### Purpose

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

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

##### Requirements and Instructions

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

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

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

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [*LCFF State Priorities Summary*](https://www.cde.ca.gov/re/lc/documents/lcffprioritiessummary.docx) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

###### Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal

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

An explanation of why the LEA has developed this goal

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal

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

An explanation of why the LEA has developed this goal

Explain why the LEA has chosen to prioritize this goal.

* An explanation must be based on Dashboard data or other locally collected data.
* LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
* LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
* In addition to this information, the LEA must also identify:
  + The school or schools to which the goal applies
  + The specific metrics for each identified student group at each specific schoolsite as applicable to measure the progress toward the goal, and/or
  + The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

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

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

**Note:** *EC* Section [42238.024(b)(1)](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=42238.024.) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

###### Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal

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

An explanation of why the LEA has developed this goal

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

###### Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal

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

An explanation of why the LEA has developed this goal

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

###### Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

* Enter the metric number.

Metric

* Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

* Enter the baseline when completing the LCAP for 2024–25.
  + Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  + Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  + Indicate the school year to which the baseline data applies.
  + The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  + Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

* When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27. Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference From Baseline

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

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

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

###### Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

###### Actions:

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

Action #

* Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

* Indicate whether the action contributes to meeting the 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 contributing action, 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 in the Increased or Improved Services Section of the LCAP.

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

###### Required Actions

* LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  + language acquisition programs, as defined in *EC* Section 306, provided to students, and
  + professional development for teachers.
  + If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
* LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
* LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  + The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  + These required actions will be effective for the three-year LCAP cycle.

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

##### Purpose

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

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

**Statutory Requirements**

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

##### Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Measurement(s) of Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

**Measurement(s) of Effectiveness**

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

#### Action Tables

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

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

* Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
* Table 2: Contributing Actions Table (for the coming LCAP Year)
* Table 3: Annual Update Table (for the current LCAP Year)
* Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
* Table 5: LCFF Carryover Table (for the current LCAP Year)

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

##### Total Planned Expenditures Table

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

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

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

* **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
* **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
* **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
* **Total Percentage to Increase or Improve Services for the Coming School Year:**This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
* **Goal #**: Enter the LCAP Goal number for the action.
* **Action #**: Enter the action’s number as indicated in the LCAP Goal.
* **Action Title**: Provide a title of the action.
* **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
* **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; 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.
  + **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
* **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
* **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
* **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
* **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  + As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved 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 estimated 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.
* See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.**10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

##### Calculations in the Action Tables

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

###### Contributing Actions Table

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

###### Contributing Actions Annual Update Table

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

* 6. Estimated Actual LCFF Supplemental and Concentration Grants
  + This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
* 4. Total Planned Contributing Expenditures (LCFF Funds)
  + This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
* 7. Total Estimated Actual Expenditures for Contributing Actions
  + This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
* Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  + This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
* 5. Total Planned Percentage of Improved Services (%)
  + This amount is the total of the Planned Percentage of Improved Services column
* 8. Total Estimated Actual Percentage of Improved Services (%)
  + This amount is the total of the Estimated Actual Percentage of Improved Services column
* Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  + This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

###### LCFF Carryover Table

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

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

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

California Department of Education

October 2023

## Attachment 5: Proposed 2023-24 Local Control and Accountability Plan Annual Update Template and Instructions

### Draft 2023–24 Local Control and Accountability Plan Annual Update

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
| --- | --- | --- |
| [Insert LEA Name here] | [Insert Contact Name and Title here] | [Insert Email and Phone here] |

#### Goals and Actions

##### Goal

| Goal # | Description |
| --- | --- |
| [Goal #] | [A description of what the LEA plans to accomplish.] |

##### Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
| --- | --- | --- | --- | --- | --- |
| [Respond here] | [Respond here] | [Insert outcome here] | [Insert outcome here] | [Insert outcome here] | [Respond here] |
| [Respond here] | [Respond here] | [Insert outcome here] | [Insert outcome here] | [Insert outcome here] | [Respond here] |
| [Respond here] | [Respond here] | [Insert outcome here] | [Insert outcome here] | [Insert outcome here] | [Respond here] |

##### Goal Analysis

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

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

[Respond here]

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.

[Respond here]

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

[Respond here]

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.

[Respond here]

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

#### Instructions

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

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

##### Goals and Actions

###### Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

###### Measuring and Reporting Results:

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

**Metric:**

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

**Baseline:**

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

**Year 1 Outcome:**

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

**Year 2 Outcome:**

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

**Year 3 Outcome:**

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

**Desired Outcome for 2023–24:**

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

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

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

###### Goal Analysis:

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

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

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

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

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

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

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

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

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

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