LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lincoln Street School

CDS Code: 52-10520-6119606
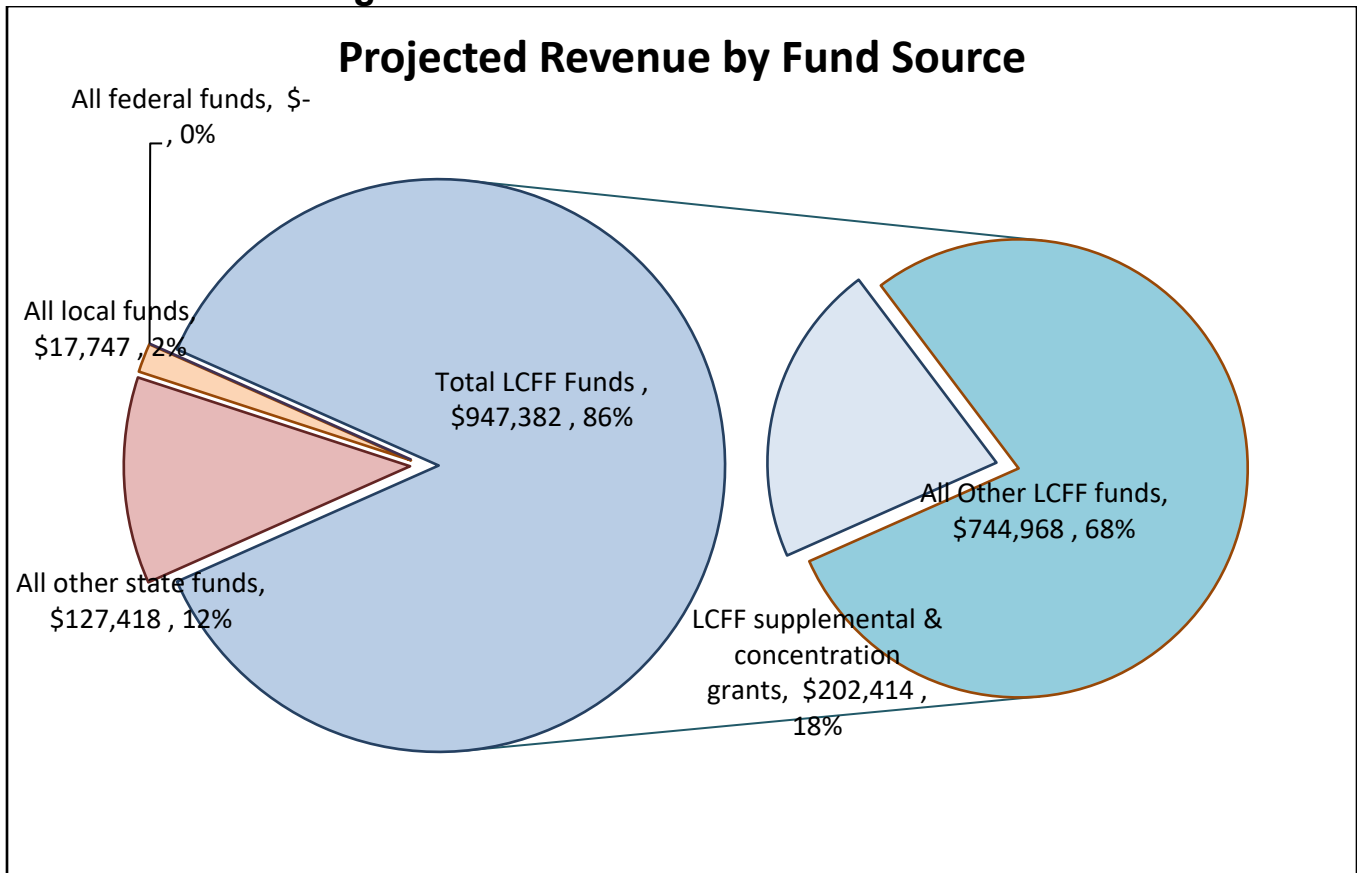
School Year: 2024-25

LEA contact information:

Karla Stroman

Principal

530-528-7301

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

- All federal funds, $-, 0%
- All local funds, $17,747, 2%
- All other state funds, $127,418, 12%
- Total LCFF Funds, $947,382, 86%
- All Other LCFF funds, $744,968, 68%
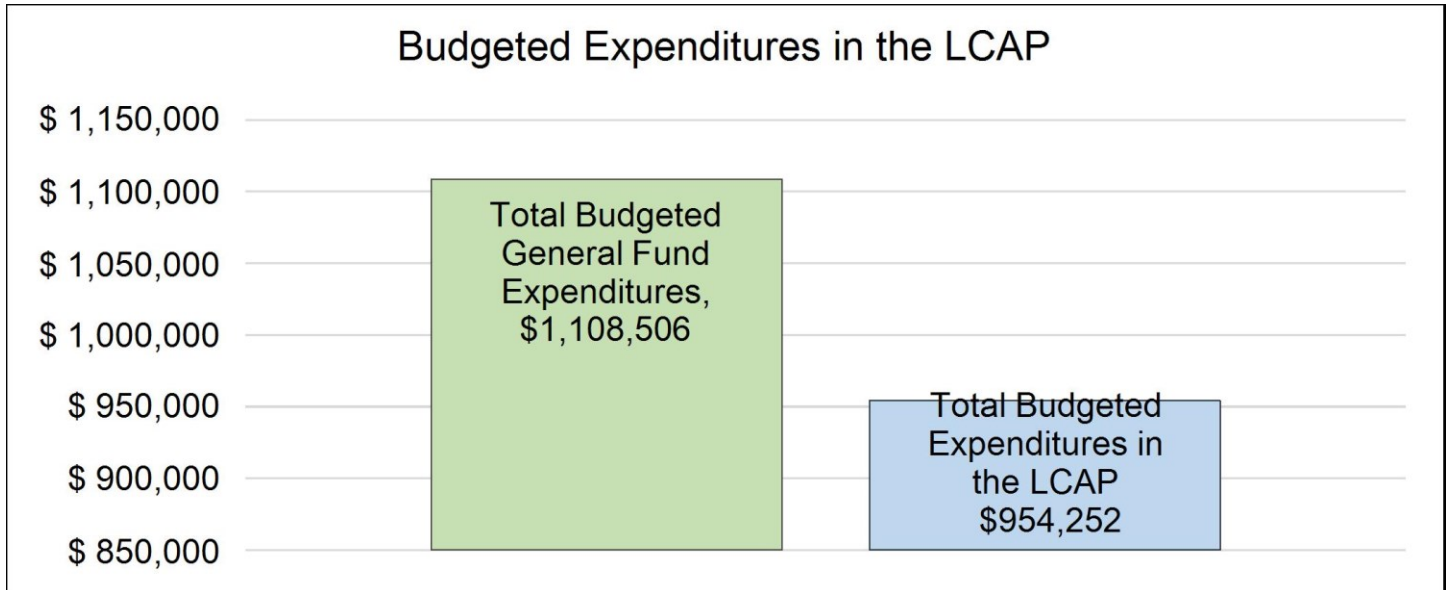- LCFF supplemental & concentration grants, $202,414, 18%

This chart shows the total general purpose revenue Lincoln Street School 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 Lincoln Street School is $1,092,547, of which $947,382 is Local Control Funding Formula (LCFF), $127,418 is other state funds, $17,747 is local funds, and $0.00 is federal funds. Of the $947,382 in LCFF Funds, $202,414 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

Total Budgeted General Fund Expenditures, $1,108,506	Total Budgeted Expenditures in the LCAP $954,252

This chart provides a quick summary of how much Lincoln Street School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.
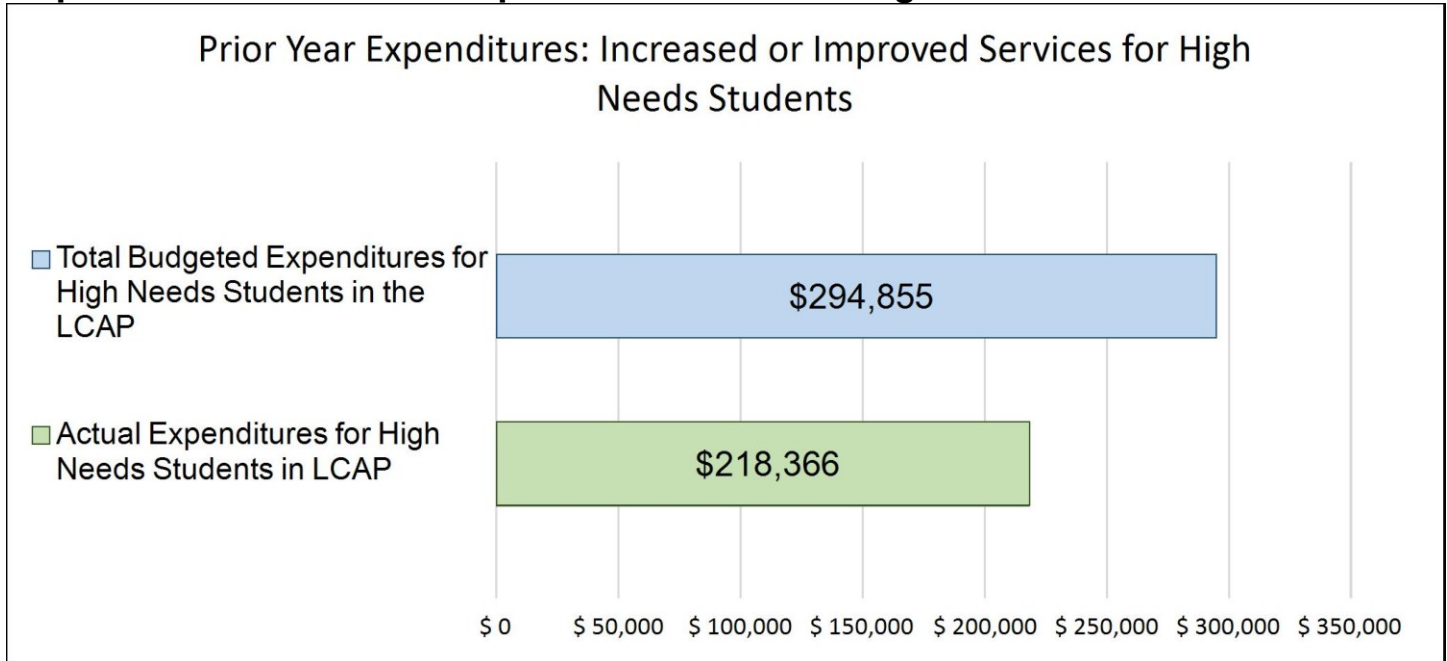
The text description of the above chart is as follows: Lincoln Street School plans to spend $1,108,506 for the 2024-25 school year. Of that amount, $954,252 is tied to actions/services in the LCAP and $154,254 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2024-25, Lincoln Street School is projecting it will receive $202,414 based on the enrollment of foster youth, English learner, and low-income students. Lincoln Street School must describe how it intends to increase or improve services for high needs students in the LCAP. Lincoln Street School plans to spend $303,670 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $294,855

☐ Actual Expenditures for High Needs Students in LCAP — $218,366

$0 $50,000 $100,000 $150,000 $200,000 $250,000 $300,000 $350,000

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

The text description of the above chart is as follows: In 2023-24, Lincoln Street School's LCAP budgeted $294,855 for planned actions to increase or improve services for high needs students. Lincoln Street School actually spent $218,366 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lincoln Street School	Karla Stroman Principal	kstroman@tehamaschools.org 530-528-7301

Goals and Actions

Goal

Goal #	Description
1	Lincoln Street School will provide a family-centered, individualized academic program to enrolled students that will ensure high academic and social achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student attendance rates will meet or exceed 95%	2019-2020 = 98.49%	2021-2022 = 98.96%	2022-2023 = 98.29%	Monthly 98.69%	Student attendance Attendance rates will meet or exceed 95%
Student's meeting standards on CAASPP Math tests will increase.	Math = 23.19% Met/Exceed 70.5 points below standard	2020 (no data reported) Math = 23.19% Met/Exceed 70.5 points below standard	2021 Math = 8% Met/Exceed 97.1 points below standard	12.20% Met/Exceed	MATH = 65 points below standard
Student's meeting standards on CAASPP ELA tests will increase.	ELA = 39.13% Met/Exceed 13.2 points below standard	2020 (no data reported) ELA = 39.13% Met/Exceed 13.2 points below standard	2021 ELA = 30% Met/Exceed 63.3 points below standard	21.95% Met/Exceed	ELA = 10 points below standard
Facility Inspection Tool (FIT) will reflect a status of GOOD or higher.	Facilities in Exemplary Condition	Facilities in Exemplary Condition	Facilities in Exemplary Condition	Exemplary	Facilities to remain in Good+ status

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of CCSS/NGSS/ELD/History-Social Science Standards	Purchase K-2 NGSS curriculum for 2021-2022 school year	Partially Implemented K-2 NGSS curriculum	Partially Implemented K-3, 7-8 NGSS curriculum	Fully Implemented by end of 2024	Full school-wide implementation of NGSS curriculum
Chronic Absenteeism rates will decrease.	2019 Absentee Rate - 14.6% 2020 Absentee Rate - NA 2020-2021 Non-Compliance Letter 1- 8 sent Non-Compliance Letter 2- 3 sent Non-Compliance Letter 3- 2 sent	2020 Absentee Rate - NA 2021-2022 Non-Compliance Letter 1- 26 sent Non-Compliance Letter 2- 14 sent Non-Compliance Letter 3- 7 sent Disenroll due to Non-Compliance - 3	2021 Absentee Rate - 7.4% 2022-2023 Non-Compliance Letter 1- 27 sent Non-Compliance Letter 2- 12 sent Non-Compliance Letter 3- 6 sent Disenroll due to Non-Compliance - 6	2022 Absentee Rate 6.8%	Absentee Rate Under 10%
English proficiency rate and Reclassification rate will increase	2020-2021 One student enrolled, but left prior to summative ELPAC.	2021-2022 Completed 2 Initial Completed 2 summative 1 alternate	2022-2023 Completed 3 Initial Completed 2 summative 1 alternate	Planned	Maintain/Increase English proficiency and Reclassification rate
CAASPP participation rate will remain at 95% or higher.	2019 Participation Rate = 100%	2020 (no data reported) 2019 Participation Rate = 100%	2021-2022 participation rate = 91%	2022-2023 participation rate =	CAASPP participation rate to remain at 95% or higher.
Local Assessments Individualized academic assessment results that	Measures of Academic Progress	Measures of Academic Progress	Measures of Academic Progress	MAP testing Mid-Year to occur in February 2024	Measures of Academic Progress ELA at 70+% Math at 60+%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
demonstrate student by student growth in ELA and Math; staff will track by student	ELA = 73.16% met/exceeded projected growth Math = 50.92% met/exceeded projected growth Lexia CORE5 = 63% at or above grade level Fluency = 57% meeting or exceeding grade level norms	ELA = 34.6% met/exceeded projected growth 58% scored in or above the 50th percentile Math = 18.6% met/exceeded projected growth 44% scored in or above the 50th percentile Lexia Core 5 = 43% at or above grade level Fluency = 38% meeting or exceeding grade level norms	ELA = 47.2% met/exceeded projected growth 49.2% scored in or above the 50th percentile Math = 23.8% met/exceeded projected growth 37.7% scored in or above the 50th percentile Lexia Core 5 = 73% at or above grade level Fluency = 45% meeting or exceeding grade level norms		Lexia CORE5 = 65+% at or above grade level Fluency = 60% meeting or exceeding grade level norms
Student suspension rates will decrease	0 Suspensions	0 Suspensions	0 Suspensions	0 Suspensions	0 Suspensions
Students expulsion rates will decrease	0 Expulsions	0 Expulsions	0 Expulsions	0 Expulsions	0 Expulsions
Williams-Act complaints will be minimized	0 Williams-Act complaints	0 Williams-Act complaints	0 Williams-Act complaints	0 Williams-Act complaints	0 Williams-Act complaints.

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.

Lincoln Street was able to implement all aspects of a standards-based curriculum, including Science. In relation to academic achievement performance on the statewide assessments remained relatively flat.
All actions were completed as described.

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.

1.1 We lost a full time teacher midway through the year. We were only able to hire a .6 FTE replacement.

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

All of the listed actions were effective. We recognize that our assessment and progress monitoring for our intervention needs further development for differentiating student instruction.

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.

1.1 We have hired a full time administrator

1.3 We will be purchasing new intervention curriculum.
1.11 Removed as we do not need to purchase.

The overall goal will focus on academic achievement with the social aspect moved over to goal 2 or 3.

This goal and all other actions will be carried over to the new LCAP with a focus through the lens of MTSS.

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.

Goals and Actions

Goal

Goal #	Description
2	Lincoln Street School will provide a strong, family-centered alternative education program with opportunities for parent/guardian decision-making and parent learning to support the instructional program.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Parent Survey will reflect a positive sense of safety and connectedness to school.	Parent Survey- 64% satisfied with relevance and quality of parent clubs Desired Topics for Future- Academic (46.7%) Organization Lesson Preparation (40%) Useful Resources (40%) Social (33.3%) 88% of parents feel comfortable teaching our curriculum 33% would like more curriculum training	Parent Survey- 57.1% satisfied with relevance and quality of parent clubs Desired Topics for Future- Useful Resources (61.1%) Social (38.9%) Organization Lesson Preparation (33.3%) Technology (33.3%) 95.3% of parents feel comfortable teaching our curriculum 23.8% would like more curriculum training	Parent Survey- 85.7% satisfied with relevance and quality of parent clubs Desired Topics for Future: • Social (66.7%) • Useful Resources (62.5%) • Academic (50%) • Organization Lesson Preparation (45.8%) 100% of parents feel comfortable teaching our curriculum 17.2% would like more curriculum	Parent Survey - April / May 2024 85.7% satisfied with relevance and quality of parent clubs Desired Topics for Future: • Social (54%) • Useful Resources (77%) • Academic (62%) • Organization Lesson Preparation (62%) 67% of parents feel very comfortable teaching our curriculum 40% would like more	70% Satisfied with relevance and quality of parent club. Topics of Focus assessed yearly

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			training	curriculum training	
Parent Club Evaluations will maintain Satisfactory or Above.	Implement Strengths Assessment to create goals (pre/post).	100% of the parents showed growth on their goal assessment.	80% of the parents showed growth on their goal assessment.	80% showed growth on the strengths assessment	70% of parents met their goal based on their Strengths Assessment.
Parents will have opportunities to participate in school governance.	Governance - 1 representative Parent Advisory Committee - 2 participants	Governance- 1 Parent Representative Parent Advisory - 1 Regular Participant	Governance- 1 Parent Representative Parent Advisory - 2 Regular Participants	Governance- 1 Parent Representative Parent Advisory - 2 Regular Participants	Maintain a parent representative on Governance- 1 Parent Advisory Committee participants increase to 4
Parent participation will be enhanced through focused trainings.	[Parent participation logs] [Number of trainings offered] [% of parents of unduplicated students and special education students participating. Bootcamp/Parent Club participation	2021 Parent Bootcamp Participation Rate=20.75% TK-2 Training = 20% 3rd-5th Training = 45% 6th-8th Training = 30% Offered 5 Parent Clubs Parent Club Average Attendance = 5%	2022 Parent Bootcamp Participation Rate= 34% TK-1st Training = 33 % 2nd-3rd Training = 50% 4th-5th Training = 55 % 6th-8th Training = 27 % Offered 4 Parent Clubs Parent Club Average Attendance = 10%	Offered 3 Parent C3 Sessions	Pre/Post Self Reflections continue to show growth.

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.

This is a strength at Lincoln Street. Our parents are involved and work alongside us in many ways. Parents serve on the governance committee and provide regular feedback.
All actions were completed as described.

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.

2.2 The costs of parent training and materials was less than expected due to community support and donations.

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

All actions were effective and contributed to our high level of parent engagement. Areas that impacted engagement were identified as time of offerings, relevance, and understanding of the activities.

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.

A focus will be on intentional communication with families to ensure they understand the activities and how they are meaningful and relevant to their student's outcomes. Also, we will adjust our metrics and language used to align consistently across tools. In the new LCAP, our metrics will move to percentage measured to quantify our data to use in our decision making.

2.3 This action will not be implemented due to student planners not having a high level of effectiveness.

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.

Goals and Actions

Goal

Goal #	Description
3	Lincoln Street School will incorporate resources and skills to address the whole-child into the instructional program.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family Nights	2020-2021 Offered 3 times	9/28/21 Family Game Night 12/1/21 Book Fair Family Night 12/8/21 Paint Night/Family Code Night 1/26/22 100th Day Family Night 3/2/22 Read Across America Family Night	9/19/22 Family Game Night 12/7/22 Book Fair Family Night 1/24/23 100th Day Family Night 3/9/23 Bingo Family Night 4/20/23 Earth Day Family Paint Night	100 Day Family Night, Game Night	Offered every other month
Enrichment Club-Participation	2020-2021 TK-2nd (18.8%) 3rd-5th (30%) 6th-8th (20%)	2021-2022 TK-2nd (.08%) 3rd-5th (22.7%) 6th-8th (14.8%)	2022-2023 TK-2nd (.08%) 3rd-5th (22.7%) 6th-8th (14.8%)		Continue to offer a variety of opportunities. Maintain Participation rates above 30% of students
SEL Competency Growth	Establish/Implement Pre/Post Reflections 2020-2021	2021-2022 Avg. Student Self Assessment on Competency (3.71 out of 5)	2022-2023 Avg. Student Self Assessment on Competency (Pre 4.04 out of 5)		Growth shown between Pre and Post Assessments

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Avg. Student Self Assessment on Competency (3.36 out of 5)		(Post 4.05 out of 5)		

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.

This goal contributed to high engagement on the part of families and students within the culture of our school.
All actions were completed as listed.

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.

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

These actions were effective as measured by the high attendance and participation rates of our partners.

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.

This goal will be combined with goal 2 to more fully address the cultural and behavior needs.

Action 3.2: We will be moving to an alternative SEL competency curriculum.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lincoln Street School	Karla Stroman Principal	kstroman@tehamaschools.org 530-528-7301

Plan Summary [2024-25]

General Information

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

Lincoln Street was created in 1985 in response to a need for an Independent Study program in Tehama county. First located in Gerber, the school originally served Kindergarten through 12th grade. Students included pregnant teens, expelled/suspended students, group home students, and homeschooling families. In 1990, the school moved to Red Bluff and was housed in the Tehama County Department of Education warehouse/bus shed. Nine years later, Lincoln Street School moved again, this time to the TCDE building on Lincoln Street and for the first time, Lincoln Street School became a fully independent study school.

Since its establishment, Lincoln Street School has been a model of how personalized learning can improve student achievement. In recent years, the school has achieved a base API as high as 870. During 2009-10, Lincoln Street School was recognized by the California Department of Education and the California Consortium of Independent Study as an exemplary Independent Study School.

In June of 2014, Lincoln Street School moved into a newly constructed state-of-the-art school building located on TCDE property adjacent to the TCDE main building. Beginning in the 2014-2015 school year, Lincoln Street operated as a charter school under the Tehama County Department of Education. TCDE fully supports the educational services Lincoln Street provides to the community and is committed to the success of the school.

Lincoln Street currently serves approximately 70 TK to 8th-grade students. Its mission is "…to inspire students, empower parents, and promote a life-long love for learning by creating an environment where academic success is personalized and achievable for all children." We do this by empowering parents as they work with credentialed teachers to teach, monitor progress, and implement programs that enrich, challenge, and inspire students to embrace personalized academic success. Over the last few years, Lincoln Street has added a Family Success Liaison which assists families in making sure their basic needs are met in addition to any other struggles they may be facing. This position has been crucial since the COVID-19 Pandemic and spearheaded our whole child/whole family support to education.

During the 2017-18 school year, Lincoln Street staff worked on their first charter renewal through the Tehama County Department of Education. On February 14th, the Tehama County Board of Education approved the Lincoln Street charter through June 2023. However, the state extended the renewal through 2025/2026 school year.

Reflections: Annual Performance

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

All students increased by 4.6 DFS (Distance From Standard) in the area of ELA and maintained performance in math (the only RED group identified on the dashboard). Three student groups are reflected on the dashboard. The socioeconomic group maintained in the areas of ELA with an increase in the area of Math by 7.4. The White subgroup increased student performance in the area of ELA but noted a decrease in Math. All groups, except for the Hispanic group, had a decrease in chronic absenteeism. ADD LOCAL DATA

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers:	Staff meetings held April and May to receive input from teachers.
Classified Staff:	Staff meetings held April and May to receive input from teachers.
Students:	Survey administered to students in May.
Parents (PAC/Governance Board - with SpEd Input)	Governance/PAC meetings held in April and June. Survey distributed to parents)
Administrators	Staff meetings held April and May to receive input from teachers.

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

The LCAP was created based on feedback provided by our educational partners.
Staff :
Students:
Parents: The survey reveals a generally positive perception of Lincoln Street School, with high satisfaction in many areas. However, there are areas identified for improvement, such as staff consistency, training for parents, and increased interaction outside academic settings. These insights can guide future planning and improvements at the school.
Enrollment Duration:
Majority of students have been enrolled in Lincoln Street School for more than 3 years.

Comfort with Teaching Curriculum:
Comfort levels are generally high, with most respondents rating their comfort at 4 or 5.

Support from Teachers:
Most respondents feel they receive adequate support from teachers.

Need for More Training:
A minority of respondents expressed a desire for more training on the curriculum.

Difficulty of Subjects:
Math is frequently rated as the most difficult subject to teach, followed by Science, Social Studies/History, and English Language Arts/Reading.

Struggles with Difficult Subjects:
Common struggles include difficulty with geometry, learning new math levels alongside children, and explaining concepts in Science.

Comparison with Previous Schools:
Respondents generally feel their children are receiving the same or better quality of education compared to previous schools.

Participation in Activities:
Students participate in a variety of in-person and virtual opportunities, such as A.S.K. Hours, Teen Chat, and Friday Clubs.

Barriers to Participation:
Barriers include time of day, personal preference for self-instruction, and scheduling conflicts.

Math/All Students: received a RED indicator on the 22/23 Dashboard

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Lincoln Street School will provide a family-centered, individualized academic program to enrolled students that will ensure high academic and social achievement preparing our students with a strong foundation for their futures through a Multi-Tiered System of Support (MTSS). .	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an non-classroom based charter school, teaching and instruction is provided by the parent/guardian in partnership with a credentialed teacher. Parents are responsible for the daily instruction and supervising teachers are responsible in assigning, monitoring, and assessing the overall work and learning progress. State approved curriculum is adopted and closely aligned with our local public schools. It is imperative that the students who attend Lincoln Street are well prepared academically as they transition into the next grade and/or highschool. As an alternative option for families, Lincoln Street must demonstrate a high level of academic rigor, social emotional support, and adaptability to the individual needs of our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student attendance rates as measured by Aeries reporting	23/24: 98.49%			Student attendance rates will meet or exceed 95%	
1.2	Chronic Absenteeism as measured by CALPADS reporting.	22/23: 6.8%			4% or lower	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Student's meeting standards in Math as measured by CAASPP assessment	23/24: Math = 23.19% Met/Exceed			30% will meet/exceed CAASP Math.	
1.4	Student's meeting standards in ELA as measured by CAASPP assessment.	23/24: ELA = 39.13% Met/Exceed			45% will meet/exceed CAASP ELA.	
1.5	English proficiency as measured by annual summative ELPAC assessment.	23/24: One student enrolled, but left prior to summative ELPAC			50% of students increase performance.	
1.6	EL reclassification as measured by LEA reporting.	23/24: One student enrolled and reclassified prior to leaving school.			Minimum of 1 reclassification each year.	
1.7	Facility conditions as measured by annual FIT.	23/24: Facilities in Exemplary Condition			Good or Exemplary	
1.8	Student suspension rates as measured by Aeries reporting.	23/24: 0 Suspensions			Less than 1% suspended	
1.10	Students expulsion rates as measured by Aeries reporting.	23/24: 0 Expulsions			Less than 1% expelled.	
1.11	Teacher appropriately assigned and credentialed as measured by Williams Reporting	23/24: 0 Williams-Act complaints			Maintain 0 complaints	
1.12	Student access to standards curriculum as measured by Williams Reporting	100% of students with access			100% of students with access	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Base Program	Maintain Lincoln Street staffing, materials/supplies and facilities at prior year levels. • Salaries and benefits • Materials/supplies • Software licenses • Rent/maintenance • Tech support services • Fiscal and administrative oversight by TCDE	$472,843.00	No
1.2	Special Education Support	Special Education services will be provided based upon student identified needs.	$52,030.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Student Academic Intervention	Resources and services provided to provide comprehensive supports that address the learning needs at all levels, including language acquisition for EL learners. Diagnostic assessment in ELA and Math (NWEA) Intervention instruction EL Acquisition of language	$36,878.00	Yes
1.4	Staff Professional Development	Provide quality professional development to staff. Topics addressed included: New curriculum/intervention implementation Technology integration to instruction Charter, Independent Study School conferences Data collection, management and analysis Parent engagement Implementation of adopted academic content/performance standards Integrating and implementing ELL state and EL Standards	$15,100.00	Yes
1.5	Textbooks & Supplies	Purchase additional textbooks, supplemental supplies and resources as indicated by student enrollment and replacement needs. Ensure all textbooks are standards-based.	$17,000.00	No
1.6	Additional Teachers to support Learning Loss	Maintain an additional 0.5 FTE teacher (part-time) based upon enrollment needs and 30% of certificated staff. This teacher will focus on addressing the RED indicator for ALL STUDENTS in the area of Math as we utilize the cycle of inquiry to determine strategies for addressing the math performance gap of our student groups.	$207,119.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Attendance Monitoring	MOU with TCDE department for SARB investigations and follow-up support services.	$1,874.00	Yes
1.8	Skills based assessment and progress monitoring for math and ELA.	Purchase skills based ELA and Math assessment programs to monitor progress to address the instructional needs that identify gaps in learning and inform instructional practices to close these gaps.	$1,050.00	Yes
1.9	Broad Course of Study	Host opportunities for engagement that is meaningful and relevant to the instructional program: Field trips, clubs, family nights that support the development of the whole child.	$1,750.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Lincoln Street School will provide a strong, family-centered alternative education program with opportunities for parent/guardian decision-making, parent learning, and student wellness to address the whole-child within our instructional program.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Lincoln Street is a non-classroom based charter school that is a parent as teacher model. By providing additional support and pedagogy instruction to the parents, our hope is that parents can provide a more enriching learning environment to their children resulting in higher student learning outcomes. This goal was developed based on input from our parent engagement nights and responses to survey questions. 40% (6 of 15 respondents) of our engagement responses indicated that they would like additional training on the curriculum, especially in the area of math. Math was the subject area identified by most as the most difficult to teach based on parent/guardians experience or comfort with the subject, the higher level of math, and the way they were taught which feels to many, different than todays standards and requirements (46% of respondents). Survey data also indicated our parents don't always clearly understand what the activities we are hosting are about our the relevance for them. Families seek an alternative school option for a variety of reasons. Historically, we have collected academic and social emotional data for our students and families. As a staff, we discussed how we are using this data to drive instruction and support intervention. Our analysis showed that although we are collecting significant data regarding our students, we need to further develop a systematic approach allows for not only the collection but ongoing measurement that supports how or if additional intervention or acceleration is needed. By fostering the whole child approach to learning, it will incorporate social, emotional, mental, and trauma needs to be addressed. By providing support for these needs, progress on their learning goals will be able to take place. In addition, providing whole family support and needs will aid in the overall education of the child.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent participation of unduplicated students and Special Education students as measured by attendance records	Engagement survey results 47% reported want to be more involved. Participation in Governance 1 representative Parent Advisory Committee - 2			Percentage of engagement will increase to 70% or greater	
2.2	Parent sense of safety and school connectedness as measured by annual surveys.	Parent (15 Responses) Sense of Safety: 100% Agree or Strongly Agree Sense of School Connectedness: 100% Agree or Strongly Agree			85% parents response with a sense of safety and school connectedness.	
2.3	Student sense of safety and school connectedness as measured by annual surveys.	Student (TK -8th Grade 4 Responses) Sense of safety: 100% reporting Sense of school connectedness:50% (2 Responses)			85% student response with a sense of safety and school connectedness.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Engagement Activities	Provide frequent and positive communication between school and home (face-to-face interaction, phone, email, web-site, etc.). Monitor parent/guardian satisfaction using a survey.	$850.00	Yes
2.2	Provide training/workshops for parents/guardians.	Topics to be addressed will align with family-identified areas of interest/need, as identified in parent surveys, student data and staff observation. Make use of local consultants (TCDE, community, experienced Lincoln Street parents) as presenters.	$5,500.00	Yes
2.3	Parent Committee Meetings	Purchase materials and supplies for parent committee meetings.	$800.00	Yes
2.4	Additional support to students and families will be provided by the Family Success Liaison.	Family Success Liaison will help families access community resources to aid with meeting their basic needs.	$68,116.00	

Action #	Title	Description	Total Funds	Contributing
2.5	SEL Curriculum and Professional Development	Purchase and train staff on Social Emotional Learning curriculum to help students develop skills for managing themselves and working effectively with others.	$2,598.00	
2.6	Technology equipment	Purchase technology equipment to meet the needs of 21st Century learners (Chromebooks)	$1,600.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$202,414	$$21,527

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
27.171%	8.788%	$64,944.05	35.959%

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 #	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
1.3	**Action:** Student Academic Intervention **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often require additional academic support to address learning gaps and achieve grade-level proficiency. These students benefit significantly from targeted academic	To address these needs, the district will provide comprehensive opportunities and resources for student academic intervention. This will include implementing targeted intervention programs that offer small group instruction and individualized support in core academic areas such as reading, writing, and mathematics. These programs will be designed to address the specific learning gaps identified through diagnostic assessments and ongoing progress monitoring.	1.3, 1.4, 1.5

Goal and Action #	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
	interventions that provide opportunities and resources tailored to their specific needs. **Scope:** Schoolwide	The district will also provide access to high-quality instructional materials and resources that are aligned with state standards and designed to support differentiated instruction. This includes adaptive learning software, intervention curricula, and supplemental materials that cater to diverse learning needs and styles. Qualified intervention specialists and paraprofessionals will be employed to deliver these targeted interventions, working closely with classroom teachers to ensure consistency and alignment with the general education curriculum. Regular professional development will be provided for intervention staff to equip them with effective strategies and techniques for supporting struggling learners. Additionally, extended learning opportunities such as after-school programs, weekend academies, and summer school will be offered to provide additional instructional time and support for students who need it. These programs will be accessible to all students, particularly those from disadvantaged backgrounds, and will be designed to reinforce and build upon the skills taught during the regular school day. The effectiveness of the academic intervention programs will be regularly evaluated through student performance data, feedback from educators and parents, and program assessments. This data-driven approach will allow for continuous improvement and adaptation of the	

Goal and Action #	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
		intervention strategies to meet the evolving needs of students. Research supports the effectiveness of targeted academic interventions in improving student outcomes. According to the Institute of Education Sciences (IES), well-implemented intervention programs that include small group instruction and individualized support significantly enhance student achievement, particularly for at-risk populations (IES, 2009). The American Institutes for Research (AIR) highlights that access to high-quality instructional materials and extended learning opportunities are critical components of successful intervention programs (AIR, 2013). By providing opportunities and resources for student academic intervention, the district aims to close learning gaps and enhance the academic success of foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they receive the support necessary to achieve grade-level proficiency and beyond.	
1.4	**Action:** Staff Professional Development **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face unique academic, social, and emotional challenges that require specialized support from well-trained educators. Quality professional development for Lincoln Street staff is essential to equip educators with the	To address these needs, the district will provide comprehensive and high-quality professional development for Lincoln Street staff. This professional development will focus on equipping teachers and support staff with evidence-based instructional strategies, cultural competency, and social-emotional learning (SEL) techniques. Training will be tailored to address the specific needs of foster youth, English learners, and students from low socioeconomic backgrounds.	1.3, 1.4, 1.5

Goal and Action #	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
	skills and knowledge needed to effectively address these students' diverse needs and promote their academic success. **Scope:** Schoolwide	The professional development program will include workshops, seminars, and coaching sessions on various topics, such as differentiated instruction, trauma-informed practices, and effective classroom management. Additionally, staff will receive training on integrating technology into instruction to enhance learning and engagement. Professional Learning Communities (PLCs) will be established to facilitate ongoing collaboration and sharing of best practices among educators. These PLCs will provide a platform for staff to discuss challenges, share strategies, and continuously improve their instructional approaches. The district will also offer targeted training on supporting English learners, including techniques for language development and integrating English Language Development (ELD) standards into daily instruction. Teachers will learn how to create inclusive and supportive classroom environments that foster language acquisition and academic achievement for English learners. Ongoing support and coaching will be provided to ensure that staff can effectively implement the strategies learned during professional development. This support will include regular check-ins, classroom observations, and feedback sessions to help educators refine their practices and address any challenges they encounter. The effectiveness of the professional development program will be regularly evaluated through feedback from staff, student performance data, and classroom observations. This data will be	

Goal and Action #	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
		used to make data-driven adjustments to the training program, ensuring it meets the evolving needs of educators and students. Research supports the importance of high-quality professional development in improving teacher effectiveness and student outcomes. According to the Learning Policy Institute, effective professional development is ongoing, collaborative, and focused on specific teaching practices that enhance student learning (Darling-Hammond et al., 2017). The American Educational Research Association (AERA) emphasizes that professional development in culturally responsive teaching and social-emotional learning leads to improved educational equity and student success (AERA, 2014). By providing quality professional development for Lincoln Street staff, the district aims to enhance the instructional skills of educators and improve the academic success of foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they receive the support necessary to thrive.	
1.6	**Action:** Additional Teachers to support Learning Loss **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often require more personalized attention and support to succeed academically. Maintaining adequate staffing levels, including additional	To address these needs, the district will maintain an additional 0.5 Full-Time Equivalent (FTE) teacher based on enrollment needs and 30% of certificated staff. This strategy will help ensure that class sizes remain manageable, allowing teachers to provide more individualized attention and support to students. The additional part-time teacher will assist in reducing student-to-teacher ratios, making it possible for educators to	1.3, 1.4, 1.5

Goal and Action #	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
	part-time teachers, is essential to reduce class sizes and provide individualized instruction to meet the diverse needs of these students. **Scope:** Schoolwide	implement differentiated instruction and targeted interventions more effectively. The part-time teacher will be integrated into the school's instructional team, collaborating with full-time teachers to co-plan lessons, share best practices, and support students' academic progress. This collaborative approach will enhance the overall instructional capacity of the school, benefiting all students, especially those who require additional support. Regular assessment and monitoring of student progress will be conducted to identify areas where students need the most help. The additional teacher will play a crucial role in providing targeted instruction and interventions based on these assessments, ensuring that students receive the support they need to improve their academic performance. Professional development opportunities will be provided for the additional teacher to ensure they are equipped with the latest instructional strategies and techniques. This training will focus on areas such as differentiated instruction, cultural competency, and effective classroom management, enabling the teacher to address the unique needs of foster youth, English learners, and students from low socioeconomic backgrounds. The effectiveness of maintaining the additional 0.5 FTE teacher will be regularly evaluated through student performance data, feedback from staff,	

Goal and Action #	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
		and classroom observations. This data-driven approach will ensure that the staffing adjustments are meeting the intended goals of reducing class sizes and improving student outcomes. Research supports the importance of maintaining adequate staffing levels to enhance student learning outcomes. According to the National Center for Education Statistics (NCES), smaller class sizes are associated with better student performance and increased teacher-student interaction (NCES, 2018). The American Institutes for Research (AIR) emphasizes that personalized instruction and targeted support are critical for improving the academic success of at-risk students (AIR, 2013). By maintaining an additional 0.5 FTE teacher, the district aims to reduce class sizes and provide more personalized instruction, enhancing the academic success of foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they receive the support necessary to thrive.	
1.7	**Action:** Attendance Monitoring **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face significant barriers to regular school attendance, such as unstable housing, transportation issues, and family responsibilities. These barriers can lead to	To address these needs, the district will establish a Memorandum of Understanding (MOU) with the Tehama County Department of Education (TCDE) for School Attendance Review Board (SARB) investigations and follow-up support services. This partnership will ensure a comprehensive and coordinated approach to addressing attendance issues and supporting students who are at risk of chronic absenteeism and truancy.	1.1, 1.2

Goal and Action #	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
	chronic absenteeism and truancy, negatively impacting academic performance and overall well-being. Effective attendance interventions and support services are crucial to help these students stay engaged in their education. **Scope:** Schoolwide	Under the MOU, TCDE will provide SARB investigations to identify the root causes of absenteeism and develop tailored intervention plans for students and families. These plans will include strategies to address barriers to attendance, such as providing transportation assistance, connecting families with community resources, and offering counseling services. The SARB will work closely with school staff, including attendance officers, counselors, and administrators, to implement these intervention plans effectively. Follow-up support services will be a key component of the partnership, ensuring that students and families receive ongoing assistance to maintain regular attendance. This support will include regular check-ins, home visits, and progress monitoring to assess the effectiveness of the interventions and make necessary adjustments. The SARB will also provide legal guidance and support when needed to address more severe cases of truancy. Professional development will be provided for school staff to help them recognize early signs of attendance issues and implement proactive strategies to promote regular attendance. Training will include best practices for engaging families, building positive relationships with students, and creating a supportive school environment. The effectiveness of the SARB investigations and follow-up support services will be regularly evaluated through attendance data, feedback from	

Goal and Action #	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
		students and families, and overall student performance. This data-driven approach will ensure that the interventions are effective and responsive to the needs of the students. Research supports the importance of comprehensive attendance interventions and follow-up support in improving student outcomes. According to Attendance Works, effective attendance strategies involve collaboration between schools, families, and community organizations to address the underlying causes of absenteeism (Attendance Works, 2015). The U.S. Department of Education emphasizes that coordinated support services and legal interventions are critical for addressing chronic absenteeism and truancy (U.S. Department of Education, 2016). By establishing an MOU with TCDE for SARB investigations and follow-up support services, the district aims to reduce chronic absenteeism and truancy, ensuring that foster youth, English learners, and students from low socioeconomic backgrounds receive the support needed to stay engaged in their education and achieve academic success.	
1.8	**Action:** Skills based assessment and progress monitoring for math and ELA. **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often	To address these needs, the district will implement skills-based math and ELA assessments to identify any gaps in learning. These assessments will be designed to evaluate specific skills and competencies in mathematics and ELA, providing detailed insights into each student's strengths and areas for improvement. The data gathered from	1.2, 1.3

Goal and Action #	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
	face significant learning gaps in mathematics and English Language Arts (ELA) due to various educational disruptions and lack of consistent academic support. Identifying these learning gaps through skills-based assessments is crucial for providing targeted interventions and support to help these students achieve academic proficiency. **Scope:** Schoolwide	these assessments will be used to inform instruction and tailor interventions to meet the individual needs of students. The skills-based assessments will be administered regularly to monitor student progress and adjust instructional strategies accordingly. Teachers will use the assessment data to develop personalized learning plans that target identified gaps, ensuring that students receive the support they need to catch up and succeed academically. This targeted approach will involve small group instruction, one-on-one tutoring, and the use of adaptive learning technologies that provide personalized practice and feedback. Professional development will be provided for teachers to help them effectively use the assessment data to inform their instruction and implement targeted interventions. Training will focus on data analysis, differentiated instruction, and evidence-based strategies for closing learning gaps in math and ELA. Teachers will also learn how to use adaptive learning technologies to provide personalized practice and support for students. The district will establish a system for tracking and reporting assessment data to ensure that progress is monitored consistently and interventions are adjusted as needed. This system will facilitate collaboration among teachers, administrators, and support staff to develop and implement effective instructional strategies that address the identified learning gaps.	

Goal and Action #	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
		Research supports the effectiveness of skills-based assessments in improving student outcomes by providing detailed insights into student performance and informing targeted interventions. According to the National Center for Education Statistics (NCES), regular formative assessments that focus on specific skills help teachers identify learning gaps and adjust instruction to meet student needs (NCES, 2017). The Institute of Education Sciences (IES) highlights that personalized learning plans and targeted interventions based on assessment data significantly enhance student achievement, particularly for at-risk populations (IES, 2009). By implementing skills-based math and ELA assessments to identify and address learning gaps, the district aims to enhance the academic success of foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they receive the targeted support necessary to achieve proficiency in math and ELA.	
2.1	**Action:** Engagement Activities **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often benefit from strong connections between school and home. Effective communication and engagement are crucial for involving parents and guardians in their children's education, addressing their needs, and	To address these needs, the district will provide frequent and positive communication between school and home using various methods, including face-to-face interaction, phone calls, emails, the school website, and other digital platforms. This multi-faceted communication approach ensures that all families, regardless of their preferred communication method, stay informed and engaged with the school community.	2.1, 2.2, 2.3

Goal and Action #	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
	ensuring their overall development and success. **Scope:** Schoolwide	Regular face-to-face interactions will be encouraged through parent-teacher conferences, school meetings, and open houses. These opportunities will allow parents and guardians to discuss their children's progress, address concerns, and build strong relationships with educators. Phone calls and emails will be used for timely updates and direct communication, while the school website will serve as a central hub for important information, resources, and announcements. To gauge parent and guardian satisfaction and identify areas for improvement, the district will monitor feedback through regular surveys. These surveys will collect input on various aspects of school communication, engagement opportunities, and overall satisfaction with the school environment. The feedback will be used to make data-driven adjustments to communication strategies and engagement initiatives. In addition to communication, the district will host meaningful and relevant engagement opportunities that cater to the diverse needs of families. These opportunities will include field trips, clubs, and family nights that support the development of the whole child. Field trips will provide experiential learning opportunities, while clubs will offer students avenues to explore their interests and talents. Family nights will create a welcoming environment for parents and guardians to participate in activities that promote social, emotional, and academic development.	

Goal and Action #	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
		The district will ensure that these engagement activities are inclusive and accessible to all families, particularly those of foster youth, English learners, and students from low socioeconomic backgrounds. Translators and bilingual materials will be provided to accommodate non-English-speaking families, and efforts will be made to address any logistical barriers that might prevent participation.

Research supports the importance of strong school-home communication and family engagement in improving student outcomes. According to the Harvard Family Research Project, effective family engagement practices lead to better student behavior, higher academic achievement, and increased attendance (Harvard Family Research Project, 2010). The National PTA emphasizes that consistent and positive communication between school and home fosters trust and collaboration, which are essential for student success (National PTA, 2012).

By providing frequent and positive communication between school and home, monitoring parent/guardian satisfaction, and hosting meaningful engagement opportunities, the district aims to strengthen the partnership between families and the school, enhancing the development and success of foster youth, English learners, and students from low socioeconomic backgrounds. | |
| **2.2** | **Action:** | To address these needs, the district will align engagement topics with family-identified areas of | 2.1 |

Goal and Action #	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
	Provide training/workshops for parents/guardians. **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face unique challenges that can impact their educational experience. Engaging families in a meaningful way requires addressing their specific interests and needs, which can be identified through surveys, student data, and staff observations. Providing targeted support and resources based on these identified needs is essential for fostering a supportive and collaborative school community. **Scope:** Schoolwide	interest and need, as determined through parent surveys, student data, and staff observations. This approach ensures that the content of family engagement activities is relevant and valuable to the families being served. Surveys will be conducted regularly to gather input from parents and guardians on the topics they find most important and beneficial. This feedback will guide the planning and execution of engagement activities, ensuring they are tailored to the specific needs and interests of the school community. In addition to utilizing survey data, the district will analyze student performance data and staff observations to identify areas where additional support and resources are needed. This comprehensive approach ensures that all aspects of student and family needs are considered in the planning process. To enhance the quality and relevance of engagement activities, the district will make use of local consultants, including experts from the Tehama County Department of Education (TCDE), community organizations, and experienced Lincoln Street parents, as presenters. These local consultants will bring valuable expertise and perspectives to the engagement activities, providing families with practical information and resources that are directly applicable to their needs. By involving experienced parents from the Lincoln Street community, the district can also foster peer-to-peer learning and support, creating a more connected and supportive school environment.	

Goal and Action #	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
		Engagement activities will be designed to be interactive and inclusive, encouraging active participation from all attendees. Topics may include academic support strategies, mental health and wellness, college and career readiness, language development, and navigating the education system. The district will ensure that all materials and presentations are accessible to non-English-speaking families by providing translation services and bilingual resources. The effectiveness of these engagement activities will be regularly evaluated through follow-up surveys and feedback from participants. This continuous improvement process will allow the district to make data-driven adjustments to better meet the evolving needs of families. Research supports the importance of family engagement and addressing family-identified needs in improving student outcomes. According to the Harvard Family Research Project, family engagement practices that are responsive to the interests and needs of families lead to higher levels of parental involvement, which in turn improves student achievement (Harvard Family Research Project, 2010). The National Education Association (NEA) emphasizes that utilizing community resources and local experts enhances the relevance and impact of family engagement activities (NEA, 2016). By aligning engagement topics with family-identified areas of interest and need, and by using	

Goal and Action #	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
		local consultants as presenters, the district aims to create meaningful and relevant engagement opportunities that support the academic and personal success of foster youth, English learners, and students from low socioeconomic backgrounds.	
2.3	**Action:** Parent Committee Meetings **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often benefit significantly from active parental involvement and engagement in school activities. Parent committee meetings, such as those for English Learner Advisory Committees (ELAC) and other parent groups, are crucial for providing a platform for parents to voice their concerns, share their experiences, and contribute to the decision-making process. Ensuring these meetings are well-supported with necessary materials and supplies is essential for fostering meaningful and effective parental engagement. **Scope:** Schoolwide	To address these needs, the district will allocate funds to purchase materials and supplies for parent committee meetings. These resources will include items such as meeting agendas, informational handouts, translation services, audio-visual equipment, and refreshments. Providing these materials will ensure that meetings are well-organized, accessible, and welcoming to all parents, including those who may face language or other barriers. The district will ensure that all materials are culturally responsive and available in multiple languages to accommodate the diverse linguistic needs of the community. Translation services will be provided during meetings to ensure that non-English-speaking parents can fully participate and understand the discussions. Additionally, the use of audio-visual equipment will enhance presentations and make information more accessible and engaging for all attendees. Parent committee meetings will be designed to be inclusive and interactive, encouraging active participation and collaboration. By providing refreshments, the district can create a more welcoming and relaxed environment, which can help increase attendance and engagement. The	2.2

Goal and Action #	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
		materials and supplies purchased will support a variety of activities, such as workshops, presentations, and group discussions, ensuring that meetings are productive and beneficial for all participants. Regular feedback will be collected from parents to evaluate the effectiveness of the meetings and identify areas for improvement. This feedback will be used to make data-driven adjustments to meeting formats, topics, and resources, ensuring that parent committee meetings continue to meet the needs and interests of the community. Research supports the importance of providing necessary materials and resources to facilitate effective parental engagement. According to the Harvard Family Research Project, well-organized and resourced parent meetings lead to higher levels of parental involvement, which in turn improves student outcomes (Harvard Family Research Project, 2010). The National PTA emphasizes that providing accessible and welcoming environments for parent meetings is essential for fostering strong school-family partnerships (National PTA, 2012). By purchasing materials and supplies for parent committee meetings, the district aims to enhance parental involvement and engagement, ensuring that foster youth, English learners, and students from low socioeconomic backgrounds receive the support and advocacy they need to succeed academically and personally.	

Goal and Action #	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
2.4	**Action:** Additional support to students and families will be provided by the Family Success Liaison. **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face challenges in meeting their basic needs, such as housing, food, and healthcare. These challenges can significantly impact their ability to focus on and succeed in their education. Providing support to help families access community resources is crucial for addressing these needs and ensuring a stable and supportive environment for students. **Scope:**	To address these needs, the district will employ a Family Success Liaison who will help families access community resources to aid in meeting their basic needs. The Family Success Liaison will serve as a bridge between the school and the community, connecting families with local services and support networks. This role will involve identifying the specific needs of families through direct communication and needs assessments, and then providing personalized assistance to help them access the necessary resources. The Family Success Liaison will maintain a comprehensive database of community resources, including housing assistance programs, food banks, healthcare services, mental health support, and financial aid. They will work closely with community organizations, government agencies, and non-profits to build partnerships and streamline referral processes, ensuring that families receive timely and appropriate support. In addition to connecting families with resources, the Family Success Liaison will provide ongoing support and follow-up to ensure that the assistance received is effective and that any additional needs are addressed. This support will include helping families navigate complex application processes, providing transportation assistance, and offering translation services for non-English-speaking families. Regular workshops and informational sessions will be organized by the Family Success Liaison to educate families about available resources and	2.1, 2.2

Goal and Action #	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
		how to access them. These sessions will cover topics such as applying for housing assistance, accessing healthcare services, managing finances, and supporting children's education. By empowering families with knowledge and skills, the district aims to create a more stable and supportive home environment for students. The effectiveness of the Family Success Liaison will be regularly evaluated through feedback from families, tracking the utilization of community resources, and monitoring student outcomes. This data-driven approach will ensure that the support provided is meeting the needs of families and contributing to the overall well-being and academic success of students. Research supports the importance of providing comprehensive support to families in meeting their basic needs. According to the Child Trends research organization, access to basic needs such as stable housing, adequate nutrition, and healthcare significantly improves student outcomes, including academic performance and attendance (Child Trends, 2018). The National Center for Education Statistics (NCES) emphasizes that family engagement and support services are critical for addressing the barriers that hinder student success (NCES, 2016). By employing a Family Success Liaison to help families access community resources, the district aims to enhance the stability and well-being of foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they	

Goal and Action #	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
		have the support necessary to thrive both academically and personally.	
2.5	**Action:** SEL Curriculum and Professional Development **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face social and emotional challenges that can impact their academic performance and interpersonal relationships. Developing skills in self-management, emotional regulation, and effective collaboration with others is crucial for these students to succeed both academically and personally. **Scope:**	To address these needs, the district will purchase and train staff on a comprehensive Social Emotional Learning (SEL) curriculum designed to help students develop essential skills for managing themselves and working effectively with others. The SEL curriculum will include modules on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These modules will be integrated into the regular school curriculum to ensure that SEL is a consistent and foundational part of students' educational experience. The district will provide professional development and training for teachers and support staff to ensure they are well-equipped to implement the SEL curriculum effectively. This training will cover the principles of SEL, instructional strategies for teaching SEL skills, and methods for creating a supportive and inclusive classroom environment. Staff will also learn how to use SEL assessment tools to monitor students' progress and adjust instruction as needed. In addition to formal training sessions, ongoing support and coaching will be provided to help staff integrate SEL into their daily interactions with students. This support will include classroom observations, feedback sessions, and access to SEL resources and materials. Staff will be encouraged to model SEL skills in their interactions with students and colleagues, creating	2.3

Goal and Action #	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
		a positive and emotionally supportive school culture.

The district will also engage parents and guardians in the SEL initiative by providing them with information and resources on the importance of SEL and how they can support their children's social and emotional development at home. Workshops and informational sessions will be offered to help parents understand the SEL curriculum and strategies for reinforcing SEL skills outside of school.

The effectiveness of the SEL curriculum will be regularly evaluated through student surveys, behavioral data, and academic performance metrics. This data-driven approach will ensure that the SEL program is meeting its goals and making a positive impact on students' social and emotional well-being.

Research supports the effectiveness of SEL programs in improving student outcomes. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), students who participate in SEL programs show significant improvements in social and emotional skills, attitudes, behavior, and academic performance (CASEL, 2013). The American Institutes for Research (AIR) emphasizes that SEL programs are particularly beneficial for at-risk students, helping them develop resilience and positive coping strategies (AIR, 2015). | |

Goal and Action #	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
		By purchasing and training staff on a comprehensive SEL curriculum, the district aims to enhance the social and emotional development of foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they have the skills necessary to manage themselves and work effectively with others.	

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

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.

Actions 1.3, 1.8, 1.11, 1.6, 3.3, 3.5: We anticipate the scores of our EL, FY, and LI students will increase significantly more than those of other students as we are able to identify areas of weakness and implement focused strategies for providing intervention that help these students make greater progress than those of their peers.

Actions 1.7, 1.10: We anticipate the attendance rates of our EL, FY, and LI students will increase significantly more than those of their peers as we provide the wrap around supports that help these students develop and implement the work completion skills they need to successful complete requirements.

Actions 2.1, 2.2, 2.4, 3.1: We anticipate that the ability of our students to better meet the challenges of academic learning will help these students make greater gains in meeting standards than those of their peers due to parents receiving the help they need to better support their children. We also believe that parents will have a more positive connection with the school that will transfer to their children being more positive about school and thusly more engaged in the learning processes.

Actions 3.2, 3.5: We anticipate that the work completion success, academic progress, and increased persistence/grit of our unduplicated students will increase greater than those of their peers as they develop the skills necessary to manage their learning and develop skills/intrinsic motivation to work towards meeting their individual goals.

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By purchasing Diagnostic Assessments, Interventions and additional online resources, provides the supervising teachers data and resources to best differentiate the instruction to the individual needs to each student. The new skills based math assessment will allow supervising teachers to pinpoint exact needs with grade level equivalencies.
Utilizing our Family Success Liaison, families are connected with food banks, employment agencies, housing, and support for daily living so they are able to focus on providing a quality education for their child.
By implementing a Social Emotional Learning Curriculum, staff are able to develop connections with the students while providing them with tools for dealing with a magnitude of situations.
Through our enrichment programs, students get equal access to opportunities and trades that they may be able to incorporate into their lives.

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.

The additional $21,527 of concentration will support the increase of a 0.5 FTE certificated teacher to a 1.0 FTE certificated teacher who will support unduplicated students as identified in action 1.6.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$744,968	$202,414	27.171%	8.788%	35.959%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$810,499.00	$74,609.00			$885,108.00	$661,183.00	$223,925.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Base Program	All	No			All Schools	Ongoing	$385,948.00	$86,895.00	$464,362.00	$8,481.00			$472,843.00	
1	1.2	Special Education Support	Students with Disabilities	No			All Schools	ongoing	$0.00	$52,030.00	$52,030.00				$52,030.00	
1	1.3	Student Academic Intervention	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$36,878.00	$14,158.00	$22,720.00			$36,878.00	
1	1.4	Staff Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		Ongoing	$0.00	$15,100.00	$8,200.00	$6,900.00			$15,100.00	
1	1.5	Textbooks & Supplies	All	No			All Schools	Ongoing	$0.00	$17,000.00	$17,000.00				$17,000.00	
1	1.6	Additional Teachers to support Learning Loss	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$207,119.00	$0.00	$207,119.00				$207,119.00	
1	1.7	Attendance Monitoring	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,874.00	$1,874.00				$1,874.00	
1	1.8	Skills based assessment and progress monitoring for math and ELA.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		Ongoing	$0.00	$1,050.00	$1,050.00				$1,050.00	
1	1.9	Broad Course of Study	All	No			All Schools		$0.00	$1,750.00	$1,750.00				$1,750.00	
1	1.10															1.5%

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	1.11							One-Time								
2	2.1	Engagement Activities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$850.00		$850.00			$850.00	
2	2.2	Provide training/workshops for parents/guardians.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,500.00	$5,500.00				$5,500.00	
2	2.3	Parent Committee Meetings	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		Ongoing	$0.00	$800.00	$800.00				$800.00	
2	2.4	Additional support to students and families will be provided by the Family Success Liaison.	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			$68,116.00	$0.00	$34,058.00	$34,058.00			$68,116.00	
2	2.5	SEL Curriculum and Professional Development	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			$0.00	$2,598.00	$2,598.00				$2,598.00	
2	2.6	Technology equipment	All	No			All Schools		$0.00	$1,600.00		$1,600.00			$1,600.00	
3	3.1							Ongoing								
3	3.2							Ongoing								
3	3.4							Ongoing								

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$744,968	$202,414	27.171%	8.788%	35.959%	$238,701.00	1.500%	33.542 %	**Total:**	$238,701.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$238,701.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Student Academic Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$14,158.00	
1	1.4	Staff Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income		$8,200.00	
1	1.6	Additional Teachers to support Learning Loss	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$207,119.00	
1	1.7	Attendance Monitoring	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,874.00	
1	1.8	Skills based assessment and progress monitoring for math and ELA.	Yes	Schoolwide	English Learners Foster Youth Low Income		$1,050.00	
2	2.1	Engagement Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		

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 (%)
2	2.2	Provide training/workshops for parents/guardians.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,500.00	
2	2.3	Parent Committee Meetings	Yes	Schoolwide	English Learners Foster Youth Low Income		$800.00	
2	2.4	Additional support to students and families will be provided by the Family Success Liaison.			English Learners Foster Youth Low Income		$34,058.00	
2	2.5	SEL Curriculum and Professional Development			English Learners Foster Youth Low Income		$2,598.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$904,592.00	$715,752.09

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Maintain Lincoln Street staffing, materials/supplies and facilities at prior year levels.	No	$529,353.00	$404,008.48
1	1.2	Special Education Support	No	$43,459.00	$52,030.00
1	1.3	Provide opportunities and resources for student academic intervention	Yes	$15,500.00	$13,661.00
1	1.4	Provide quality professional development for Lincoln Street staff.	Yes	$11,360.00	$9,545.95
1	1.5	Textbooks & Supplies	No	$20,000.00	$1,464.29
1	1.6	Additional Teachers to support Learning Loss	Yes	$196,853.00	$153,502.18
1	1.7	Attendance Monitoring	Yes	$1,173.00	$1,754.00
1	1.8	Purchase skills based assessment and progress monitoring for math and ELA.	Yes	$3,500.00	$2,050.00
1	1.9	Purchase virtual meeting equipment for delivering instructional lessons. (Completed)			
1	1.10	Tiered Re-Engagement	Yes	0	

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	1.11	Writing Curriculum Completed	Yes	$2,500.00	
2	2.1	Parent Engagement	Yes	$5,500.00	$823.07
2	2.2	Continue to provide training/workshops for parents/guardians.	Yes	$5,500.00	
2	2.3	Purchase student planners. (Discontinued)			
2	2.4	Parent Committee Meetings	Yes	$750.00	$438.07
3	3.1	Additional support to students and families will be provided by the Family Success Liaison.	Yes	$59,889.00	$69,035.00
3	3.2	SEL Curriculum	Yes	$500.00	$998.99
3	3.3	Enrichment Activities	Yes	$4,155.00	$2,502.02
3	3.4	Technology equipment	No	$3,000.00	$3,026.75
3	3.5	Social Emotional Learning Professional Development	Yes	$1,600.00	$912.29

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$195,735.00	$294,855.00	$218,365.53	$76,489.47	1.500%	1.500%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Provide opportunities and resources for student academic intervention	Yes	$7,850.00	$3,158.00		
1	1.4	Provide quality professional development for Lincoln Street staff.	Yes	$6,260.00	$2,232.38		
1	1.6	Additional Teachers to support Learning Loss	Yes	$196,853.00	$153,502.18		
1	1.7	Attendance Monitoring	Yes	$1,173.00	$1,754.00		
1	1.8	Purchase skills based assessment and progress monitoring for math and ELA.	Yes	$3,500.00	$2,050.00		
1	1.10	Tiered Re-Engagement	Yes			1.5%	1.5%
1	1.11	Writing Curriculum Completed	Yes	$2,500.00			
2	2.1	Parent Engagement	Yes	$5,500.00	0.00		
2	2.2	Continue to provide training/workshops for parents/guardians.	Yes	$5,500.00	0.00		
2	2.4	Parent Committee Meetings	Yes	$750.00	$127.13		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Additional support to students and families will be provided by the Family Success Liaison.	Yes	$59,889.00	$51,803.54		
3	3.2	SEL Curriculum	Yes		$998.99		
3	3.3	Enrichment Activities	Yes	$3,480.00	$1827.02		
3	3.5	Social Emotional Learning Professional Development	Yes	$1,600.00	$912.29		

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

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)
$739,026	$195,735.00	13.35%	39.836%	$218,365.53	1.500%	31.048%	$64,944.05	8.788%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

o   Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

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

- For COEs, see [Education Code Section 52068 (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.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

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

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

Type of Goal

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

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

  o The school or schools to which the goal applies

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

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

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

Note: *EC* Section 42238.024(b)(1) (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.

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

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

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

  - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

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

Year 1 Outcome

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

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

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

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

    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.

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

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

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

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

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

Action Tables

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

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

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

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

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- o **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.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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