

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aurum Preparatory Academy

CDS Code: 01-10017-0137448

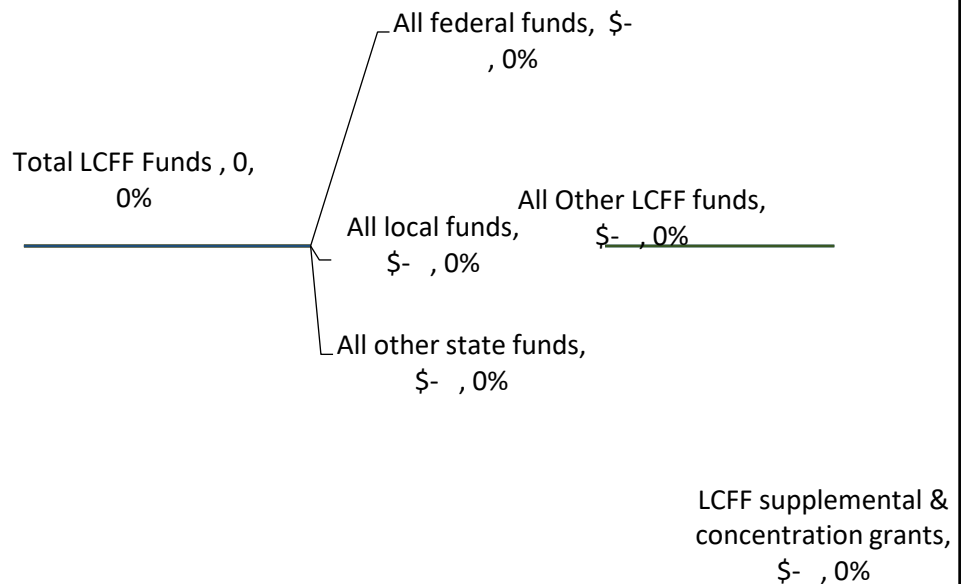
School Year: 2025-26

LEA contact information: Donnell Thomas, Executive Director donnell.thomas@aurumprep.org 510-746-7

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

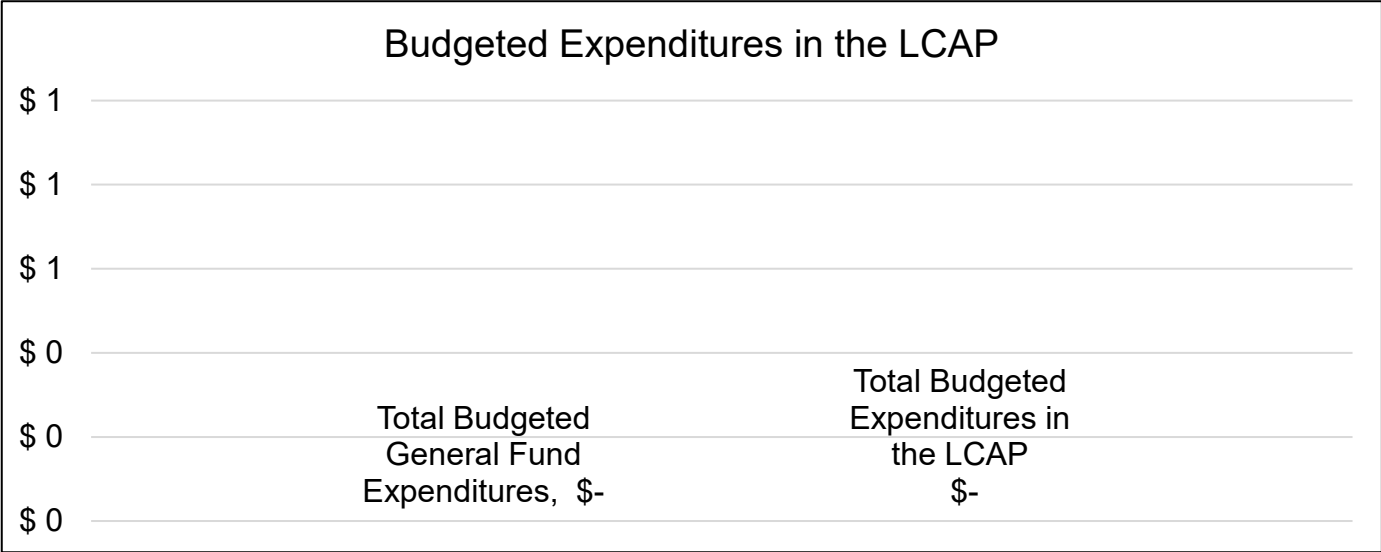


This chart shows the total general purpose revenue Aurum Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aurum Preparatory Academy is \$0.00, of which \$0.00 is Local Control Funding Formula (LCFF), \$0.00 is other state funds, \$0.00 is local funds, and \$0.00 is federal funds. Of the \$0.00 in LCFF Funds, \$0.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Aurum Preparatory Academy plans to spend for 2025-26. 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: Aurum Preparatory Academy plans to spend \$0.00 for the 2025-26 school year. Of that amount, \$0.00 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

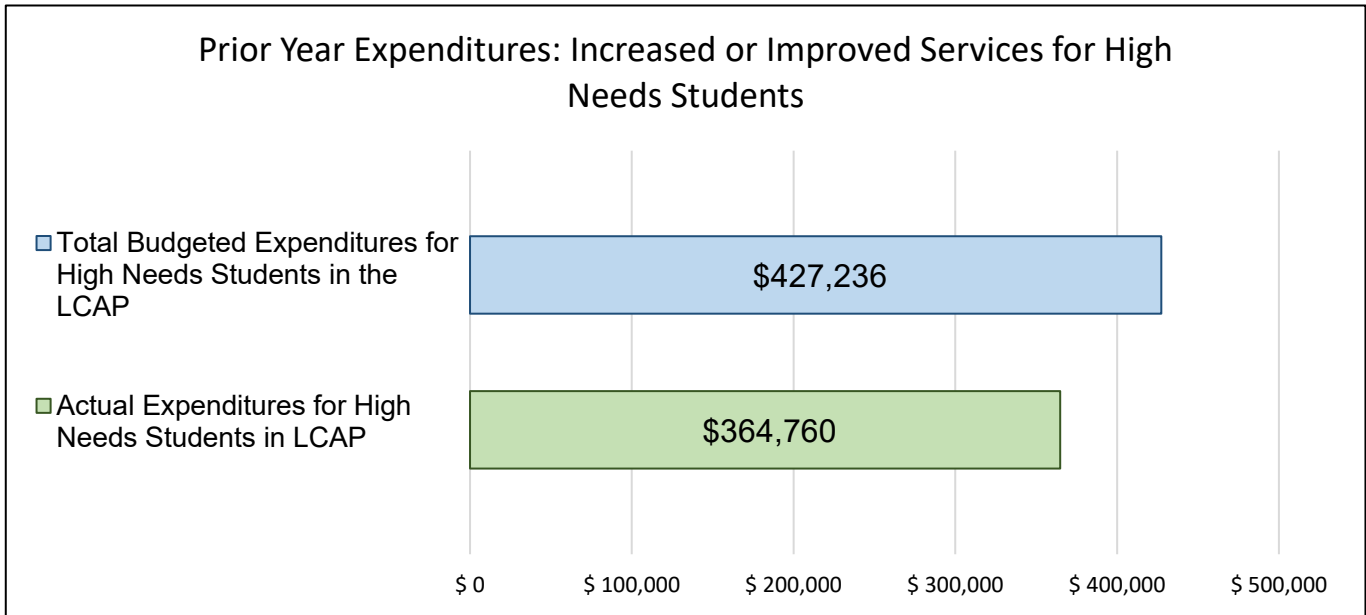
Not Applicable

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Aurum Preparatory Academy is projecting it will receive \$0.00 based on the enrollment of foster youth, English learner, and low-income students. Aurum Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aurum Preparatory Academy plans to spend \$0.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Aurum Preparatory Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Aurum Preparatory 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 2024-25, Aurum Preparatory Academy's LCAP budgeted \$427,236.00 for planned actions to increase or improve services for high needs students. Aurum Preparatory Academy actually spent \$364,760.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of \$62,476.00 had the following impact on Aurum Preparatory Academy's ability to increase or improve services for high needs students:

The actual amount of Supplemental and Concentration funds received in 2024-25 was less than what was anticipated in the LCAP adopted in June of 2024, mainly due to lower enrollment. The school received \$284,291 in S&C funds, and spent \$364,760 on Contributing Actions, so all the S& C funds were spent appropriately.

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Aurum Preparatory Academy
CDS code:	01-10017-0137448
LEA contact information:	Donnell Thomas, Executive Director donnell.thomas@aurumprep.org 510-746-7862
Coming School Year:	2025-26
Current School Year:	2024-25

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2025-26 School Year		Amount
Total LCFF funds	\$	-
LCFF supplemental & concentration grants	\$	-
All other state funds	\$	-
All local funds	\$	-
All federal funds	\$	-
Total Projected Revenue	\$	-
Total Budgeted Expenditures for the 2025-26 School Year		Amount
Total Budgeted General Fund Expenditures	\$	-
Total Budgeted Expenditures in the LCAP	\$	-
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	-
Expenditures not in the LCAP	\$	-
Expenditures for High Needs Students in the 2024-25 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	427,236
Actual Expenditures for High Needs Students in LCAP	\$	364,760

Local Control and Accountability Plan–ANNUAL UPDATE FOR 2024-25 LCAP

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
Aurum Preparatory Academy	Donnell Thomas, Executive Director	donnell.thomas@aurumprep.org; (510) 746 7862

Plan Summary [LCAP 24-25]

General Information

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

Aurum Preparatory Academy (Aurum Prep) has been dedicated to educating students in grades 6-8. Its mission is to prepare them for success in high school, college, and beyond while nurturing them to become the next generation of moral leaders. Aurum Prep strategically focuses on serving traditionally underserved populations as it wraps up its seventh and final year, demonstrating a solid commitment to equity and inclusion.

The student body at Aurum Prep is diverse, with significant representation from traditionally underserved groups in the 24-25 school year:

- **African American:** 47%, **Hispanic or Latino:** 46%), **Asian:** 2%), **White:** 3% & **Two or More Races:** 1%

This demographic distribution reflects our community's diversity and challenges in providing equitable education opportunities. A notable 100% of our students are eligible for free or reduced lunch, and a significant portion are English learners, underscoring the socioeconomic challenges within our student community.

Reflections: Annual Performance for 2024-25

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

Schoolwide Student Performance Data on the Dashboard is not available for 2024-25. Individual student performance data was used during the 24-25 school year to address individual needs. Additional information about locally collected data is found later in the Annual Update.

Reflections: Technical Assistance

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

No technical assistance was received

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

It describes how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

Charter schools must consult with teachers, principals, administrators, other school personnel, parents, and students, at minimum, when developing the LCAP.

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

Educational Partner(s)	Process for Engagement
Parent Meetings:	Aurum Prep made the decision not to renew the charter in the Winter of the 2024-25 school year. Therefore, the engagement of the organization's educational partners for development of a 2025-26 LCAP was not needed. However, regular parent meetings were held, and the focus was on student well being and a successful completion of the 24-25 school year and transition to the next school for 25-26.
Staff Meetings	Weekly staff meetings were held throughout the year, with the focus described above.
Board Meetings:	Board meetings continued to be held throughout the school year on a monthly basis. Special meetings were held as needed, especially during the process to decide to close the school.

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

N/A

2. Incorporation of Feedback into LCAP:

N/A

3. Reporting Back to Stakeholders:

N/A

Goals and Actions from 2024-25 Adopted LCAP

Goal 1

Goal #1	Description	Type of Goal
Goal #1	Enhance the implementation of Common Core State Standards (CCSS) in English Language Arts and Mathematics and the English Language Development (ELD) standards by improving instructional strategies and curricular alignment across all grades. Increase the percentage of students meeting or exceeding standards in mathematics from 21.9% to 32% by the end of the 2024-2025 school year.	Academic Standards Implementation

State Priorities addressed by this goal.

State Priority #1: Implementation of State Standards

This priority involves the effective adoption and integration of state board-adopted academic content and performance standards for all students, which include:

- English Language Arts – Common Core State Standards (CCSS) for English Language Arts
- Mathematics – CCSS for Mathematics
- English Language Development (ELD)

An explanation of why the LEA has developed this goal.

This goal was established following a comprehensive review of student performance data (MAP & SBAC) and feedback from educational stakeholders indicating a need for more substantial alignment and execution of state standards in the classroom. The focus on enhancing instructional practices in English Language Arts, Mathematics, and English Language Development was identified through a collaborative process involving teachers, parents, and instructional experts. This collaborative feedback highlighted inconsistencies in applying these standards across classrooms, suggesting a potential area for significant impact on student outcomes. By prioritizing this goal, Aurum Preparatory Academy commits to raising the educational standards to ensure that all students have access to a rigorous and equitable education consistent with state expectations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Percentage of Students Proficient in CCSS for English Language Arts	60% proficiency	65% proficiency	68% proficiency	70% proficiency	+10% increase at Year 3
Metric #2	Percentage of Students Proficient in CCSS for Mathematics	50% proficiency	55% proficiency	58% proficiency	60% proficiency	+10% increase at Year 3
Metric #3	Percentage of English Learners Meeting ELD Standards	45% meeting standards	50% meeting standards	53% meeting standards	55% meeting standards	+10% increase at Year 3

Goal Analysis for [LCAP 24/25] for Goal #1

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

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

Literacy sections were embedded in the master schedule to address English Language Development and reading skills. Students improved their skills and demonstrated through projects and presentations their level of proficiency.

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

For Action 1 and 3, the salaries for the Education Director and teacher positions were higher than budgeted. For Action 2, less was spent on the applicable curriculum than planned. For Actio 5, PD was conducted in house and not through conferences or contracted consultants.

3. A description of the effectiveness or ineffectiveness of the specific actions to date in progressing toward the goal.

The students performed well in demonstrating their skills in projects. They did not perform well on tests such as the NWEA or CAASPP. This has been and remains an area for improvement in 24-25.

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

N/A

A report of the Total Estimated Actual Expenditures for 2024-25 actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for the 2024-25 actions may be found in the Contributing Actions Annual Update Table.

Actions from 2024-25 Adopted LCAP

Action #	Title	Description	Total Planned Funds	Contributing
Action 1	Coaching for Educators	They provided targeted professional coaching for teachers and administrators to enhance instructional strategies and classroom management. Coaches will work directly with educators to refine their teaching techniques, integrate new technologies effectively, and implement student-centered learning practices. This action contributes to increasing services by directly enhancing the quality of instruction students receive, which is critical for improving educational outcomes.	\$53,183	Yes
Action 2	Curriculum Enhancement	This action focuses on developing and updating curricula across all subject areas to align with the latest educational standards and include more culturally relevant materials. The goal is to provide students with a more engaging and comprehensive learning experience, contributing to increased student achievement and engagement.	\$25,612	Yes
Action 3	Implementation of Personalized Learning Plans	This action involves creating and implementing personalized learning plans for each student, catering to their strengths, needs, and interests. By leveraging data and technology, educators can tailor instruction to better support each student's learning journey, thus improving educational services and outcomes.	\$434,185	No
Action 4	Enhanced Instructional Support	This action aims to increase instructional support in the classroom by hiring additional instructional assistants. These assistants will provide extra help and attention to students, especially those struggling with the core concepts, effectively reducing teacher-to-student ratios and enhancing learning outcomes. Combined ELPAC role w/ Instructional Assistant role.	\$182,159	Yes
Action 5	Professional Development	This action allocates funds for continuous professional development opportunities for all school staff. The focus will be on workshops, seminars, and training sessions that address emerging educational challenges and share best practices in pedagogy and technology use in the classroom.	\$78,952	Yes

Goals and Actions from 2024-25 Adopted LCAP

Goal 2

Goal #2	Description	Type of Goal
---------	-------------	--------------

Objective:

Aurum Preparatory Academy aims to foster a welcoming and safe school culture that actively involves parents and guardians in the educational process, enhances student engagement, and maintains a positive school climate.

Priority 3: Parental Involvement

Actions:

Parent Input in Decision Making: Aurum Prep will enhance mechanisms to gather input more effectively, ensuring parents have a voice in critical decisions affecting school policies and programs.

Promotion of Parental Participation: The school will implement structured monthly meetings, bimonthly parent phone calls, and regular school-wide community events to increase parental engagement and foster a collaborative school environment.

Metrics:

Participation Rates: Track attendance at parent meetings and events.

Feedback Quality: Assess the impact of parental input on school decisions through surveys following major decision milestones.

Priority 5: Pupil Engagement

Measures:

School Attendance Rates: Monitor and aim to improve daily attendance rates through engagement initiatives and targeted support for at-risk students.

Chronic Absenteeism Rates: Implement intervention programs to reduce chronic absenteeism, focusing on identifying and addressing the root causes of absences.

Middle School Dropout Rates: Develop retention strategies to lower dropout rates, providing additional support to students showing early signs of disengagement.

Metrics:

Improvement Targets: Set annual targets for improvement in attendance and reduced absenteeism and dropout rates.

Intervention Effectiveness: Evaluate the success of intervention programs through pre- and post-intervention data analysis.

Priority 6: School Climate

Measures:

Pupil Suspension and Expulsion Rates: Aim to reduce suspension and expulsion rates through positive behavior interventions and support systems.

Goal #2

School Climate and Culture

Sense of Safety and School Connectedness: Conduct regular surveys of students, parents, and teachers to assess perceptions of safety and connectedness within the school environment.

Metrics:

Behavioral Incident Reports: Monitor and analyze behavioral incident trends to assess behavior management strategies' effectiveness.

Survey Results: Use survey feedback to identify areas for improvement in school climate and implement targeted actions to address these areas.

Local Priorities

Goals and Metrics:

Local Priority Goals: Establish specific, measurable goals aligned with community expectations and educational standards.

Methods for Measuring Progress: Define precise methods for tracking progress toward these goals, including quantitative data analysis and regular progress reports to stakeholders.

Aurum Preparatory Academy will work towards creating an environment that supports academic success and ensures a welcoming, inclusive, and safe community for all students and their families.

State Priorities addressed by this goal.

State Priorities Addressed by Goal 2: Welcoming and Safe School Culture

1. Priority 3: Parental Involvement

Description: This priority emphasizes the importance of parent and guardian involvement in the educational process. Aurum Prep's approach to actively seeking parent input in decision-making and promoting parental participation in school programs aligns with this priority by fostering an inclusive and collaborative school community.

2. Priority 5: Pupil Engagement

Description: This priority focuses on enhancing student engagement through various metrics such as school attendance, chronic absenteeism, and middle school dropout rates. By implementing strategies to improve these indicators, Aurum Prep is committed to ensuring that students are actively engaged and invested in their educational journey, reducing barriers to consistent attendance and participation.

3. Priority 6: School Climate

- Description: This priority is dedicated to creating a positive and supportive school environment that is safe and conducive to learning. Monitoring pupil suspension and expulsion rates and assessing the sense of safety and school connectedness through surveys directly improve the overall school climate. Aurum Prep's initiatives aim to enhance students' physical and emotional safety, which is critical for fostering a nurturing learning environment.

4. Local Priorities

-Description: Addressing local priorities involves setting goals specific to the community's needs and developing methods to measure progress towards these goals. Aurum Prep ensures its actions remain relevant and impactful to the school's specific context and challenges by tailoring strategies to meet local expectations and continuously evaluating their effectiveness.

Each state priority is crucial for building a comprehensive educational experience supporting all student and community well-being aspects. Aurum Preparatory Academy is committed to creating a dynamic and supportive academic environment that benefits students, families, and the broader community by aligning its efforts with these priorities.

An explanation of why the LEA has developed this goal.

Aurum Preparatory Academy has developed the goal of fostering a welcoming and safe school culture in response to a clear need identified through stakeholder feedback and educational research. This goal is pivotal for several reasons:

1. **Enhancing Parental Involvement:** Research consistently shows that when parents are involved in their children's education, the children are more likely to achieve higher academic outcomes, exhibit positive behavior, and have better attendance. The increased parental involvement aligns with the academy's strategic objectives to integrate the family unit more deeply into the educational process, thus ensuring a holistic approach to student development.
2. **Improving Pupil Engagement:** Attendance rates, chronic absenteeism, and student retention are critical indicators of student engagement and overall school effectiveness. The academy aims to tackle underlying issues that lead to disengagement by focusing on these areas. Enhanced engagement strategies are crucial for promoting academic success, particularly in underserved populations who may face additional barriers to consistent school attendance.
3. **Creating a Positive School Climate:** A positive school climate significantly impacts students' ability to learn and thrive in a school setting. It includes aspects of safety, relationships, support, and inclusiveness. A nurturing and supportive environment not only aids in academic achievement but also supports social and emotional development. Addressing school climate through measures such as reducing suspension and expulsion rates and improving perceptions of safety and connectedness helps cultivate a conducive learning environment.
4. **Addressing Local Priorities:** The goal also reflects a commitment to addressing specific local priorities highlighted through community input and the unique needs of our school demographic. Focusing on local concerns ensures the academy's strategies are relevant and effectively tailored to its community.

By developing this goal, Aurum Preparatory Academy is committing to actionable improvements that directly impact the well-being and success of its students. It recognizes that a holistic approach, including academic, social, and emotional dimensions, prepares students for academic success and life. This goal supports the academy's vision of equipping students with the skills and competencies needed to excel in diverse environments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome (20-21)	Year 2 Outcome (21-22)	Target for Year 3 Outcome (22-23)	Target for Year43 Outcome (23-24)	Current Difference from Baseline
Metric #1	Attendance Rate	94%	N/A (Covid)	91.5%	90.79%	92%	+4%
Metric #2	Chronic Absenteeism	12%	N/A (Covid)	18.2% (Hybrid Option)	35% (No Hybrid option)	20% less	-5%
Metric #3	Suspension Rate	3%	N/A (Covid)	7%	6%	5% less	-2%
Metric #4	Expulsion Rate	0%	N/A (Covid)	0%	0%	0%	-0.5%

Goal Analysis for [LCAP 24/25] for Goal #2

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

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

Overview:

The primary focus for the last academic year under the LCAP was to enhance the school culture, increase parental involvement, and improve pupil engagement and school climate metrics. These efforts were strategically aligned with the state priorities and our local objectives to foster an inclusive and supportive educational environment.

Overall Performance Analysis (2024-2025 School Year)

- Positive Indicators: Aurum has demonstrated notable success in improving school climate, as evidenced by a decrease in suspension rates. This is likely a direct result of implementing restorative justice practices, even though the full implementation took longer than anticipated. The positive trends in student perceptions of fairness and discipline also support this finding. Furthermore, the school achieved high attendance rates, reflecting effective strategies to engage students and families. The sustained focus on promoting student attendance and engagement is evident in the school improvement plan and aligns with broader efforts to combat chronic absenteeism seen across the state.*
- Impact of School Closure: The school closure at the end of the 2024-2025 school year likely had a significant impact on planned initiatives, particularly those requiring in-person activities or resource allocation. This is highlighted by the challenges related to external factors and resource constraints. Despite these challenges, the school's ability to maintain parent involvement indicates a strong foundation of community support and communication channels already in place.*

Execution and Implementation Analysis

- *Parental Involvement: The school's structured approach to parental involvement, including monthly meetings and effective use of parent-square , successfully fostered increased communication and relationships with families. However, the need to reschedule or modify community events due to unforeseen circumstances, like weather, demonstrates the impact of external factors on implementation. The transition to closing the school and the need for community and individual communication emphasized the importance of our relationship with parents.*
- *Pupil Engagement: Efforts to boost pupil engagement through mentorship programs and refined intervention strategies saw some progress academically for students. This progress was highlighted by our academic awards ceremony. These events were well attended by all stakeholders. This indicates the need for further refinement of interventions and a more targeted approach to address specific barriers to student achievement.*
- *School Climate: The introduction of restorative justice practices positively impacted school climate by reducing suspension rates. However, challenges in staff training and resource allocation delayed the full implementation of new strategies. This highlights the importance of proactive planning and resource allocation for effective program implementation.*

Challenges and Successes

- *Challenges: The primary challenges encountered were related to human resources and decreased enrollment. Maintaining the school's momentum after our decision to close was announced to our community was a significant challenge.*
- *Successes: The most significant successes are the increase in parental involvement through structured communication and the noticeable improvement in school climate, resulting in reduced disciplinary issues and enhanced student well-being.*

Substantive Differences in Planned vs. Actual Implementation

- *Action Delays: Delays were experienced in implementing new programs and community engagement initiatives due to logistical challenges and the learning curve associated with new systems.*
- *Adaptations and Modifications: Adjustments were made to digital communication tools to enhance accessibility and effectiveness, demonstrating responsiveness to feedback and changing circumstances.*

Explanation of Material Differences in Budgeted Expenditures

- *Under enrollment for the 24-25 school year affected the overall budget and contributed to the school deciding to close at the end of the school year. For Action 1, additional laptops were needed. For Action 2 and 3, the software purchased was more expensive than budgeted. For Action 3, an additional support position was hired to improve school culture and provide student and family support. For Action 4, fewer contracted services were used. For Action 5, a Spanish teacher was hired mid year to enhance the elective offerings.*

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. The notations in blue below are updates between the initial development of the 24-25 LCAP Goal and the final outcome at the end of the 24-25 school year.

Following a thorough review of the previous year's outcomes and strategies, Aurum Preparatory Academy has identified several adjustments to our goals, metrics, target outcomes, and actions for the upcoming academic year. These changes are designed to refine our approach based on lessons learned and evolving needs:

1. Goal Adjustments:

- Enhanced Focus on Technology Integration: Given the delays experienced last year in deploying technology upgrades, we have revised our technology integration goal to include specific benchmarks for implementation timelines and vendor accountability. This will help ensure that technology tools are available to students and teachers as planned.

Technology was not a factor during the 24-25 school year. Chromebooks were available and operable for the entire school year.

2. Metric Modifications:

- Refined Chronic Absenteeism Metrics: The chronic absenteeism metrics have been refined to include subgroup analyses, allowing us to target better interventions for disproportionately affected groups, such as English Learners and socioeconomically disadvantaged students.

Students attended regularly and the ELL group attended at a rate of 95% or better thus no longer meeting the requirements for differentiated assistance to address chronic absenteeism.

3. Target Outcome Revisions:

- Adjusted Attendance Rate Targets: In light of the lesser-than-expected improvement in attendance rates last year, we have adjusted our targets to be more realistic yet still ambitious. The new target for improving attendance rates is set at a 2% increase per year rather than 5%, with an added focus on specific strategies for engagement.

Individual students were targeted for interventions regarding chronic absenteeism.

4. Action Changes:

- Expanded Professional Development: Professional development actions have been expanded to include sessions on effective online engagement strategies for teaching and parental involvement. This change stems from the success seen in virtual parent engagement sessions and the ongoing need to enhance online teaching practices.

This school year there was limited online use by our school community. Professional development focused on in person delivery of instruction and classroom management skills.

- Increased Budget for Mental Health Services: Reflecting on the feedback from students and parents and the observed increase in need, we are increasing the budget allocated to mental health services to ensure more comprehensive support is available to our students. This includes hiring additional counselors and providing more frequent wellness workshops.

The 24-25 school year used our community liaison and employed a school counselor to meet with students.

5. Introduction of New Actions:

- Hybrid Parental Engagement Models: A new action has been introduced to develop and implement hybrid engagement models to address the mixed feedback on virtual versus in-person parental involvement. These models will combine the flexibility of virtual access with the personal touch of in-person interactions, aiming to maximize participation and satisfaction.

Parental involvement was in person for school and athletic events. The athletic events were very important to our community.

6. Implementation of Feedback Mechanisms:

- Regular Review Cycles: Implementing more frequent review cycles to monitor the impact of new actions and adjust them as needed. This is intended to make our approach more agile and responsive to real-time feedback and changing conditions.

These changes reflect our commitment to continuously improving our educational strategies based on empirical evidence and community feedback. By adapting our goals, metrics, and actions, Aurum Preparatory Academy aims to meet the needs of our students better and enhance their educational experiences in the coming year.

The aforementioned statement remained a constant norm throughout the 24-25 school year.

A report of the Total Estimated Actual Expenditures for 2024-25 actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for 2024-25 actions may be found in the Contributing Actions Annual Update Table.

Actions from 2024-25 Adopted LCAP

Action #	Title	Description	Total Planned Funds	Contributing
Action 1	Enhance Technology Infrastructure	This action focuses on upgrading our technology tools and infrastructure to support both in-class and remote learning environments. This includes purchasing new hardware and improving internet access across the campus.	\$11,500	Yes
Action 2	Professional Development in Digital Literacy	This initiative provides teachers and staff with ongoing training in digital literacy and teaching technologies to enhance their instructional methods and adapt to evolving educational technologies.	\$3,500	Yes
Action 3	Parental Engagement Program	Expand our parental engagement by creating new workshops and resources that support parents in navigating the educational system and understanding curriculum changes. This program will include virtual and in-person sessions tailored to the needs of our diverse community.	\$101,232	Partial
Action 4	Student Mental Health Services	Increase the availability of mental health services for students by hiring additional school counselors and psychologists. This action addresses the growing need for emotional and psychological support within the student body.	\$50,000	Yes
Action 5	Curriculum Enhancement for Inclusivity	Revise and enhance the school curriculum to include more inclusive and diverse materials that reflect the backgrounds of all students. This will involve consulting with educational experts and incorporating new teaching materials that promote understanding and respect for diversity.	\$56,777	Yes

Goals and Actions from 2024-25 Adopted LCAP

Goal 3

Goal #3	Description	Type of Goal
Goal #3	Aurum Preparatory Academy aims to enhance academic performance across three primary academic areas—English Language Arts (ELA), Mathematics, and English Language Development (ELD). This goal ensures that all students meet and exceed the rigorous benchmarks set by state-adopted academic content and performance standards, specifically aligned with the Common Core State Standards (CCSS) and relevant educational frameworks.	Rigorous and engaging academic program.

State Priorities addressed by this goal.

State Priority #1: Implementation of State Standards

State Priority #2: Implementation of State StandardsThis priority is central to our goal as it emphasizes the importance of implementing educational standards that ensure students have access to high-quality learning experiences that are both rigorous and relevant. The focus on ELA, Mathematics, and ELD under this goal directly supports the statewide emphasis on equipping students with the critical thinking and problem-solving skills necessary for success in higher education, career, and beyond.

Implementation Strategies:

Curriculum Development and Enhancement: Continuously update and refine the curriculum to align with the latest CCSS updates. This includes integrating new learning materials that reflect current educational research and best practices.

Professional Development: Regularly provide professional development opportunities for teachers focusing on effective instruction strategies aligned with the CCSS. This will include workshops, training sessions, and peer review activities to enhance instructional delivery and efficacy.

Student Assessment and Feedback Mechanisms: Implement comprehensive assessment strategies to monitor student progress against the CCSS. This involves periodic standardized testing and classroom assessments designed to provide real-time feedback on student understanding, allowing for timely interventions when necessary.

Support for English Language Learners: Develop targeted support strategies for ELD to ensure that non-native English speakers can meet and excel in their language development, facilitating better performance across all subject areas.

By focusing on these strategic areas, Aurum Preparatory Academy commits to a high standard of educational excellence that aligns with state priorities, ensuring that all students have the skills and knowledge necessary to succeed academically and personally. This goal reinforces our dedication to upholding rigorous academic standards through structured educational practices and comprehensive support systems.

An explanation of why the LEA has developed this goal.

Aurum Preparatory Academy has developed Goal #3 to provide a rigorous and engaging academic program to meet our students’ critical educational and developmental needs. This goal is foundational due to the following reasons:

1. Alignment with Educational Standards:

- **State Standards Compliance:** The implementation of state board-adopted academic content and performance standards, specifically the Common Core State Standards (CCSS) for English Language Arts and Mathematics, as well as standards for English Language Development, is essential. This alignment ensures that our curriculum remains relevant and rigorous, preparing students effectively for both academic progression and future success.
- **Holistic Educational Objectives:** By adhering to these standards, we aim to provide a comprehensive education that enhances students' critical thinking, problem-solving, and analytical skills.

2. Student Achievement and Success:

- **Academic Excellence:** This goal directly supports our mission to foster academic excellence among our students. By continuously enhancing our academic programs, we ensure that students meet and exceed the benchmarks set forth by educational standards.
- **Preparation for Higher Education and Careers:** A rigorous academic program prepares students for the challenges of higher education and competitive careers, equipping them with the necessary skills and knowledge base.

3. Support for Diverse Learning Needs:

- **Inclusivity in Education:** Addressing the needs of all students, including English learners and those at different academic proficiency levels, is crucial. Developing and expanding programs like English Language Development ensures every student can access the resources and support needed to succeed.
- **Adaptability and Personalization:** By focusing on rigorous and engaging content delivery, we aim to adapt teaching methods to fit diverse student needs and learning styles, making education more personalized and effective.

4. Community and Stakeholder Engagement:

- **Involving Parents and Community:** Educating our students is a community effort. By engaging parents and community stakeholders in understanding and supporting our academic standards and programs, we build a stronger support network for our students.
- **Transparency and Trust:** Keeping our community informed about our educational goals and how we intend to achieve them fosters a transparent environment and builds trust among parents, students, and comm members.

5. Accountability and Continuous Improvement:

- **Measurable Outcomes:** Setting clear and measurable targets for this goal allows us to monitor progress effectively and make data-driven decisions that enhance our educational offerings.
- **Feedback Loops:** Regular assessment and revisions based on feedback from students, teachers, and parents ensure that our academic programs are not static but evolve to meet emerging educational trends and needs.

Aurum Preparatory Academy reaffirms its commitment to high academic standards and student-centered education. This goal supports our overarching aim to nurture well-rounded individuals prepared to face future challenges with confidence and competence.

Goal Analysis for [LCAP 24/25] for Goal #3

*ANNUAL UPDATE: As part of its closure process, Aurum Preparatory Academy affirmed its full commitment to the objectives outlined in Goal #3, which centers on delivering a **rigorous and engaging academic program** that addresses students’ critical educational and developmental needs. This goal served as a foundational pillar of our instructional approach and guided our efforts in the following key areas:*

- 1. **Alignment with Educational Standards:** We ensured compliance with state-adopted academic standards, including the Common Core for ELA and Math, and English Language Development standards, to provide a relevant and challenging curriculum.*
- 2. **Student Achievement and Success:** We prioritized academic excellence and college and career readiness through continuous enhancement of our instructional programs.*
- 3. **Support for Diverse Learning Needs:** We expanded inclusive programs, including targeted support for English learners and students with varying academic abilities, offering adaptive and personalized instruction.*
- 4. **Community and Stakeholder Engagement:** We actively involved parents and community members in the educational process to foster transparency, collaboration, and trust.*
- 5. **Accountability and Continuous Improvement:** We established measurable outcomes, utilized regular assessments, and engaged feedback loops to drive ongoing improvement in academic offerings.*

Throughout the final year in operation, Aurum Preparatory Academy remained steadfast in upholding each element of Goal #3, ensuring that our students continued to receive a high-quality, standards-aligned, and student-centered education until the final day of operation.

Measuring and Reporting Results

Metric #	Metric	Baseline (19-20)	Year 1 Outcome (20-21)	Year 2 Outcome (21-22)	Year 3 Outcome (22-23)	Year 4 Outcome (23-24)	Current Difference from Baseline
Metric #1	Teacher Credentialing	75%	71%	81%	77% (7/9)	80%	+5%
Metric #2	Returning Teachers	7	7	5	6	0	-7
Metric #3	Ratio of actual to budgeted fund balance: 85%	+119% (\$460,310/ \$385,286 actual fund balance vs. Board adopted fund balance)	+171% (\$1,014,592 / \$591,045 actual fund balance vs. Board adopted fund balance)	+102% (\$1,307,196 / \$1,276,418 actual fund balance vs Board adopted fund balance)	+109% (\$1,787,204 / \$1,626,906 actual fund balance vs Board adopted fund balance)	85% or higher	Maintaining above 85%, no findings
Metric #4	Compliance	92%	93%	99%	100%	55%	+8%

Goal Analysis for [LCAP 24/25]

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

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

[SEE ABOVE](#)

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

For Action 1, teacher credentialing was an ongoing challenge and additional consulting costs were incurred. For Action 3, fees incurred were more than budgeted. For Action 5, the Special Education support needed was more than expected, including assisting students to prepare to transfer to a new school in 25-26. For Action 6, due to lower enrollment, the extended learning program contracted costs were lower than budgeted.

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

[SEE ABOVE](#)

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice. [N/A](#)

A report of the Total Estimated Actual Expenditures for 2024-25 actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for 2024-25 actions may be found in the Contributing Actions Annual Update Table.

Actions from 2024-25 Adopted LCAP

Action #	Title	Description	Total Planed Funds	Contributing
Action 1	Professional Development for Teacher Credentialing	Implement targeted professional development sessions to enhance teacher qualifications and instructional capabilities.	\$4,000	Yes
Action 2	Teacher Retention Initiatives	Develop and implement strategies to improve teacher retention, including competitive compensation, career growth opportunities, and supportive work environment enhancements.	\$54,108	Yes
Action 3	Financial Oversight and Management Enhancement	Strengthen financial management practices to ensure better alignment with budget forecasts and actual expenditures.	\$148,230	No
Action 4	Compliance Strategy	Improve administrative processes and training to ensure compliance with Epicenter reporting and operational requirements.	\$81,071	Yes
Action 5	Special Education Support	Provide special education services for students with varying needs and development.	\$149,045	No
Action 6	After School Learning Program	Aurum's Extended Learning Program (ELP) provides a nurturing environment that aligns with the school's core values and supports students and families. It allows Aurum scholars to cultivate creativity and explore a fun-filled, interactive program. Morning care and aftercare are offered at all three campuses.	\$300,553	No

THE ANNUAL UPDATE TABLES WHICH APPLY TO ALL GOALS AND ACTIONS FOLLOW THIS SECTION

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,734,157.00	\$ 1,894,001.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Coaching for Educators	Yes	\$ 53,183	\$ 103,872
1	2	Curriculum Enhancement	Yes	\$ 25,612	\$ 13,867
1	3	Personalized Learning Plans	No	\$ 434,185	\$ 566,427
1	4	Instructional Support	Yes	\$ 182,159	\$ 191,600
1	5	Professional Development	Yes	\$ 78,952	\$ 221
2	1	Technology Infrastructure	Yes	\$ 11,550	\$ 19,014
2	2	Digital Literacy	Yes	\$ 3,500	\$ 7,181
2	3	Parent Engagement	No	\$ 89,742	\$ 178,961
2	3	Parent Engagement	Yes	\$ 11,490	\$ 27,004
2	4	Mental Health Services	Yes	\$ 50,000	\$ 17,048
2	5	Inclusive Curriculum	Yes	\$ 56,777	\$ 65,593
3	1	Teacher Credentialing	Yes	\$ 4,000	\$ 8,900
3	2	Teacher Retention	Yes	\$ 54,108	\$ 57,450
3	3	Financial Oversight and Management Capacity	No	\$ 148,230	\$ 171,187
3	4	Compliance Strategy	Yes	\$ 81,071	\$ 79,127
3	5	Special Education Support	No	\$ 149,045	\$ 174,556
3	6	Extended Learning Program	No	\$ 300,553	\$ 211,993

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$284,291	\$470,649	\$364,760	\$105,889	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Coaching for Educators	Yes	\$6,000	\$30,052.00	0.000%	0.000%
1	2	Curriculum Enhancement	Yes	\$19,505	\$13,867.00	0.000%	0.000%
1	4	Instructional Support	Yes	\$162,418	\$110,026.00	0.000%	0.000%
1	5	Professional Development	Yes	\$56,270	\$221.00	0.000%	0.000%
2	1	Technology Infrastructure	Yes	\$11,550	\$19,014.00	0.000%	0.000%
2	2	Digital Literacy	Yes	\$3,500	\$7,181.00	0.000%	0.000%
2	3	Parent Engagement	Yes	\$11,490	\$27,004.00	0.000%	0.000%
2	4	Mental Health Services	Yes	\$37,500	\$17,408.00	0.000%	0.000%
2	5	Inclusive Curriculum	Yes	\$44,777	\$27,614.00	0.000%	0.000%
3	1	Teacher Credentialing	Yes	\$4,000	\$8,900.00	0.000%	0.000%
3	2	Teacher Retention	Yes	\$32,568	\$57,450.00	0.000%	0.000%
3	4	Compliance Strategy	Yes	\$81,071	\$46,023.00	0.000%	0.000%

2024-25 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)
\$ 853,433	\$ 284,291	0.000%	33.311%	\$ 364,760	0.000%	42.740%	\$0.00 - No Carryover	0.00% - No Carryover

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for LCAP 25-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
N/A	N/A

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
N/A	0%	\$0	N/A

Required Descriptions—N/A

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
N/A			

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.

NOTE: For Aurum Prep, all contributing goals and actions are at an LEA-wide basis since the unduplicated pupil count is over 96%.

N/A

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

N/A

Additional Concentration Grant Funding

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

N/A

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This

is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

California Department of Education
November 2023