Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, November 2022

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: School of Unlimited Learning
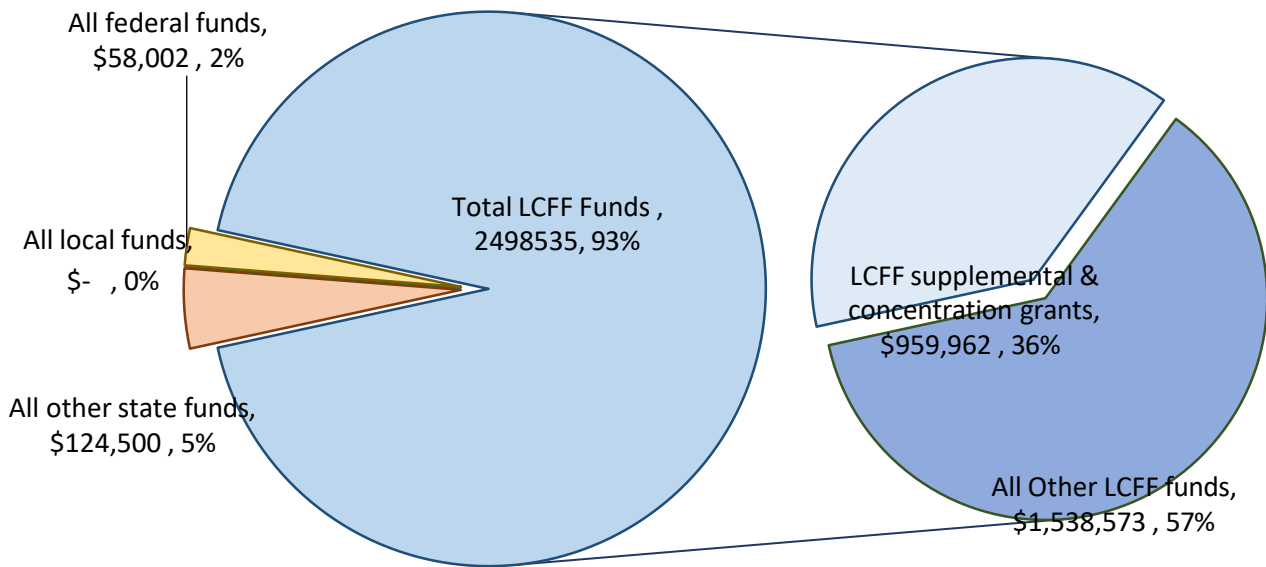
CDS Code: 10621661030642

School Year: 24-25

LEA contact information: Susan Lopez

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 24-25 School Year

Projected Revenue by Fund Source

All federal funds, $58,002 , 2%

All local funds, $- , 0%

All other state funds, $124,500 , 5%

Total LCFF Funds , 2498535, 93%

LCFF supplemental & concentration grants, $959,962 , 36%

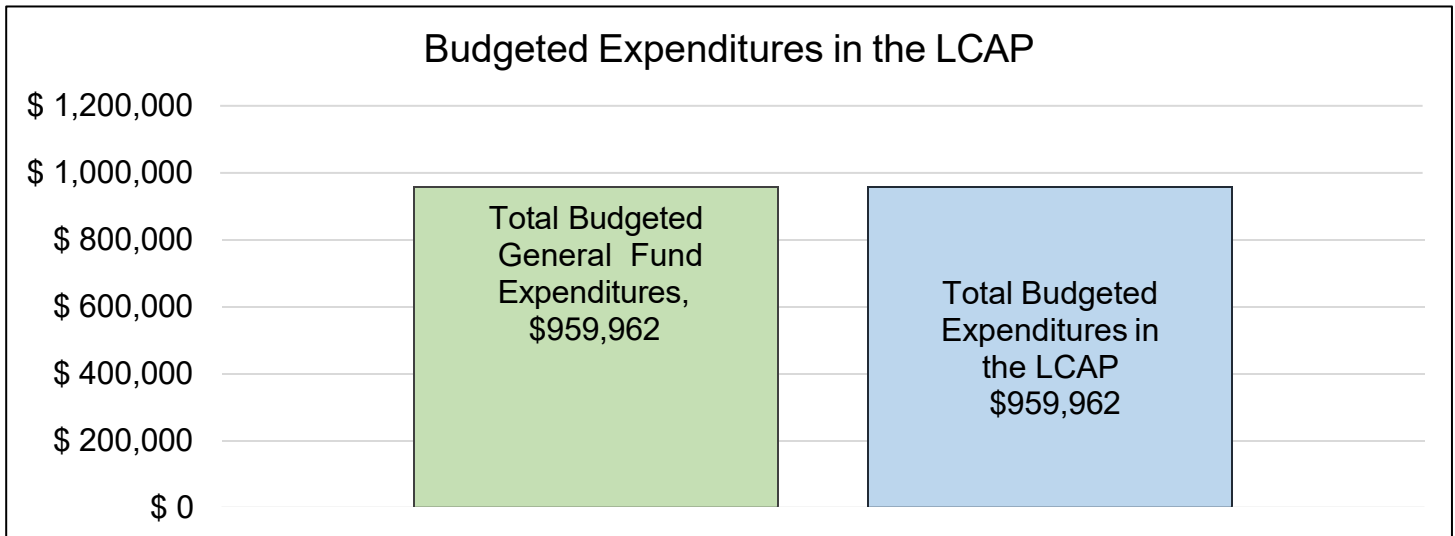All Other LCFF funds, $1,538,573 , 57%

This chart shows the total general purpose revenue School of Unlimited Learning 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 School of Unlimited Learning is $2,681,037.00, of which $2,498,535.00 is Local Control Funding Formula (LCFF), $124,500.00 is other state funds, $0.00 is local funds, and $58,002.00 is federal funds. Of the $2,498,535.00 in LCFF Funds, $959,962.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 1,200,000	
$ 1,000,000	
$ 800,000	Total Budgeted General Fund Expenditures, $959,962
$ 600,000	Total Budgeted Expenditures in the LCAP $959,962
$ 400,000	
$ 200,000	
$ 0	

This chart provides a quick summary of how much School of Unlimited Learning plans to spend for 24-25. 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: School of Unlimited Learning plans to spend $959,962.00 for the 24-25 school year. Of that amount, $959,962.00 is tied to actions/services in the LCAP and $0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

All expeditures are included in the 24025 LCAP. General funds will be used to supplement LCAP funds.
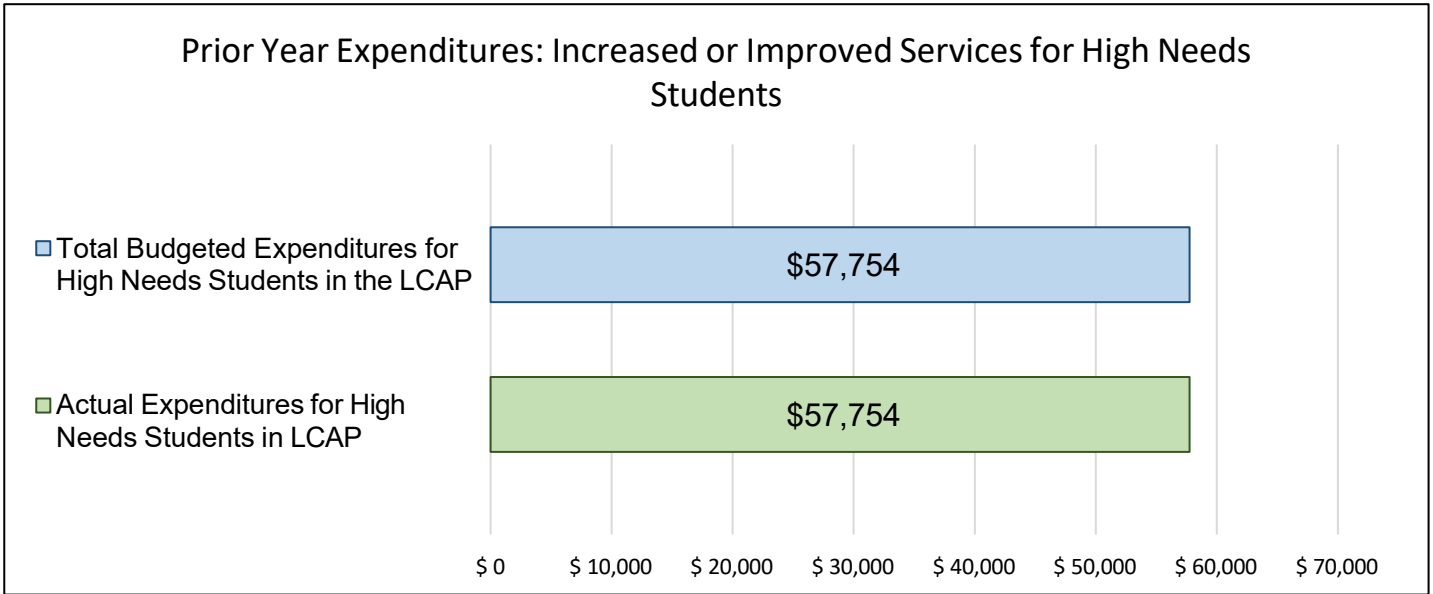
Increased or Improved Services for High Needs Students in the LCAP for the 24-25 School Year

In 24-25, School of Unlimited Learning is projecting it will receive $959,962.00 based on the enrollment of foster youth, English learner, and low-income students. School of Unlimited Learning must describe how it intends to increase or improve services for high needs students in the LCAP. School of Unlimited Learning plans to spend $48,523.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

Additional staff and materials are being added to address learning loss amongst our students especially in the areas of Math and Reading. SOUL will also address the need for CTE and career readiness classes.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 23-24

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP $57,754

☐ Actual Expenditures for High Needs Students in LCAP $57,754

$ 0 $ 10,000 $ 20,000 $ 30,000 $ 40,000 $ 50,000 $ 60,000 $ 70,000

This chart compares what School of Unlimited Learning budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what School of Unlimited Learning 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 23-24, School of Unlimited Learning's LCAP budgeted $57,754.00 for planned actions to increase or improve services for high needs students. School of Unlimited Learning actually spent $57,754.00 for actions to increase or improve services for high needs students in 23-24.

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
School of Unlimited Learning	Susan Lopez	susan.lopez@fresnoeoc.org

Goals and Actions

Goal

Goal #	Description
Goal #1	Improve Student Academic Performance and College and Career Readiness by Increasing Reading and Math Levels of all SOUL Students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Language Arts	19% of students met or exceeded English Language Arts standard in 2019	All: n/a LI: FY: EL: Date Year 2021-2022	All: 13% LI: 9% FY: 6% EL: 2% Date Year 2022-2023	All: 15% LI: 11% FY: 7% EL: 4% Date Year 2023-2024	16% growth above baseline will meet or exceed standard for all subgroups
SBAC Math	0% of students met or exceeded Math standard in 2019	All: n/a LI: FY: EL: Date Year 2021-2022	All: 0% LI: 0% FY: 0% EL: 0% Date Year 2022-2023	All: 0% LI: 0% FY: 0% EL: 0% Date Year 2023-2024	11% growth above baseline will meet or exceed standard for all subgroups
NWEA MAP Reading	Percent of students who meet or exceed target growth in Winter 2022	All: % LI: % FY: % EL: % Date Year 2021-2022 *Data Source: NWEA test.*	All: 33% LI: 60% FY: 49% EL: 36% Date Year 2022-2023 *Data Source: NWEA test.*	All: 43% LI: 69% FY: 58% EL: 46% Date Year 2023-2024 *Data Source: NWEA test.*	20% growth over baseline year.

NWEA MAP Math	Percent of students who meet or exceed target growth in Winter 2022	All: % LI: % FY: % EL: % *Date Year 2021-2022* *Data Source: NWEA test.*	All: 60% LI: 70% FY: 80% EL: 42% *Date Year 2022-2023* *Data Source: NWEA test*	All: 68% LI: 74% FY: 88% EL: 53% *Date Year 2023-2024* *Data Source: NWEA test*	15% growth over baseline year.

Goal Analysis

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

Action 1.1 Overall school performance in SBAC Language Arts: Performance was monitored; focusing on increases by meeting standards or exceeding standards each year: SOUL implemented the academic supports, indicated in action 1.1. There were no substantive/considerable differences in what was planned for this action.

Action 1.2 Overall school performance in SBAC Math: SOUL implemented the academic supports, indicated in action 1.1. There were no substantive/considerable differences in what was planned for this action.

Action 1.3 Overall school performance in NWEA MAP Reading increased by meeting growth targets each year: We have continued to see increases in NWEA MAP Reading performance similar to the prior year.

Action 1.4 Overall school performance in NWEA MAP Math increased by meeting growth targets each year: We have continued to see increases in NWEA MAP Math performance similar to the prior year.

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.

Action 1.1 Overall school performance in SBAC Language Arts: SOUL is on track to spending all of our budget for this action ($71,807)

Action 1.2 Overall school performance in SBAC Math: There were no substantive changes to the budget expenditures. For this action the budget item we spent the total budget of $36,826 to support with this action item.

Action 1.3 Overall school performance in NWEA MAP Reading: There were no substantive changes in the budgeted expenditures of $11,775.

Action 1.4 Overall school performance in NWEA MAP Math: There was no substantive changes in the budgeted expenditures of $19,958.

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

Action 1.1 In comparison to last year's results, we increased proficiency SBAC ELA standards from 13% to 15%.

Action 1.2 In comparison to last year's results, we failed to increase proficiency SBAC Math standards. Rates remain at 0%.

Action 1.3 In comparison to last year's results, we increased our rate for meeting growth targets from 33% to 43%, a growth of 10%.

Action 1.4 In comparison to last year's results, we increased our rate for meeting NWEA Math growth targets from 60% to 68%, a growth of 8%.

We have also seen increases in students passing ELA and Math A-G courses.

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.

We have met our 3 years goals in the areas of NWEA Reading and Math growth. Currently, we are continuing our approach towards increasing our impact, by adding course options that fit student interest, while increasing the rigor or the academic courses students take through dual enrollment, and other supports to provide students with post-secondary education access. We have currently reviewed our goals based on evidence from Bench marks. Changes have been made conservatively to reflect our data and also stakeholder input. Incentives have been added to increase student engagement.

Goal # 2	Description
Goal #2	Create Greater Student Access to Post-Secondary Opportunities by Increasing School Graduation Rate

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CDE Annual Minimum Graduation Rate for School	Target School Graduation rate set by CDE	Meet or exceed target graduation rate set by State of California Data Year 2021-2022 Data Source: Internal graduation rate	58% of seniors meet or exceed target graduation rate set by State of California Data Year 2022-2023 Data Source: Internal graduation rate	60% of seniors meet or exceed target graduation rate set by State of California Data Year 2023-2024 Data Source: Internal graduation rate	65% of seniors meet or exceed target graduation rate set by State of California
CDE Cohort Dropout Rate	32% for all subgroups	24% for all subgroups Data Year 2021-2022 Data Source: Internal graduation rate	21% for all subgroups Data Year 2022-2023 Data Source: Internal graduation rate	17% for all subgroups Data Year 2023-2024 Data Source: Internal graduation rate	16% for all subgroups
School Internal Graduation Rate	2019/2020 Internal Graduation Rate of 95%	85% for all subgroups Data Year 2021-2022 Data Source: Internal graduation rate	89% for all subgroups Data Year 2022-2023 Data Source: Internal graduation rate	93% for all subgroups Data Year 2023-2024 Data Source: Internal graduation rate	95% for all subgroups
CDE Annual Minimum Graduation Rate for School	Target School Graduation rate set by CDE	Meet or exceed target graduation rate set by State of California Data Year 2021-2022 Data Source: Internal graduation rate	58% of seniors meet or exceed target graduation rate set by State of California Data Year 2022-2023 Data Source: Internal graduation rate	62% of seniors meet or exceed target graduation rate set by State of California Data Year 2023-2024 Data Source: Internal graduation rate	65% of seniors meet or exceed target graduation rate set by State of California

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.

Action 2.1 The percentage of seniors who met or exceeded the target graduation rate set by the State of California increased from 58% to 60% this past year.

Action 2.2 The CDE cohort dropout rate decreased from 21% to 17% this past year, a decrease of 4%.

Action 2.3 SOUL's internal graduation rate increased from 89% to 93% this past year.

Action 2.4 The CDE Annual Minimum Graduation rate increased from 58% to 62% this past year.

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.

Action 2.1 There are minimal differences in budgeted and estimated actual expenditures. SOUL will continue to investigate best practices to increase target graduation rates.

Action 2.2 There are minimal differences in budgeted and estimated actual expenditures. SOUL will continue to investigate best practices to decrease cohort dropout rates.

Action 2.3 There are minimal differences in budgeted and estimated actual expenditures. SOUL will continue to investigate best practices to increase target graduation rates

Action 2.4 There are minimal differences in budgeted and estimated actual expenditures. SOUL will continue to investigate best practices to increase target graduation rates

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 The trend of increasing graduation rates is promising. SOUL will continue to add best instructional practices training for faculty and social-emotional response training for support staff.

Action 2.2 SOUL considers a decrease in the drop-out rate to be effective but will continue to offer multiple supports (instructional and social-emotional) to see a further decrease.

Action 2.3 SOUL will continue to investigate best practices to increase target graduation rates.

Action 2.4 SOUL will continue to investigate best practices to increase target graduation rates.

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.

SOUL will concentrate on best practices both for faculty and support staff. Continuing to offer supports to the whole family is a key focus. Improved management of wrap-around services will be also focused on in the upcoming years.

Goal #	Description
Goal #3	SOUL students will demonstrate increased connectedness and motivation for academic success during and beyond their high school experience through increased attendance, higher engagement, and greater exposure to career education opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ADA to Enrollment	80%	82.5% for all subgroups	85.3% for all subgroups	92.3% for all subgroups	94% for all subgroups
Career Education Courses	Five career education courses	Reinstatement of three career education courses that were cancelled due to COVID Data Year 2021-2022 Data Source: Internal Course Catalog	SOUL will offer 6 career education courses.	SOUL will offer 5 career education courses.	SOUL will offer eight career education courses
Student Participation	50% of all students will participate in career, leadership, and/or co-curricular activities.	40% of all students will participate in career, leadership, and/or co-curricular activities.	55% of all students will participate in career, leadership, and/or co-curricular activities.	78% of all students will participate in career, leadership, and/or co-curricular activities.	80% of all students will participate in career leadership, and/or co-curricular activities.

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.

Action 3.1 ADA to Enrollment rate increased from 85.3 to 92.3 this past year. This trend, along with a steady enrollment of 220 students, allows us to plan opportunities for student success effectively.

Action 3.2 SOUL continues to pursue the possibility of CTE courses. SOUL, however, does offer multiple workshops in the area of college and career preparation.

Action 3.3 There was an increase from 55% to 78% of students who participated in extra-curricular activities this past year.

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.

Action 3.1 There are minimal differences in budgeted and estimated actual expenditures. SOUL will continue to focus on attendance and enrollment.

Action 3.2 There are minimal differences in budgeted and estimated actual expenditures. SOUL will continue to investigate opportunities to offer career prep classes and college readiness workshops. SOUL will also offer dual enrollment classes.

Action 3.3 There are small differences in budgeted and estimated actual expenditures. SOUL will continue to offer incentives and a multitude of extra-curricular activities which include hiring consultants and outside experts.

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

Action 3.1 Highly effective. ADA and enrollment both increased offering the opportunity for funds available for extra-curricular activities.

Action 3.2 Ineffective. SOUL must increase its number of career/college readiness opportunities.

Action 3.3 Highly effective. SOUL students are more involved with school in all aspects including but not limited to governance and public relations.

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.

SOUL is planning on continuing its efforts to add curriculum which is relevant to today's changing environment. We are investigating the opportunity to develop opportunities for internships with neighborhood enterprises.

Goal #	Description
Goal #4	Increase Student Success through Active Parent Participation, Involvement, and Engagement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent meeting attendance	100% for all subgroups	100% for all Subgroups Data Year 2021-2022 Data Source: Internal surveys & meeting sign in sheets	100% for all Subgroups Data Year 2022-2023 Data Source: Internal surveys & meeting sign in sheets	100% for all Subgroups Data Year 2023-2024 Data Source: Internal surveys & meeting sign in sheets	100% for all subgroups
Parent Survey Data	95% satisfaction for all subgroups	90% satisfaction for all subgroups Data Year 2021-2022 Data Source: Internal surveys & meeting sign in sheets	96% satisfaction for all subgroups Data Year 2022-2023 Data Source: Internal surveys & meeting sign in sheets	97% satisfaction for all subgroups Data Year 2023-2024 Data Source: Internal surveys and meeting sign-in sheets	95% satisfaction for all subgroups
Parent workshops and trainings	4 workshops/trainings per year	6 workshops/trainings per year Data Year 2021-2022 Data Source: Internal surveys & meeting sign in sheets	7 workshops/trainings per year Data Year 2022-2023 Data Source: Internal surveys & meeting sign in sheets	8 workshops/trainings per year Data Year 2023-2024 Data Source: Internal surveys & meeting sign in sheets	10 workshops/trainings per year

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.

Action 4.1 Parent attendance rates remain at 100%.

Action 4.2 Parent Data Surveys show parent satisfaction rate is 97%. This is a slight (1%) increase from last year.

Action 4.3 SOUL continues to increase the amount of parent meetings each year. Parents state they appreciate being informed regarding school policy.

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.

Action 3.1 There are minimal differences in budgeted and estimated actual expenditures. SOUL will continue to focus on parent attendance at the minimum of one meeting per year.

Action 3.2 There are differences in budgeted and estimated actual expenditures. SOUL will continue to offer parents the opportunity to voice their opinions via surveys 3 times a year.

Action 3.3 There are minimal differences in budgeted and estimated actual expenditures. SOUL will continue to offer incentives and a multitude of pertinent guest speakers and activities to ensure parent attendance.

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

Action 3.1 Effective. All parents continue to attend at least one meeting per year.

Action 3.2 Effective. Survey results are analyzed and taken into consideration when planning all activities at SOUL.

Action 3.3 Effective. Parents regularly attend meetings and ask pertinent questions regarding school practices.

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.

SOUL is not planning on any major changes. Case-loads for case managers have been reduced to make reaching every family a priority. In addition, a faculty member has been assigned to work with EL families specifically.

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.

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

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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.

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

    - ▪ The reasons for the ineffectiveness, and

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

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
School of Unlimited Learning	Susan Lopez, Principal	susan.lopez@fresnoeoc.org 559-500-1352

Plan Summary 2024-2025

General Information

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

The School of Unlimited Learning (SOUL) presently serves, educates, and works with students residing primarily within the Fresno metropolitan area. The students, ages 14 through 21, and grades 9 through 12, have not yet received a high school diploma and many are at high risk of dropping out of school. The majority of SOUL students reside in economically depressed areas within the Fresno metropolitan area. Most targeted youth have a history of low academic achievement due primarily to poor attendance in their previous schools. A review of their scholastic career typically reveals a failure to benefit from available support services in the traditional school system, and a possible need for more comprehensive social services.

The School of Unlimited Learning (SOUL) is guided by its mission to provide comprehensive learning experiences in a manner, and in an environment, that enables students to obtain skills, knowledge, and motivation to be self-directed, lifelong learners as they mature toward self-sufficiency. SOUL enacts its mission to realize our vision: for the student to be a self-directed learner, a collaborative worker, and complex thinker who is equipped with the skills and confidence to be productive and self-sufficient as an adult through work and community service. The academic focus is on building skills in reading, writing, math, and other core subjects. SOUL is grounded in its beliefs that learning best occurs when the student is ready to learn. Unfortunately, numerous at-risk students come to school unprepared to learn due to family, social, and/or emotional stress in their lives. The individualized opportunities offered in an independent study program, along with the option for small hybrid courses and a classroom-based program that maintains low student-to-teacher ratios, combined with the presence of a strong support staff, help the students and their families address their social and emotional needs, thus bringing the students to a point where they are better prepared and focused to learn. SOUL's teaching staff present the California state standards

curricula to a student willing to learn in a learning style that is most suitable to the student. Like other Fresno County EOC programs, SOUL seeks preventative strategies to address the needs of underserved members of the community.

Reflections: Annual Performance

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

School of Unlimited Learning received the Dashboard Alternative School Status (DASS) in 2018 in recognition of the unique student population we serve. Further, more than 70% of SOUL students arrived at our school severely credit deficient. It's not unusual for a student to enroll in their fourth year of high school with credits only through ninth grade. Additionally, our student population tends to be highly transient, with 37% of students in the 2022-23 school year having changed schools three or more times since 9th grade. This trend has increased markedly since the last self-study, in part because of student disengagement in learning. Students who transfer into SOUL who were on the honor roll at their previous schools, and are now lacking in credits due to being completely disengaged.

-CAASPP 2023 ELA scores increased by 57.9 points, CA Dashboard

-CAASPP 2023 Math scores increased by 53.9 points, CA Dashboard

-English Learner Progress in 2023 shows 61.1% of our EL students making progress towards proficiency, CA Dashboard.

-In 2022-2023, 43% of our students grew their RIT score from Pre-Test to Post-Test for Language Arts and 57% of our students grew their RIT score from Pre-Test to Post-Test for Math taking NWEA.

-NWEA MAP measures of the percentage of students who met annual growth targets in language usage (reading) and math by school year:

Language Usage	Math
2021-22: 44%	2021-2022: 47%
2022-23: 31%	2022-23: 43%

-SOUL's enrollment fluctuates dramatically during the school year, unlike the vast majority of traditional high schools. There is a large influx of new students at the end of the first semester and beginning of the second semester, making testing results appear to decrease; however, we are not actually testing the same students from the first test administration to the second.

-SOUL offers 27 A-G UC approved academic courses.

-SOUL developed a multi-tiered system of support for students as well as parents that has resulted in higher attendance and improved academic performance.

- Students entering SOUL are typically performing more than three grade levels below expectations. Through NWEA MAP, SOUL focuses on meeting students where they are at and achieving growth over time.

-Intervention resources have increased through individualized reading and/or math prescriptions to bring students closer to grade level.

- SOUL's sense of family among students, alumni, parents, community members, partner organizations, and school staff encourage and support increased student achievement.

-All courses include Language Development. SOUL is focused on increasing literacy rates by incorporating literacy and language development across the curriculum.

-Targeted support for students who are in a specific NWEA MAP achievement tier is built into the student's schedule.

-Each student has a personalized learning plan that maps out a timeline for their graduation and identifies resources they need to complete their studies.

-SOUL is a program of Fresno Economic Opportunities Commission (EOC), which provides students access to the services provided through one of the nation's largest community action agencies.

Reflections: Technical Assistance

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

-Differentiated Assistance with Fresno County Superintendent of Schools, in the form of individually designed assistance, to address identified performance issues, including significant disparities in performance among student groups (level of support provided by CDE).

    -Differentiated Assistance Eligibility:

2022 Dashboard	2023 Dashboard
Socioeconomically Disadvantaged	Socioeconomically Disadvantaged

-Graduation Rate	-Graduation Rate
-Academics (ELA & Math)	-College and Career Indicator
-Graduation Rate	-Graduation Rate
-Academics (ELA & Math)	-College and Career Indicator

-All students have individualized instruction based on their skill levels, as assigned by the NWEA benchmark assessments. In previous years, Edgenuity MyPath was assigned to students that scored below the standard. Edgenuity MyPath uses student proficiency data to target priority skills and assign learning paths tailored to each student. Students work through their learning paths and are tracked, giving teachers feedback about their engagement, progress, and achievement.

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.

School of Unlimited Learning

Support for Identified Schools

An overwhelming majority of students entering the charter school are credit deficient, have a history of truancy, and enroll with language arts and math skills significantly below grade level. Student and parent data from surveys identified the following factors as root causes for student failure at their previous schools: lack of motivation; inadequate basic educational services; insufficient instructional intervention; and social and emotional obstacles. Further analysis revealed that despite recent gains in overall graduation rates, SOUL's graduation rate is hampered by large numbers of severely deficient 12th grade students who do not graduate in their 12th grade year and are thus deemed "non-completers". For all seniors, credit recovery is critical to obtaining a high school diploma

School Plans for Student Achievement (SPSA) are utilized to meet the requirements for CSI plans. School leaders, teachers, students, and parents contribute to the development, implementation, monitoring, and evaluation of these plans.

SOUL staff was provided professional learning to understand identification status and plan requirements, promote data clarity, and support procedural troubleshooting. SOUL staff formed a guiding group called CSI Team/Leadership Team. This team was comprised of a variety of site personnel (Principal, Vice Principal, Counselor, teacher representatives, Career Counselor), and representatives from our stakeholders. The team worked in tandem to support student performance growth. In addition, leaders from various education teams act as a support system for all parties to facilitate collaboration, assist with determining actions, ensure timely plan monitoring, and evaluate site progress towards established goals.

SOUL administration works closely with staff throughout the SPSA process and takes site teacher leaders and support staff through a cycle of inquiry and action. These sessions will be in connection to the CSI site regular school leadership coaching and professional learning supports. These high-level supports are guided through a collaboration between site leadership, site teacher leaders, instructional coaches and can request supports outside of the school as needed.

SOUL utilizes the SPSA Tool, creating a common practice to complete the mandatory needs assessment and action plans. The tool has several elements. The needs assessment element of the tool provides site specific performance data in alignment with the California School Dashboard. Additionally, our high school analyzes graduation rate and 'college and career' readiness data. Internal data allows for further analyzation and verification of specific site needs. Examples of this data include, but are not limited to, percentage of D's and F's, student engagement, and NWEA testing. This process supports SOUL to create an intervention plan and ensure quality implementation of strategies.

During plan development, professional learning and guiding documents, initiating the process for discussion and feedback between staff and school administration. Site leaders collaborate with their teams to identify appropriate interventions, actions, use of funds and strategies to support student achievement. CSI Team/Leadership Team assists in identifying appropriate evidence-based interventions. The school utilizes the SPSA Supplemental and Support Resources guide which includes a menu of vetted options for evidence-based interventions that can be selected based on the individual needs of the site. The menu includes district office supports that are researched-based actions and/or strategies that are proven effective and appropriately scalable. Additionally, the designated site CSI leaders consult with the site administration to deploy expertise and resources to best meet the needs of each site. Interventions and expenditures are implemented in alignment with greatest areas of need at SOUL as uncovered by the needs assessment and correlating data.

The CSI Team/Leadership Team completes a root cause analysis and determines areas of focus for the site. Also, the team equips site leaders with relevant data and provides support with disaggregation of data to determine disproportionality and identify possible resource inequities. Examples of inequities could include personnel needs, scheduling adjustments, or additional professional learning. The findings are incorporated into a SPSA monitoring tool throughout the school year to support progress towards stated goals, and to ensure that they are being addressed through the implementation of the plan.

Educational Partner feedback is documented in each SPSA, and sites must provide evidence, progress monitoring, and a description of the feedback received from staff, parent/community members, and students.

Monitoring and Evaluating Effectiveness

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

SOUL continues to adjust our programs in ways that respond to the needs and desires of our students, parent community, teachers, and staff. SOUL engages in formal and informal reviews in a variety of settings. Prior to the start of each school year, teachers and staff engage in professional development and planning for the coming year. More informally, weekly teacher meetings act as review because the goals are so closely linked to student success. Parents review their child's individualized EL plan through their membership on the ELAC, and the school holds parent meetings every 4-6 weeks to provide updates on progress, announcements of any changes.

School monitoring and evaluation of the effectiveness will include the following:

• Teachers will monitor NWEA MAP results data to identify gaps and prescribe interventions.

• Administration will review NWEA data to identify gaps and prescribe interventions.

• Annual Report to School Governing Council will include all student performance data.

• Guidance Counselor Coordinator and the Coordinator of Curriculum & Instruction will work with case managers and teachers to identify students at risk of failing a class and prescribe individualized tutoring.

• Guidance Counselor Coordinator will prescribe credit recovery options to credit deficient students.

• Principal will hold six parent meetings to discuss student progress and other school-related issues and gain input from parents.

SOUL Administration will provide support in the following manner:

• Administration will arrange for training with NWEA in order to become proficient in utilizing test data.

• Administration will provide access to EdTec testing data analysis. Using data provided by EdTec, the faculty used Bayesian hierarchical modeling to improve the reliability of subgroup proficiency measures and demonstrate the approach's efficacy.

• Administration provided a stipend for an EL Coordinator which was chosen from faculty members. This position allowed our EL students to gain access to listening, speaking, and English comprehension in addition to their regular curriculum.

• Administration provided the opportunity to attend professional development conferences especially in the area of charter schools.

The data to be analyzed includes NWEA data, restorative practice data, students on track data, seniors on track data, attendance and engagement data, classroom walkthrough data, English Learner data, FAFSA completion data, A-G on track data, and college & career data.

The designated CSI lead, with the support of the Coordinator of Curriculum & Instruction, works directly with SOUL staff to monitor and evaluate the School Plans for Student Achievement (SPSA) and related site metrics contributing to state identification. Implementation, monitoring, and evaluation occur in a variety of intentional structures for SOUL, such as the monthly CSI Meetings which include various staff and/or departments within the school to assist with the implementation plan. During the monthly CSI Meetings, the Continuous Cycle of Improvement Process Tool is utilized (Problem of Practice, Focus Collective-Efforts, Change Idea(s), Data Analysis/Review (CA Dashboard, reports, interviews, surveys) to develop a research plan, and provide one-on-one support with the designated CSI lead.

SOUL plans to implement classroom walkthroughs looking for the use of classroom strategies and practices. The walkthroughs will help with the accumulation of data to be analyzed bi-weekly. Examples of strategies that should be seen in the classroom are checking for understanding, pair sharing, quick writes, and reading practices throughout the curriculum. Discussions with teachers will be beneficial to the efficacy of the implementation. Teachers and the CSI/Leadership team will figure out what interventions, strategies, classroom practices to increase student achievement.

The CSI/Leadership Team will analyze data and documents to ensure the areas of focus are being implemented and for efficacy. This will be done on a monthly basis by the CSI/Leadership team. At least once a quarter, an analysis of NWEA MyPath reports, student grades and credits earned will show if the implementation is on track or will need to be re-evaluated. Guiding documents may include NWEA growth reports, quarter grades, credits earned by students.

The designated CSI lead, with the support of the Coordinator of Curriculum & Instruction, works directly with SOUL staff to monitor and evaluate the School Plans for Student Achievement (SPSA) and related site metrics contributing to state identification. Implementation, monitoring, and evaluation occur in a variety of intentional structures for SOUL, such as the monthly CSI Meetings which include various staff and/or departments within the school to assist with the implementation plan. During the monthly CSI Meetings, the Continuous Cycle of Improvement Process Tool is utilized (Problem of Practice, Focus Collective-Efforts, Change Idea(s), Data Analysis/Review (CA Dashboard, reports, interviews, surveys) to develop a research plan, and provide one-on-one support with the designated CSI lead.

Site leads conduct bi-weekly monitoring of actions and progress meetings. Coaching is provided in areas of need, including, but not limited to additional data monitoring and action implementation assistance. The designated representative provides support with monitoring to ensure site has the data (based on the CA Dashboard Indicators) and resources (trainings and/or professional

development in various areas such as: Social Emotional Learning, Professional Learning Community, Data Cycles, and technology) needed to drive and implement work/actions.

Throughout the Continuous Cycle of Improvement Process, plans are reviewed and/or revised and evaluated by site leaders. This evaluation process includes examining the level of action effectiveness in alignment with the correlating site metrics. Based on the results, site leaders will pivot (revise plan based on data) and/or begin another Cycle of Continuous Improvement, determining areas of focus as pertained to the site plan. Leaders of this work share progress with site administration to provide updates, requests for additional supports that may be needed to accelerate progress to meet the SPSA goals, and/or to relay how the plan is improving/impacting the system as a whole.

If one or more of the goals of the plan proves not to yield positive results, the monthly goals will be revised by all educational partners mentioned above (students, staff, parents, community members, ELAC parents, etc.) to determine deficiencies and recommend new goals based on need.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Principal	Routinely and purposefully engaged partners throughout the year. Staff and parents had regularly scheduled meetings. Board Meetings occurred throughout the school year.
Teachers	Feedback occurred throughout the school year and discussed at regularly scheduled meetings and professional development opportunities.
Support Staff	Attend meetings, assist with surveys, collaborate with other staff.
Parents and Students	Frequent interaction with teachers and staff. Feedback occurred during surveys, parent meetings, face-to-face interactions and phone calls.
Governing Council	Receive and discuss data collected from academic progress, surveys and provide feedback.

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

Educational partner feedback was very positive from all partner groups. Students and parents were extremely satisfied with the efforts that SOUL has made by providing individualized instruction, maintaining ongoing communication with students and parents, providing resources such as academic, personal, and mental health counseling, and maintaining a safe and orderly environment. Recommendations from students, parents, and staff focused on program flexibility in providing a hybrid program. Parent and student surveys revealed over 87% of parents and student preferred individualized instruction versus whole classroom instruction, especially with respect to language arts and math. 95% of our educational partners prioritized a need for the reinstatement of career education courses, and students identified the strongest interest in courses associated with careers in the health industry and business sector.

Classroom instruction, especially with respect to language arts and math. 95% of our educational partners prioritized a need for the reinstatement of career education courses, and students identified the strongest interest in courses associated with careers in the health industry and business sector.

- SOUL's 24-25 LCAP was initially approved by the SOUL Governing Council on May 21, 2024.
- A Public Hearing was conducted on May SOUL's 24-25 LCAP was initially approved by the SOUL Governing Council on May 21, 2024.
- A Public Hearing was conducted on May 23, 2024 and the 24-25 LCAP was approved.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal #1	All students will demonstrate growth towards grade level in Reading and Math.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement

An explanation of why the LEA has developed this goal.

The goal was developed in response to the identified data and input from educational partners. Our analysis of the California School Dashboard and NWEA growth reports indicate a need to support reading and math skills.

-In 2023, 11th grade ELA performance on Smarter Balance was 34.62% met or exceeded standard

-In 2023, 11th grade Math performance on Smarter Balance was 0% met or exceeded standard and 11.54% standard nearly met

-In 2023, 11th grade ELA performance on Smarter Balance was 53.9 below standard but increased by 57.9 points

-In 2023, 11th grade Math performance on Smarter Balance was 187.4 points below standard but increased by 53.9 points

Our local assessment, NWEA, reaffirms the need to support all students with reading and math skills.

-From 2022-2023, 43% of students achieved RIT score growth from pre-test to post-test in Language (Reading)

-From 2022-2023, 57% of student achieved RIT score growth from pre-test to post-test in Math

The school plans to improve growth in reading and math by:

-Administration and teachers will monitor and review NWEA data to identify gaps and prescribe interventions

-Annual report to School Governing Council will include all student performance

-Guidance Counselor Coordinator and the Coordinator of Curriculum & Instruction will work with teachers to identify students at risk of

  failing a class and prescribe individualized tutoring

-Principal will hold six parent meetings to discuss student progress and other school related issues and gain input from parents

Educational Partners have identified a need for:

 -Increased collaboration time for teachers

-Expanded learning opportunities for students

-Access to reading materials

-Supportive learning environments

-Weekly teacher meetings, or as needed, to discuss student progress and instructional strategies

-ELD trainings

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
#1	Percentage of students achieved RIT score growth from pre-test to post-test in Reading Data Source: NWEA MAP Growth Reports	A. 43% of All B. 45% of 9th grade C. 41% of 10th grade D. 44% of 11th grade E. 44% of 12th grade	[Insert outcome here]	[Insert outcome here]	A. 55% of All B. 55% of 9th grade C. 55% of 10th grade D. 55% of 11th grade E. 55% of 12th grade	[Insert current difference from baseline here]
#2	Percentage of students achieved RIT score growth from pre-test to post-test in Math Data Source: NWEA MAP Growth Reports	A. 57% of All B. 50% of 9th grade C. 65% of 10th grade D. 50% of 11th grade E. 59% of 12th grade	[Insert outcome here]	[Insert outcome here]	A. 65% of All B. 60% of 9th grade C. 70% of 10th grade D. 60% of 11th grade E. 65% of 12th grade	[Insert current difference from baseline here]
#3	Points Below Standard in ELA Data Source: Dashboard	A. 53.9 Points All B. 49.8 Points LI	[Insert outcome here]	[Insert outcome here]	A. 45 Points All B. 40 Points LI	[Insert current difference from baseline here]
#4	Points Below Standard in Math Data Source: Dashboard	A. 187.4 Points All B. 186.7 Points LI			A. 170 Points All B. 170 Points LI	

Goal Analysis for 2024-2025

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.

NA

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

NA

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

NA

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.

NA

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	Extend Class Appointments by providing support for Reading and Math	Expand learning opportunities in Reading and Math through individualized growth goals via Edgenuity MyPath for students. Teachers will observe, plan, design and evaluate curriculum and instruction	$45,245	Yes
#2	Collaboration for Improved Instruction	Give teachers increased time to monitor and support students' performance in ELA and math, this is a response to a review of data and feedback	$218,231	Yes
# 3	Professional Development (PD) and Coaching to support English Language Development (ELD)	Teachers and administrators will have opportunities to participate in PD and coaching to support ELD strategies, this is a response to a review of data and feedback	$48,523	Yes

Insert or delete rows, as necessary.

Goals and Actions

Goal

Goal #	Description	Type of Goal
# 2	School will provide engagement opportunities for students and Educational Partners (parents, students, staff, community members, and organizations) and promote a positive school climate to encourage student success.	Broad

State Priorities addressed by this goal.

Priority 3: Parent Involvement

Priority 5: Pupil Engagement

Priority 6: School Climate

By providing safe and engaging activities, we believe the school can enhance student and educational partner engagement which leads to a positive school climate. Thus, increasing daily attendance and community involvement. Local Indicator Metric of Priority 3-Parent Involvement, State Indicator Metric of priority 5-Pupil Engagement and Local Indicator Metric of Priority 6-School Climate will be used to support the 4 Actions that we plan to accomplish during 2024-2025 SY

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
# 1	Create welcoming environment for educational partners Data Source: Internal Parent Survey	86.5% Parents reported finding every staff member to be kind and courteous 98.8% Parents reported they feel their student is safe at SOUL.	[Insert outcome here]	[Insert outcome here]	95% Parents reported finding every staff member to be kind and courteous 100% Parents reported they feel their student is safe at SOUL.	[Insert current difference from baseline here]
# 2	Increase the amount of time students spend on campus Data Source: Internal Attendance	86.5% of the Independent Study students spent multiple days on campus	[Insert outcome here]	[Insert outcome here]	95% of the Independent Study students spent multiple days on campus	[Insert current difference from baseline here]
# 3	Create meaningful student participation Data Source: Internal Student Survey	97.3% of students indicated they feel safe on campus	[Insert outcome here]	[Insert outcome here]	100% of students indicated they feel safe on campus	[Insert current difference from baseline here]

Goal Analysis for 2024-2025

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.

NA

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.

NA

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

NA

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.

NA

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	Parent Meetings	Provide regular, ongoing parent meetings and maintain regular communication with parents regarding school activities and events.	$18,215	Yes
# 2	Community Engagement Opportunities for Students	Provide opportunities for our students to explore and engage with the greater community around them through educational and service related field experiences.	$99,193	Yes
# 3	Communication	Provide methods of communication between home and school via Parent Square, social media, school websites, newsletters.	$125,841	Yes
# 4	Educational Partner Feedback	Provide opportunities for input and feedback from all Educational Partners on aspects of our school program, safety, and culture to enhance student success.	$53,077	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
#3	SOUL students will have access to develop skills and knowledge necessary to be responsible and productive citizens post-graduation.	Broad

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: School Engagement

Priority 7: Course Access

SOUL needs to improve access opportunities beyond high school. SOUL will collect, analyze, and evaluate student participation on an annual basis and make recommendations to increase engagement in career classes and/or hybrid classes.

-Incorporate career and technical education programs into the curriculum to give students experience in various fields

-Provide resources for resume building, employment applications, career exploration opportunities, and interview skills

-Assist students in developing a post-graduation plan to enter the workforce and/or pursue further education or training

-Establish partnerships to provide training and employment opportunities to students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
# 1	Expansion of CTE courses Data Sources: Internal Course Catalog and Internal School Pathways	Began offering Edgenuity CTE courses in the Fall of 2023, 20 students enrolled in various CTE courses	[Insert outcome here]	[Insert outcome here]	CTE courses will expand to a total of 5 classes with 40 students participating.	[Insert current difference from baseline here]
# 2	Student Participation in Hybrid classes, classes taught in conjunction with student's regular schedule Data Source: Internal School Pathways	Fall-Spring 2023-2024 37% of all students participated in Hybrid courses	[Insert outcome here]	[Insert outcome here]	50% of all students participated in Hybrid courses	[Insert current difference from baseline here]
# 3	Increase Career Training and Opportunities	With help from Assigned Staff and/or Case Managers, students will create post-secondary plan	[Insert outcome here]	[Insert outcome here]	100% of students will create a post-secondary plan. Seniors will perform exit interviews upon completion of graduation requirements.	[Insert current difference from baseline here]

Goal Analysis for 2024-2025

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.

NA

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.

NA

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

NA

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.

NA

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	Develop post-secondary plan	With help from Assigned Staff and/or Case Managers, students will create post-secondary plan.	$191,185	Yes
# 2	Flexibility in Scheduling	SOUL will provide greater flexibility in scheduling of classes to increase student attendance and more actively engage students in learning.	$37,545	Yes
# 3	Expansion of CTE courses	To increase student engagement and career preparedness, among SOUL students, SOUL will expand career courses.	$114,168	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$959,962	$143,994

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
38.42%	0%	$0	38.42%

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
#1	94% of SOUL students have been identified as low-income with a history of poor academic achievement	flexible scheduling, individualized or small group instruction and tutoring, case management services, social and emotional support, and postsecondary preparation for all identified students.	Internal Schedules, case plans
#2	Growing population of English Language Learners (ELs)	English Language Learners (ELs) will continue to receive academic support from their assigned teacher. This support will be individualized to meet the needs of the student, based on the ELPAC assessment data that has been recorded, as well as previous classroom performance, and teacher input.	Case plans, ELPAC assessments (progress in reading, writing and speaking), Reclassification rate
#3	Foster and homeless youth are assigned mentor/case manager	Foster and homeless youth are assigned to a mentor/case manager who maintains consistent communication with the student. Ongoing assessments of the student's living situation helps ensure that a lack of resources does not become a barrier to learning. Food distributions, mentoring, community referrals and emergency shelters are utilized to enhance the academic success of foster and homeless youth as well as providing a consistent, positive connection outside of their current living situation.	Case plans

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	N/A	N/A	N/A

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.

Additional concentration grant add-on funding will be used to hire/reassign personnel in the following areas: additional teachers to support growing populations, tutor, and case managers.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[Provide ratio here]	1:19
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	1:19

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- 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 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, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school site 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 school sites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier school site must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier school sites if those school sites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

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

    o The common issues the school sites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

    o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier school sites 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 school site would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier school site 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:

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

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

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.

  - o 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).

  - o 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.

  - o Indicate the school year to which the baseline data applies.

  - o 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.

- o 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.

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

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

Current Difference from Baseline

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

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

        ▪   The reasons for the ineffectiveness, and

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

    o **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:

    o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    o Professional development for teachers.

- o 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:

  - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

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.

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

    o 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.

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

    o 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:

  o **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charter wide), 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.

  o **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.

  o **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 school sites 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 school site would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier school site 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 %)**

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

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

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

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

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

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

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

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

California Department of Education
November 2023

2024-2025 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	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year
2024-2025	$ 2,498,535	$ 959,962	38.421%	0.000%	38.421%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 951,224	$ 8,739	$ -	$ -	$ 959,963.00	$ 959,963	$ -

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	Extend Class Appointments to provide support for Reading and Math	All	Yes	schoolwide	all	SOUL	23-24 school year	$ 45,245	$ -	$ 45,245	$ -	$ -	$ -	$ 45,245	0.000%
1	2	Collaboration for Improved Instruction	All	Yes	schoolwide	all	SOUL	23-24 school year	$ 218,231	$ -	$ 218,231	$ -	$ -	$ -	$ 218,231	0.000%
1	3	Professional Development and Coaching to support English Language Development	All	Yes	schoolwide	English Learners	SOUL	23-24 school year	$ 52,523	$ -	$ 48,523	$ 4,000	$ -	$ -	$ 52,523	0.000%
2	1	Parent Meetings	All	Yes	schoolwide	all	SOUL	23-24 school year	$ 22,954	$ -	$ 18,215	$ 4,739	$ -	$ -	$ 22,954	0.000%
2	2	Community Engagement Opportunities for Students	All	Yes	schoolwide	all	SOUL	23-24 school year	$ 99,193	$ -	$ 99,193		$ -	$ -	$ 99,193	0.000%
2	3	Communication	All	Yes	schoolwide	all	SOUL	23-24 school year	$ 125,841	$ -	$ 125,841	$ -	$ -	$ -	$ 125,841	0.000%
2	4	Educational Partner Feedback	All	Yes	schoolwide	all	SOUL	23-24 school year	$ 53,077	$ -	$ 53,077	$ -	$ -	$ -	$ 53,077	0.000%
3	1	Develop post-secondary plan	All	Yes	schoolwide	all	SOUL	23-24 school year	$ 191,185	$ -	$ 191,185	$ -	$ -	$ -	$ 191,185	0.000%
3	2	Flexibility in scheduling	All	Yes	schoolwide	all	SOUL	23-24 school year	$ 37,545	$ -	$ 37,545	$ -	$ -	$ -	$ 37,545	0.000%
3	3	Expansion of CTE courses	All	Yes	schoolwide	all	SOUL	23-24 school year	$ 114,169	$ -	$ 114,169	$ -	$ -	$ -	$ 114,169	0.000%
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2024-2025 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	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year
2024-2025	$ 2,498,535	$ 959,962	38.421%	0.000%	38.421%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 951,224	$ 8,739	$ -	$ -	$ 959,963.00	$ 959,963	$ -

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	Extend Class Appointments to provide support for Reading and Math	All	Yes	schoolwide	all	SOUL	23-24 school year	$ 45,245	$ -	$ 45,245	$ -	$ -	$ -	$ 45,245	0.000%
1	2	Collaboration for Improved Instruction	All	Yes	schoolwide	all	SOUL	23-24 school year	$ 218,231	$ -	$ 218,231	$ -	$ -	$ -	$ 218,231	0.000%
1	3	Professional Development and Coaching to support English Language Development	All	Yes	schoolwide	English Learners	SOUL	23-24 school year	$ 52,523	$ -	$ 48,523	$ 4,000	$ -	$ -	$ 52,523	0.000%
2	1	Parent Meetings	All	Yes	schoolwide	all	SOUL	23-24 school year	$ 22,954	$ -	$ 18,215	$ 4,739	$ -	$ -	$ 22,954	0.000%
2	2	Community Engagement Opportunities for Students	All	Yes	schoolwide	all	SOUL	23-24 school year	$ 99,193	$ -	$ 99,193		$ -	$ -	$ 99,193	0.000%
2	3	Communication	All	Yes	schoolwide	all	SOUL	23-24 school year	$ 125,841	$ -	$ 125,841	$ -	$ -	$ -	$ 125,841	0.000%
2	4	Educational Partner Feedback	All	Yes	schoolwide	all	SOUL	23-24 school year	$ 53,077	$ -	$ 53,077	$ -	$ -	$ -	$ 53,077	0.000%
3	1	Develop post-secondary plan	All	Yes	schoolwide	all	SOUL	23-24 school year	$ 191,185	$ -	$ 191,185	$ -	$ -	$ -	$ 191,185	0.000%
3	2	Flexibility in scheduling	All	Yes	schoolwide	all	SOUL	23-24 school year	$ 37,545	$ -	$ 37,545	$ -	$ -	$ -	$ 37,545	0.000%
3	3	Expansion of CTE courses	All	Yes	schoolwide	all	SOUL	23-24 school year	$ 114,169	$ -	$ 114,169	$ -	$ -	$ -	$ 114,169	0.000%
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2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 786,095.00	$ 761,845.00

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	Increase in NWEA MAP scores	Yes	$ 71,807	$ 71,807
1	2	Increase in SBAC scores	Yes	$ 40,238	$ 40,238
1	3	Monitoring of Student Benchmark Data	Yes	$ 30,004	$ 30,004
1	4	Curriculum Development & Teacher Training	Yes	$ 81,057	$ 78,557
2	1	Case Management Support	Yes	$ 44,630	$ 39,630
2	2	Student Learning Plans	Yes	$ 42,581	$ 42,581
2	3	Career Counseling	Yes	$ 69,016	$ 69,016
2	4	Tutorial Support	Yes	$ 46,250	$ 46,250
2	5	Coordination of Resources for Special Student Populations	Yes	$ 5,250	$ -
3	1	Flexibility in Scheduling	Yes	$ 2,500	$ -
3	2	Increased Case Management Services	Yes	$ 119,684	$ 117,684
3	3	Expansion of Career Educaiton Courses	Yes	$ 30,000	$ 30,000
3	4	Increased Student Recognition and Incentives	Yes	$ -	$ -
3	5	Removal of Transportation Barriers	Yes	$ 18,500	$ 18,500
3	6	Social/Emotinal Intervention	Yes	$ 115,350	$ 0
4	!	Home/School Liaison	Yes	$ 38,909	$ 38,909
4	2	Case Management Services for Parents	Yes	$ 3,000	$ -
4	3	Couseling, Trainings and Workshops for Parents and Students	Yes	$ 27,319	$ 27,319
				$ -	$ -
				$ -	$ -

2023-2024 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
$ 2,220,555	$ 683,854	30.80%	0.00%	30.80%	$ 130,958	31.00%	36.90%	**Total:**	$ 130,958
									$ -
								Limited Total:	$ -
									$ 130,958

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	Increase in NWEA MAP sc	Yes	Schoolwide	Low-Income	High Schools	$ 93,225	6.00%
1	2	Increase in SBAC scores	Yes	Schoolwide	All	High Schools	$ -	3.00%
1	3	Monitoring of Student Benc	Yes	Schoolwide	All	High Schools	$ 13,775	2.00%
1	4	Curriculum Development &	Yes	Schoolwide	All	High Schools	$ 23,958	2.00%
2	1	Case Management Suppor	Yes	Schoolwide	All	High Schools	$ -	3.00%
2	2	Student Learning Plans	Yes	Schoolwide	All	High Schools	$ -	1.00%
2	3	Career Counseling	Yes	Schoolwide	All	High Schools	$ -	1.00%
2	4	Tutorial Support	Yes	Schoolwide	All	High Schools	$ -	2.00%
2	5	Coordination of Resources	Yes	Schoolwide	All	High Schools	$ -	2.00%
3	1	Flexibility in Scheduling	Yes	Schoolwide	All	High Schools	$ -	1.00%
3	2	Increased Case Managem	Yes	Schoolwide	All	High Schools	$ -	1.00%
3	3	Expansion of Career Educa	Yes	Schoolwide	All	High Schools	$ -	1.00%
3	4	Increased Student Recogn	Yes	Schoolwide	All	High Schools	$ -	1.00%
3	5	Removal of Transportation	Yes	Schoolwide	All	High Schools	$ -	0.00%
3	6	Social/Emotional Interventi	Yes	Schoolwide	All	High Schools	$ -	1.00%
4	1	Home/School Liaison	Yes	Schoolwide	All	High Schools	$ -	1.00%
4	2	Case Management Service	Yes	Schoolwide	All	High Schools	$ -	1.00%
4	3	Counseling, Trainings, and	Yes	Schoolwide	All	High Schools	$ -	2.00%
							$ -	0.00%
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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)
$ 2,904,409	$ 683,854	0.00%	23.55%	$ -	0.00%	0.00%	$ 683,854.00	23.55%