

LCFF Budget Overview for Parents

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

CDS Code: 51714076053292

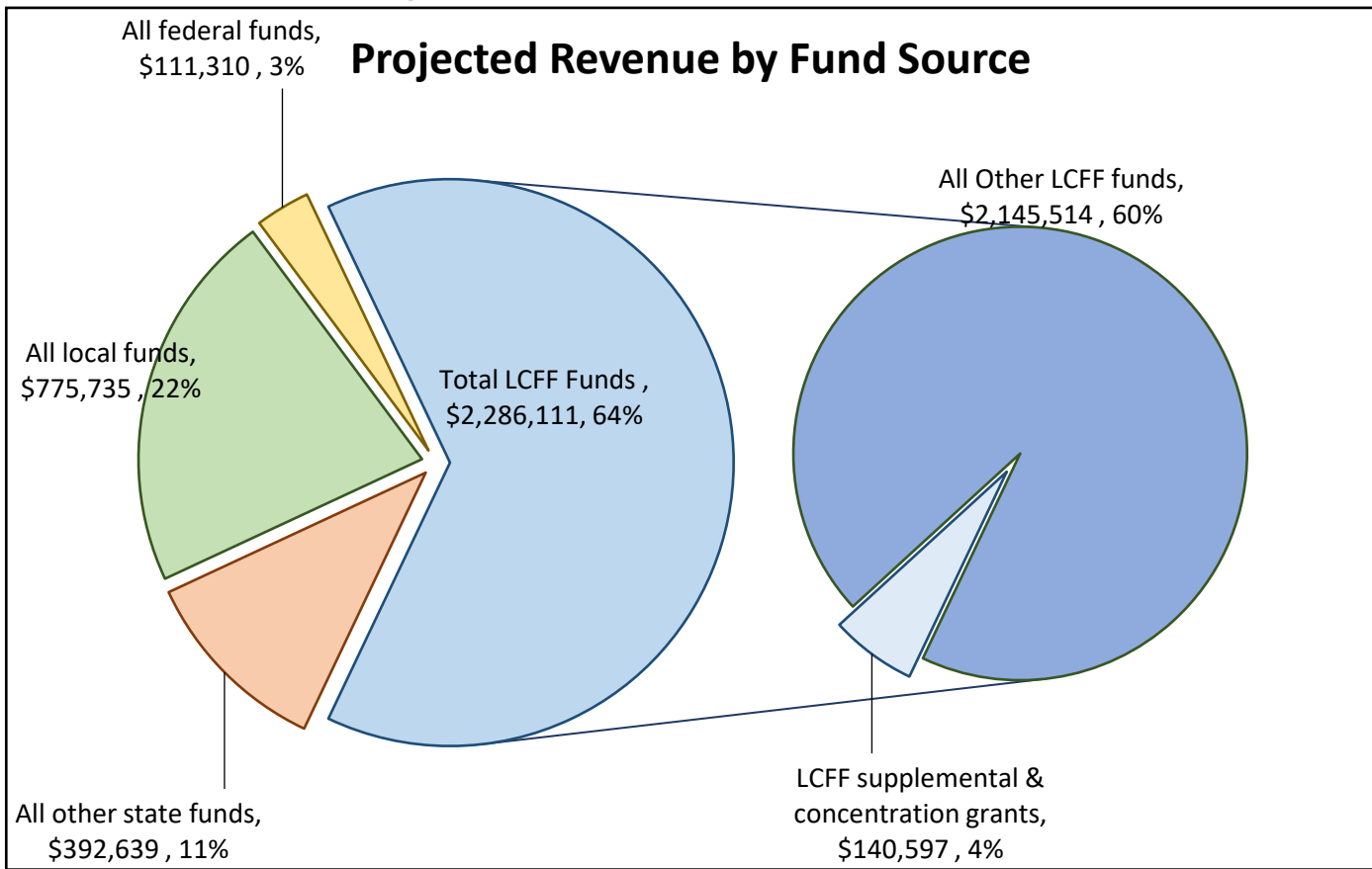
School Year: 2024/25

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

**Approved
by COE on
9-11-24**

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

Budget Overview for the 2024/25 School Year

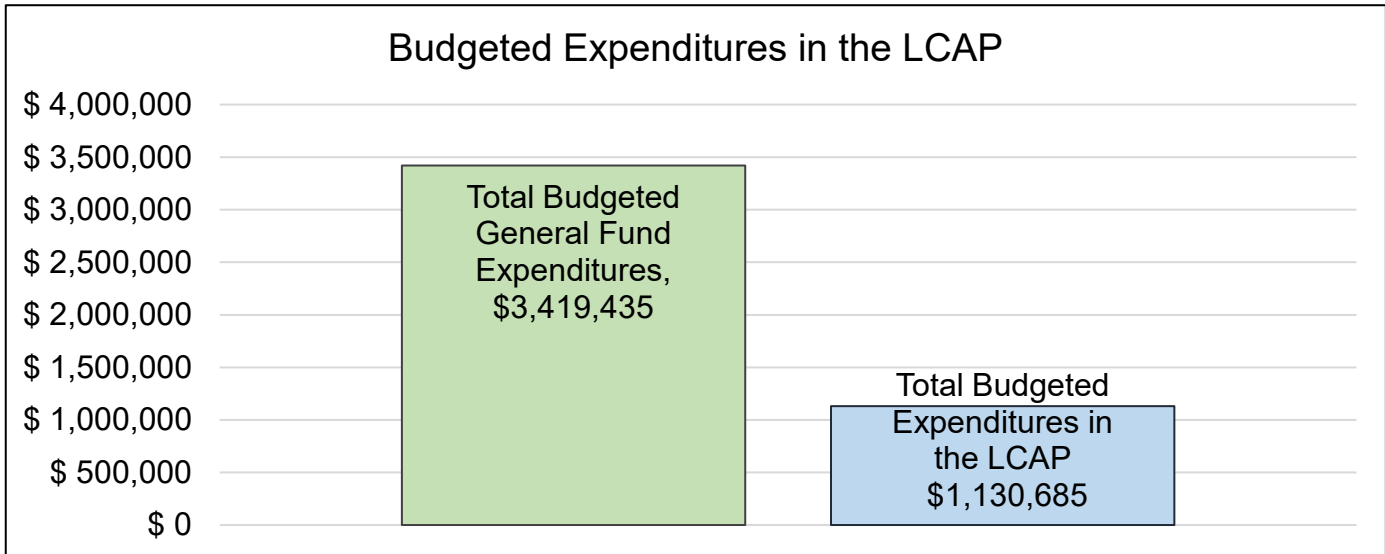


This chart shows the total general purpose revenue Marcum-Illinois Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Marcum-Illinois Union Elementary School District is \$3,565,795.00, of which \$2,286,111.00 is Local Control Funding Formula (LCFF), \$392,639.00 is other state funds, \$775,735.00 is local funds, and \$111,310.00 is federal funds. Of the \$2,286,111.00 in LCFF Funds, \$140,597.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Marcum-Illinois Union Elementary School District plans to spend \$3,419,435.00 for the 2024/25 school year. Of that amount, \$1,130,685.00 is tied to actions/services in the LCAP and \$2,288,750.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

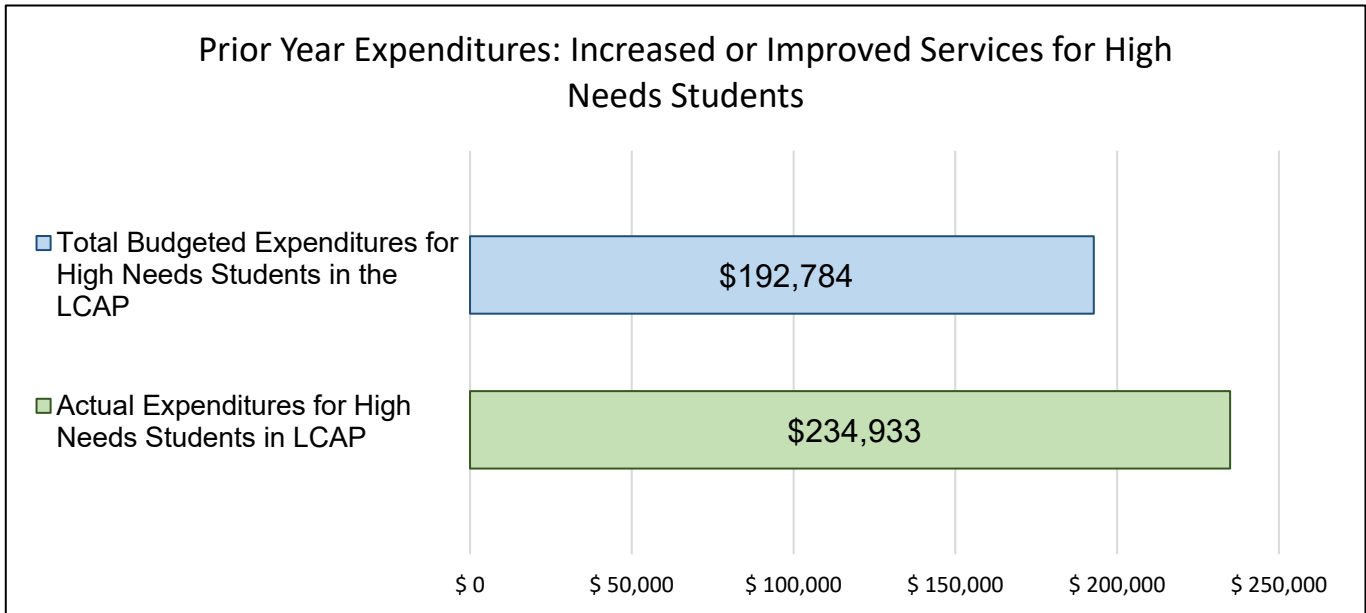
General Fund expenditures not in the LCAP are general operating costs such as salaries, special education, transportation, maintenance and operations, preschool, instructional supplies, administration, technology, and cafeteria.

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

In 2024/25, Marcum-Illinois Union Elementary School District is projecting it will receive \$140,597.00 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 \$184,233.00 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 2023/24



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 2023/24, Marcum-Illinois Union Elementary School District's LCAP budgeted \$192,784.00 for planned actions to increase or improve services for high needs students. Marcum-Illinois Union Elementary School District actually spent \$234,933.00 for actions to increase or improve services for high needs students in 2023/24.

2023–24 Local Control and Accountability Plan Annual Update

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services Percent of teachers appropriately assigned and fully credentialed. Source: SARC and/or Local Data	February 2021 100%	February 2022 100%	February 2023 100% Local <i>Teacher Assignment Monitoring Outcomes (TAMO) has not yet been released but will be added and the outcome updated once it is released.</i>	February 2024 Local Data 80% fully credentialed (8/10) 20% permit (2/10)	February 2024 100%
Basic Services Percent of students with sufficient access to standards-aligned instructional materials Source: SARC	February 2021 100%	February 2022 100%	February 2023 100%	February 2024 100%	February 2024 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Implementation of State Standards Progress (1-5) in implementing programs to support staff in identifying areas they can improve in delivery of instruction.</p> <p>Source: Local Indicator Survey</p>	<p>February 2021</p> <p>ELA: 4 ELD: 3 Math: 3 NGSS: 2 HSS: 3</p>	<p>March 2022</p> <p>ELA: 5 ELD: 4 Math: 5 NGSS: 4 HSS: 4</p>	<p>February 2023</p> <p>ELA: 5 ELD: 5 Math: 5 NGSS: 4 HSS: 4</p>	<p>January 2024</p> <p>ELA: 4 ELD: 4 Math: 4 NGSS: 4 HSS: 4</p>	<p>February 2024</p> <p>ELA: 5 ELD: 4 Math: 4 NGSS: 4 HSS: 4</p> <p><i>Updated 2022</i> Math: 5</p> <p><i>Updated 2023</i> ELD: 5</p>
<p>Implementation of State Standards Percent of English learners scoring Standard Met in ELA on local assessment (NWEA MAP).</p> <p>Source: Local Assessment Data</p>	<p>Winter 2021</p> <p>25%</p>	<p>Winter 2022</p> <p>0%</p>	<p>Winter 2023</p> <p>0%</p>	<p>Winter 2024</p> <p>0%</p>	<p>Winter 2024</p> <p>45%</p>
<p>Pupil Achievement Distance from Standard Met on CAASPP</p> <p>Source: CA School Dashboard</p>	<p>Fall 2019</p> <p>ELA 13.2 above – All 9.8 below – Low-Income</p> <p>Math 6.1 above – All 20.1 below – Low-Income</p>	<p>This information is not available.</p>	<p>Fall 2022</p> <p>ELA 6.2 above – All 21.9 below – Low-Income</p> <p>Math 3.9 below – All 30.5 below – Low-Income</p>	<p>2023 Dashboard</p> <p>ELA 8 above – All 40.5 below – Low-Income</p> <p>Math 13.4 below – All 59 below – Low-Income</p>	<p>Fall 2023</p> <p>ELA 15 above – All 6 below – Low-Income</p> <p>Math 10 above – All 15 below – Low-Income</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement Percent of students scoring Met or Exceed Standard on CAASPP Summative Assessment (Grades 3-8) Source: CAASPP Data	Spring 2019 ELA 57% – All 48% – Low-Income Math 52% – All 44% – Low-Income Science 49% – All (5 th & 8 th)	Spring 2021 ELA 48.18% – All 40.43% – Low-Income Math 43.64% – All 25.53% – Low-Income Science 32.35% – All (5 th & 8 th)	Spring 2022 ELA 57.50% – All 43.18% – Low-Income Math 52.50% – All 40.91% – Low-Income Science 34.21% – All (5 th & 8 th)	Spring 2023 ELA 57.38% – All 36.59% – Low-Income Math 50.82% – All 26.83% – Low-Income Science 26.83% – All (5 th & 8 th)	Spring 2023 ELA 62% – All 55% – Low-Income Math 57% – All 50% – Low-Income Science – All (5 th & 8 th) 54%
Pupil Achievement Percentage of EL pupils who make progress toward English proficiency as measured by ELPAC Source: CA School Dashboard and/or ELPAC Summative Assessment	Fall 2019 45.5%	Spring 2022 41% (ELPAC Summative Assessment)	December 2022 64.7% (CA Schools Dashboard) Dec 2022 Spring 2023 30% (3/10) 3 rd -8 th grade students (ELPAC Summative Assessment) <i>Results for TK-2nd are not available but will be added and the outcome updated once they are released.</i>	2023 Dashboard 35.7%	Fall 2023 50% <i>Updated 2023</i> 68%
Pupil Achievement EL Reclassification Rate Source: Local Data	2019/20 0 students were reclassified because there was no ELPAC testing in spring 2020	2021/22 11% (2 of 19 EL students)	2022/23 27% (4 of 15 EL students)	2023/24 14.29% (2 of 14 EL students)	2022/23 3 students reclassified <i>Updated 2023</i> 4 or more students reclassified

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Course Access LEA's progress (1-5) implementing academic standards for all students.</p> <p>Source: Local Indicator Survey</p>	<p>February 2021</p> <p>CTE: 3 Physical Education: 4 VAPA: 3</p>	<p>March 2022</p> <p>CTE: 3 Physical Education: 4 VAPA: 4</p>	<p>March 2023</p> <p>CTE: 3 Physical Education: 5 VAPA: 4</p>	<p>January 2024</p> <p>CTE: 3 Physical Education: 4 VAPA: 4</p>	<p>February 2024</p> <p>CTE: 4 Physical Education: 5 VAPA: 4</p> <p><i>Updated 2022</i> VAPA: 5</p>
<p>Course Access Percent of unduplicated and students with exceptional needs scoring <i>Standard Not Met</i> on local assessments, receiving tutoring or tiered intervention.</p> <p>Source: Attendance in Programs</p>	<p>2020/21</p> <p>This program will be established and implemented in the 2021/22 school year</p>	<p>2021/22</p> <p>100% ELA 100% Math</p>	<p>2022/23</p> <p>100% ELA 100% Math</p>	<p>2023/24</p> <p>100% ELA 100% Math</p>	<p>2023/24</p> <p>80%</p> <p><i>Updated 2022</i> 100% ELA 100% Math</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Other Pupil Outcomes Percent of 3rd-8th grade students scoring Standard Met on local assessment.</p> <p>Source: Local Data (NWEA MAP)</p>	<p>Winter 2021</p> <p><i>Reading</i> 45% All 34% Low-income 34% Students with Disabilities 25% English learners</p> <p><i>Math</i> 31% All 7% Low-income 25% Students with Disabilities 0% English learners</p>	<p>Winter 2022</p> <p><i>Reading</i> 49% All 32% Low-income 31% Students with Disabilities 0% English learners</p> <p><i>Math</i> 42% All 35% Low-income 42% Students with Disabilities 12% English learners</p>	<p>Winter 2023</p> <p><i>Reading</i> 46% All 22% Low-income 29% Students with Disabilities 0% English learners</p> <p><i>Math</i> 46% All 34% Low-income 23% Students with Disabilities 8% English learners</p>	<p>Winter 2024</p> <p><i>Reading</i> 48% All 29.7% Low-income 30% Students with Disabilities 0% English learners</p> <p><i>Math</i> 32.7% All 21% Low-income 20% Students with Disabilities 0% English learners</p>	<p>Winter 2024</p> <p><i>Reading</i> 65% All 45% Low-income 40% Students with Disabilities 40% English learners</p> <p><i>Math</i> 65% All 45% Low-income 40% Students with Disabilities 40% English learners</p> <p><i>Updated 2022</i> <i>Math</i> 45% Students with Disabilities</p>

Goal Analysis

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

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

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 the planned professional development in English Language Development (ELD); Academic Vocabulary Toolkit (AVT); FastBridge assessments; Writing; Science framework and curriculum support; and intervention planning and progress monitoring. We added training in Essential Standards and Reading Horizons. (Action 1.1) We purchased standards-aligned supplemental supplies. (Action 1.2) Seven aides directly supported students for intervention/tutoring. The Director of Student Services oversaw our assessment and intervention system. Grade-span collaboration time was provided for teacher teams to review data, identify needs/groups, and prepare intervention supports and progress monitoring. Students used Edmentum for intervention and teachers used reading Horizons in K-4 as a reading supplement/intervention program. (Action 1.3) We offered afterschool GATE programs once per month for 3rd-8th graders. Topics varied based on the interests of participants. (Action 1.4)

The only difference between planned actions and actual implementation is that we could not get a teacher for the Destination Imagination piece of our enrichment action, however, we offered other GATE programs. (Action 1.4) One challenge associated with this goal is that many of the actions are long-term actions and we need to allow time to progress monitor and therefore it seems like progress is slow.

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 material differences between Budgeted Expenditures and Estimated Actual Expenditures for several actions in Goal 1.

- Action 1.1: We spent less than budgeted because three more experienced teachers left and were replaced by new teachers at lower salaries.
- Action 1.2: We spent more than planned due to purchasing more technology than planned and renewing our Wonders curriculum for an additional three years.
- Action 1.3: We spent more than planned due to increased costs to employ.
- Action 1.4: We did not need to purchase any GATE supplies this year so we spent less than budgeted.

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

Actions 1.1, 1.2, and 1.3 encompassed our high-quality program, PD, and student support and have proven to be moderately effective over the three-year LCAP cycle based on progress on metrics. For the metrics, Implementation of State Standards *Progress (1-5) in implementing programs to support staff in identifying areas they can improve in delivery of instruction* and EL Reclassification Rate we did not meet our Desired Outcome but exceeded our Baseline. On metrics related to Pupil Achievement on the Dashboard, CAASPP, and Other Pupil Outcomes (MAP), we made inconsistent progress toward our Desired Outcome. Changes will be made to these actions to increase student achievement and see consistent progress.

Action 1.4 included an after-school GATE program intended to offer an enrichment program to students. While this program did offer enrichment to students, we don't have metrics in Goal 1 to measure the effectiveness. As reported on the 2024 Student Survey, more students say there are activities at school that they enjoy participating in (93.8% 2024; 87.8% 2023).

Note: See metrics

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

Metric Changes:

The metrics continuing from the 2023/24 LCAP with some minor wording adjustments for clarity with the exception of the metrics below:

- Implementation of State Standards: *Progress (1-5) in implementing programs to support staff in identifying areas they can improve in delivery of instruction* is being changed to, Priority 2A - *Progress (1-5) in providing professional learning for teaching to the standards and frameworks*.

Expected Outcome Changes:

- Changes have been made to all Expected Outcomes to reflect Baseline data and planned programs and services.

Action Changes:

- Actions 1.2 Instructional Materials and 1.4 Enrichment have been met and are part of our program and are being removed from the 2024/25 LCAP.
- In an effort to lessen the identified achievement gaps, we will focus much of our professional learning and Monday PD time on our underperforming student groups. We will use our Monday early release time for regular data review, planning for targeted intervention, and professional learning. (Action 1.1 in the 2024/25 LCAP)
- Most of our action Support Academic Achievement, is unchanged although we moved Edmentum and comprehensive assessment system to Action 1.3 and we added a description of the data and assessment analysis we will do on early release Mondays. We added Action 1.3 Technology to Support Academic Achievement where we identified Illuminate as our data management system and will set it up so we can easily gather assessment results for our SED student group and English learners, and we will replace technology when needed to support programs. During our monthly data review meetings, we will evaluate test results for all underperforming students but especially our SED student group and English learners to make sure they are getting the targeted intervention they need. (Actions 1.2 and 1.3)

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services Facilities Inspection Tool Rating Source: Facility Inspection Tool (FIT)	December 2020 Exemplary	October 2021 Good	October 2022 Exemplary	December 2023 Exemplary	December 2023 Exemplary

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parental Involvement Percent of parents who agree the school seeks parental involvement. Source: Survey	February 2021 91.2% All 91% Low-income 100% Students with Exceptional Needs	February 2022 92.7% All 100% Low-income 100% Students with Exceptional Needs	February 2023 93.9% All 86% Low-income 100% Students with Exceptional Needs	February 2024 100% All 100% Low-income 100% Students with Exceptional Needs	February 2024 95% All 95% Low-income 100% Students with Exceptional Needs <i>Updated 2022</i> Maintain >98% Low-income
Pupil Engagement Attendance Rate Source: P2 Local Data	P2 2021 96.33%	P2 2022 94%	P2 2023 92.65%	P2 2024 92.38%	P2 2024 98%
Pupil Engagement Chronic Absenteeism Rate Source: CA School Dashboard, DataQuest, and/or Local Data	Fall 2019 6.2% All 10.1% Low-income	Fall 2021 7.9% All 16% Low-income	Fall 2022 12.1% All 16.7% Low-Income Local: March 15, 2023 5.26% All 11.29% Low-Income	2023 Dashboard 10% All 18.9% Low-income Local: April 2024 4.60% All 8.20% Low-Income	Fall 2023 5% All 7% Low-income
Pupil Engagement Middle School Dropout Rate Source: CALPADS	EOY 2020 0%	EOY 2021 0%	EOY 2022 0%	EOY 2023 0%	EOY 2023 0%
School Climate Suspension Rate Source: CA School Dashboard, DataQuest, and/or Local Data	Fall 2019 .5%	EOY 2021 0%	EOY 2022 0% Local: March 15, 2023 4.2% All	2023 Dashboard 4% Local: April 15, 2024 2.30%	Fall 2023 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Expulsion Rate Source: CALPADS	EOY 2020 0%	EOY 2021 0%	EOY 2022 0%	EOY 2023 0%	EOY 2023 0%
School Climate Percent of parents, students, and staff who feel the school is safe. Source: Survey	February 2021 Parents 97.1% Strongly Agree/Agree Students 83% Usually 15% Sometimes Staff We will collect baseline data.	March 2022 Parents 97.6% Strongly Agree/Agree Students 77.9% Usually 20.4% Sometimes Staff 100% Strongly Agree/Agree	February/March 2023 Parents 100% Strongly Agree/Agree Students 76.7% Usually 17.2% Sometimes Staff 88.9% Strongly Agree/Agree	February 2024 Parents 100% Strongly Agree/Agree Students 71.7% Usually 24.8% Sometimes Staff 100% Agree	February 2024 Parents Maintain >95% Strongly Agree/Agree Students 88% Usually 10% Sometimes Staff 95% Agree <i>Updated 2022</i> Staff Maintain >98% Strongly Agree/Agree
School Climate Percent of parents and students who feel a sense of connectedness to the school. Source: Survey	February 2021 97% Parents 92% Students	February 2022 100% Parents 92% Students	February 2023 97% Parents 87.8% Students	February 2024 91.7% Parents 93.8% Students	February 2024 98% Parents 95% Students <i>Updated 2022</i> Maintain >98% Parents

Goal Analysis

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

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

All actions were completed in Goal 2. Numerous school events were offered this year: Back to School Night, pumpkin carving/decorating for a chance to win prizes and earn house points, after-school sports, parent conferences, a winter program, ROAR assemblies, and Open House. We communicated with families via Facebook, a monthly newsletter, text messages for reminders and information, website, and emails (Action 2.1). A part-time school counselor supported students and families, provided Social-emotional Learning (SEL) curriculum in the form of lessons to teachers, and taught SEL lessons in classes. We conducted Panorama surveys twice during the year and used the data to evaluate services and needs. (Action 2.2). We provided transportation at no cost to families. We transported about 50 students per day (Action 2.3). We funded 2.36 FTE Custodian/Maintenance staff to maintain facilities. We updated the video surveillance system. (Action 2.4). Standards brochures were given to parents at Back to School Night, *Elementary School Parents Make the Difference* newsletter was sent home with each school newsletter, and we hosted several meetings to encourage a partnership between school and home: Pastries with the Principals where we shared a Dashboard Presentation and sought input for our LCAP; and various casual connection opportunities. (Action 2.5)

There were no substantive differences between planned actions and actual implementation of actions in Goal 2. Although we implemented several new activities to encourage the partnership between school and home, it was challenging getting parents to come to events related to parent education or district input sessions. Getting parents to respond to surveys also continued to be a challenge.

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

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures in several actions in Goal 2.

- Action 2.1: Costs for contracted services increased and we updated the school's cell phones and service.
- Action 2.2: Expenditures were less than planned because after the LCAP was approved we received a grant to pay for a large part of the action.
- Action 2.3: We spent more due to increased costs to employ.
- Action 2.5: We spent more on parent participation activities.

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

Action 2.1 Parent Engagement included family events and communication. This action was partially effective based on metrics and parent survey results. On the 2024 parent survey, ratings declined in communication (88.9% in 2024; 100% in 2023), 98.2% of parents say the school is a friendly, welcoming environment for all compared to 100% in 2023, and fewer parents feel welcome to participate at the school (92.6%, 100% in 2023).

Action 2.2 Social-Emotional Health provided a part-time school counselor, SEL instruction, and improvement in bullying. According to the 2024 student survey, more students say bullying is sometimes or usually a problem (65.5% in 2024, 50.4% in 2023). We also hoped that this action would also have a positive effect on our suspension rate, but it did not so we will eliminate this action and add a specific behavior action in the 2024/5 LCAP.

Action 2.3 Transportation helped but was not a huge factor in the decrease in our Chronic Absenteeism Rate. According to the 2023 Dashboard, our Chronic Absenteeism Rate declined from the 2022 rate, but it is still higher than our Baseline and Desired Outcome. There is also a gap between the rate for our All student group (10%) and our SED student group (18.9%). Our local Chronic Absenteeism Rate as of April 2024 was 4.6% for our All student group and 8.20% for our SED student group. Although our attendance improved, it is not due to transportation.

Action 2.4 Facilities supported the maintenance of our safe well-maintained facilities and was effective based on our FIT report and metrics related to safety.

Action 2.5 Parent Partnership was intended to enhance the partnership between school and home by ensuring parents are given the standards for each grade level and by educating parents on ways they can support their child's learning at home. Based on 2024 parent survey results, this action was not effective. Only 79.6% of parents say they receive information on what their child should learn and be able to do in each grade (91% in 2023) but 75.9% say they receive information on what they can do at home to help their child improve or advance his/her learning (75% 2023). Since this action was not effective, it will be removed and we will work with our parent groups to identify ways to improve in this area.

Note: See metrics

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

Metrics:

The metrics continuing from the 2023/24 LCAP with some minor wording adjustments for clarity with the exception of the metrics below:

- Parental Involvement: *Percent of parents who agree the school seeks parental involvement* is being changed to, Priority 3A - *Percentage of parents who agree that they have opportunities to provide input on school policies and programs.*
- We are adding Priority 3B/C: *Number/percentage of parents who attended Trimester 1 Parent/Teacher Conferences.*

Expected Outcome Changes:

- Changes have been made to all Expected Outcome to reflect Baseline data and planned programs and services.

Actions:

The following actions were found to be ineffective and will be eliminated from the 2024/25 LCAP:

- 2.3 Transportation: We have found that transportation is not the barrier causing our Chronic Absenteeism Rate.
- 2.5 Parent Partnership: All parents were given brochures describing the standards for each grade level at Back-to-School Night and grade level expectations were discussed at parent conferences in November. Only 79.6% of parents say they receive information on what their child should learn and be able to do in each grade (91% in 2023) but 75.9% say they receive information on what they can do at home to help their child improve or advance his/her learning (75% 2023). We think this process is not impactful to parents and when

they complete the survey in February, they don't remember back to the fall. We will work with our parent groups to identify ways to improve in this area.

The following actions are being removed from the 2024/25 LCAP because they are no longer needed:

- 2.2 Social-emotional Health: This was not effective to improve behavior. We need to review our school behavior plan and make changes based on identified needs.
- 2.3 Facilities: Maintaining facilities is part of our Strategic Plan and will be removed from our LCAP.

The following action is being adjusted:

- 2.1 Parent Engagement: Adding Communication. Our parent survey results are consistently positive in regard to engagement but we had many survey responses from parents citing the need to improve communication so we are adding some communication activities to this action.

The following actions are being added to the 2024/25 LCAP

- Student Behavior: We will take steps to improve student behavior and add an action specifically for 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 monitoring of discipline trends and developing strategies based on data, 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 PBIS incentives. (Action 2.2)
- Attendance: According to the 2023 Dashboard, our Chronic Absenteeism Rate declined, but it is still higher than our Baseline (6.2%) and twice as high as our Desired Outcome of 5%. There is also a gap between the rate for our All student group and our SED student group. Attendance is improving but it is not as low as we would like it, so we are adding an attendance action to the 2024/25 LCAP. We will start a "Miss a Day, Miss a Lot" attendance campaign with random prizes and offer Saturday School attendance make-up days. (Action 2.3)

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

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

Plan Summary 2024/25

General Information

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

The Marcum-Illinois Union Elementary School District (MIUESD), established in 1926, serves approximately 181 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, 56%, come to us on inter-district transfers because of our core values, academic success, and connection to the community. Among our student population, 33.5% are on the free and reduced lunch program, 8% are English learners (EL), and 8% 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.

Reflections: Annual Performance

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

Student Achievement:

2023 California School Dashboard (Dashboard)

English Language Arts (ELA)

- All: 8 points above standard, increased 3.5 points
- Socio-economically Disadvantaged (SED): 40.5 points below standard, declined 14.8 points

Math

- All: 13.4 points below standard, declined 9.4 points
- SED: 59 points below standard, declined 28.5 points

Winter 2024 Local Assessment – Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP)

Percentage scoring in the 61st percentile or higher

Reading

- All: 48% winter 2024; 46% winter 2023
- SED: 29.7% winter 2024; 22% winter 2023

Math

- All: 32.7% winter 2024; 46% winter 2023
- SED: 21% winter 2024; 34% winter 2024

MAP Meeting Growth Projections (fall 2023 to winter 2024)

Reading

- All: 62.93% winter 2024; 50.41% winter 2023

Math

- All: 68.10% winter 2024; 47.93% winter 2023

As reported on the 2023 Dashboard in ELA our All student group increased 3.5 points and increased a performance level and our Socially-economically Disadvantaged (SED) student group declined 14.8 points. In Math, our All and SED student groups both declined and are farther from meeting the standard with our All student group in the Yellow performance level and our SED student group in the Orange performance level. The achievement gap between our All student group and our SED student group is increasing in ELA and Math.

Dashboard results give us information to analyze our progress over time, but our local assessment MAP is the best indicator of whether the actions in our 2023/24 LCAP have been effective. On the winter 2024 MAP test, there is a performance gap in Reading and Math between our All student group and our SED student group. The growth reports from MAP show that more students are meeting or exceeding their growth projections in Reading and Math on the fall 2023 to winter 2024 comparison than for the fall 2022 to winter 2023 comparison. The

percentage of students scoring at or above the 61st percentile on the winter 2024 test is higher than our baseline in 2021, but the rates have been inconsistent and have not increased at a sufficient pace. The percentage of students scoring at or above the 61st percentile on the winter MAP Reading and Math assessments has stayed within the 40-50% range in Reading and the 30-40% range in Math since 2021: Reading: 45% (2021), 49% (2022), 46% (2023), 48% (2024) and Math 31% (2021), 42% (2022), 46%. (2023), 32.7% (2024).

During the 2023/24 school year many of our LCAP actions supported our successes and helped maintain the small amounts of progress we are making. We maintained seven instructional aides to directly support students for intervention/tutoring. One hundred percent of students in the Unduplicated student group and Students with Exceptional Needs scoring Standard Not met on local assessments received tutoring or tiered intervention. (Actions 1.1, 1.3) However, gains are slow and there continues to be achievement gaps in ELA and Math between our All student group and our SED student group as noted above. In order to strengthen academic progress and lessen the achievement gap, in the 2024/25 LCAP we will make some changes. We will focus much of our professional development work on improving the academic achievement of our underperforming student groups. We will use our Monday early release time for regular data review, planning for targeted intervention, and professional learning. (Action 1.1) In our actions *Support Academic Achievement* and *Technology to Support Academic Achievement*, we will set up our data management system so we can easily gather assessment results for our SED student group. During our monthly data review meetings, we will evaluate test results for all underperforming students but especially our SED student group to make sure they are getting the targeted intervention they need. Teachers will work with small groups on targeted skills and mastery of essential standard and instructional aides will provide and support targeted intervention and progress monitoring. (Actions 1.2 and 1.3)

Engagement and School Climate:

2023 California School Dashboard (Dashboard)

Chronic Absenteeism

- All: 10%, declined 2.1%
- SED: 18.9%, increased 2.3%

Suspension

- All: 4%, increased 3%
- SED: 9.2%: increased 6.9%

2024 Surveys

Parents

- There is two-way communication between home and school: 88.9% in 2024; 100% in 2023
- My child's school is a friendly, welcoming environment for students, parents, and families: 98.2% in 2024; 100% in 2023
- My child's school is a safe place to learn: 100% in 2024; 100% in 2023

Students

- I feel safe at school: 96.5%; 93.9% in 2023
- There are activities at school that I enjoy participating in: 93.8%; 87.8% 2023

The actions that have been in place in the previous three-year LCAP cycle around engagement and school climate have been effective in decreasing chronic absenteeism, supporting student's social-emotional needs, and maintaining our welcoming school environment.

Although there have been slight declines on some survey questions, most parents praise the open communication, caring atmosphere, and balance between academics and engaging activities and events that focus on community and family. (Actions 2.1, 2.2, 2.3) Parent engagement is important at Marcum so we will maintain our Parent Engagement action and add Communication to the action since the 2024 survey ratings declined slightly in communication. Teachers will 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 2023 Suspension Rate increased 3% for our All student group and increased 6.9% for our SED student group. The Suspension Rate performance level for our All and SED student groups is at the lowest performance level (Red). There is a gap in our Suspension Rate between our All student group and our SED student group. Historically our suspension rate has been 2% or less for most student groups. While we are not pleased with this increase, we know that because of our small number of students, one or two suspensions can have a big impact on the Dashboard. However, we will take steps to improve student behavior and add an action specifically for student behavior in our 2024/25 LCAP. 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)

Along with most schools in California, we struggle with chronic absenteeism. According to the 2023 Dashboard, our Chronic Absenteeism Rate declined, but it is still higher than our Baseline (6.2%) and twice as high as our Desired Outcome of 5%. There is also a gap between the rate for our All student group and our SED student group. Attendance is improving but it is not as high as we would like it, so we are adding an attendance action to the 2024/25 LCAP. We will start a “Miss a Day, Miss a Lot” attendance campaign with random prizes and offer Saturday School attendance make-up days. (Action 2.3)

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 2024/25 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 December 2023. Survey data was used for metrics to drive goals and actions for the 2024/25 LCAP. All school staff had the opportunity to review data and to provide input toward the 2024/25 LCAP goals and actions during spring 2024.
Principals & Administrators	N/A
Parents	The Mid-Year Update and a review of the MIUESD Dashboard was shared with parents during a Popcorn with the Principals meeting on February 12, 2024. Parent surveys were sent out in February 2024 and used to obtain data for metrics to drive goals and actions for the 2024/25 LCAP. In March 2024, parents were invited to attend our PAC meeting to review survey data, successes, needs, and discuss goals and actions for the 2024/25 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 2024 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 2024/25 LCAP.
Parent Advisory Committee (PAC)	Throughout the 2023/24 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 February 6, 2024. In March 2024, our PAC reviewed survey data, successes, needs, and discussed goals and actions for the 2024/25 school year. In May 2024, 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 2024
Board of Trustees	Throughout the year the board received updates on progress of goals and actions, data outcomes, and survey results

The draft LCAP was available on the district webpage for public comment prior to final board approval. Educational partners were encouraged to email the school, comment through our website, or call the school to submit input.

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

After our first year of early dismissal Monday, teachers and administrators 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 Essential Standards. Goal 1, Action 1.1 Certificated Staff/PD

Specific educational partner input from parents/guardians regarding the importance and need for intervention and teacher input regarding the continuing need for intervention and support with data management resulted in the action to, *Support the academic achievement of all students, with emphasis on unduplicated students (including socioeconomically disadvantaged, English learners, foster youth, and students with disabilities)*, by using a comprehensive assessment system and data reflection process; by providing targeted intervention and progress monitoring; and by supporting instructional planning/delivery to ensure continuous improvement. Goal 1, 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 but this year several parents cited the need for improved communication so we will maintain our Parent Engagement action and add Communication to the action. Teachers will 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. Goal 2, Action 2.1

Staff expressed concern over student behavior and although students report bullying is decreasing it is still happening (Usually: 13.3%; Sometimes 52.2%; Never 34.5%). Educational partners also noted the increase in the Suspension Rate on the Dashboard. As a result, we are adding a Student Behavior action. The 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; staff will receive training on our behavior matrix and student supervision; and we will refer to the school counselor as needed. Goal 2, Action 2.2

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.

As reported on the 2023 Dashboard in ELA our All student group increased 3.5 points and is now 8 points above standard and is making progress, but our Socially-economically Disadvantaged (SED) student group continues to decline and the gap between our All student group and our SED student group is increasing. In Math, all student groups declined from 2022 and are farther away from meeting the standard.

On the 2023 CAASPP in ELA our All student group decreased only 0.12% to 57.38% and is very close to our baseline rate of 57.57%. Our SED student group declined 6.59% to 36.59% and continues to lag in getting back to our baseline rate of 47.92%. In Math our All student group decreased 1.68% to 50.82% and is close to our baseline of 51.51%. Our SED student group declined much more in Math, 14.08% to 26.83%. The gap between our All student group and our SED student group continues to increase, especially in Math.

Dashboard and CAASPP results give us information to analyze our progress over time, but our local assessment Measure of Academic Progress (MAP) is the best indicator of whether the actions in our 2023/24 LCAP have been effective. On the winter 2024 MAP test, the percentage of students scoring at or above the 61st percentile (Standard Met) in Reading and Math is higher than fall 2023. On the winter 2024 MAP test, there is a performance gap in Reading between our All student group (48%) and our SED student group (29.7%) and in Math there is also a performance gap between our All student group (32.7%) and our SED student group (21%). The growth reports from MAP show that 62.93% of students met or exceeded their growth projections in reading (fall 2023 to winter 2024), compared to last year's 50.41% and 68.10% met their growth projection in math, significantly more than 47.93% the previous year. The percentage of students scoring Standard Met on the winter 2024 test is higher than our baseline in 2021, but the rates have been inconsistent and have not increased at a sufficient pace. The percentage of students scoring Standard Met on the winter MAP Reading and Math assessments has stayed within the 40-50% range in Reading and the 30-40% range in Math since 2021: Reading: 45% (2021), 49% (2022), 46% (2023), 48% (2024) and Math 31% (2021), 42% (2022), 46%. (2023), 32.7% (2024).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	<p>Priority 1A - Percentage of teachers: Appropriately assigned and fully credentialed Misassignments Vacancies Source: Local Data</p>	<p>October 2023 Appropriately assigned and fully credentialed: 80% Misassignments: 20% Vacancies: 0%</p>			<p>October 2026 Appropriately assigned and fully credentialed: 100% Misassignments: 0 Vacancies: 0</p>	
2	<p>Priority 1B - Percentage of students with access to standards-aligned instructional materials Source: SARC</p>	<p>January 2024 100%</p>			<p>January 2027 100%</p>	
3	<p>Priority 2A - Progress (1-5) in providing professional learning for teaching to the standards and frameworks Source: Local Indicator Tool - Priority 2</p>	<p>January 2024 ELA: 4 ELD: 4 Mathematics: 4 NGSS: 4 HSS: 4</p>			<p>January 2027 ELA 5 ELD 5 Mathematics 4 NGSS 4 HSS 4</p>	
4	<p>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)</p>	<p>Winter 2024 0%</p>			<p>Winter 2027 20%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5	Priority 4A - Distance from Standard Met on CAASPP (points above/below standard) Source: CA School Dashboard	2023 Dashboard <u>ELA</u> All: 8 above White: 20.5 above Hispanic: 24.5 below SED: 40.5 below <u>Math</u> All: 13.4 below White: 1.5 below Hispanic: 39.1 below SED: 59 below			2026 Dashboard <u>ELA</u> All: 12 above White: 25 above Hispanic: 15 below SED: 25 below <u>Math</u> All: At Standard White: 5 above Hispanic: 15 below SED: 25 below	
6	Priority 4A - Percentage of students meeting and exceeding (Level 3 or 4) on CAASPP Summative Assessment Source: CAASPP	2023 CAASPP <u>ELA</u> All: 57.38% White: 59.74% Hispanic: 48.48% SED: 36.59% <u>Math</u> All: 50.82% White: 55.84% Hispanic: 42.42% SED: 26.83% <u>Science</u> All: 26.83% White: 29.16% Hispanic: 9.09% SED: 6.67%			2026 CAASPP <u>ELA</u> All: 62% White: 65% Hispanic: 51% SED: 45% <u>Math</u> All: 53% White: 58% Hispanic: 46% SED: 33% <u>Science</u> All: 32% White: 35% Hispanic: 12% SED: 12%	
7	Priority 4E - Percentage of English learners making progress toward English proficiency by increasing one level on the ELPAC Source: CA School Dashboard	2023 Dashboard 35.7%			2026 Dashboard 50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8	Priority 4F - Number of English learners who are reclassified Source: Local Data	2023/24 School Year 2 (12 EL)			2026/27 School Year ≥1	
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 2027 Health Education: 4 Physical Education: 5 VAPA: 4	
10	Priorities 7B/C-Percentage of unduplicated students and students with exceptional needs scoring in the 20 th percentile or lower on the fall NWEA MAP Reading and/or Math assessment receiving intervention. Source: Attendance in programs	November 2023 ELA: 100% Math: 100%			November 2026 ELA: 100% Math: 100%	
11	Priority 8 - Percentage of students (K-8 th) scoring at or above the 61 st 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 2027 <u>ELA</u> All: 55% SED: 35% <u>Math</u> All: 40% SED: 28%	

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.

N/A

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.

N/A

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

N/A

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.

N/A

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	<p>Provide rigorous instruction to all students by recruiting, retaining, and training/supporting skilled certificated staff. PD:</p> <ul style="list-style-type: none">○ Maintain early release Monday PD for regular data review, planning for intervention, and professional learning○ The Director of Student Services will plan and deliver PD and onsite coaching○ PD topics include:<ul style="list-style-type: none">- Writing instruction- Essential Standards○ High 5 For All training for one teacher and our Director of Student Services through SCSOS○ SCSOS science training for all teachers grades TK-8	\$876,233	No

1.2	Support Academic Achievement	Support the academic achievement of all students, with emphasis on unduplicated students (including Socioeconomically Disadvantaged, English learners, Homeless, and Foster Youth). Components include: <ul style="list-style-type: none"> ○ A Director of Student Services to oversee assessment and intervention system, work with teachers to analyze data and plan instruction and intervention ○ 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 ○ Teachers work with small groups on targeted skills and mastery of essential standards ○ 6 Aides to provide and support targeted intervention and progress monitoring 	\$206,115	Yes
1.3	Technology to Support Academic Achievement	<ul style="list-style-type: none"> ○ Illuminate as a data management system to efficiently obtain assessment data for student groups and create reports to view all assessment data holistically ○ A comprehensive assessment system (MAP & FastBridge) ○ Edmentum, a personalized learning program ○ Technology support programs 	\$27,185	No

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

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 Dashboard results indicate a need to maintain the progress we've made with parent engagement/parent partnership but improve in communication; expand our efforts to decrease chronic absenteeism; and improve student behavior.

Along with most schools in California, we struggled with our Chronic Absenteeism and Suspension Rates. According to the 2023 Dashboard, our Chronic Absenteeism Rate declined from the 2022 rate, but it is still higher than our Baseline (6.2%) and Desired Outcome (5%). There is also a gap between the rate for our All student group (10%), our SED student group (18.9%), and Students with Disabilities (SWD) (21.2%). Our 2023 Suspension Rate increased 3% for our All student group and increased 6.9% for our SED student group. The Suspension Rate performance level for our All and SED student groups is at the lowest performance level (Red). There is a gap in our Suspension Rate between our All student group and our SED student group. Historically our suspension rate has been 2% or less for most student groups. Although the 2024 parent survey results continue to be positive, ratings declined slightly in communication (88.9% in 2024; 100% in 2023) and if parents feel welcome to participate at the school (92.6% in 2024; 100% in 2023). Parents still say the school is friendly and welcoming (98.2% in 2024; 100% in 2023) and 100% continue to say the school is safe. Students say they feel safe at school: Usually: 71.7% (76.7% 2023); Sometimes: 24.8% (17.2% 2023); Never: 3.5% (6% 2023)

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 Exemplary			September 2026 Exemplary	
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 2027 ≥95%	
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 2026 All: 97% SED: 93% EL: 90% SWD: 100%	

4	<p>Priority 5A - Attendance Rate</p> <p>Source: P2 Attendance Report</p>	<p>April 2024</p> <p>92.38%</p>			<p>April 2027</p> <p>≥95%</p>	
5	<p>Priority 5B - Percentage of students who were absent for 10% or more of the total instructional days</p> <p>Source: CA School Dashboard</p>	<p>2023 Dashboard</p> <p>All: 10%</p> <p>White: 10.1%</p> <p>Hispanic: 6.7%</p> <p>SED: 18.9%</p> <p>SWD: 21.2%</p>			<p>2026 Dashboard</p> <p>All: 5%</p> <p>White: 6%</p> <p>Hispanic: 5%</p> <p>SED: 10%</p> <p>SWD: 15%</p>	
6	<p>Priority 5C - Middle School Dropout rate</p> <p>Source: Local SIS</p>	<p>April 2024</p> <p>0%</p>			<p>April 2027</p> <p>0%</p>	
7	<p>Priority 6A - Percentage of students suspended 1 or more times during the school year</p> <p>Source: CA School Dashboard</p>	<p>2023 Dashboard</p> <p>All: 4%</p> <p>White: 5%</p> <p>Hispanic: 3.3%</p> <p>SED: 9.2%</p> <p>SWD: 2.9%</p>			<p>2026 Dashboard</p> <p>All: 2%</p> <p>White: 3%</p> <p>Hispanic: 1%</p> <p>SED: 2%</p> <p>SWD: 2%</p>	
8	<p>Priority 6B - Percentage of students expelled at any time during the school year</p> <p>Source: Student Information System</p>	<p>April 2024</p> <p>0%</p>			<p>April 2027</p> <p>0%</p>	
9	<p>Priority 6C - Percent of parents, students, and staff who feel the school is safe.</p> <p>Source: Local Survey</p>	<p>February 2024</p> <p>Students: 96.5%</p> <p>Parents: 100%</p> <p>Staff: 100%</p>			<p>February 2027</p> <p>Students: 98%</p> <p>Parents: 100%</p> <p>Staff: 100%</p>	

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 2027 Students: 90% Parents: 95% Staff: 98%	
11	Priority 6C – Percentage of parents who say there is good two-way communication between home and school.	February 2024 88.9%			February 2027 ≥95%	

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.

N/A

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.

N/A

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

N/A

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.

N/A

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
2.1	Parent Engagement and Communication	<ul style="list-style-type: none"> Promote parent involvement through parent information opportunities such as: Back to School Night; Parent Teacher Conferences; Popcorn with the principals Communication systems using: Bright Arrow; Alma Teachers will send at least one postcard for positive reinforcement to each child per year. Maintain social media to engage families (videos, pictures, and live streams of school events) <p>Engaging school events include: Pumpkin Carving/Decorating Contest; Assemblies; Movie Nights; Winter Program; Open House</p>	\$6,652	No

2.2	Student Behavior	<p>Students who are engaged and connected to the school community have fewer discipline issues. At Marcum we have <i>Houses</i> 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 will address the need to improve student behavior:</p> <ul style="list-style-type: none"> ● 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 ● 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 ● Staff attend training related to school culture ● Notify students and families who are not meeting the terms of interdistrict contracts (place on probation when appropriate) ● Fund a part-time school counselor <ul style="list-style-type: none"> ○ Refer to school counselor as needed ● Training for support staff (student supervision) ● Improve supervision efficiency ● Review behavior matrix with staff and students at the beginning of the school year and periodically throughout the year 	\$13,500	No
2.3	Attendance	<p>Reducing absences and improving student attendance are crucial for student success. Actions include:</p> <ul style="list-style-type: none"> ○ Attendance campaign, “Miss a Day, Miss a Lot” with random attendance incentives ○ Saturday School ○ Notify students and families who are not meeting the terms of interdistrict contracts regarding attendance (place on probation when appropriate) 	\$1,000	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$140,597	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.35%	0%	\$0	7.35%

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

Required Descriptions
LEA-wide and Schoolwide Actions

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

Goal and Action #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Actions 1.2	<p>As reported on the 2023 Dashboard in ELA our All student group increased 3.5 points and is now 8 points above the standard. Our SED student group declined 14.8 points to 40.5 points below standard. In Math, our All student group declined 9.4 points to 13.4 points below standard and our SED student group declined 28.5 points to 59 points below standard. The achievement gap between our All student group and our SED student group is increasing in ELA and Math.</p> <p>On the winter 2024 MAP test, there is a performance gap in Reading between the percentage of our All student group (48%) and our SED student group (29.7%) scoring at or above the 61st percentile and in Math there is a similar performance gap between our All student group (32.7%) and our SED student group (21%).</p> <p>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.</p>	<p>Considering the achievement gap and educational partner input, we will maintain our action <i>Support Academic Achievement</i> but with some adjustments. We will devote most of our early release Monday time for the Director of Student Services and classroom teachers to hold data meetings with a focus on our Unduplicated student group. During these meetings, the team will identify skill gaps that will be addressed in the classroom with the whole class and identify students in need of Tier II and Tier III intervention. Targeted intervention will be planned and scheduled. The Director of Student Services will oversee all universal testing, progress monitoring, assessment scheduling, and training for delivery of targeted intervention as well as monitor the progress of unduplicated pupils. Teachers and instructional aides will work with small groups on targeted skills and mastery of essential standards.</p> <p>These actions are being 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 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 close the achievement gap.</p>	Metrics 5 (Dashboard), 6 (CAASPP), and 11 (MAP) will be used to monitor the effectiveness of this action.

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

2024/25 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 %)
2024/25	\$ 1,913,405	\$ 140,597	7.348%	0.000%	7.348%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,093,845	\$ -	\$ -	\$ 36,840	\$ 1,130,685.00	\$ 1,082,348	\$ 48,337

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/PC	All	No	LEA-wide		All	Ongoing	\$ 876,233	\$ -	\$ 874,275	\$ -	\$ -	\$ 1,958	\$ 876,233	0.000%
1	1.2	Support Academic Achievement	All	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	\$ 206,115	\$ -	\$ 184,233	\$ -	\$ -	\$ 21,882	\$ 206,115	0.000%
1	1.3	Technology to Support Academic Achievement	All	No	LEA-wide		All	Ongoing	\$ -	\$ 27,185	\$ 14,185	\$ -	\$ -	\$ 13,000	\$ 27,185	0.000%
2	2.1	Parent Engagement and Communicatio	All	No	LEA-wide		All	Ongoing	\$ -	\$ 6,652	\$ 6,652	\$ -	\$ -	\$ -	\$ 6,652	0.000%
2	2.2	Student Behavior	All	No	LEA-wide		All	Ongoing	\$ -	\$ 13,500	\$ 13,500	\$ -	\$ -	\$ -	\$ 13,500	0.000%
2	2.3	Attendance	All	No	LEA-wide		All	Ongoing	\$ -	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	\$ 1,000	0.000%

2024/25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 1,913,405	\$ 140,597	7.348%	0.000%	7.348%	\$ 184,233	0.000%	9.629%	Total:	\$ 184,233
								LEA-wide Total:	\$ 184,233
								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	\$ 184,233	0.000%

2023/24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,723,371.00	\$ 1,813,413.00

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	\$ 908,367	\$ 872,183
1	1.2	Instructional Materials & Equipment	No	\$ 52,000	\$ 154,681
1	1.3	Support Academic Achievement	Yes	\$ 204,139	\$ 258,493
1	1.4	Enrichment	No	\$ 2,950	\$ 911
2	2.1	Parent Engagement	No	\$ 6,242	\$ 8,664
2	2.2	Social-emotional Health	No	\$ 23,068	\$ 5,609
2	2.3	Transportation	No	\$ 131,719	\$ 148,629
2	2.4	Facilities	No	\$ 392,986	\$ 361,779
2	2.5	Parent Partnership	No	\$ 1,900	\$ 2,464

2023/24 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)
\$ 151,576	\$ 192,784	\$ 234,933	\$ (42,149)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Support Academic Achievement	Yes	\$ 192,784	\$ 234,933.00	0.00%	0.00%

2023/24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 1,931,897	\$ 151,576	0.00%	7.85%	\$ 234,933	0.00%	12.16%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

- Students

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

Local Control and Accountability Plan Instructions

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.*
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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