LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Marcum-Illinois Union Elementary School District
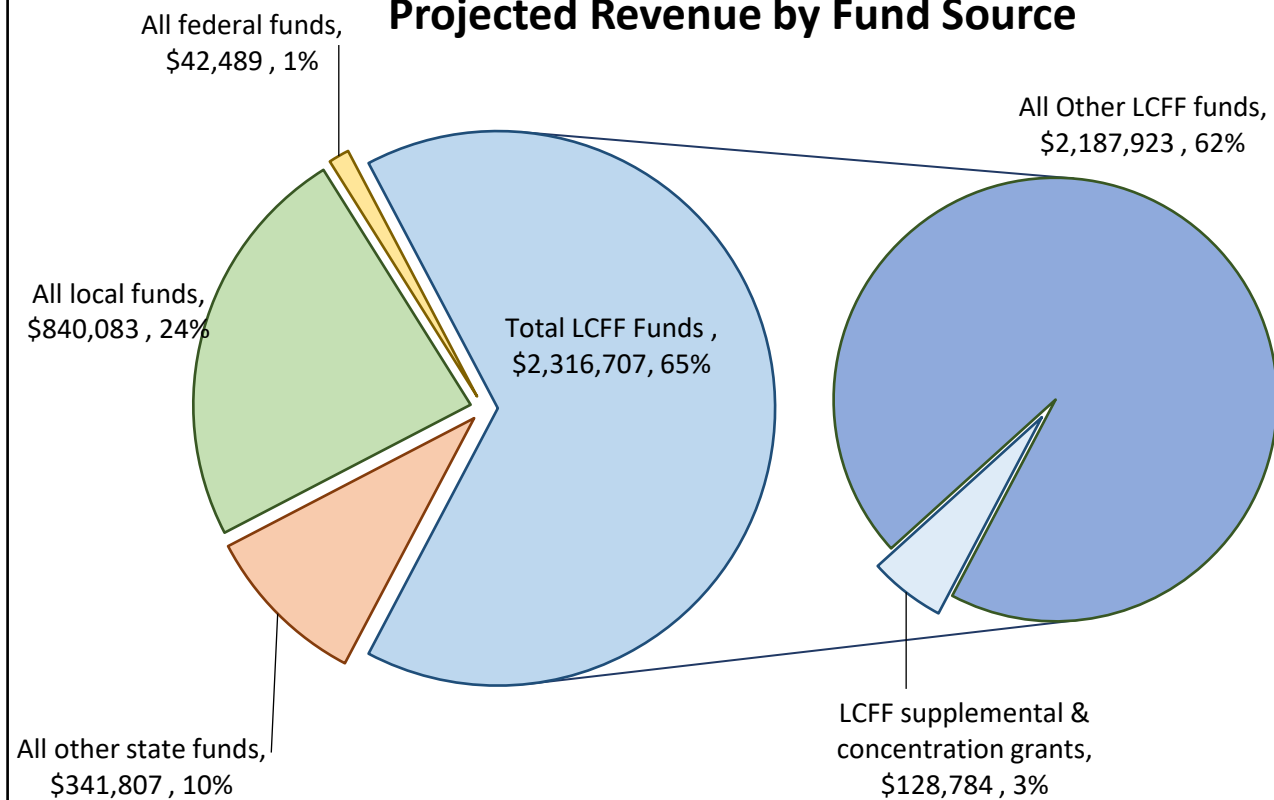
CDS Code: 51714076053292

School Year: 2025/26

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

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

Budget Overview for the 2025/26 School Year

Projected Revenue by Fund Source

All federal funds, $42,489 , 1%

All Other LCFF funds, $2,187,923 , 62%

All local funds, $840,083 , 24%

Total LCFF Funds , $2,316,707, 65%

All other state funds, $341,807 , 10%

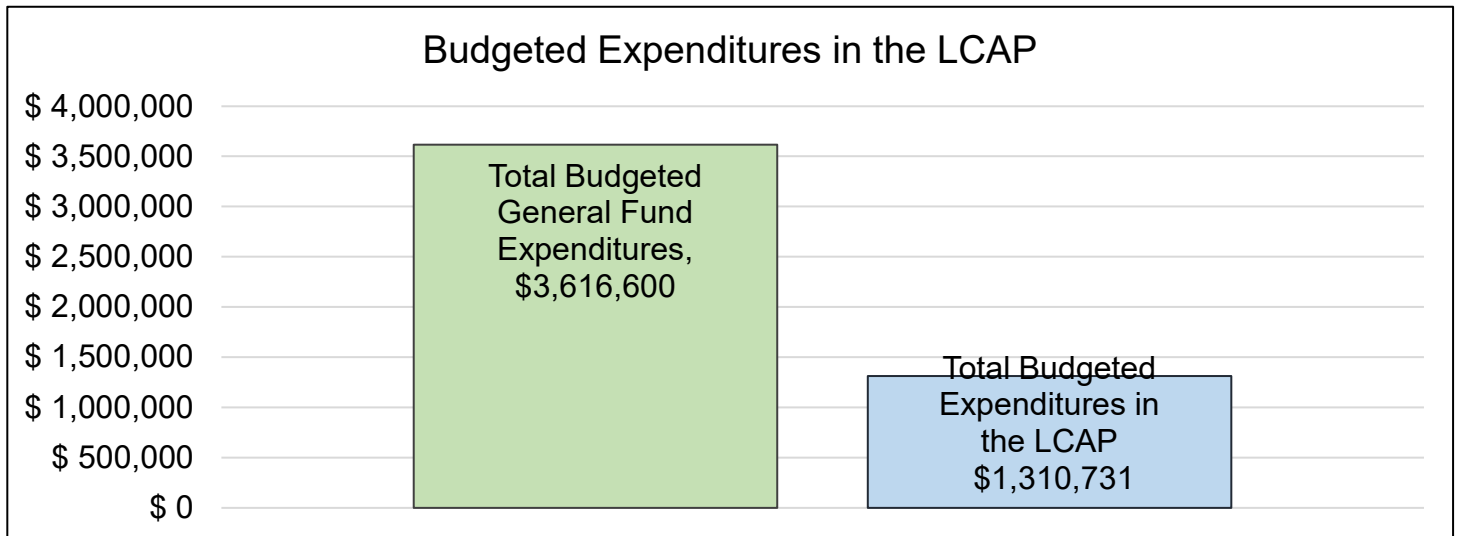LCFF supplemental & concentration grants, $128,784 , 3%

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

The text description for the above chart is as follows: The total revenue projected for Marcum-Illinois Union Elementary School District is $3,541,086.00, of which $2,316,707.00 is Local Control Funding Formula (LCFF), $341,807.00 is other state funds, $840,083.00 is local funds, and $42,489.00 is federal funds. Of the $2,316,707.00 in LCFF Funds, $128,784.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 4,000,000	
$ 3,500,000	
$ 3,000,000	Total Budgeted General Fund Expenditures, $3,616,600
$ 2,500,000	
$ 2,000,000	
$ 1,500,000	Total Budgeted Expenditures in the LCAP $1,310,731
$ 1,000,000	
$ 500,000	
$ 0	

This chart provides a quick summary of how much Marcum-Illinois Union Elementary School District plans to spend for 2025/26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Marcum-Illinois Union Elementary School District plans to spend $3,616,600.00 for the 2025/26 school year. Of that amount, $1,310,731.00 is tied to actions/services in the LCAP and $2,305,869.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
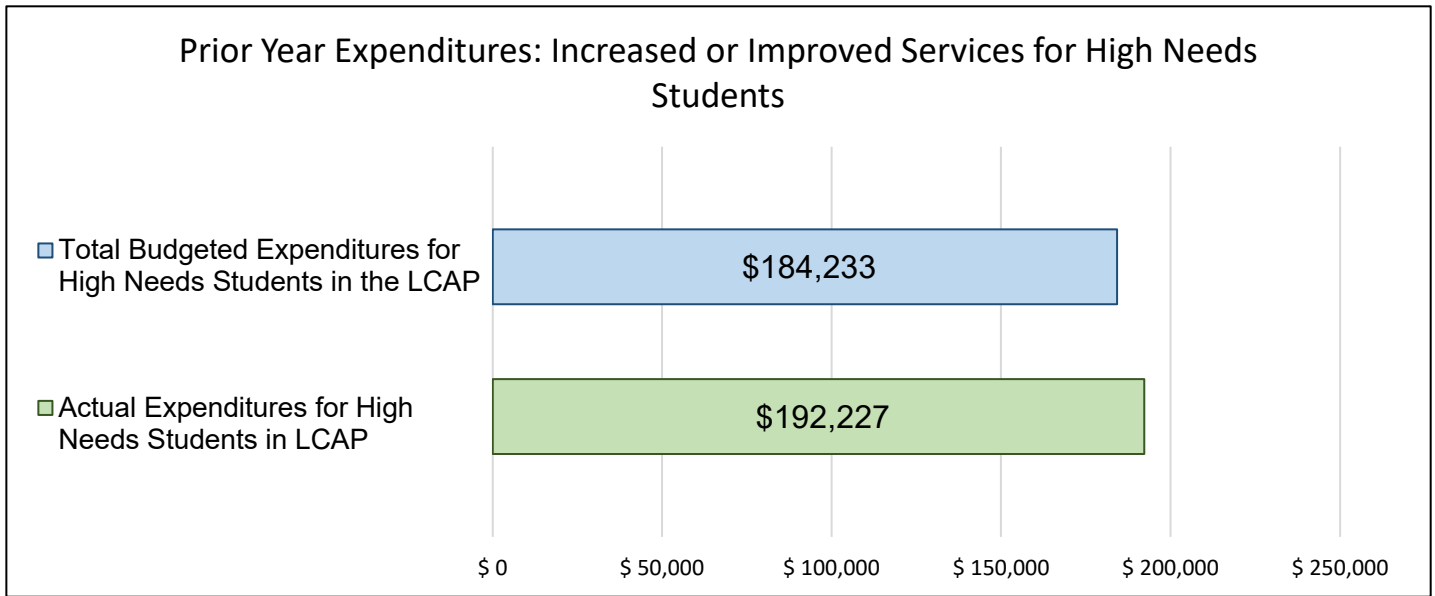
General Fund expenditures not in the LCAP are general operating costs such as salaries, special education, transportation, maintenance and operations, preschool, instructional supplies, administration, technology, and cafeteria.

Increased or Improved Services for High Needs Students in the LCAP for the 2025/26 School Year

In 2025/26, Marcum-Illinois Union Elementary School District is projecting it will receive $128,784.00 based on the enrollment of foster youth, English learner, and low-income students. Marcum-Illinois Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Marcum-Illinois Union Elementary School District plans to spend $210,108.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024/25

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$184,233
☐ Actual Expenditures for High Needs Students in LCAP	$192,227

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000

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

The text description of the above chart is as follows: In 2024/25, Marcum-Illinois Union Elementary School District's LCAP budgeted $184,233.00 for planned actions to increase or improve services for high needs students. Marcum-Illinois Union Elementary School District actually spent $192,227.00 for actions to increase or improve services for high needs students in 2024/25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Marcum-Illinois Union Elementary School District	Maggie Irby, Superintendent/Principal	Maggiei@sutter.k12.ca.us 530-656-2407

Plan Summary 2025/26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Marcum-Illinois Union Elementary School District (MIUESD), established in 1926, serves approximately 180 students in Transitional Kindergarten through eighth grades, as well as 3 and 4-year olds in our state preschool. The mission of Marcum-Illinois School, to improve the basic skills of all children attending this school, and to create a school climate conducive to learning by encouraging good citizenship, good attendance, and high academic standards, is supported by all educational partners. It is our intent to provide an environment that fosters in children the ability to recognize and accept responsibility so that they may participate productively in a democratic society.

Most of our students, 55.87%, come to us on inter-district transfers because of our core values, academic success, and connection to the community. Among our student population, 29.61% are on the free and reduced lunch program, 5.59% are English learners (EL), and 11.73% are Students with Disabilities (SWD). We believe that all children can learn and have allocated financial and personnel resources to support students. The Superintendent, under direction from the Board of Trustees, is committed to keeping class sizes small and providing the instructional materials and support needed to assure the success of all students.

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

Marcum-Illinois Elementary School is a Title I Schoolwide Program (SWP) and because we are a single school district, we can use our LCAP as our School Plan for Student Achievement (SPSA).

Reflections: Annual Performance

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

Student Achievement:

2024 California School Dashboard (Dashboard)

English Language Arts (ELA)

- All: 10.5 points above standard, maintained 2.5 points
- Socio-economically Disadvantaged (SED): 44.8 points below standard, declined 4.3 points

Math

- All: 3.1 points below standard, increased 10.2 points
- SED: 40.6 points below standard, increased 18.4 points

Science

- All: 8.6 points below standard, declined 2.4 points

Winter 2025 Local Assessment – Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP)
Percentage scoring in the 61st percentile or higher

Reading

- All: 42% winter 2025; 48% winter 2024
- SED: 22% winter 2025; 29.7% winter 2024

Math

- All: 46% winter 2025; 32.7% winter 2024
- SED: 28% winter 2025; 21% winter 2024

According to the 2024 Dashboard in ELA, the All student group improved from 8 points above the standard in 2023 to 10.5 points above the standard in 2024, while the SED student group declined by 4.3 points. There is a gap of 55.3 points (48.5 in 2023) between our All and SED student groups. In Math, both the All and SED student groups showed progress and are closer to meeting the standard. The All student group advanced from the Medium (Yellow) to the High (Green) performance level, and the SED student group moved from the Low (Orange) performance level to the Medium (Yellow). The gap is decreasing in Math and now there is a 37.5 point gap (45.6 in 2023) between our All and SED student groups.

Results on the 2024 CAASPP were mainly positive with more students in all student groups scoring Standard Met/Exceeded in ELA shown as (2024, 2023) - All: 59.65%, 57.38%; White: 65.15%, 59.74%; Hispanic 52.78%, 48.48%; SED: 50.95%, 36.59%. Our White group improved 2.37% in Math and our SED student group improved 16.56% but the All student group declined 1.25% and our Hispanic student group declined 11.87%. All student groups increased the number of students scoring Standard Met/Exceeded in Science. All: +11.40%; White: +9.73%; Hispanic: +32.57%; SED +24.10%. The gap in the percentage of students scoring Standard Met/Exceeded in ELA and Math has decreased. In ELA in 2023 the difference in the percentage of students meeting the standard in the All student group compared to the SED student group was 20.79% but in 2024 it is 8.7% and in Math in 2023 the gap was 23.99% but in 2024 it is 6.18%.

Comparing winter 2024 to winter 2025, MAP testing showed mixed results with fewer students in both student groups scoring at or above the 61st percentile in ELA (All: -6%; SED: -7.7%) but increasing in Math (All: +13.3%; SED: +7%). There remains a performance gap in Reading/ELA and Math between All students and SED students.

In the 2024/25 school year, our LCAP actions supported our successes and sustained progress. Our highly skilled teachers and eight instructional aides directly supported students for intervention/tutoring. We used Monday early release days for regular data review; identification of underperforming students; setting up intervention groups; and planning effective intervention. One hundred percent of

students in the Unduplicated student group and Students with Exceptional Needs scoring Standard Not met on local assessments received tutoring or tiered intervention. (Actions 1.1 & 1.2) Despite progress, there are still achievement gaps in ELA and Math between our All student group and SED student group, though these gaps are narrowing as noted above. The 2025/26 LCAP will include changes to improve academic performance and reduce these disparities. After reviewing available data, we determined that a focus on teaching writing is necessary. We also want to continue to make progress in math. Therefore, for the 2025/26 school year, our professional development will concentrate on enhancing instruction in writing and delivering effective math instruction and intervention. (Action 1.1) Additionally, we plan to leverage our data management system to collect assessment results for our SED student group as part of our efforts to support academic achievement. During our monthly data review meetings, we will assess test results for all underperforming students, with particular attention to our SED student group, to ensure they receive the targeted interventions they require. Teachers will continue to work with small groups on targeted skills and mastery of essential standards, while instructional aides will provide support for targeted interventions and progress monitoring. (Actions 1.2 and 1.3)

Engagement and School Climate:

2024 California School Dashboard (Dashboard)

Chronic Absenteeism

- All: 7%, declined 3%
- SED: 8.6%, declined 10.3%

Suspension

- All: 2.6%, declined 1.3%
- SED: 5.5%, declined 3.7%

2025 Surveys

Parents

- There is two-way communication between home and school: 100% in 2025; 88.9% in 2024
- My child's school is a friendly, welcoming environment for students, parents, and families: 100% in 2025; 98.2% in 2024

Students

- There is at least one adult on campus that I feel comfortable talking to if I have something bothering me or need help: 90.2%; 85% in 2024
- There are activities at school that I enjoy participating in: 93.2%; 93.8% in 2024
- Students bullying other students is a problem at my school: Never 50.5%; Never 34.5% in 2024

The actions in place in Goal 2 in the 2024/25 LCAP around engagement and school climate have been effective in decreasing chronic absenteeism and suspensions; supporting student's social-emotional needs; and maintaining our welcoming school environment. Parents praise the open communication, caring atmosphere, and balance between academics and engaging activities and events that focus on community and family. The percentage of parents who say there is good two-way communication between home and school increased 11.1% from 88.9% to 100% (Metric 11). Parent engagement is important at Marcum, and we have seen positive outcomes so we will maintain our Parent Engagement and Communication action. Teachers will continue to send at least one postcard for positive reinforcement

to each child during the year and we will use social media to engage families by posting videos, pictures, and live streams of school events for families who are unable to attend in person. (Action 2.1)

Our 2024 Dashboard Suspension Rate declined 1.3% for our All student group moving them from the Very High (Red) performance level to the Low (Green) and declined 3.7% for our SED student group moving them from the Very High (Red) performance level to the Medium (Yellow). Our April 2025 local suspension rates were lower than the 2024 Dashboard at 0.56% for our All student group and 1.82% for our SED student group. We are pleased to see that the steps we have taken to improve student behavior are beginning to work so we will maintain Action 2.2 Student Behavior. Students who are engaged and connected to the school community have fewer discipline issues. At Marcum we have Houses that connect students across grade levels and give everyone a sense of belonging, and we regularly offer whole school events designed to bring students together as teams with a little friendly competition. Additional activities to improve student behavior include referrals to the school counselor as needed; a review of the behavior matrix with staff and students at the beginning the school year and periodically throughout the year; and Positive Behavior Intervention System (PBIS) incentives. (Action 2.2)

According to the 2024 Dashboard, our Chronic Absenteeism Rate declined from 10% to 7% and is only 2% higher than our Target for Year 3 Outcome of 5%. Our April 2025 local Attendance Rate increased 1.84% from 92.38% in 2024 to 94.22% and our local Chronic Absenteeism rate is 5.03% for all students and 7.27% for our SED student group. Attendance is improving and we would like it to improve even more, so we will maintain our attendance action to the 2025/26 LCAP. We will continue the "Miss a Day, Miss a Lot" attendance campaign with random prizes and offer Saturday School attendance make-up days. (Action 2.3)

Learning Recovery and Emergency Block Grant (LREBG)

The Marcum-Illinois Union Elementary School District (MIUESD) has unexpended LREBG funds for the 2025/26 school year. LREBG funded actions may be found in Goal 1 Actions 1.1 Certificated Staff/PD and 1.2 Support Academic Achievement. High-quality professional development for teachers improves student performance, particularly for the SED student group. An article, "Teaching Teachers: PD to Improve Student Achievement" in Learning for Justice states, that *professional development leads to better instruction and improved student learning when it connects to the curriculum materials that teachers use, the district and state academic standards that guide their work, and the assessment and accountability measures that evaluate their success*. In Action 1.1 we will review the ELA Framework and standards as they relate to effective communication as we engage in professional learning directed at improving instruction in writing. In Action 1.2 research supported vocabulary and writing curriculum designed to accelerate student achievement in ELA will be purchased and supported by professional development in Action 1.1. A 2024 article in Strong Mind reminds us that *research demonstrates how having a research-based curriculum improves student outcomes, is better tailored to childhood and adolescent development,* and *is more adaptable to diverse learning requirements.*

The MIUESD needs assessment substantiated findings from the 2024 Dashboard related to ELA for our SED student group. A review of 2024 state and 2024/25 local data indicates in ELA, the All student group improved on the Dashboard from 8 points above the standard in 2023 to 10.5 points above the standard in 2024, while the SED student group declined by 4.3 points. Our All student group remains in the High (Green) performance level while our SED student group remains in the Low (Orange) performance level and the gap continues to increase. There is a gap of 55.3 points (48.5 in 2023) between our All and SED student groups. On our winter MAP testing 42% of all students scored at or above the 61st percentile on the NWEA MAP winter ELA assessment compared to 22% of our SED student group.

These actions align to allowable uses of funds in the area of student achievement in ELA as they will accelerate progress to close learning gaps. The MIUESD needs assessment did not identify significant needs in the areas of Math and Chronic Absenteeism.

Local Control and Accountability Plan

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners 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.

Marcum-Illinois actively sought the involvement and input of all educational partners as part of the development process for the 2025/26 LCAP and considered their input before finalizing the LCAP.

Educational Partner(s)	Process for Engagement
Certificated & Classified Staff (No Bargaining Unit)	Staff completed a survey in May 2025. Survey data was used for metrics to drive goals and actions for the 2025/26 LCAP. All school staff had the opportunity to review data and to provide input toward the 2025/26 LCAP goals and actions during spring 2025.
Principals & Administrators	The Vice-Principal worked with the Superintendent/Principal throughout the LCAP process and participated in meetings to discuss the LCAP with educational partners including PAC and SSC.
Parents	The Mid-Year Update and a review of the MIUESD Dashboard was shared with parents during a Popcorn with the Principals meeting on March 10, 2025. Parent surveys were sent out in February 2025 and used to obtain data for metrics to drive goals and actions for the 2025/26 LCAP. In March 2025, parents were invited to attend our SSC meeting to review survey data, successes, needs, and discuss goals and actions for the 2025/26 school year. Meetings and the availability of surveys were publicized through email messages and social media.
Students	Students in grades 3rd-8th were surveyed in February 2025 via Google forms for their input on conditions of learning, engagement, and academics. Results were used for the metrics to drive goals and actions for the 2025/26 LCAP. Our Student Council leaders served as our Student Advisory Committee and were consulted on the draft LCAP in May 2025.
Parent Advisory Committee (PAC) School Site Council (SSC)	Throughout the 2024/25 school year progress toward goals and actions was shared with the PAC. The Mid-Year Update was shared with the group at a meeting on March 24, 2025. At this meeting the SSC reviewed survey data, successes, needs, and discussed goals and actions for the 2025/26 school year. In May 2025, we consulted with our PAC on the draft LCAP prior to adoption by the board.
ELAC/DELAC	N/A, fewer than 21 English learners
SELPA	Meeting in April 2025
Board of Trustees	Throughout the year the board received updates on progress of goals and actions, data outcomes, and survey results

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

After another year of early dismissal Monday, teachers and administrators continue to see the benefit of having dedicated time and additional professional development (PD) focused on using all available data to plan and deliver effective intervention. This early release PD time is part of our Certificated Staff/Professional Development action that will also include instructional coaching and PD in writing instruction and math instruction and intervention. Goal 1, Action 1.1 Certificated Staff/PD

Local Control and Accountability Plan

Educational partners value the intervention we provide and see that as a continuing need. One hundred percent of parents who responded to the 2025 survey say their child receives the academic support needed to meet his/her individual needs. We will maintain our action to provide targeted intervention and progress monitoring Goal 1, Actions 1.2 Support Academic Achievement and 1.3 Technology to Support Academic Achievement

Communication between home and school is still very good and many parents commented on the excellent communication so we will maintain our Parent Engagement and Communication action. Teachers will continue to send at least one postcard for positive reinforcement to each child during the year and we will continue to use social media to engage families by posting videos, pictures, and live streams of school events for families who are unable to attend in person. Goal 2, Action 2.1

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to improve the academic achievement of all students. The actions and services linked to this goal concentrate on professional development to improve instructional practices, data analysis, and delivery of targeted interventions across the grade levels, for all students, especially our SED, EL, Homeless, and Foster Youth (FY) students.

The 2024 Dashboard shows that the All student group in ELA improved from 8 points above the standard in 2023 to 10.5 points in 2024, while the SED student group dropped by 4.3 points. The gap between these groups increased from 48.5 points to 55.3 points. In Math, both groups made progress: the All student group moved from Medium (Yellow) to High (Green), and the SED student group advanced from Low (Orange) to Medium (Yellow). The gap in Math decreased from 45.6 points to 37.5 points.

Results on the 2024 CAASPP were mainly positive with more students in all student groups scoring Standard Met/Exceeded in ELA shown as (2024, 2023) - All: 59.65%, 57.38%; White: 65.15%, 59.74%; Hispanic 52.78%, 48.48%; SED: 50.95%, 36.59%. Our White group improved 2.37% in Math and our SED student group improved 16.56% but the All student group declined 1.25% and our Hispanic student group declined 11.87%. All student groups increased the number of students scoring Standard Met/Exceeded in Science - All: +11.40%; White: +9.73%; Hispanic: +32.57%; SED +24.10%. We continued to provide intervention to 100% of students scoring at or below the 20th percentile on the fall MAP test.

Comparing winter 2024 to winter 2025, MAP testing showed mixed results: a decline in ELA (All: -6%; SED: -7.7%) and an increase in Math (All: +13.3%; SED: +7%). There remains a performance gap in Reading and Math between All students and SED students.

Local Control and Accountability Plan

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Priority 1A - Percentage of teachers: Appropriately assigned and fully credentialed Misassignments Vacancies Source: Local Data	October 2023 Appropriately assigned and fully credentialed: 80% Misassignments: 20% Vacancies: 0%	October 2024 Appropriately assigned and fully credentialed: 100% Misassignments: 0% Vacancies: 0%		October 2026 Appropriately assigned and fully credentialed: 100% Misassignments: 0 Vacancies: 0	Appropriately assigned and fully credentialed: +20% Misassignments:-20% Vacancies: 0%
2	Priority 1B - Percentage of students with access to standards-aligned instructional materials Source: SARC	January 2024 100%	January 2025 100%		January 2027 100%	No Difference
3	Priority 2A - Progress (1-5) in providing professional learning for teaching to the standards and frameworks Source: Local Indicator Tool - Priority 2	January 2024 ELA: 4 ELD: 4 Mathematics: 4 NGSS: 4 HSS: 4	January 2025 ELA: 4 ELD: 4 Mathematics: 4 NGSS: 4 HSS: 4		January 2027 ELA: 5 ELD: 5 Mathematics: 4 NGSS: 4 HSS: 4	No Difference

Local Control and Accountability Plan

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4	Priority 2B - Percentage of English learners scoring at or above the 61st percentile on the winter Reading NWEA MAP assessment Source: Local Assessment (NWEA MAP)	Winter 2024 0%	Winter 2025 0%		Winter 2027 20%	No Difference
5	Priority 4A - Distance from Standard Met on CAASPP (*points above/below standard*) Source: CA School Dashboard	2023 Dashboard ELA All: 8 above White: 20.5 above Hispanic: 24.8 below SED: 40.5 below Math All: 13.4 below White: 1.5 below Hispanic: 39.1 below SED: 59 below	2024 Dashboard ELA All: 10.5 above White: 22.1 above Hispanic: 21.6 below SED: 44.8 below Math All: 3.1 below White: 8.6 above Hispanic: 31.7 below SED: 40.6 below *Added 2025* Science All: 8.6 below		2026 Dashboard ELA All: 12 above White: 25 above Hispanic: 15 below SED: 25 below Math All: At Standard White: ~~5~~ 10 above Hispanic: 15 below SED: 25 below Science All: 3 below *Updated 2025*	ELA All: +2.5 White: +1.7 Hispanic: +3.2 SED: -4.3 Math All: +10.3 White: +10.1 Hispanic: +7.4 SED: +18.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6	Priority 4A - Percentage of students meeting and exceeding (Level 3 or 4) on CAASPP Summative Assessment Source: CAASPP	2023 CAASPP ELA All: 57.38% White: 59.74% Hispanic: 48.48% SED: 36.59% Math All: 50.82% White: 55.84% Hispanic: 42.42% SED: 26.83% Science All: 26.83% White: 29.16% Hispanic: 9.09% SED: 6.67%	2024 CAASPP ELA All: 59.65% White: 65.15% Hispanic: 52.78% SED: 50.95% Math All: 49.57% White: 58.21% Hispanic: 30.55% SED: 43.39% Science All: 38.23% White: 38.89% Hispanic: 41.66% SED: 30.77%		2026 CAASPP ELA All: ~~62%~~ 65% White: ~~65%~~ 68% Hispanic: ~~51%~~ 55% SED: ~~45%~~ 48% Math All: 53% White: ~~58%~~ 60% Hispanic: 46% SED: 33% Science All: ~~32%~~ 35% White: ~~35%~~ 40% Hispanic: ~~12%~~ 45% SED: ~~12%~~ 35% *Updated 2025*	ELA All: +2.27% White: +5.41% Hispanic: +4.3% SED: +14.36% Math All: -1.25% White:+2.37% Hispanic: -11.87% SED: +16.56% Science All: +11.40% White: +9.73% Hispanic: +32.57% SED: +24.10%
7	Priority 4E - Percentage of English learners making progress toward English proficiency by increasing one level on the ELPAC Source: CA School Dashboard and/or ELPAC	2023 Dashboard 35.7%	2024 Dashboard Fewer than 11 students – data not displayed for privacy Spring 2025 ELPAC 20%		2026 Dashboard 50%	We are not able to show a difference from baseline because the data sources are different
8	Priority 4F - Number of English learners who are reclassified Source: Local Data	2023/24 School Year 2 (12 EL)	2024/25 School Year 1 (10 EL)		2026/27 School Year ≥1	-1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9	Priority 7A - Progress (1-5) implementing academic standards for all students Source: Local Indicator Survey	January 2024 Health Education: 4 Physical Education: 4 VAPA: 4	January 2025 Health Education: 4 Physical Education: 4 VAPA: 5		January 2027 Health Education: 4 Physical Education: 5 VAPA: ~~4~~ 5 *Updated 2025*	Health Education: 0 Physical Education: 0 VAPA: +1
10	Priorities 7B/C- Percentage of unduplicated students and students with exceptional needs scoring in the 20th percentile or lower on the fall NEWA MAP Reading and/or Math assessment receiving intervention. Source: Attendance in programs	November 2023 ELA: 100% Math: 100%	November 2024 ELA: 100% Math: 100%		November 2026 ELA: 100% Math: 100%	ELA: 0% Math: 0%
11	Priority 8 - Percentage of students (K-8th) scoring at or above the 61st percentile on the winter NWEA MAP Source: NWEA MAP	Winter 2024 <u>ELA</u> All: 48% SED: 29.7% <u>Math</u> All: 32.7% SED: 21%	Winter 2025 <u>ELA</u> All: 42% SED: 22% <u>Math</u> All: 46% SED: 28%		Winter 2027 <u>ELA</u> All: 55% SED: 35% <u>Math</u> All: ~~40%~~ ≥48% SED: ~~28%~~ ≥30% *Updated 2025*	<u>ELA</u> All: -6% SED: - 7.7% <u>Math</u> All: + 13.3% SED: +7%

Insert or delete rows, as necessary.

Goal Analysis for 2024/25

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.

Overall, the actions and services for Goal 1 were successfully implemented as planned. We had ten classroom teachers who were supported through onsite coaching and professional learning opportunities. Our planned weekly minimum days supported our professional development plans. We provided professional development in English Language Development (ELD) and English 3D; Essential Standards; Writing (cross grade level for district writing assessments); Science framework implementation, curriculum support, and planning; Next Gen Math, training in Math intervention, and some teachers attended Math Framework PD; and intervention planning and progress monitoring. (Action 1.1) The Director of Student Services led teachers in a review of initial and subsequent assessment data and helped plan our intervention. We used Monday early release days for regular data review (MAP, Edmentum, classroom data); identification of underperforming students and setting up intervention groups with progress monitoring; and identifying the most effective intervention for each need. We carefully reviewed assessment results and progress for our SED student group. Each grade span (K-2, 3-5, and 6-8) had a scheduled daily intervention time. Our school-wide focus this year was math, but other student needs were also addressed during this time. At the beginning of each 4-5 week intervention cycle, students took a pre-assessment for specific math standards. Based on those pre-assessments and classroom data, teachers grouped students based on their identified needs. At the start of each intervention cycle, an "Intervention Placement Communication" form was sent home so families know what skills their student will be focusing on during this intervention time. We had 8 aides directly supporting students for intervention/tutoring. (Action 1.2) Illuminate served as our data management system and supported our ability to efficiently obtain assessment data for student groups and to create reports to view all assessment data holistically. We continued to use MAP and FastBridge assessments three times per year. Students used Edmentum, a personalized learning program. (Action 1.3)

There were no substantive differences in planned actions and actual implementation of the actions in Goal 1. Some challenges associated with this goal were that the High 5 for All training was a repeat of what we had already done and we never seem to have enough time to spend on each PD topic.

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures in the actions in Goal 1.

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

Actions 1.1 Certificated Staff/PD; 1.2 Support Academic Achievement; and 1.3 Technology to Support Academic Achievement encompassed our high-quality program, PD, and student support and have proven to be effective in moving us toward Goal 1 and the *Target for Year 3 Outcomes* during the first year of this three-year LCAP cycle based on progress on metrics.

At Marcum-Illinois, we prioritize recruiting and retaining skilled certificated staff. We exceeded our Baseline and now have 100% properly credentialed and assigned teachers and no misassignments (Metric 1). In addition, the actions have been effective in making progress toward the goal as demonstrated by an improvement on state and local assessments. We had generally good results on the 2024 Dashboard in ELA. Our All student group went from 8 points above standard in 2023 to 10.5 points above standard in 2024. The White and Hispanic student groups increased but our SED student group declined 4.3 points. There is a gap of 55.3 points (48.5 in 2023) between our All and SED student groups. In Math, all student groups increased and are closer to meeting the standard (Metric 5). In ELA our All and White student groups have stayed in the High (Green) performance levels while our Hispanic student group moved from Low (Orange) to Medium (Yellow). In Math, all student groups increased a performance level (All and White: Medium (Yellow) to High (Green) and Hispanic and SED: Low (Orange) to Medium (Yellow). The gap is decreasing in Math and now there is a 37.5 point gap (45.6 in 2023) between our

All and SED student groups. Results on the 2024 CAASPP were mainly positive with more students in all student groups scoring Standard Met/Exceeded in ELA shown as (2024, 2023) - All: 59.65%, 57.38%; White: 65.15%, 59.74%; Hispanic 52.78%, 48.48%; SED: 50.95%, 36.59%. Our White group improved 2.37% in Math and our SED student group improved 16.56% but the All student group declined 1.25% and our Hispanic student group declined 11.87%. All student groups increased the number of students scoring Standard Met/Exceeded in Science - All: +11.40%; White: +9.73%; Hispanic: +32.57%; SED +24.10% (Metric 6). The gap in the percentage of students scoring Standard Met/Exceeded in ELA and Math has decreased. In ELA in 2023 the difference in the percentage of students meeting the standard in the All student group compared to the SED student group was 20.79% but in 2024 it is 8.7% and in Math in 2023 the gap was 23.99% but in 2024 it is 6.18%. We continued to provide intervention to 100% of students scoring at or below the 20th percentile on the fall MAP test. (Metric 10) There were mixed results on our MAP testing with both student groups declining in ELA (All: -6%; SED: -7.7%) but increasing in Math (All: +13.3%; SED +7%) (Metric 11).

After reviewing available data, we determined that a focus on teaching writing is necessary. We also want to continue to make progress in math. Therefore, for the 2025/26 school year, our professional development will concentrate on enhancing instruction in writing and delivering effective math instruction and intervention, changes to Action 1.1 can be found in prompt 4 below.

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.

Changes to Metrics
- Metric 5: We added Science because it is now reported on the Dashboard.
- Metric 7: We had fewer than 11 students take the ELPAC in 2024 so there were no results on the Dashboard. We added the percentage of English learners who advanced one level on the ELPAC in 2025 and ELPAC as a source.

The *Target for Year 3 Outcome* was changed in the following metrics because our *Year 1 Outcome* met or exceeded our target:
- Metric 5, *Distance from Standard Met on CAASPP (points above/below standard):* Math for White student group.
- Metric 6, Percentage of students meeting and exceeding (Level 3 or 4) on CAASPP Summative Assessment: ELA for all groups and Math for White; Science for all student groups.
- Metric 9, *Progress (1-5) implementing academic standards for all students*: VAPA.
- Metric 11, *Percentage of students (K-8th) scoring at or above the 61st percentile on the winter NWEA MAP*: Math for all student groups.

Changes to Actions
- Action 1.1: SCSOS will not be offering High 5 For All training so we eliminated that; we also eliminated Essential Standards because we have completed that work. We are adding PD in Math, specifically delivering effective math intervention, understanding the framework, and preadoption. If SCSOS offers PD in ELD we will attend. We added this detail, *improving instruction in writing*, to our writing PD and this will be funded through LREBG funds.
- Action 1.2: The number of aides was changed from 6 to 8. We added, *Throughout the year teachers will use the results from state and local writing assessments to identify skills the whole class may need and to form small groups for intervention in writing* and *Staff provide after school tutoring in ELA for Tier II intervention. SED students will have first priority.* We also added, purchase curriculum to support vocabulary development and writing. These added activities associated with this action will be funded through LREBG funds.

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

1.1	Certificated Staff/PD	LREBG Action
		
		Provide rigorous instruction to all students by recruiting, retaining, and training/supporting skilled certificated staff. PD:
		
		o Maintain early release Monday PD for regular data review, planning for intervention, and professional learning
		o The Director of Student Services will plan and deliver PD and onsite coaching
		o PD topics include:
		  - ELA: the framework and standards as they relate to effective expression. Writing instruction: improving instruction in writing. LREBG funds supporting this action: $9,182 in the 2025/26 school year.
		  - Math: delivering effective math instruction and intervention, framework, and curriculum preadoption
		o If the county office provides ELD PD we will attend
		o Continue SCSOS science training for all teachers grades TK-8
		
		Metric being used to monitor the action: Metric 11
			$1,016974	No

1.2	Support Academic Achievement	LREBG Action Support the academic achievement of all students, with emphasis on unduplicated students (including Socioeconomically Disadvantaged, English learners, Homeless, and Foster Youth). Components include: o A Director of Student Services to oversee assessment and intervention system, work with teachers to analyze data and plan instruction and intervention o Use Monday early release days for regular data review (MAP, Edmentum, classroom data); identification of underperforming students and setting up intervention groups with progress monitoring; and identifying the most effective intervention for each need. Specifically review assessment results and progress for SED student group.	$229,425	Yes

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Action #	Title	Description	Total Funds	Contributing
1.2 Continued	Support Academic Achievement Continued	o Throughout the year teachers will use the results from state and local writing assessments to identify skills the whole class may need and to form small groups for intervention in writing. o Each grade span (K-2, 3-5, and 6-8) will have a scheduled daily intervention time. Our school-wide focus will be math, but other student needs may be addressed during this time. At the beginning of each 4-5 week intervention cycle, students will take a pre-assessment for specific math standards. Based on those pre-assessments and classroom data, teachers will group students based on their identified needs. At the start of each intervention cycle, an "Intervention Placement Communication" form will be sent home so families know what skills their student will be focusing on during this intervention time. o Teachers work with small groups on targeted skills and mastery of essential standards and 8 Aides to provide and support targeted intervention and progress monitoring. o Staff provide after school tutoring in ELA for Tier II intervention. SED students will have first priority o Purchase curriculum to support vocabulary development and writing. LREBG funds supporting this action: $8,081 in the 2025/26 school year. Metric being used to monitor the action: Metric 11		
1.3	Technology to Support Academic Achievement	o Illuminate as a data management system to efficiently obtain assessment data for student groups and create reports to view all assessment data holistically o A comprehensive assessment system (MAP & FastBridge) o Edmentum, a personalized learning program o Technology support programs	$29,143	No

Insert or delete rows, as necessary.

Goal

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

Local Control and Accountability Plan

State Priorities addressed by this goal.

State Priorities: 1, 3, 5, & 6

An explanation of why the LEA has developed this goal.

Educational partner feedback and input along with progress on the Dashboard indicate a need to maintain the advancement we've made with parent engagement/parent partnership and communication; continue to decrease chronic absenteeism; and continue to improve student behavior. Parents praise the open communication, caring atmosphere, and balance between academics and engaging activities and events that focus on community and family. One hundred percent of parents who responded to the 2025 Parent Survey say there is good two-way communication and the school is a friendly, welcoming environment for students, parents, and families. When surveyed in February 2025, 90.2% of students say there is at least one adult on campus that they feel comfortable talking to if they have something bothering them or needs help compared to 85% in 2024 and 50.5% say bullying is never a problem compared to 34.5% in 2024. Our 2024 Dashboard Suspension Rate declined 1.3% for our All student group moving them from the Very High (Red) performance level to the Low (Green) and declined 3.7% for our SED student group moving them from the Very High (Red) performance level to the Medium (Yellow). Despite improvements, there is a gap in our Suspension Rate between our All student group and our SED student group. Along with most schools in California, we struggle with chronic absenteeism. According to the 2024 Dashboard, our Chronic Absenteeism Rate declined from 10% to 7% and is only 2% higher than our Target for Year 3 Outcome of 5%. The actions in place in Goal 2 in the 2024/25 LCAP around engagement and school climate have been effective in decreasing chronic absenteeism and suspensions, supporting student's social-emotional needs, and maintaining our welcoming school environment so we will keep them in the 2025/26 LCAP.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Priority 1C - Facilities Inspection Tool Rating Source: Facilities Inspection Tool (FIT)	September 2023 99% Exemplary	November 2024 98.62% Good		September 2026 Exemplary	-0.38% and 1 level
2	Priority 3A - Percentage of parents who agree that they have opportunities to provide input on school policies and programs Source: Local Parent Survey	February 2024 91.7%	February 2025 91.1%		February 2027 ≥95%	-0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3	Priority 3B/C- Percentage of parents who attended Trimester 1 Parent/Teacher Conferences Local Parent Survey	November 2023 All: 94.9% SED: 89% EL: 86% SWD: 100%	November 2024 All: 96% SED: 91% EL: 88% SWD: 100%		November 2026 All: 97% SED: 93% EL: 90% SWD: 100%	All: +1.1% SED: +2% EL: +2% SWD: 0%
4	Priority 5A - Attendance Rate Source: P2 Attendance Report	April 2024 92.38%	April 2025 94.22%		April 2027 ≥95%	+1.84%
5	Priority 5B - Percentage of students who were absent for 10% or more of the total instructional days Source: CA School Dashboard	2023 Dashboard All: 10% White: 10.1% Hispanic: 6.7% SED: 18.9% SWD: 21.2%	2024 Dashboard All: 7% White: 7.3% Hispanic: 5.2% SED: 8.6% SWD: 10.3%		2026 Dashboard All: 5% White: 6% Hispanic: 5% SED: 10% SWD: 15%	All: -3% White: -2.8% Hispanic: -1.5% SED: -10.3% SWD: -10.9%
6	Priority 5C - Middle School Dropout rate Source: Local SIS	April 2024 0%	April 2025 0%		April 2027 0%	No Difference
7	Priority 6A - Percentage of students suspended 1 or more times during the school year Source: CA School Dashboard	2023 Dashboard All: 4% White: 5% Hispanic: 3.3% SED: 9.2% SWD: 2.9%	2024 Dashboard All: 2.6% White: 3.6% Hispanic: 1.7% SED: 5.5% SWD: 3.3%		2026 Dashboard All: 2% White: 3% Hispanic: 1% SED: 2% SWD: 2%	All: -1.4% White: -1.4% Hispanic: -1.6% SED: -3.7% SWD: +0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8	Priority 6B - Percentage of students expelled at any time during the school year Source: Student Information System	April 2024 0%	April 2025 0%		April 2027 0%	No Difference
9	Priority 6C - Percent of parents, students, and staff who feel the school is safe. Source: Local Survey	February 2024 Students: 96.5% Parents: 100% Staff: 100%	February 2025 Students: 99% Parents: 94.1% Staff: 100%		February 2027 Students: 98% Parents: 100% Staff: 100%	Students: +2.5% Parents: -5.9% Staff: 0%
10	Priority 6C - Percentage of parents, students, and staff who feel a sense of connectedness to the school. Source: Local Survey	February 2024 Students: 85% Parents: 91.7% Staff: 96.7%	February 2025 Students: 90.2% Parents: 100% Staff: 100%		February 2027 Students: 90% Parents: 95% Staff: 98%	Students: +5.2% Parents: +8.3% Staff: +3.3%
11	Priority 6C – Percentage of parents who say there is good two-way communication between home and school. Source: Local Survey	February 2024 88.9%	February 2025 100%		February 2027 ≥95%	+ 11.1%

Insert or delete rows, as necessary.

Goal Analysis for 2024/25

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.

All actions were completed in Goal 2. Numerous school events were offered this year: Back to School Night, pumpkin carving/decorating for a chance to win prizes and earn house points, after-school sports, parent conferences, a winter program, ROAR assemblies, and Open House. We communicated with families via Facebook, a monthly newsletter, text messages for reminders and information, website, and emails. We are posting videos, pictures, and live streaming school events on our social media. Teachers are sending postcards for positive reinforcement to children (Action 2.1). This year, administration worked with the 8th grade House Leaders to plan and lead more than 25

House Challenges at Fun Friday and ROAR Assembly events. Participation in House Challenges was tracked to ensure as many students got a chance to compete as possible. This year, 93% of students and 63% of staff members represented their house in a specific challenge, and more than 5 whole school challenges allowed all students to participate. In addition to House Challenges, buddy events took place for Constitution Day, Bullying Prevention Week, and the kickoff for of our months focusing on Gratitude. ROAR Assembly events also provided staff and student leaders opportunities to celebrate Paw Pride Ticket Winners as part of our PBIS implementation, and honor nominees recognized as exemplifying a core trait from our social-emotional program Choose Love. Although points earned from competitions, events, and student achievements contribute to the overall points completion between Houses, the collective quantity of points earned by all 4 Houses together is tracked using our Paw Prize chart. Students have collectively gained enough points to earn 7 of the school-wide prize levels on the chart so far this year! We actively promoted ROAR Behaviors and Paw Pride Tickets. Students showed ROAR behaviors when they were being Responsible, Organized, Accepting of Self and others, and Respectful. We recognized students exhibiting these positive behaviors at school with a two-part Paw Pride Ticket that went into a box in the classroom for a weekly drawing to receive a prize and went home so the student could celebrate their ROAR behaviors at home. Winners met with Mrs. Brazil to tell her how they earned a ticket and to choose a prize. Choose Love training included training related to school culture. After each trimester we notified students and families who were not meeting the terms of interdistrict contracts (placed on probation when appropriate). We funded a part-time school counselor. We referred 11 students to school counselor due to behavior problems. We held training for support staff (student supervision). We stressed that supervisors should *Scan* and not focus on just one student. This helped to improve supervision efficiency by monitoring the expectations. We reviewed the behavior matrix with staff and students at the beginning of the school year and again after Winter Break (Action 2.2). The attendance campaign, "Miss a Day, Miss a Lot" with random attendance incentives was successfully implemented. Students earned house points or Paw Pride Tickets or other prizes on a random day per month if they were at school. We offered 4 Saturday School attendance make-up sessions this year. After each trimester we notified students and families who were not meeting the terms of interdistrict contracts regarding attendance (students were placed on probation when appropriate) (Action 2.3).

There were no substantive differences between planned actions and actual implementation of actions in Goal 2. Although we implemented several activities to encourage the partnership between school and home, it was challenging getting parents to come to events related to parent education or district input sessions. Parents have expressed they have plenty of opportunities to talk with us about issues or to give us feedback so they don't often respond to surveys or come to meetings (Action 2.1).

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.

In Goal 2 there were material differences between Budgeted Expenditures and Estimated Actual Expenditures in all three actions. We spent more in Action 2.1 due to the addition of parent engagement items and activities that were not planned, the SCSOS counselor cost more than budgeted in Action 2.2, and in Action 2.3 we neglected to budget staff for Saturday School, so we spent more than planned.

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

All of the actions in Goal 2 were effective in making progress toward the goal based on metrics and parent survey results.

In Action 2.1 Parent Engagement and Communication, our efforts to enhance parent engagement and communication were effective, as shown by metrics and parent feedback so it will be maintained in the 2025/26 LCAP. On the 2025 parent survey, 8.3% more parents feel a sense of connectedness to the school (Metric 10); ratings increased in communication (100% in 2025; 88.9% in 2024) (Metric 11); 100% of parents say the school is a friendly, welcoming environment for all compared to 98.2% in 2024; and more parents feel welcome to

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participate at the school (97.1% in 2025; 92.6% in 2024). Parents praise the open communication, caring atmosphere, and balance between academics and engaging activities and events that focus on community and family. The percentage of parents who agree that they have opportunities to provide input on school policies and programs remained strong with only a 0.6% decline (Metric 2). The percentage of parents who attended Trimester 1 Parent/Teacher Conferences increased for all student groups and remained 100% for our SWD student group (Metric 3).

Students who are engaged and connected to the school community have fewer discipline issues and data shows that Action 2.2 Student Behavior was effective in improving student behavior and making progress toward the goal. Our 2024 Dashboard Suspension Rate declined 1.3% for our All student group moving them from the Very High (Red) performance level to the Low (Green) and declined 3.7% for our SED student group moving them from the Very High (Red) performance level to the Medium (Yellow). The rate also declined for our White and Hispanic student groups and only increased 0.4% for our SWD student group (Metric 7). Our number of expelled students remains at 0 (Metric 8). According to the 2025 student survey, more students say bullying is never a problem (50.5% in 2025; 34.5% in 2024). Action 2.2 has had a positive impact on student behavior so it will remain unchanged in the 2025/26 LCAP.

In the 2024/25 LCAP, we added Action 2.3 Attendance, introducing an attendance campaign, offering Saturday School, and actively notifying parents about their child's attendance and consequences of absences. Metrics show our efforts were successful. Our April 2025 local Attendance Rate increased 1.84% from 92.38% in 2024 to 94.22%. (Metric 4) According to the 2024 Dashboard, our Chronic Absenteeism Rate declined from 10% to 7% and is only 2% higher than our Target for Year 3 Outcome of 5%. The rate declined for all student groups. (Metric 5) We continue to have 0% Dropout Rate. (Metric 6)

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.

Changes to Metrics

-   Metric 1: We added FIT Rating percentage to Baseline year and Year 1 Outcome to give more information regarding the rating.

There are no changes to actions.

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.

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Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement and Communication	o Continue to promote parent involvement through parent information opportunities such as: Back to School Night; Parent Teacher Conferences; Popcorn with the Principals o Communication systems using: Bright Arrow; Alma o Teachers will continue to send at least one postcard for positive reinforcement to each child per year. o Maintain social media to engage families (videos, pictures, and live streams of school events) Engaging school events include: Pumpkin Carving/Decorating Contest; Assemblies; Movie Nights; Winter Program; Open House	$9,410	No
2.2	Student Behavior	Students who are engaged and connected to the school community have fewer discipline issues. At Marcum we have *Houses* that connect students across grade levels and give everyone at the school a sense of belonging. We regularly offer whole school events designed to bring students together as teams with a little friendly competition. The following actions to address the need to improve student behavior will be continued: o Director of Student Services will examine suspension data from the previous three years for SED students to gather data on trends and root causes. Data will be used when developing strategies to decrease suspension rates for SED students o Director of Student Services will monitor the patterns and trends of discipline for all students but especially for our SED student group and develop and implement strategies to decrease behavior incidents o Staff attend training related to school culture o Notify students and families who are not meeting the terms of interdistrict contracts (place on probation when appropriate) o Fund a part-time school counselor Refer to school counselor as needed o Training for support staff (student supervision) and Improve supervision efficiency o Review behavior matrix with staff and students at the beginning of the school year and periodically throughout the year	$21,419	No

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Action #	Title	Description	Total Funds	Contributing

2.3	Attendance	Reducing absences and improving student attendance are crucial for student success. Actions that will be maintained include:
		
		    o Attendance campaign, "Miss a Day, Miss a Lot" with random attendance incentives
		    o Saturday School
		    o Notify students and families who are not meeting the terms of interdistrict contracts regarding attendance (place on probation when appropriate)
			$4,360	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025/26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$128,784	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.52%	0%	$0.00	6.52%

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).

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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 1, Action 1.2	We saw good results on the 2024 Dashboard in ELA. Our All student group went from 8 points above standard in 2023 to 10.5 points above standard in 2024 but our SED student group declined 4.3 points. In Math, all student groups increased and are closer to meeting the standard: All +10.2; SED +18.4. The achievement gap between our All student group and our SED student group increased slightly in ELA (55.3 points; 48.5 points in 2023) but decreased in Math (37.5 points; 45.6 in 2023). (Metric 5)

Results on the 2024 CAASPP were mainly positive with more students in all student groups scoring Standard Met/Exceeded in ELA shown as (2024, 2023): All 59.65%; SED 50.95%, 36.59%. Our SED student group improved in math (43.39%, 26.83%),

and all student groups increased the number of students scoring Standard Met/Exceeded in Science:

All 38.23%, 26.83%; SED 30.77%, 6.67% (Metric 6).

The gap in the percentage of students scoring Standard Met/Exceeded in ELA and Math has decreased. In ELA in 2023 the difference in the percentage of students meeting the standard in the All student group compared to the SED student group was 20.79% but in 2024 it is 8.7% and in Math in 2023 the gap was 23.99% but in 2024 it is 6.18%.

MAP testing showed mixed results: both student groups declined in ELA but improved in Math. There's a notable gap in Reading, with 42% of all students and 22% of SED students scoring at or above the 61st percentile. Similarly, in Math, 46% of all students outperformed 28% of SED students. (Metric 11)

Specific educational partner input from parents/guardians suggests the importance and need for intervention and teachers see the continuing need for intervention and support with data use. | There has been an increase in academic achievement and some reduction in the achievement gap between All and SED student groups. However, due to the ongoing gap and feedback from educational partners, we will continue our action *Support Academic Achievement* with modifications.

The Director of Student Services will lead teachers in a review of initial and subsequent assessment data and help plan intervention. We will use Monday early release days for regular data review; identification of underperforming students and setting up intervention groups with progress monitoring; and identifying the most effective intervention for each need. We will carefully review assessment results and progress for our SED student group. Throughout the year teachers will use the results from state and local writing assessments to identify skills the whole class may need and to form small groups for intervention in writing. Each grade span (K-2, 3-5, and 6-8) will have a scheduled daily intervention time.

Our school-wide focus will be math, but other student needs may be addressed during this time. At the beginning of each 4-5 week intervention cycle, students will take a pre-assessment for specific math standards. Based on those pre-assessments and classroom data, teachers will group students based on their identified needs. At the start of each intervention cycle, an "Intervention Placement Communication" form will be sent home so families know what skills their student will be focusing on during this intervention time. We will have aides directly supporting students for intervention/tutoring. (Action 1.2)

These actions will still be provided on an LEA-wide basis, and we expect that all students scoring less than proficient on CAASPP ELA or Math and/or MAP Reading or Math assessments will benefit. However, because of the ongoing gap in performance, we believe this action will support our unduplicated pupils significantly more than other students because the data driven assessment of skill gaps will determine the targeted intervention they will receive to continue to close the achievement gap. | Metrics 5 (Dashboard), 6 (CAASPP), and 11 (MAP) will be used to monitor the effectiveness of this action. |

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Limited Actions

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

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

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.

N/A

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.

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

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

Local Control and Accountability Plan

2025/26 Total Planned Expenditures Table

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 %)
2025/26	$ 1,974,460	$ 128,784	6.522%	0.000%	6.522%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,267,568	$ 17,338	$ -	$ 25,825	$ 1,310,731.00	$ 1,236,522	$ 74,209

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Certificated Staff/PD	All	No	LEA-wide		All	Ongoing	$ 1,012,818	$ 4,156	$ 1,006,128	$ 9,257	$ -	$ 1,589	$ 1,016,974	0.000%
1	1.2	Support Academic Achievement	All	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 220,844	$ 8,581	$ 210,108	$ 8,081	$ -	$ 11,236	$ 229,425	0.000%
1	1.3	Technology to Support Academic Achievement	All	No	LEA-wide		All	Ongoing	$ -	$ 29,143	$ 16,143	$ -	$ -	$ 13,000	$ 29,143	0.000%
2	2.1	Parent Engagement and Communication	All	No	LEA-wide		All	Ongoing	$ -	$ 9,410	$ 9,410	$ -	$ -	$ -	$ 9,410	0.000%
2	2.2	Student Behavior	All	No	LEA-wide		All	Ongoing	$ -	$ 21,419	$ 21,419	$ -	$ -	$ -	$ 21,419	0.000%
2	2.3	Attendance	All	No	LEA-wide		All	Ongoing	$ 2,860	$ 1,500	$ 4,360	$ -	$ -	$ -	$ 4,360	0.000%

2025/26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 1,974,460	$ 128,784	6.522%	0.000%	6.522%	$ 210,108	0.000%	10.641%	**Total:**	$ 210,108
								LEA-wide Total:	$ 210,108
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Support Academic Achievement	Yes	LEA-wide	English Learners and Low-Income	All	$ 210,108	0.000%

2024/25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,130,685.00	$ 1,139,892.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Certificated Staff/PD	No	$ 876,233	$ 867,068
1	1.2	Support Academic Achievement	Yes	$ 206,115	$ 215,190
1	1.3	Technology to Support Academic Achievement	No	$ 27,185	$ 25,982
2	2.1	Parent Engagement and Communication	No	$ 6,652	$ 11,607
2	2.2	Student Behavior	No	$ 13,500	$ 16,917
2	2.3	Attendance	No	$ 1,000	$ 3,128

2024/25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 135,374	$ 184,233	$ 192,227	$ (7,994)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Support Academic Achievement	Yes	$ 184,233	$ 192,227.00	0.000%	0.000%

2024/25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 1,958,892	$ 135,374	0.000%	6.911%	$ 192,227	0.000%	9.813%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan 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.

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]).

- o 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.

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

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[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 and Senate Bill 153, Chapter 38, Statues of 2024.

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.

Local Control and Accountability Plan Instructions

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. LEAs may also provide information about their strategic plan, vision, etc.

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.

- LEAs may also provide information about their strategic plan, vision, etc.

- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.

    o If the LEA has unexpended LREBG funds the LEA must provide the following:

        ▪ The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and

        ▪ An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:

            • An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and

            • An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).

                o For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.

            • Actions may be grouped together for purposes of these explanations.

            • The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.

    o If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Local Control and Accountability Plan Instructions

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* Section 52060(g) and *EC* Section 52066(g) 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) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

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- For school districts, see _Education Code_ Section 52062;

    o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of _EC_ Section 52062(a).

- For COEs, see _Education Code_ Section 52068; and

- For charter schools, see _Education Code_ Section 47606.5.

- **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.

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    o All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

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- 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.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

Local Control and Accountability Plan Instructions

- o 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:

  - o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: _EC Section 42238.024(b)(1)_ 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.

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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.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

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

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

  o The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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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.

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o 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:

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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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

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

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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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.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

Actions:

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

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.

  o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

  o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

- o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526(d)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526(c)(2)](#).

  - o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

Local Control and Accountability Plan Instructions

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.

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- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

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Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

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

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

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

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

    o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

    o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

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

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

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- o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

  - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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