LCFF Budget Overview for Parents

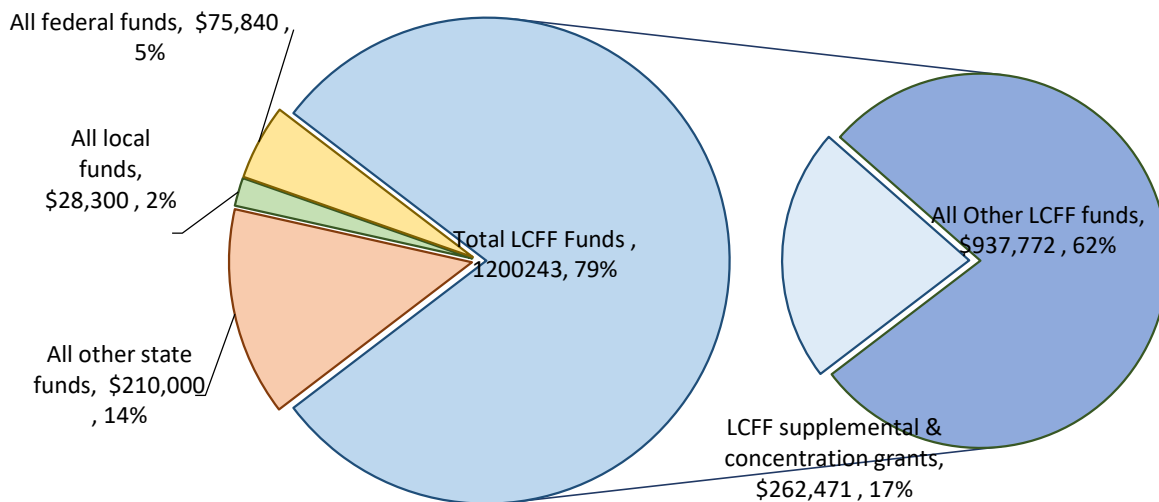Local Educational Agency (LEA) Name: Manzanita Middle

CDS Code: 7100746118368

School Year: 2025-2026

LEA contact information: Martin Coyne - 925-457-2652 coyne@manzy.org

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

Budget Overview for the 2025-2026 School Year

Projected Revenue by Fund Source

All federal funds, $75,840 , 5%

All local funds, $28,300 , 2%

Total LCFF Funds , 1200243, 79%

All other state funds, $210,000 , 14%

All Other LCFF funds, $937,772 , 62%

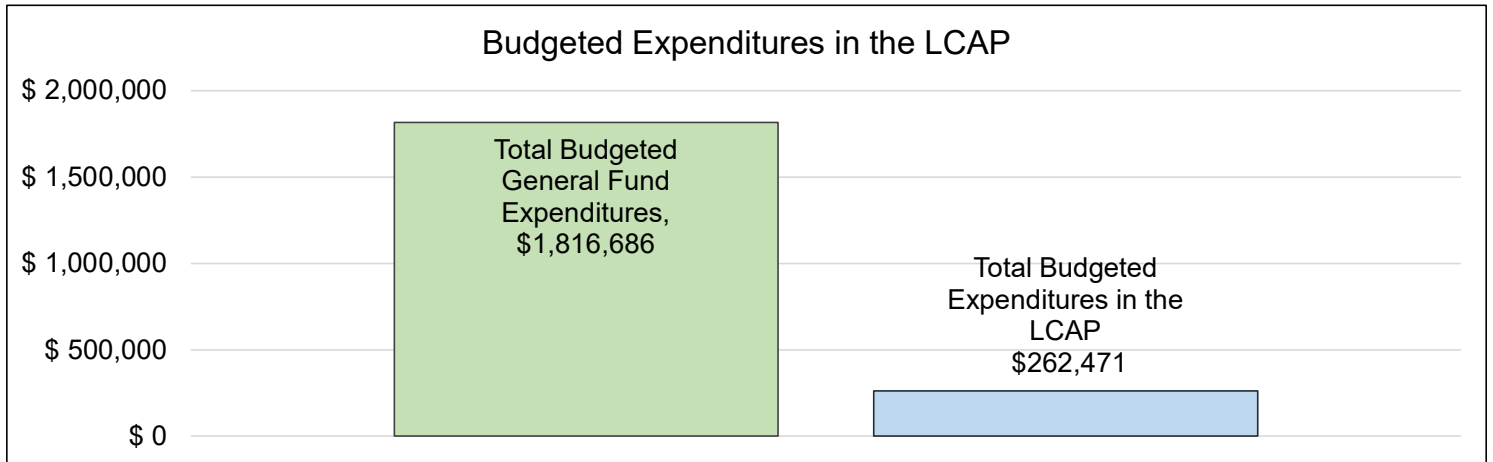LCFF supplemental & concentration grants, $262,471 , 17%

This chart shows the total general purpose revenue Manzanita Middle 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 Manzanita Middle is $1,514,383.00, of which $1,200,243.00 is Local Control Funding Formula (LCFF), $210,000.00 is other state funds, $28,300.00 is local funds, and $75,840.00 is federal funds. Of the $1,200,243.00 in LCFF Funds, $262,471.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents

Budgeted Expenditures in the LCAP

Bar chart showing:
- Total Budgeted General Fund Expenditures, $1,816,686
- Total Budgeted Expenditures in the LCAP $262,471

This chart provides a quick summary of how much Manzanita Middle plans to spend for 2025-2026. 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: Manzanita Middle plans to spend $1,816,686.00 for the 2025-2026 school year. Of that amount, $262,471.00 is tied to actions/services in the LCAP and $1,554,215.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
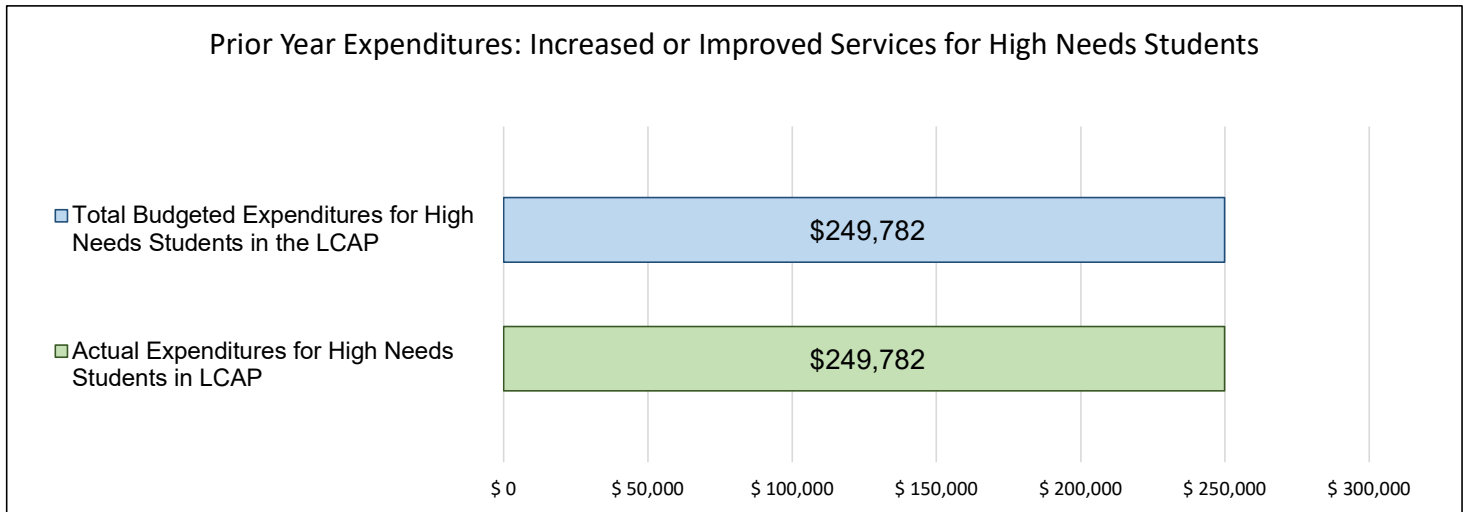
Employee salaries, employee benefits and other costs of running the school such as our lease, repairs and maintenance, food services, etc.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, Manzanita Middle is projecting it will receive $262,471.00 based on the enrollment of foster youth, English learner, and low-income students. Manzanita Middle must describe how it intends to increase or improve services for high needs students in the LCAP. Manzanita Middle plans to spend $262,471.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-2025

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$249,782
☐ Actual Expenditures for High Needs Students in LCAP	$249,782

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

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

The text description of the above chart is as follows: In 2024-2025, Manzanita Middle's LCAP budgeted $249,782.00 for planned actions to increase or improve services for high needs students. Manzanita Middle actually spent $249,782.00 for actions to increase or improve services for high needs students in 2024-2025.

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
Manzanita Charter Middle School	Haley Holt, Principal	Holt@manzy.org (510) 222-3500

Plan Summary 2025-2026

General Information

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

Manzanita Charter Middle School serves approximately 100 students in sixth, seventh, and eighth grades located at 461 33rd St., Richmond, CA 94801. Manzanita is a small parent-cooperative school where families and teachers work together to create the best possible learning environment for their children. Manzanita was the first charter school in the district and has been operating since September of 2000.

Manzanita Charter Middle School was created in 2000 by West Contra Costa parents wanting a small, safe, student-focused school that partners with parents to establish a teacher/parent cooperative model. After 10 years, 2 unanimous approvals, including a California Distinguished School honor, the Parent School Board hired an Executive Director. Under direction of the Director, Manzanita moved to Pinole, improving school grounds and classroom environments, greatly expanding its student and staff diversity and over time, resulting in the most diverse staff in WCCUSD.

Manzanita continued to outpace all schools in student improvement with standardized testing. Due to conditions outside of its control, Manzanita had to move during the 2016-17 school year. The school lost a third of its population, but the school continues to be a small and very safe environment for students. Each campus move involved substantial cost, but the school still managed to expand course offerings in Technology, Music, and Languages, despite a much smaller ADA, in part due to reduced classroom size. The pandemic caused further school reduction in students and teaching staff, but the school looks forward to creating a more dynamic and quality learning experience for emotional, social, and academic growth.

Mission Statement: Manzanita Charter Middle School places a strong emphasis on an academic curriculum, taught within a secure and safe community in which all students belong and feel that they are "part of a family".

In 2024-2025, Manzanita Charter Middle School served a total of 89 students with diverse needs and backgrounds in 6th through 8th grade. Approximately 76.4% of students are identified as Socioeconomically Disadvantaged; 49.4% are English Learners. In addition, 9.8% of students qualify for Special Education services. Our students represent a variety of backgrounds, with our most significant populations identifying as Hispanic/Latino (94.57%); other ethnicities include African American (3.2%) and two or more races (2.17%).

Reflections: Annual Performance

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

Manzanita Middle (MCMS) is currently working on improving school culture, English Learner progress, and academic achievement. Based on the California State Dashboard and local data MCMS has improved in all areas with the exception of English Learner progress. English Language Arts scores increased by 42.9 points. This is a significant improvement from the previous school year. MCMS has put a lot of emphasis on increasing ELA scores because it is the foundation for all other academic achievement. Implementing interim testing throughout the entire school and having teachers continuously collaborate with one another across content has been instrumental in our success thus far. Additionally the use of forty-five minute class periods four days a week for targeted intervention and instruction has proved to be effective. During this period students are utilizing personalized learning platforms and small group pull outs are occurring. Math scores also increased by 18.4 points. Continuing to use these strategies and interventions across all content will further support our students and increase our academic performance.

In addition to improving academic achievement Manzanita has also put a large emphasis on chronic absenteeism. According to the dashboard MCMS was able to decrease chronic absenteeism by 11.9%. While these numbers may not be huge it is a major step in the right direction especially for a small school. School culture is extremely important. If students want to be at school they will perform better. Increasing school joy events and more opportunities for families to be on campus and more involved has proved to be very important in our successes. Furthermore MCMS has implemented a tiered system for students who are chronically absent. Using this system allows for quick contact and feedback with families. It also allows for collaboration between the school and families to see how MCMS can best support all of our students. Using systems like PowerSchool and Deanslist have proved to be very effective with attendance. Continuing with these strategies and systems will continue to improve school wide attendance data which will then improve academic performance.

A place for growth at Manzanita is increasing our English Learner progress. According to the dashboard English Learner progress dropped by 13.6 points. After a deep dive of our attendance data and collaboration with staff it was determined that this decrease was directly related to chronic absenteeism specifically within our English Learner population. MCMS noticed that our English Learners who were chronically absent were not making the progress that they should have during the school year. Manzanita began to have formal and informal weekly check-ins with families to find the root cause of the student's absences. MCMS also had whole school events that were translated into the families home language that explained the importance of school attendance and graduation rates. Paired with meeting with families MCMS hopes to provide more scaffolded support for English Learners moving forward so that more improvement can be made next school year.

Reflections: Technical Assistance

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

Manzanita Middle was identified for Differentiated Assistance (DA) in 2023 based on its student groups (English learners, socioeconomically disadvantaged, and Hispanic students) in the lowest performance level for chronic absenteeism and pupil achievement on both the 2022 and 2023 Dashboards.

Manzanita was paired with a coach to support the DA process. MCMS focused efforts on English Learner chronic absenteeism from March 2024 until the end of the school year. Manzanita ran weekly and monthly data pulls for attendance and began meeting with families and students based on the data. Additionally Manzanita held community engagement meetings with families and explained the importance of attendance and the correlation between attendance and academic achievement. With the support of these coaching sessions Manzanita created an actionable plan that has been implemented and proved to be effective. It has proved to be effective based on the dashboard data with chronic absenteeism dropping by 11.9%. When looking specifically at English Learner chronic absenteeism and academic progress 25% of our EL grew on their English STAR test, within that number 8.6% of EL grew by one level or more. Our original targeted growth outcome was 8%. Focusing on small group intervention and absenteeism proved to be very effective in a very short amount of time.

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.

Manzanita Middle was identified for CSI in 2023 because the majority of their five schoolwide Dashboard indicators were Red in 2023 (3 out of 5 indicators – chronic absenteeism, English learner progress, and English language arts). After progressing through the CSI program and improving test scores, Manzanita Middle was removed from CSI after the 2024 dashboard results were updated.

Support for Identified Schools

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

At the beginning of the 2023-2024 school year, Manzanita implemented diagnostic assessments in both English Language Arts (ELA) and mathematics. The results of these assessments were used to identify student needs and place them into targeted intervention groups. Students received focused support through a rotating schedule—English intervention two days per week and mathematics intervention the other two days.

To further support literacy development, MCMS hired a full-time Literacy Specialist for the school year. This specialist focused primarily on supporting our newcomer students during the intervention period, providing targeted instruction to develop English language proficiency. In addition, the Literacy Specialist collaborated with the English teacher to deliver small group reading interventions. During these sessions,

students engaged with a variety of texts—including books, articles, and novels—while developing reading fluency, comprehension skills, and strategic reading practices.

To monitor progress and adjust instruction accordingly, diagnostic assessments were administered three times throughout the year—beginning, middle, and end—to measure student growth and refine academic support plans.

In addition, all students participated in interim assessments in ELA and math during the fall, winter, and spring. Teachers analyzed the results of these assessments during professional development sessions, using the data to guide instruction and focus on academic standards that had not yet been mastered.

Finally, staff has been observed two to three times per week, with at least one formal observation. Each observation cycle was followed by a weekly one-on-one (O3) meeting to debrief instructional practices, analyze student data, and collaboratively develop actionable next steps. This ongoing feedback and coaching structure is designed to support professional growth and ensure that all students receive high-quality, targeted instruction.

After implementing these policies and metrics, Manzanita Middle was remove from CSI for the 2024-2025 school year.

Monitoring and Evaluating Effectiveness

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

The principal and additional members of the leadership team will oversee the ongoing monitoring and evaluation of academic interventions and instructional support to ensure alignment with student needs and overall effectiveness. This includes facilitating quarterly data analysis meetings to review diagnostic and interim assessment results, monitor student progress, and adjust intervention groups as needed. Frequent classroom walkthroughs and formal observations will be conducted to ensure that instructional practices and intervention structures are being implemented with fidelity. Weekly one-on-one (O3) meetings with teachers will provide a space to review observation feedback, analyze student performance data, and collaboratively develop action steps. To support continuous growth, teachers will also be provided with ongoing, intentional professional development opportunities aligned to identified instructional needs, school goals, and student data trends. Progress will be monitored through formative assessments and teacher input, allowing for timely instructional adjustments. In addition, feedback from staff and families will be gathered regularly to assess the overall impact of interventions and guide continuous improvement efforts. This systematic approach ensures that instructional practices remain data-driven, responsive, and focused on improving student outcomes.

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	Teachers are given staff surveys two times a year in both December and May. The Principal and Admin team view the results and debrief as a whole school. These surveys provide teachers with a means of directly communicating what is going well and what can be improved upon both school wide and in the classroom. Additionally teachers are asked for feedback at the weekly staff meetings.
Principals	The Principal analyzes all of the school survey data and creates action plans based off of each survey. It is then presented to families, students, and teachers during whole school engagements and board meetings. The Principal also has a biweekly coffee with the principal which is open to all families. This is a way for parents to directly connect and engage with the school leader on a consistent basis.
Administrators	Administrators work directly with the principal and teachers to analyze and review relevant data to aid in plan creation. Administrators are able to submit direct feedback and engage in the review and adoption of the LCAP with management. Administrators are encouraged to provide their perspective on relevant topics and issues affecting their purview.
Other School Personnel	The office coordinator supports creating, organizing, and implementing surveys and other engagement opportunities for families, students, staff, and the community. Notices for these engagement opportunities are sent through multiple formats and languages, including text, email, mail, and automated phone calls via Deanslist.
Parents	Manzanita actively seeks out the experiences and needs of our families, staff members and community. Manzanita's Board of Directors consists of parents which follows our parent cooperative model aligned with our mission and vision. In person meeting opportunities are presented to families including, but not limited to, Coffee with the Principal, LCAP meetings, board meetings, teacher conferences and social family events. Notices for these engagement opportunities are sent through multiple formats and languages, including text, email, mail, and automated phone calls. All students and families have access to their teacher's emails to discuss classwork, homework or other academic needs. Family and student surveys are administered regularly throughout the year in order to make sure that responses inform real action and improvement. And most importantly, personal conversations, between parents, teachers, students, school leaders, community members take place throughout the school year.
Students	Students are given teacher and school satisfaction surveys throughout the year. Additionally they are given a belonging survey at the end of every quarter. This asks questions about how safe and included they feel at school which connects directly back to Manzanita's mission and vision statements.

- If using LCAP as SPSA, Education Code Section 52062 (California Legislative Information); **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

Insert or delete rows, as necessary.

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

Educational Partner Engagement

Manzanita Middle School is deeply committed to building a strong, inclusive school community through consistent engagement with families, students, teachers, and staff. Educational partner input is a vital component of the Local Control and Accountability Plan (LCAP) process. Feedback from parents, students, staff, and the broader community played a key role in the development of this plan and will continue to guide its annual refinement.

To ensure transparency and collaboration, Manzanita actively involves educational partners in monitoring progress toward LCAP goals. This includes reviewing the implementation of key actions and analyzing interim and final data related to student outcomes. One such initiative is the implementation of a **Student Progress Report**, shared with families midway through each quarter to provide early insight into student performance. This supports timely intervention and continuous improvement efforts.

Educational partner engagement took multiple forms, including:

- **Surveys for Students, Families, and Staff:** Surveys gathered input on school climate, instructional practices, and the teacher performance rubric. This feedback informed both schoolwide planning and individual professional growth.

- **Deanslist Communication System:** Teachers consistently used Deanslist to share real-time updates on student achievement, behavior, and classroom activities. The platform also supports positive reinforcement through a schoolwide recognition system, where classes earn Dojo points for demonstrating positive behavior and are rewarded on a monthly basis.

Through these intentional and varied engagement strategies, Manzanita ensures that educational partners are not only heard but actively involved in shaping a responsive and supportive school environment.

- Staff meetings: Meetings are established for every Friday 12:45-2:30 beginning in August except holiday weekends.
- Public Hearing and Public Board approval
- SELPA :Manzanita has El Dorado County Office of Education as its SELPA and receives monthly Professional Learning Network Meeting notices.

Manzanita Middle evaluated its educational partner engagement opportunities and determined tribes, civil rights organizations, foster youth, and children who are incarcerated are neither present nor served by the school. Likewise, Manzanita Middle teachers and personnel are not represented by a local bargaining unit.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve student and parent engagement to build a strong school culture.	Broad goal

State Priorities addressed by this goal.

Priority 1: Basic Services

Priority 3: Parent Involvement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 7: Course Access

An explanation of why the LEA has developed this goal.

Manzanita Middle has developed this broad goal to build a strong school culture because school culture is the foundation for strong academic achievement. When the school provides increased enrichment and extracurricular activities, investments in school climate, school counseling/mental health services, the chronic absenteeism, suspension, expulsion, attendance, student survey data, and middle school dropout rate will improve. When the school provides Parent Involvement and Outreach and Community Partnerships, then the parent survey data and Parent Participation and Parental Input in Decision-Making will improve. When the school provides a STEAM-based curricular program, 100% of students will be enrolled in a broad course of study. Finally, when the school invests in a safe, clean campus facility, student, family, and teacher perceptions of school safety will increase and facilities inspections will show the facility is in good repair. A new gym floor will be installed to enhance athletics activities and student involvement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Chronic absence rate Source: Dashboard	2022-2023: 48.2% SED: 49.3% EL: 42.5% Hisp: 45.2% Source: 2023 Dashboard	2023-2024: 36.3% SED: 33.8% EL: 27.3% Hisp: 34.9% Source: 2024 Dashboard		<10%	
2	Suspension rate Source: Dashboard	2022-2023: 1.2% SED: 1.4% EL: 2.4% Hisp: 1.3% Source: 2023 Dashboard	2023-2024: 0% SED: 0% EL: 0% Hisp: 0% Source: 2024 Dashboard		<1%	
3	Expulsion rate Source: DataQuest	2022-2023: 0.0% Source: DataQuest	2023-2024: 0.0% Source: DataQuest		0%	
4	Number of students with Humanities class Source: SIS	2023-2024: 88 students, 100%	2024-2025: 90 students, 100%		100% of students	
5	Student perception of campus safety Source: Student Culture Survey	2023-2024: 96% strongly agree	2024-2025: 92% strongly agree		99% strongly agree	
6	Parent perception of campus safety Source: Family Culture Survey	2023-2024: 98% strongly agree	2024-2025: 97% strongly agree		100% strongly agree	
7	Attendance rate Source: P2 reports	2023-2024: 90% ADA	2024-2025: 89.5% ADA		93% ADA	

8	MS Dropout rate Source: CALPADS	2023-2024: 0	2024-2025: 0		0	
9	Student perception of school connectedness Source: Student Culture Survey	2023-2024:76% somewhat agree	2024-2025:79% somewhat agree		90% agree	
10	Parent perception of school connectedness Source: Family Culture Survey	2023-2024: 85% strongly agree	2024-2025: 87% strongly agree		94% strongly agree	
11	Teacher perception of school connectedness Source: Teacher Survey	2023-2024: 80% strongly agree	2024-2025: 90% strongly agree		95% strongly agree	
12	Parent participation and input in decision-making Source: Parent School Board roster	2023-2024: survey response rate 20%	2024-2025: survey response rate 37%		survey response rate 50%	
13	School in good repair Source: FIT survey	2023-2024:good repair	2024-2025:good repair		School in Good Repair	

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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

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

To support our goal of improving student and parental engagement, Manzanita Middle has implemented several meaningful initiatives over the past year. One key strategy has been conducting stakeholder surveys three times annually to gather feedback on school joy, sense of belonging, areas for growth, and overall strengths. These surveys have provided valuable insights from students, families, and staff, allowing us to better understand and respond to the needs of our school community. The data collected is transparently shared with all stakeholders during classroom discussions, board meetings, and staff meetings to ensure continued collaboration and accountability.

In addition to gathering feedback, we have hosted a wide range of family-centered events aimed at strengthening the connection between school and home. These have included Family Education Nights and assemblies, cultural potluck celebrations, board meetings, and membership meetings; all designed to foster a welcoming and inclusive environment for families.

We also prioritized creating opportunities for school joy that include both students and their families. Field trips, university visits, UC football games, and the formation of school soccer and volleyball teams have provided students with enriching, community-building experiences. Celebratory events such as pep rallies, student awards ceremonies, and field day further contribute to a positive and engaging school culture where students feel seen, supported, and celebrated. Collectively, these efforts have not only increased student engagement but also offered families meaningful opportunities to participate in and feel connected to their child's educational journey.

To further support student engagement, we implemented a Positive Behavioral Interventions and Supports (PBIS) system through the use of DeansList software. This platform allows students to earn points for demonstrating positive behavior and academic effort, which they can then redeem at our student store. This incentive-based model has contributed to a more positive and accountable school culture while promoting motivation and student ownership.

In addition to supporting students, the DeansList system enhances communication with families by providing updates in their home language. It enables direct, two-way communication between families and school staff regarding student behavior and academic progress. Automated weekly reports are sent to families, keeping them informed about attendance, grades, and conduct. We recognize that consistent and accessible communication is essential for family engagement and ensures that parents and guardians can effectively support their children's success at home.

As a result of these systems and initiatives, we have seen a significant increase in student attendance, family engagement, and volunteer participation on campus. These positive trends reflect the growing sense of connection and investment among students and their families. We firmly believe that a positive school culture is the foundation for successful learning, without it, meaningful academic progress cannot take place.

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.

Please refer to included action tables and annual update tables for specific and detailed overview.

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

As a result of our efforts to strengthen student and parent engagement, including the use of stakeholder feedback, school joy opportunities, student incentive programs, and consistent communication through DeansList, we have seen meaningful improvements across key areas. Chronic absenteeism has decreased by an average of 12% across student subgroups in a short period of time. Additionally, parental participation in stakeholder surveys has increased by almost 17%, and on-campus family involvement has grown by 11%. These positive outcomes demonstrate that our comprehensive approach to engagement—grounded in communication, community-building, and student motivation—is effectively fostering a supportive environment where both students and families thrive.

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.

To sustain and build upon our growth into the next school year, we will continue our current strategies while placing greater emphasis on community partnerships, networking, restorative justice, and integrating social and emotional learning into daily lessons. These priorities will be supported through staff professional development opportunities offered during the summer and throughout the school year, with similar training sessions available to families. Additionally, we will strengthen local partnerships with community organizations such as the Richmond Recreation Center, Boys and Girls Club, Richmond Police Department, and the City of Richmond to further support our students and families.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Enrichment & Extracurriculars	Manzanita will provide the following student enrichment and extracurricular activities: sports league, guest speakers, study trips, dances, 8th grade end of year events and monthly Deanslist competition	$2,000	N

2	School Climate	The master schedule will include ELA and Math Intensive classes. Students will be supported by a teacher advisor (homeroom). Multiple opportunities for celebrating student achievement & behavior will happen at least once per quarter. This will be presented in quarterly whole school assemblies and celebrations. Executive Director involved in developing actions to build school climate.	$1,000		Y
3	Parent Involvement & Outreach	Implementing proactive, preventative approach to chronic absenteeism that includes parent PD of impact of chronic absenteeism on academic performance at annual orientation and Back-to-School events. Parents will be notified of cumulative absences throughout the year and Manzy will initiate an SST once a student reaches 10 absences. Manzy will use biweekly growth reports through PowerSchool & Deanslist to monitor progress. Parent volunteers are invited to events, field trips, lunch/hall monitoring, and in the classroom. Manzanita utilizes Schola as a way to engage with local students and families. Schola allows prospective students to get information about and learn about Manzanita. Schola provides phone and email support for new and prospective students on behalf of Manzanita.	$5,000		Y
4	Humanities	Integrate daily the Humanities course into History instruction, taught by full-time Humanities teacher with Humanities curriculum and materials	$25,000		N
5	Community Partnerships	Building relationships within the community to provide families with resources for mental health, parenting support, English as a second language, etc.	$1,000		Y
6	Counseling Services	Provide at-risk students with counseling services to support mental health	$30,000		Y
7	Safe and Clean Facilities	Provide a safe, clean, and healthy school campus	$10,000		N

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Support students academically, specifically in ELA and mathematics	Broad goal

State Priorities addressed by this goal.

Priority 1: Basic Services

Priority 2: Implementation of State Standards

Priority 4: Student Achievement

Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

Manzanita Middle has developed this broad goal to support students academically because a strong foundation in ELA and mathematics will help them to be successful in many other areas of need. If the school provides better access to technology, smaller class sizes, progress monitoring assessments, and after school tutoring, English learner, ELA and math local inventory scores will improve, and students will meet or exceed goals on the CAASPP ELA and Math exams.

If the school provides programs to support English learners, English Learners will make progress on the ELPAC and attain reclassification. If the school provides curriculum and instructional materials, such as Springboard, access to standards aligned instructional materials will increase. Finally, if the school provides increased professional development and collaboration opportunities for teachers, the school will be able to hire and retain credentialed instructors.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	English learner progress Source: Local assessment	23-24 67% of EL students at level 3 33% of EL students at a level 2 Source: CA Dashboard and ELPAC data	24-25 13% of EL students at level 4 32% of EL students at a level 3 39% of EL students at a level 2 15% of EL students at a level 1		70% or more EL will increase one ELPAC level or maintain advanced or early advanced on an overall score. 30% of EL students will reclassify by end of year assessment. Source: Renaissance star and ELPAC data	

| 2 | ELA performance

Source: Local assessment | 23-24

● 8th:

64% not met

21% nearly met

11% met

4% exceeded

● 7th

42% not met

42% nearly met

16% met

0% exceeded

● 6th

51% not met

33% nearly met

16% met

Source: Smarter Reporting CERS | 24-25

● 8th

17% not met

43% nearly met

27% met

13% exceeded

● 7th

49% not met

20% nearly met

26% met

5% exceeded

● 6th

62% not met

23% nearly met

12% met

3% exceeded

Source: Smarter Reporting CERS | | 60 % of Manzanita's students' overall performance on state testing (SBAC) will meet or exceed the overall performance of the district in which it resides for students with similar demographics. | |

| 3 | Math performance
Source: Local assessment | 23-24
8th
71% not met
25% nearly met
6% met
4% exceeded
7th
37% not met
40% nearly met
10% met
13% exceeded
6th
69% not met
20% nearly met
8% met
3% exceeded Source: Smarter Reporting CERS | 24-25
8th
43% not met
23% nearly met
17% met
17% exceeded
7th
65% not met
20% nearly met
2% met
13% exceeded
6th
71% not met
20% nearly met
6% met
3% exceeded Source: Smarter Reporting CERS | | 60 % of Manzanita's students' overall performance on state testing (SBAC) will meet or exceed the overall performance of the district in which it resides for students with similar demographics. | |
| 4 | Teachers appropriately credentialed and assigned
Source: SARC | 2021-2022: 38.0% of teacher fully credentials and properly assigned
Source: 22-23 SARC | 2022-2023: 33.3% of teacher fully credentials and properly assigned
Source: 23-24 SARC | | >60% | |

5	Student access to standards-aligned instructional materials	2023-2024: 100% of students have own copy of standards-aligned instructional materials Source: 22-23 SARC	2024-2025: 100% of students have own copy of standards-aligned instructional materials Source: 23-24 SARC		100%	
6	English learner progress on ELPAC Source: Dashboard ELPI	2022-2023: 44.1% making progress Source: 2023 Dashboard	2023-2024: 30.6% making progress Source: 2024 Dashboard		>50% overall	
7	EL reclassification rate	2022-2023: 33.3% reclassified Source: DataQuest	2023-2024: 37.1% reclassified Source: DataQuest		>15% overall	
8	CAASPP ELA Source: DataQuest	2022-2023: 8th: 43% Met or exceeded 7th: 29% met or exceeded 6th: 25% met or exceeded Source: Smarter Reporting CERS	2023-2024: 8th: 40% Met or exceeded 7th: 31% met or exceeded 6th: 15% met or exceeded Source: Smarter Reporting CERS		>20% overall	

| 9 | CAASPP Math

Source: DataQuest | 2022-2023:

8th: 34% met or exceeded

7th: 16% met or exceeded

6th: 6% met

Source: Smarter Reporting CERS | 2023-2024:

8th: 34% met or exceeded

7th: 15% met or exceeded

6th: 9% met

Source: Smarter Reporting CERS | | >20% overall | |
| 10 | CAST

Source: DataQuest | 2022-2023: 4% met or exceeded

Source: Smarter Reporting CERS | 2023-2024: 17% met or exceeded

Source: Smarter Reporting CERS | | >45% overall | |

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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

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

To support our goal of improving student achievement in English Language Arts and Math, Manzanita has implemented new schoolwide interventions and supports. These are designed to meet students individually where they are through personalized learning platforms. During our intensive period, students use these platforms to take diagnostic assessments and practice key skills and concepts they may find challenging. Additionally, we have hired a literacy specialist who provides targeted reading interventions to small groups twice a week to help students reach grade-level proficiency. Our math teacher also offers targeted support two days a week, working with small groups to help students master difficult concepts and skills.

A key focus area is English Language acquisition and proficiency. Beyond the whole-school supports, English Learners and newcomer students receive additional programming to accelerate their language development. They access this program four days a week, including 20 minutes of practice at home daily.

As a result of these efforts, we have seen significant growth in both Math and ELA on our internal benchmark assessments as well as on State Standardized testing.

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.

Please refer to included action tables and annual update tables for specific and detailed overview.

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

As a result of our targeted support, we have observed substantial gains in standardized testing scores in both ELA and Math. Specifically, ELA scores increased by 49.7 points on state assessments, while Math scores improved by 18.4 points.Despite these overall gains, we observed that English Learner progress has declined by 13%. We recognize that this decline is problematic and likely due to absenteeism.

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.

In response to this decline, we will continue our targeted support and send students' current test scores home at the beginning of the year. Additionally, we will hold English Learner education nights where students and families can work side by side to learn key skills and concepts together. We will also provide informational nights and handouts explaining the importance of these scores and how they relate to graduation rates and overall student achievement. Our goal is to empower families with the tools and confidence needed to effectively support their students' learning at home.We aim to achieve a significant reduction in chronic absenteeism next school year, targeting at least a 10% further decline. Additionally, we strive to improve English Learner progress by a minimum of 15%. With these initiatives, and the continued support of our staff, families, and students, we are confident that these goals are achievable.

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

Actions

Action #	Title	Description	Total Funds	Contributing

1	Campus Internet Access	Manzy will ensure that all areas used on campus for instruction/learning will have adequate access to secure internet. This will support internet-based programs and resources and help students to build 21st century skills.	$10,000	N
2	1:1 Student Chromebooks and hot spots	Manzy will provide a Chromebook or hot spot to every student who needs one, in order for the student to access curricula, programs, and resources.	$3,000	Y
3	Classroom Chromebooks	Every classroom will have a class set of Chromebooks as well as replacement Chromebooks for students and classrooms.	$10,000	N
4	Wheatley Portfolio	Manzanita will implement this research-based program that has been shown to be especially effective in supporting English learners.	$3,000	Y
5	Clever & Deanslist	Develop a parent platform for communication to support learning at home. Utilize Clever to integrate our internet-based programs. Having a single login will allow for easier access for both students and families.	$6,000	N
6	Tier 2 Math & ELA support & Smaller class sizes (15-20)	The master schedule will include flex periods to provide additional support in ELA and Math to all students. Students will spend this time on personalized learning platforms that will meet each student where they are academically. Students will also receive instruction in small reading groups.	$80,000	Y
7	Assessments for Screening & Progress Monitoring	Manzanita administers interim assessments for screening and progress monitoring. These include: Lexia Power Up, Lexia English, Renaissance, and Accelerated Reader. Additionally interim assessments will be given school wide three times a year in the Fall, Winter, and Spring in order to support data driven instruction and planning.	$5,000	N
8	After School Tutoring	After school tutoring provided in ELA and math to interested families.	$8,471	Y
9	Teacher Collaboration & PD	Weekly half-day collaborative teacher meetings to encourage staff to work together and to provide professional development in SEL, data driven instruction and planning, and trauma-informed practices, etc.	$5,000	N

10	Supports for English Learners	Manzanita provides intensive classes for all students. Each student will be given a universal screening diagnostic. Based on the results of each diagnostic, students will either use their personalized learning platform or be placed in a small reading group. Assessments used for progress monitoring include: Renaissance STAR, Lexia English and Lexia Power Up	$3,000		Y
11	SPED/ELD Supports	A teacher provides daily support to all students in need of ELD support. Consultants provide support to students with disabilities based on their needs.	$55,000		Y

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2025-2026]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$262,471	$14, 680

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
15%	0%	$0	15%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1; Action 2	Manzanita identified the suspension rate is slightly higher for English learners and low-income students and the chronic absence rate is higher for English learners than the schoolwide average. The school identified school climate initiatives as critical to improve school attendance and behavior for high needs groups.	Manzanita employs a dedicated social worker/counselor and Student Advisor to work with students, parents and staff on the specific needs of our low income and EL students. These supports are applicable to all Manzy students but particularly for our high needs students	Suspension rate Expulsion rate Chronic absence rate
Goal 1; Action 5	Manzanita's low income and EL students can benefit from additional community support in mental health and parenting outside the academic supports provided at the school.	Manzy fosters community partnerships to provide mental health and parenting resources to our students and families. This benefits both our high needs students and the rest of the Manzanita community.	Survey results on connectedness and safety
Goal 1; Action 6	Our high needs students can benefit from counseling services to work through trauma and mental health issues.	Manzy provides at-risk students with counseling services that are also available to other students as needed.	Survey results on connectedness and safety
Goal 2; Action 8	Families have requested after school tutoring to provide more opportunities for learning. Academic performance measures show Manzy students having difficulty in ELA and Math and English learners are not making sufficient progress.	After school tutoring provides targeted support in the areas our highest needs students need it most. Instruction can be individualized and personalized. This is available to all students but particularly benefits our high needs students.	Performance on ELA and math internal and external assessments

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2; Action 2	Low income students lack access to the technology and tech support needed to access online components of our program.	We provide a Chromebook and hot spot to every student who needs a device to access the curricula and resources. This primarily benefits our low income students.	Performance on ELA and math internal assessments
Goal 2: Action 10	English learners require specific supports and growth monitoring.	Intensive small group instruction with regular Lexile monitoring is targeted to our English learners.	Improvement on English learner assessments

Insert or delete rows, as necessary.

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

N/A

Additional Concentration Grant Funding

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

Manzanita Middle will use the concentration grant add-on funding to retain the teachers who will provide direct services to students through mentoring, daily instruction and learning activities. Due to the challenges associated with enrollment and attendance, these funds will help to support our staffing model, which is not feasible given the funding impacts.

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	3:100
Staff-to-student ratio of certificated staff providing direct services to students	N/A	7:100

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:

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

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

  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

- Students

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

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

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

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

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

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

  - o The school or schools to which the goal applies

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

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

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

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

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

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

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

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

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

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

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

Year 1 Outcome

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

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

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

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

        ▪   The reasons for the ineffectiveness, and

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

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

  o Professional development for teachers.

- o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

  - **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%).

  o 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).

California Department of Education
November 2023