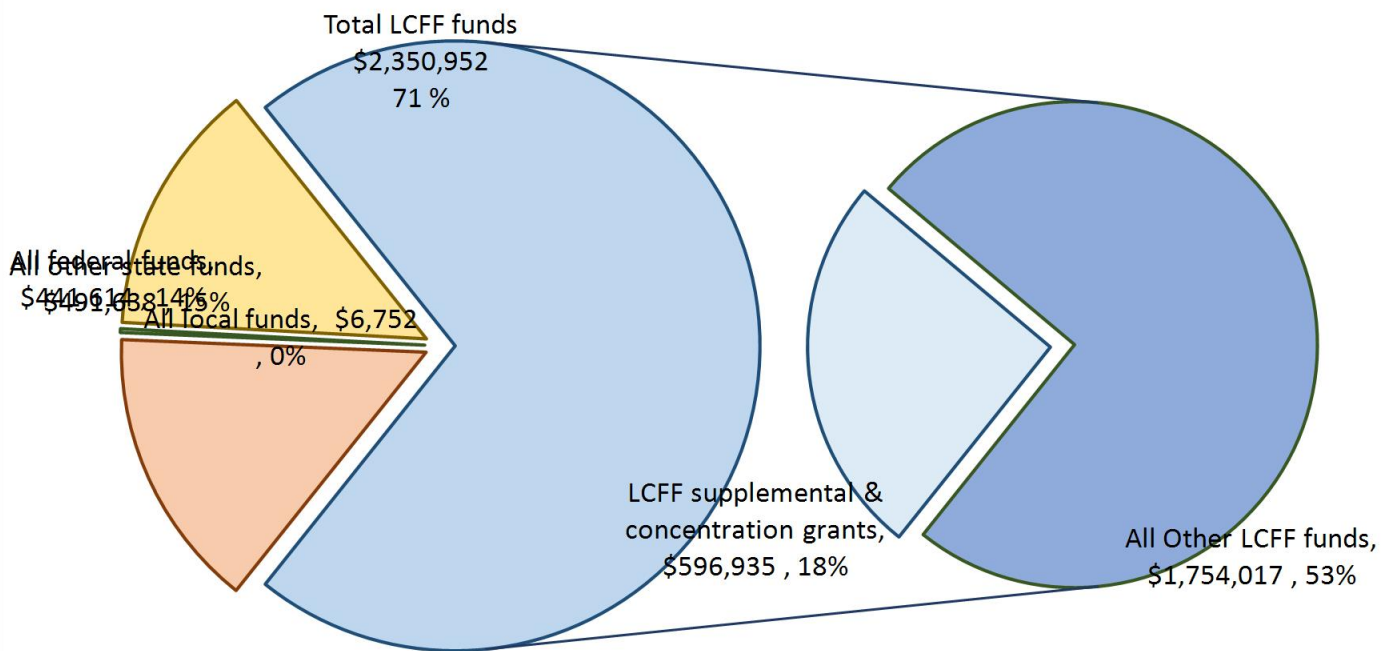# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Team Charter Academy

CDS Code: 39 68676 0136283

School Year: 2024-25

LEA contact information:

Gintell Dunlap

Director of Educational Programs

aphillips@team-charter.org

2094255200

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$2,350,952
71 %

All federal funds,
$440,618, 14%

All other state funds,
$491,038, 15%

All local funds, $6,752
, 0%

LCFF supplemental &
concentration grants,
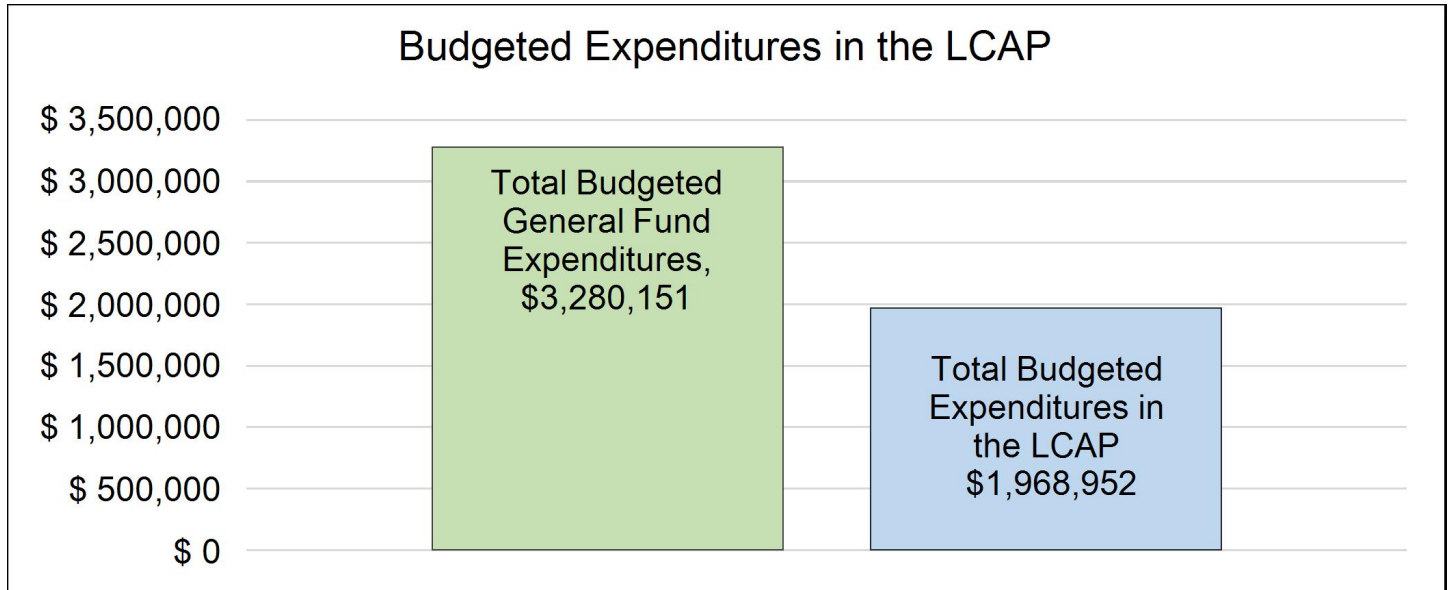$596,935 , 18%

All Other LCFF funds,
$1,754,017 , 53%

This chart shows the total general purpose revenue Team Charter Academy 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 Team Charter Academy is $3,290,956, of which $2350952 is Local Control Funding Formula (LCFF), $491638 is other state funds, $6752 is local funds, and $441614 is federal funds. Of the $2350952 in LCFF Funds, $596935 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Amount	
$ 3,500,000	
$ 3,000,000	Total Budgeted General Fund Expenditures, $3,280,151
$ 2,500,000	
$ 2,000,000	
$ 1,500,000	Total Budgeted Expenditures in the LCAP $1,968,952
$ 1,000,000	
$ 500,000	
$ 0	

This chart provides a quick summary of how much Team Charter Academy plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Team Charter Academy plans to spend $3,280,151 for the 2024-25 school year. Of that amount, $1,968,952 is tied to actions/services in the LCAP and $1,311,199 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
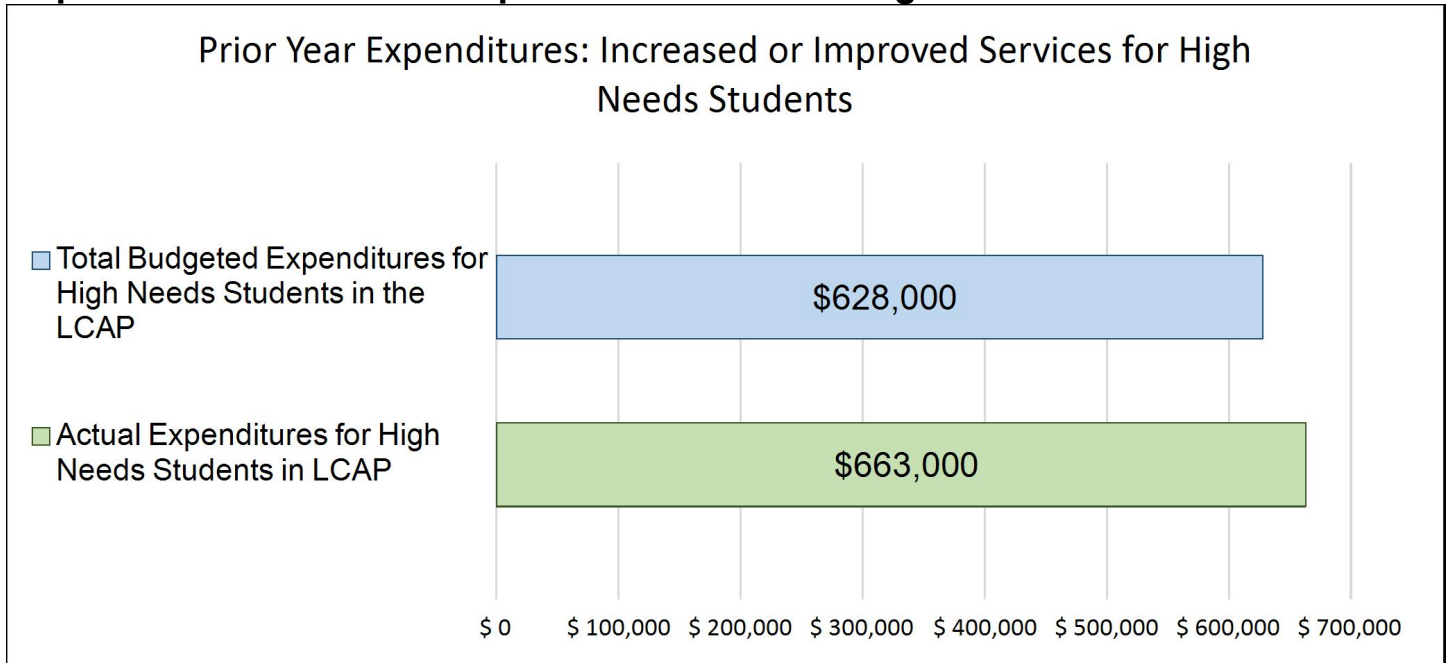
General fund budgeted expenditures that are not in the LCAP include classified salaries, employee benefits, food expenses, dues and membership, county oversight fees, operating expenses such as insurance, lease expense, utilities, accounting, and legal fees, HR expenses, printing/postage services, consultant fees, and contract labor.

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

In 2024-25, Team Charter Academy is projecting it will receive $596935 based on the enrollment of foster youth, English learner, and low-income students. Team Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Team Charter Academy plans to spend $456,952 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

Category	Amount
☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$628,000
☐ Actual Expenditures for High Needs Students in LCAP	$663,000

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000 $ 600,000 $ 700,000

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

The text description of the above chart is as follows: In 2023-24, Team Charter Academy's LCAP budgeted $628,000 for planned actions to increase or improve services for high needs students. Team Charter Academy actually spent $663,000 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Team Charter Academy	Gintell Dunlap Director of Educational Programs	gdunlap@team-charter.org 2094255200

Goals and Actions

Goal

Goal #	Description
1	Increase achievement for all students, narrowing the gap between high and low performing student subgroups, and increase the proficiency rate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA MAP English Language Arts assessment During the 2021-2022 academic year TCA moved from the NWEA assessment to i-Ready Diagnostics.	44.8% of students met their goal	2021-2022 All Students 56.04 Hispanic 59.26 Black/African Am 45.71 Multiple* 50 EL 55.56 SED 53.85 SPED 61.54	2022-2023 All Students 52.33% Hispanic 48.18% Black/African Am 65.91% Multiple* N/A EL 48.72% SED 50.34% SPED 72.22%	2023-2024 ALL: 40.00% HIS: 36.03% AA: 54.17% Mult: N/A EL: 45.45% SED: 37.41% SPED: 33.33%	By the academic year of 2023-24 we desire that our students who meet their goal will increase by 15%. That is 5% each academic year.
NWEA Mathematics During the 2021-2022 academic year TCA moved from the NWEA assessment to i-Ready Diagnostics.	36.8% of our students met their MAP goal	2021-2022 All Students 35.91% Hispanic 38.81% Black 22.86% Multiple 50.00% EL 46.67% SED 35.38% SPED 7.69%	2022-2023 All Students 44.39% Hispanic 43.61% Black/African Am 53.33% Multiple* N/A EL 33.33% SED 42.66% SPED 38.89%	2023-2024 ALL: 37.13% HIS: 33.83% AA: 50.00% Mult: N/A EL: 36.36% SED: 37.31% SPED: 21.43%	By the academic year of 2023-24 we desire that our students who meet their goal will increase by 15%. That is 5% each academic year.

Goal Analysis

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

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

Seven of the nine actions/services were fully implemented.

Tutoring to support the academic needs of our students was offered to our student population. However, most students were unwilling to participate in this offering. This made it challenging to support students who were not performing at grade level. Students who took part in the offerings of after school tutoring and intervention groups saw positive academic growth. The challenge is to get students to want to commit to participating in such programs on a consistent bases. Tutoring was offered during the school day, but it was limited due to time constraints.

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.

We have established that any difference of $50,000 or more between the budgeted expenditure and the actual estimate would be considered a material difference. The following Actions fall in that category:

Due to a lack of participation in tutoring, we did not use all of the funds allocated for actions 1.2 and 1.3.

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

All action under goal 1 were designed to support students in successfully making progress on the local assessment - i-Ready Math and i-Ready Reading.

From 20-21, our baseline year, to 23-24 we saw growth in Math for the following groups:
All students - 35. 91% to 37.13%
Black/African American Students - 22.86% to 50%
Socio-economically disadvantaged students - 35.38% to 37.31%

From 20-21, our baseline year, to 23-24 we saw growth in Reading for the following groups:
Black/African American Students - 45.17% to 54.17%

We consider these actions effective by the results of these student groups, and the overall increase in the All student performance for Math. However, because we did not see an increase in each of the student groups we will implement new actions/services for our next LCAP.

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

Instead of offering after school tutoring programs, we will restructure our in school intervention program. This will allow us to offer more student to student groups during the school day. Thus targeting academic needs as we see fit.
Recognizing the diverse needs and schedules of our students, the school will implement a more flexible and personalized approach: online tutoring sessions that students could attend from the comfort of their homes, at times that are convenient for them, small group study sessions during lunch periods and a peer mentoring program where older students could assist their younger counterparts. These efforts will be complemented by regular feedback loops with students and parents to evaluate the effectiveness of the new initiatives.

Based on our results, and feedback from Educational Partners, we have revamped our goals from five goals to three goals. For goal 2, we have new metrics and actions/services.

New goal: TEAM Charter Academy will demonstrate continuous academic progress toward proficiency in all core subjects..

Metrics:
1A - Teachers
1B: Instructional Materials
2A: Implementation of State Standards
2B: English Learners
4A: -Statewide Assessments
7ABC: Broad Course of Studies
8: Local Assessment - i-Ready

Goals:
1.1 Professional Learning Communities
1.2 Multi-tiered System of Support
1.3 i-Ready
1.4 Student Engagement for SWD
1.5 Curriculum
1.6 EL Engagement
1.7 Classified Staff
1.8 Technology
1.9 AVID

1.10 Extracurricular
1.11 Support for SWD
1.12 Certificated Staff

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

Goals and Actions

Goal

Goal #	Description
2	Effectively use instructional strategies and resources to improve student learning, including technology

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA MAP Assessment During the 2021-2022 academic year TCA moved from the NWEA assessment to i-Ready Diagnostics.	English Language Arts 44.8% of all students met their goal as assigned by MAP.	All Students 56.04% Hispanic 59.26% Black/African Am 45.71% Multiple* 50% EL 55.56% SED 53.85% SPED 61.54%	All Students 52.33% Hispanic 48.18% Black/African Am 65.91% Multiple N/A Group too small EL 48.72% SED 50.34% SPED 72.22%	ALL: 40.00% HIS: 36.03% AA: 54.17% Mult: N/A EL: 45.45% SED: 37.41% SPED: 33.33%	By the year 2023-24 we desire an with an increase by 15% of students who met their goal.
NWEA Mathematics NWEA MAP Assessment During the 2021-2022 academic year TCA moved from the NWEA assessment to i-Ready Diagnostics.	36.8% of students met their MAP goal for Mathematics.	All Students 35.91% Hispanic 38.81% Black 22.86% Mulitple 50.00% EL 46.67% SED 35.38% SPED 7.69%	All Students 44.39% Hispanic 43.63% Black/African Am 53.33% Multiple* Group too small EL 33.33% SED 42.66% SPED 38.89%	ALL: 37.13% HIS: 33.83% AA: 50.00% Mult: N/A EL: 36.36% SED: 37.31% SPED: 21.43%	By the academic year of 2023-24 we desire to increase our percentage of students who met their goal in math by 15%.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

All five the the planned actions/services were implemented. However we did have some challenges. While we employ an instructional coach, their role was not exclusively focused on coaching the staff at our site. This individual served as a district leader, working across all three sites, which restricted the time allocated to support our instructional staff.

Students were equipped with 1:1 computer devices, and there was no need to acquire new technology for the classroom(s) as we had anticipated.

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.

Due to not employing a fulltime instructional coach we did not meet our budgeted amount for the hiring of a coach. Also, due to the lack of need of enhancing our technology for the classrooms, our budgeted amount was not met.

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

Our instructional coach and professional learning opportunities directly effected the capacity of teaching staff. Their capacity was positively effected; allowing for collaboration, planning and data analysis of student work. Which in turn created a positive Professional Learning Community on our campus. While we celebrate the professional growth for our teachers, we acknowledge that some of our student groups did not show academic progress over the past 2 years on the local assessment - i-Ready.

These actions were effective for the following student groups who did show progress:
From 20-21, our baseline year, to 23-24 we saw growth in Math for the following groups:
All students - 35. 91% to 37.13%
Black/African American Students - 22.86% to 50%
Socio-economically disadvantaged students - 35.38% to 37.31%

From 20-21, our baseline year, to 23-24 we saw growth in Reading for the following groups:
Black/African American Students - 45.17% to 54.17%

We consider these actions effective by the results of these student groups, and the overall increase in the All student performance for Math. However, because we did not see an increase in each of the student groups we will implement new actions/services for our next LCAP.

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

To focus more on an inclusive campus, supporting the social-emotional and academic needs of all students with a targeted goal of offering intense support to our students with disabilities.
Based on our results, and feedback from Educational Partners, we have revamped our goals from five goals to three goals. For goal 2, we have new metrics and actions/services.

New goal: TEAM Charter Academy will provide students, parents, and staff with a a safe school environment that values diversity and inclusion.

Metrics:
5A - Daily Attendance Rate
5B: Chronic Absenteeism Rate
5C: Middle School Dropout Rate
6A: Suspension Rate
6B: Expulsion Rate
6C: - Local Climate Assessment

Goals:
2.1 Inclusive Curriculum
2.2 Anti-Bullying program
2.3 Safe Spaces
2.4 Peer Mentorship
2.5 Open Communication
2.6 Diversity Training
2.7 Custodial Services
2.8 Inclusive School Events

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

Goals and Actions

Goal

Goal #	Description
3	Implement the Common Core State Standards (CCSS) across all content areas

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA MAP English Language Arts	44.8% of all students met their goals for MAP ELA.	All Students 56.04% Hispanic 59.26% Black/African Am 45.71% Multiple* 50% EL 55.56% SED 53.85% SPED 61.54%	All Students 52.33% Hispanic 48.18% Black/African Am 65.91% Multiple N/A Group too small EL 48.72% SED 50.34% SPED 72.22%	ALL: 40.00% HIS: 36.03% AA: 54.17% Mult: N/A EL: 45.45% SED: 37.41% SPED: 33.33%	By the year 2023-24 we desire for a 15% growth in goals being met by all students.
NWEA MAP Mathematics	36.8% of all students met their goal in MAP Mathematics.	All Students 35.91% Hispanic 38.81% Black 22.86% Multiple 50.00% EL 46.67% SED 35.38% SPED 7.69%	All Students 44.39% Hispanic 43.63% Black/African Am 53.33% Multiple* Group too small EL 33.33% SED 42.66% SPED 38.89%	ALL: 37.13% HIS: 33.83% AA: 50.00% Mult: N/A EL: 36.36% SED: 37.31% SPED: 21.43%	We desire to increase our percentage of students who meet or exceed their by goal by 15% schoolwide.

Goal Analysis

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

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

English Language Learners tutoring was not implemented. Students did not want to take part in any after school tutoring programs.

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.

Minimal difference as expenditures for curriculum was greater than originally budgeted for.

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

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

Based on our results, and feedback from Educational Partners, we have revamped our goals from five goals to three goals. For goal 2, we have new metrics and actions/services.

New goal: TEAM Charter Academy staff members will develop meaningful partnerships with parents and the community to promote academic achievement and welling of all students.

Metrics:
5A - Daily Attendance Rate
5B: Chronic Absenteeism Rate
5C: Middle School Dropout Rate
6A: Suspension Rate
6B: Expulsion Rate
6C: - Local Climate Assessment

Goals:
3.1 Certificated Employees
3.2 Mental Health Partners
3.3 Wellness Room

3.4 Parent Engagement Nights
3.5 Student Progress Celebrations
3.6 Parent Education
3.7 Classified Staff

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

Goals and Actions

Goal

Goal #	Description
4	Improve communication among all stakeholders.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MRA-Leader in Me	16 families completed	22 families completed	24 families completed.	Switched to Kelvin and parents did not have access to survey.	By the year 2023-24 we desire to increase the percentage of families who complete the MRA by 200%

Goal Analysis

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

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

No noted differences.

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.

No noted differences.

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

We did see an increase of parent participation with our Coffee with the Principal. PTO and with our Math Festival.

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

We will continue to employ a parent liaison for our campus.

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

Goals and Actions

Goal

Goal #	Description
5	Increase instructional program options, student engagement, and school connectedness through expanded access to rigorous and high interest course offerings; strategic supports for struggling and at-risk students; specialized curricula tailored to support EL student's acquisition of English; and targeted actions, interventions, and incentives designed to improve student attendance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA MAP English Language Arts During the 2021-2022 academic year TCA moved from the NWEA assessment to i-Ready Diagnostics.	44.1% of our SED students met their goal. 43.4% of our EL students met their goal. 25% of our SPED students met their goal.	EL 55.56% SED 53.85% SPED 61.54%	EL 48.72% SED 50.34% SPED 72.22%	EL: 45.45% SED: 37.41% SPED: 33.33%	To increase the percentage of our high needs students reaching their goals by 10%.
NWEA MAP Mathematics During the 2021-2022 academic year TCA moved from the NWEA assessment to i-Ready Diagnostics.	35.8% of our SED met their goal. 37.7% of our EL students met their goal. 25% of our SPED students met their goal.	EL 46.67% SED 35.38% SPED 7.69%	EL 33.33% SED 42.66% SPED 38.89%	EL: 36.36% SED: 37.31% SPED: 21.43%	To increase the percentage of our high needs students meeting their goal by 10%.

Goal Analysis

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

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

No noted differenes.

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.

We did not employ Director of Sped Services for the entire academic year.

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

Our current offerings are not sufficient to support the needs of our students with high needs.

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

We will put more focus on the student groups that are highlighted in this goal for the upcoming LCAP.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Team Charter Academy	Gintell Dunlap Director of Educational Programs	gdunlap@team-charter.org 2094255200

Plan Summary [2024-25]

General Information

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

TEAM (Transformational Education Academy Member) Charter Academy (TCA) opened in the Fall of 2017 and is the sister school of TEAM Charter School. Located in the heart of downtown Stockton, TCA is nestled in the middle of the historical district. Starting with approximately 150 6th – 8th grade students, parents have made TCA their school of choice for middle school. The theme of our charter is "Social Justice."

The VISION of TCA is as follows:
TEAM Charter Academy will empower all students to apply knowledge and skills necessary to achieve their full potential in a safe learning environment. TCA will provide enriched opportunities to inspire socially aware and justice-focused citizens who will make a positive impact in our global community.

The MISSION of TCA is as follows:
TEAM Charter Academy (TCA) will empower students by fostering self-assessment, reflection, and participation in decisions related to their academic success. TCA will provide students with the opportunity to develop inquiry based thinking skills and achieve their full potential in a safe, nurturing environment, through access to a well-rounded curriculum, differentiated learning, integrated technology, and character education. TCA will encourage students to translate the academic and interpersonal skills they learn in the classroom into a focus on justice and equity for all people, to be socially aware, and to use their voice as an individual to be a positive global influence

TEAM Charter Academy; Voices of a Global Community

Our Why:
Educating Hearts. Empowering Minds. Building Leaders.

Student Demographics

American Indian - .59%
Asian - 1.8%
Native Hawaiian - .59%
Hispanics/Latinos - 79.9%
Black or African Americans - 14.9%
Two or More Races - .59%
White - 1.8%
Unspecified - 0

Programs*

Multilingual Students/English Learners - 13.61%
Foster Youth - 0
Students with Disabilities - 9.47%
Socioeconomically Disadvantaged - 79.29%

PowerSchool SIS June 2024

Reflections: Annual Performance

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

Based on a review of the Fall 2023 CA School Dashboard data for TEAM Charter Academy, areas of low performance have been identified and actions to address these needs are identified below.

TEAM Charter Academy performed at the lowest level on the California Dashboard in Suspensions.

The following student groups performed at the lowest level on the California Dashboard in Suspensions:
African American, Hispanic, and English Learners
These needs are addressed in Actions

Successes:
Our Chronic Absenteeism rate declined 4.7%

Although this percentage is still higher than we would like it to be, we are glad to see the improvement and will continue with our efforts. Our attendance clerk makes daily calls home for absent students. She does home visits for students who are absent for multiple days.
We had an education campaign informing parents of the importance of regular school attendance and the impact that absences have on students' academic development through monthly newsletters.

Our English Learner Progress declined 13.9%
Although we saw a decline in the overall progress with our English Learners our rate of success is still greater than the state average.
To support of EL population we have maintained the following:
EL walk throughs
PD from our EL coordinator
The Summative ELPAC scores increasing or being maintained for TCA can be attributed to the implementation of a systematic approach.

Our devised system involves the following measures:
Regular Progress Monitoring:
The EL coordinator or an Administrator engages in three annual meetings with teachers to assess the progress of EL students in ELA. This comprehensive evaluation ensures that students are on track for advancement to the next proficiency level.
School-Wide Instructional Walk-Throughs:
The Admin team, in collaboration with the EL coordinator, conducts two school-wide instructional walk-throughs. This involves observing teachers during their ELD instruction, providing constructive feedback based on their observations, and offering insightful suggestions for improvement when necessary. Additionally, the team shadows an EL student for part of the day to gain a firsthand understanding of their school day experience. That data drives future planning to engage students.

Individualized Student Engagement:
The EL coordinator meets individually with each EL student, reviewing their previous year's scores and collaboratively setting achievable goals for the upcoming academic year. This personalized approach ensures a tailored focus on each student's unique needs and aspirations.

Specialized Focus on Writing and Vocabulary:
During Designated ELD sessions, teachers concentrate on enhancing writing skills and expanding vocabulary. This targeted focus contributes to the overall improvement of English language proficiency.
Through the execution of these strategies, our team has witnessed not only the elevation of Summative ELPAC scores but also a sustained commitment to the holistic development of our EL students. We successfully reclassified 7 students based on this approach.

Our Math increased 4.2%. During the 2023-2024 academic year we adopted a rigorous math curriculum, Illustrative Mathematics that once implemented with fidelity will translate to
Challenges:

Suspension rate continues to be a challenge for TEAM Charter Academy. After working closely with SJCOE it was determined that our students with disabilities are a key factor as to why the suspension rate as continued to remain high. Thus, impacting the absenteeism rate. TCA will move to create an inclusive learning environment that will support our students with disabilities.

Reflections: Technical Assistance

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

Based on the 2023 California Dashboard, TEAM Charter is eligible for Differentiated Assistance for the following student groups: African American students for Suspensions.

TEAM Charter Academy with the support of the SJCOE for Differentiated Assistance identified areas of focus. TCA will focus their efforts on supporting students with disabilities. In doing so, TCA will create an inclusive learning environment. The environment will be one that supports academic and social-emotional needs of our most vulnerable student population. With the support that will be provided to our students with disabilities our suspension rate will decrease, which will then positively impact our chronic absenteeism rate. TCA will continue their work with SJCOE to monitor the efforts to support our students with disabilities over the next year.

This work is captured in actions 1.1, 1.2, 1.3, 1.9,1.11 and 2.3.

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.

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

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
Parents Families Community Members	Monthly Parent Teacher Organization meetings Parent Advisory Committee Meetings: 9/28/2023, 12/12/2023, 3/5/2024 Coffee with the Principal Dates: 11/3/2023, 12/1/2023, 1/5/2024, 2/2/2024, 3/8/2024, 4/5/2024 District English Language Advisory Council meetings: 9/19/2023, 11/7/2023, 1/9/2024, 3/19/2024 Hispanic Heritage Club Meetings: 1/25/2024, 2/29/2024, 3/28/2024 African American Parent Engagement Council: 1/16/2024, 2/20/2024 Monthly Board meetings Kelvin Electronic survey (March)
Principals Administrators	Cabinet meetings MRA Electronic survey (March) Monthly Management meeting
Teachers other school personnel	Monthly Staff meetings Dashboard Data meetings: 11/29/2023, 2/28/2024 MRA Electronic survey (March)
Students	Student council MRA Electronic survey (March) classroom feedback
SELPA	Meeting with El Dorado County Office of Education SELPA (April)

| SJCOE | Differentiated Assistance support |

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	TEAM Charter Academy will demonstrate continuous academic progress toward proficiency in all core subjects.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

After consulting with our educational partners and analyzing the data from the Fall 2023 Dashboard, it has become clear that there is a critical need to enhance Math and ELA instruction across all student groups. Currently, performance in these areas is below the required standards. Upon reviewing our latest data, all educational partners concur that our priority should be to increase the percentage of students achieving grade-level expectations in Math and ELA. Additionally, our administrators are emphasizing the importance of reducing the number of students who are classified under Level 1, indicating that the standard has not been met. This dual focus on improvement and support is aimed at elevating educational outcomes for all students.
This goal was developed to ensure students are provided with the needed support and services to access the educational program in order to make progress toward meeting and or/exceeding grade-level standards.

The actions are designed to increase student achievement by providing access to standards-based curricula taught by staff who receive professional development and the necessary resources to integrate effective instructional strategies to meet each student where are in their individual educational journey. We will monitor and evaluate the actions by reviewing specific data, including local assessment and CAAASPP data, and English Learner progress. In addition, we will solicit feedback from educational partners throughout the year that will provide evidence of the impact of the actions on student progress toward academic proficiency.

Measuring and Reporting Results

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

1A 1B	Percentage of teachers in the LEA who are appropriately assigned and fully credentialed in the subject area and for the students they are teaching; Percentage of student in the LEA who have sufficient access to the standards-aligned instructional materials	Teachers: 100% Instructional Materials: 100% 2023-24 SARC			Teachers: 100% Instructional Materials: 100%	
2A 2B	Implementation of State Standards and services for ELs Self reflection rating on Questions 1 and 2 of the Implementation of SBE Adopted Academic & Performance Standards including how programs and services will enable ELs to access the Common Core academic content standards and English Language Development standards. Rating Scale (Lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Implementation and Sustainability	Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks. ELA: 4 ELD: 4 Math: 4 NGSS: 4 History: 4 Q2: Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught. ELA: 4 ELD: 4 Math: 4 NGSS: 4 History: 4			Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks. ELA: 5 ELD: 5 Math: 5 NGSS: 5 History: 5 Q2: Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught.	

		2024 Local Indicator, Priority 2 Reflection Tool			ELA: 5 ELD: 5 Math: 5 NGSS: 5 History: 5 2024 Local Indicator, Priority 2 Reflection Tool	
4A: ELA	Statewide Assessments Percentage of all students, grades 6-8 participating in the SBAC ELA assessment. Percentage of all students, grades 6-8 who meet or exceed standard on the SBAC ELA assessment.	ELA Participation: 100% Meet or Exceed ALL: 25.13% EL: 12.5% LTEL: 0% SED: 22.89% SWD: 5.88% HOM: N/A FY: N/A AA: 21.75% HIS: 25.88% 2023 CAASPP			ELA Participation: 100% Meet or Exceed ALL: 35%% EL: 35%% LTEL: 0% SED: 35%% SWD: 35%% HOM: N/A FY: N/A AA: 35%% HIS: 35%%	
4A:Math	Statewide Assessments Percentage of all students, grades 6-8 participating in the SBAC Math assessment. Percentage of all students, grades 6-8 who meet or exceed standard on the SBAC Math assessment.	Math Participation: 99% Meet or Exceed ALL: 6.57 % EL: 2.5 % LTEL: 0 % SED: 4.25 % SWD: 0 % HOM: N/A FY: N/A AA: 8.7%			Math Participation: 99% Meet or Exceed ALL: 12 % EL: 8 % LTEL: 5 % SED: 9 % SWD: 5 % HOM: N/A FY: N/A AA: 13%%	

		HIS: 6.34% 2023 CAASPP			HIS: 10%	
4A:Scie nce	Statewide Assessments Percentage of all students, grades 6-8 participating in the CAST. Percentage of all students, grades 6-8 who meet or exceed standard on the CAST.	Science Participation: 100% Meet or Exceed ALL: 15.25 % EL: N/A LTEL: N/A SED: 12.5 % SWD: N/A HOM: N/A FY: N/A AA: 6.67% HIS: 17.94% 2023 CAST			Science Participation: 100% Meet or Exceed ALL: 25%% EL: N/A LTEL: N/A SED: 22% % SWD: N/A HOM: N/A FY: N/A AA: 17%% HIS: 28%%	
7	Broad Course of Study-VAPA Percentage of student in grades 6-8 enrolled in a AVID program/course. (Class rosters, PowerSchool)	ALL: 100% EL:100% LTEL: 100% SED: 100% FY: 100% SWD: 100% 2023-24 PowerSchool SIS			ALL: 100% EL:100% LTEL: 100% SED: 100% FY: 100% SWD: 100%	
8: Readin g	Local Assessment: i-Ready Diagnostics: Math Goal Met	ALL: 37.13% HIS: 33.83% AA: 50.00% Mult: N/A EL: 36.36% SED: 37.31%			each subgroup increase by 5% annually	

		SPED: 21.43%				
8: Math	Local Assessment i-Ready Diagnostics: Reading Goal Met	ALL: 40.00% HIS: 36.03% AA: 54.17% Mult: N/A EL: 45.45% SED: 37.41% SPED: 33.33%			each subgroup increase by 5% annually	

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Learning Communities	Professional Learning Communities (PLC) will be strengthened in order to promote and encourage continued collaboration across grade levels. Staff will receive training on how to collaborate in a PLC.	$20,000.00	Yes

1.2	Multi-Tiered System of Supports	Continue to collaborate with SJCOE to implement TEAM'S Tiered System of support.	$10,000.00	Yes
1.3	i-Ready	TEAM teachers will continue to use i-Ready Math and i-Ready Reading comprehensive assessment and instructional program to instruct and monitor student progress throughout the school year. The intervention team will also use the results of the i-Ready assessments to monitor student progress. The diagnostics will be administered 3 times in the school year and analyzed for teachers to tailor instruction for all students. In addition, teachers will use i-Ready results to inform their data cycles	$30,000.00	Yes
1.4	Student Engagement for SWD	Prioritize services for students with disabilities, including parent support and more instructional support for students, such as tutoring, and collaboration between general education and special education department.	$40,000.00	No
1.5	Curriculum	Continue to evaluate the effectiveness of core and supplemental curricula to adopt and renew subscriptions as data indicates.	$150,000.00	Yes
1.6	EL Engagement and Support	Our ELD coordinator will increase services to support EL students and their parents. We see a need to strengthen our partnerships with families to increase student achievement.	$20,000.00	Yes
1.7	Classified Staff	TCA will employ two full-time classified staff members to operate fully functioning intervention groups in both reading and mathematics.	$80,000.00	Yes
1.8	Technology	TCA will maintain a 1:1 device implementation. Purchasing and repairing devices as needed to maintain 1:1.	$65,000.00	Yes

1.9	AVID	AVID will be offered to students as an elective course.	$23,000.00	Yes
1.10	Extracurricular	Leadership will be offered to students as an elective course.	$20,000.00	No
1.11	Support for SWD	TCA will continue to employ a Director of Special Education and provide appropriate staff including (certificated, classified), tools, training, partnerships, and programs to address the needs of all students with exceptional needs.	$200,000.00	No
1.12	Certificated Staff	Recruit, hire, and maintain highly-qualified teachers, coaches, and administrators	$400,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	TEAM Charter Academy will provide students, parents, and staff with a safe school environment that values diversity and inclusion.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1C	School facilities are maintained in good repair. Facilities Inspection Tool, 2024	100% Fall 2023, Williams Act			100%	
5A	Daily Attendance Rate	91% June 2024, PowerSchool, SIS			Increase by 1.5% annually	
5B	Chronic Absenteeism Rate	34.8% Fall 2023, CA School Dashboard			decline by 2% annually	

5C	Middle School Drop out rate Percentage of students in grades 7 or 8 who stop coming to school and who do not enroll in another school.	0.91% (1 student) 2023-24, SIS, PowerSchool			0%	
6A	Suspension Rate	18% Fall 2023, CA School Dashboard			Decrease to 7%	
6B	Expulsion Rate	0% Fall 2023, CA School Dashboard				
6C	Kelvin School Climate Survey-Students	average of 65 Spring 2024, Local Assessment			increase to average of <75%	
6C	Kelvin School Climate Survey-Staff/faculty	average of 71 Spring 2024, Local Assessment			increase to average of <80%	

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Inclusive Curriculum	Integrate diverse perspectives into the curriculum. Include literature, history, and examples from various cultures, races, genders, and abilities. Encourage discussions about diversity and inclusion in classrooms.	$58,952.00	Yes
2.2	Anti-Bullying Programs:	Cost to research and implement strong anti-bullying policies .Provide training on recognizing and addressing bullying, especially bullying based on race, gender, sexuality, and ability.	$28,000.00	No
2.3	Safe Spaces	Create safe spaces where students can discuss their experiences and feelings. Establish clubs and groups that celebrate diverse identities. and establish clubs and groups that celebrate diverse identities.	$165,000.00	No
2.4	Peer Mentorship	Develop peer mentoring programs that connect students across different backgrounds. Encourage older students to mentor younger ones, fostering a supportive school community.	$55,000.00	No

2.5	Open Communication	Maintain transparent and regular communication with parents about school policies, events, and issues related to diversity and inclusion. Offer platforms for parents to voice their concerns and suggestions.	$40,000.00	No
2.6	Diversity Training	Conduct regular professional development on cultural competency, implicit bias, and inclusive teaching practices. Offer training on how to handle and discuss sensitive topics related to diversity and inclusion.	$45,000.00	No
2.7	Custodial Staff	TCA will employ custodial staff to maintain a clean and safe environment that is conducive to learning.	$32,000.00	No
2.8	Inclusive School Events	Organize cultural festivals and events that celebrate various traditions and backgrounds. Encourage parent participation in school activities and committees.	$45,000.00	No
2.13				

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	TEAM Charter Academy staff members will develop meaningful partnerships with parents and the community to promote the academic achievement and well-being of all students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3ABC	Parent Involvement Number of parent responses to the TCA LCAP Survey Self reflection on Parent and Family Engagement: Building Relationships (Question #4) Seeking Input for Decision Making (Question #9 and #11)	Survey Responses- 0 2024 TCA LCAP Survey Q4 - Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is			100% annually	

	Local Indicator, Priority 3 Reflection Tool Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	understandable and accessible to families 5 - Full Implementation and Sustainability Q9 - Rate the LEA's progress in building capacity of and supporting principals and staff to effectively engage families in advisory groups with decision-making 5 - Full Implementation and Sustainability Q11- Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. 3- level description Local Indicator, Priority 3 Self Reflection Tool				

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Certificated Employment	TCA will continue to employ a Director of Sped, school nurse, and school counselor to work with students with extra needs. Such as students with IEPs, 504 plans, Social-Emotional, etc.	$200,000.00	No
3.2	Mental Health Partners	TCA will expand our partnerships with community mental health services to provide additional support for students.		No
3.3	Wellness Room	TCA will operate its SEL room on a as needed basis	$40,000.00	No
3.4	Parent Engagement Nights	TCA will host events (math night, SEL Day, Science Olympiad) that will engage families and the community at least four times annually.	$20,000.00	No

3.5	Student Progress Celebrations	TCA will host honor roll assemblies and recognition ceremonies for students who display academic , social, and behavioral progress. Incentive and awards will be purchased to celebrate students' successes.	$17,500.00	No
3.6	Parent Education	Provide workshops and resources for parents on the importance of diversity and inclusion .Provide information to parents on how to support their children in understanding and respecting diversity.	$40,000.00	No
3.7	Classified Staff	TCA will employ classified staff who will work to keep a safe/smooth running front office for our students and families.	$115,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$59,6935	$70,538

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
34.032%	0.000%	$$0.00	34.032%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Learning Communities **Need:** **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.2	**Action:** Multi-Tiered System of Supports **Need:** **Scope:** LEA-wide		
1.3	**Action:** i-Ready **Need:** i-Ready Reading goals met: ALL: 37.13% HIS: 33.83% AA: 50.00% Mult: N/A EL: 36.36% SED: 37.31% SPED: 21.43% i-Ready Math goals met: ALL: 40.00% HIS: 36.03% AA: 54.17% Mult: N/A EL: 45.45% SED: 37.41% SPED: 33.33% **Scope:** LEA-wide	All students need teacher support in monitoring their progress.	8: Reading, 8: Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** Curriculum **Need:** **Scope:** LEA-wide		
1.7	**Action:** Classified Staff **Need:** **Scope:** LEA-wide		
1.8	**Action:** Technology **Need:** **Scope:** LEA-wide		
1.9	**Action:** AVID **Need:** **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.1	**Action:** Inclusive Curriculum **Need:** **Scope:** LEA-wide		

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
1.6	**Action:** EL Engagement and Support **Need:** To strengthen our partnerships with families to increase academic achievement. **Scope:** Limited to Unduplicated Student Group(s)	The parents will be empowered to take an active role in their Childs education.	Kelvin Survey iReady Diagnostic Trimester Report Cards

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.

Additional Concentration Grant Funding

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

The grant will be used to offer in school academic intervention services for our foster youth, English learners and low-income students. Additionally, extracurricular activities/clubs/sports will be offered after school with priority given to the groups of students identified. The students social-emotional needs will be met with check in/out systems that will be tailored to support the needs of the student groups. As well as providing opportunity for them to frequent the SEL room on a rotating schedule. (Actions

TEAM Charter Academy is a single school LEA, therefore a Staff-to Student ratio is not applicable.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	1754017	59,6935	34.032%	0.000%	34.032%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$1,959,452.00	$0.00	$0.00	$0.00	$1,959,452.00	$1,235,000.00	$724,452.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.															
1	1.1	Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$10,000.00	$10,000.00	$20,000.00				$20,000.00
1	1.2	Multi-Tiered System of Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$5,000.00	$5,000.00	$10,000.00				$10,000.00
1	1.3	i-Ready	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$30,000.00	$30,000.00				$30,000.00
1	1.4	Student Engagement for SWD	Students with Disabilities	No				Ongoing	$25,000.00	$15,000.00	$40,000.00				$40,000.00
1	1.5	Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$150,000.00	$150,000.00				$150,000.00
1	1.6	EL Engagement and Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$10,000.00	$10,000.00	$20,000.00				$20,000.00
1	1.7	Classified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$80,000.00	$0.00	$80,000.00				$80,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.8	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$65,000.00	$65,000.00				$65,000.00
1	1.9	AVID	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$3,000.00	$20,000.00	$23,000.00				$23,000.00
1	1.10	Extracurricular	students proficient in reading and math All	No				Ongoing	$10,000.00	$10,000.00	$20,000.00				$20,000.00
1	1.11	Support for SWD	Students with Disabilities	No				Ongoing	$200,000.00	$0.00	$200,000.00				$200,000.00
1	1.12	Certificated Staff	All	No				Ongoing	$400,000.00	$0.00	$400,000.00				$400,000.00
2	2.1	Inclusive Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$10,000.00	$48,952.00	$58,952.00				$58,952.00
2	2.2	Anti-Bullying Programs:	All	No				Ongoing	$10,000.00	$18,000.00	$28,000.00				$28,000.00
2	2.3	Safe Spaces	All	No				Ongoing	$15,000.00	$150,000.00	$165,000.00				$165,000.00
2	2.4	Peer Mentorship	All	No				Ongoing	$30,000.00	$25,000.00	$55,000.00				$55,000.00
2	2.5	Open Communication	All	No				Ongoing	$15,000.00	$25,000.00	$40,000.00				$40,000.00
2	2.6	Diversity Training	All	No					$10,000.00	$35,000.00	$45,000.00				$45,000.00
2	2.7	Custodial Staff	All	No				Ongoing	$22,000.00	$10,000.00	$32,000.00				$32,000.00
2	2.8	Inclusive School Events	All	No				Ongoing	$10,000.00	$35,000.00	$45,000.00				$45,000.00
2	2.12							Ongoing							
3	3.1	Certificated Employment	All Students with Disabilities	No				Ongoing	$200,000.00	$0.00	$200,000.00				$200,000.00
3	3.2	Mental Health Partners	All	No				Ongoing							

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.3	Wellness Room	All	No				Ongoing	$25,000.00	$15,000.00	$40,000.00				$40,000.00
3	3.4	Parent Engagement Nights	All	No				Ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00
3	3.5	Student Progress Celebrations	All	No				Ongoing	$0.00	$17,500.00	$17,500.00				$17,500.00
3	3.6	Parent Education	All	No				Ongoing	$30,000.00	$10,000.00	$40,000.00				$40,000.00
3	3.7	Classified Staff	All	No				Ongoing	$115,000.00	$0.00	$115,000.00				$115,000.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
1754017	59,6935	34.032%	0.000%	34.032%	$456,952.00	100.000%	126.052 %	**Total:**	$456,952.00
								LEA-wide Total:	$436,952.00
								Limited Total:	$20,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
1	1.2	Multi-Tiered System of Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	1.3	i-Ready	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
1	1.5	Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
1	1.6	EL Engagement and Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$20,000.00	
1	1.7	Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,000.00	
1	1.9	AVID	Yes	LEA-wide	Low Income	All Schools	$23,000.00	
2	2.1	Inclusive Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$58,952.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$868,000.00	$893,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Assessment	Yes	35000	36000
1	1.2	Tutoring	Yes	50000	25000
1	1.3	English Language Learners Tutoring	Yes	20000	12000
1	1.4	Interventions for Failed Coursework	Yes	8000	5000
1	1.5	Counseling Services	Yes	75000	110000
1	1.6	English Language Learners	Yes	25000	8000
2	2.1	Technology	Yes	80000	65000
2	2.2	Effective Professional Development		20000	8500
2	2.3	Instructional Coach		95000	110000
2	2.4	Differentiated Instruction for English Language Learners		10000	12000
2	2.5	Instructional materials and supplies		25000	36000
3	3.1	Common Core Standards Professional Development:		10000	10000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Curriculum Development		5000	5000
3	3.3	English Language Learners Tutoring	Yes	15000	15000
4	4.1	Communication		10000	12000
4	4.2	Parent Involvement and Community Engagement:	Yes	50000	50000
4	4.3	Promote Positive Communication With and Between Students:		25000	16100
5	5.1	Course Access	Yes	70000	125000
5	5.2	Students with Exceptional Needs:	Yes	200000	212000
5	5.3	Promote Attendance and Monitor Absences		25000	14000
5	5.4	Targeted Foster Youth and Homeless Student Services		15000	6400

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
547122	$628,000.00	$663,000.00	($35,000.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.1	Assessment	Yes	35000	36000		
1	1.2	Tutoring	Yes	50000	25000		
1	1.3	English Language Learners Tutoring	Yes	20000	12000		
1	1.4	Interventions for Failed Coursework	Yes	8000	5000		
1	1.5	Counseling Services	Yes	75000	110000		
1	1.6	English Language Learners	Yes	25000	8000		
2	2.1	Technology	Yes	80000	65000		
3	3.3	English Language Learners Tutoring	Yes	15000	15000		
4	4.2	Parent Involvement and Community Engagement:	Yes	50000	50000		
5	5.1	Course Access	Yes	70000	125000		
5	5.2	Students with Exceptional Needs:	Yes	200000	212000		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1609940	547122		33.984%	$663,000.00	0.000%	41.182%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners
Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

(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:

  - 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.

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:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

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

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

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

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

Total Planned Expenditures Table

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

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

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

  - 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.

○ 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).

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