

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bullis Charter School

CDS Code: 43 10439 0106534

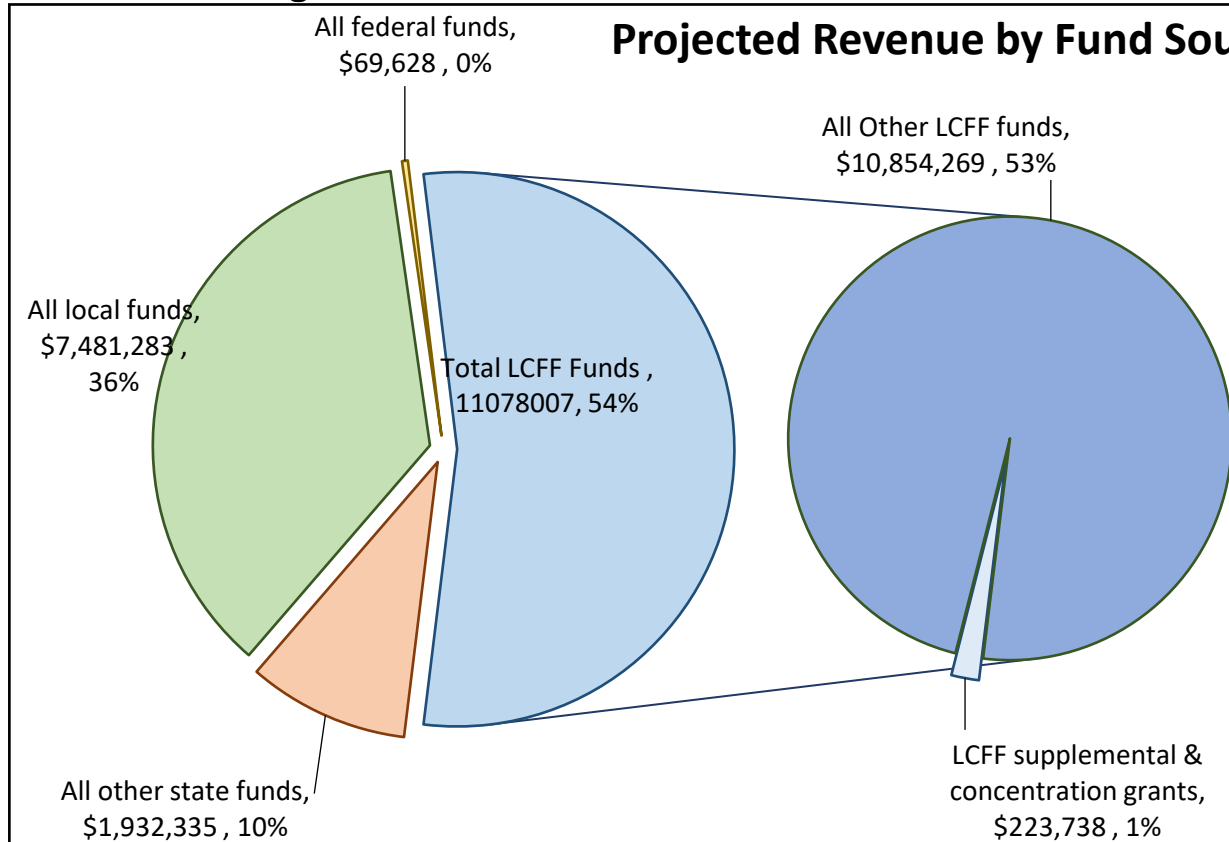
School Year: 2024-25

LEA contact information: Maureen Israel, misrael@bullischarterschool.com, 650-947-4100

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

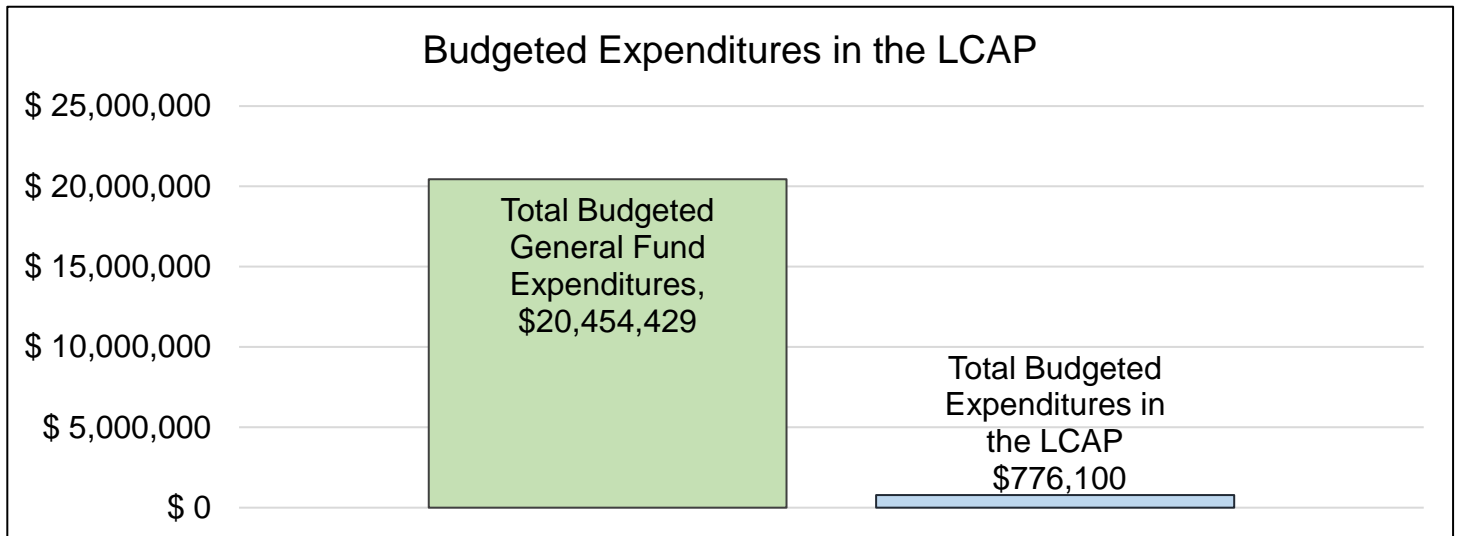


This chart shows the total general purpose revenue Bullis Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bullis Charter School is \$20,561,253.00, of which \$11,078,007.00 is Local Control Funding Formula (LCFF), \$1,932,335.00 is other state funds, \$7,481,283.00 is local funds, and \$69,628.00 is federal funds. Of the \$11,078,007.00 in LCFF Funds, \$223,738.00 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 Bullis Charter School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bullis Charter School plans to spend \$20,454,429.00 for the 2024-25 school year. Of that amount, \$776,100.00 is tied to actions/services in the LCAP and \$19,678,329.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

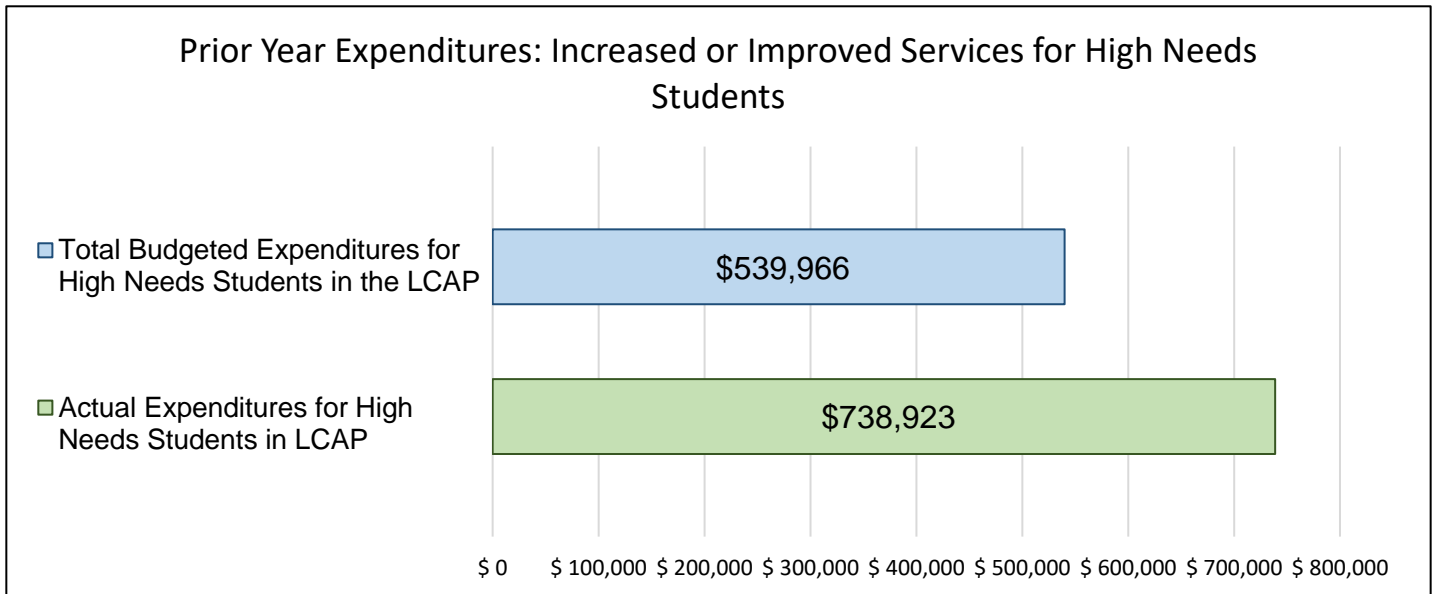
All additional general fund expenditures for the school year will contribute to teacher/staff salaries and to additional supplies, resources, utilities, etc. to keep the school running on a daily basis.

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

In 2024-25, Bullis Charter School is projecting it will receive \$223,738.00 based on the enrollment of foster youth, English learner, and low-income students. Bullis Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Bullis Charter School plans to spend \$517,350.00 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 2023-24



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

The text description of the above chart is as follows: In 2023-24, Bullis Charter School's LCAP budgeted \$539,966.00 for planned actions to increase or improve services for high needs students. Bullis Charter School actually spent \$738,923.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bullis Charter School	Maureen Israel – Superintendent/Principal	misrael@bullischarterschool.com 650-947-4100

Goals and Actions

	Description
Goal #1 BROAD	All students will achieve growth and academic success in a school environment conducive to learning.

An explanation of why the LEA has developed this goal.

We are proud of the legacy of academic excellence we have established as a school and yet recognize there is always a need to continue to ensure we are providing the most rigorous, aligned, personalized instruction possible for all students, regardless of experience or prior performance. Ensuring we are focused on individual student growth and performance will be critical moving forward. This is a shared priority not only for our teachers but also for our parents, especially our parents of Special Education and EL students.

This broad goal allows us to focus on the following state priorities: 1 Basic Conditions of Learning; 2 State Standards; 4 Pupil Achievement; 7 Course Access; 8 Other Student Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of core teachers that are appropriately credentialed and not misassigned	100% of teachers (as of 2020 SARC)	SARC assignment data N/A for 21-22	96% of core teachers appropriately credentialed. 3 total missassignments Data Year: 2020-21 Data Source: SARC	97% of core teachers appropriately credentialed. 2 total missassignments Data Year: 2021-22 Data Source: SARC	100% of core teachers are appropriately credentialed and not misassigned
Overall average of Math and ELA performance on the California dashboard for all students and all numerically significant subgroups	Data from 20-21: All students, meet or exceed ELA 90.18% Exceed ELA 65.9%	Data In progress and can be updated in Fall 2022	Overall ELA – Very High Status EL, Asian, White, Two or More Races – Very High Status	Overall ELA – Very High Status Asian, Two or More Races – Very High Status	BCS maintains an overall average of Math and ELA performance above standard on the California dashboard (green and blue)

	<p>All students, meet or exceed Math 91.84%</p> <p>Exceed Math 75.23%</p> <p>No data from 19-20</p> <p>Data from 18-19 shows all green and blue for applicable data</p>		<p>Students with Disabilities – High Status</p> <p>Overall and for all Numerically Significant Subgroups Math – Very High Status</p> <p>Data Year: 2021-22</p> <p>Data Source: CA Dashboard</p>	<p>Students with Disabilities, EL, White – High Status</p> <p>Overall Math – Very High Status</p> <p>Asian, Two or More Races, White – Very High Status</p> <p>Students with Disabilities, EL – High Status</p> <p>Data Year: 2022-23</p> <p>Data Source: CA Dashboard</p>	
Percent of students meeting or exceeding standards on the CA Science Test (CAST)	<p>All Students 82.2%</p> <p>SWD 72.22%</p> <p>Asian 85.72%</p> <p>White 80.7%</p> <p>Two or More Races: 83.33%</p> <p>Data Year: 2018-19</p> <p>Data Source: Dataquest</p>	<p>All Students 80.84%</p> <p>SWD 43.75%</p> <p>Asian 86.84%</p> <p>White 70.17%</p> <p>Two or More Races: 79.48%</p> <p>Data Year: 2020-21</p> <p>Data Source: Dataquest</p>	<p>All Students 87.32%</p> <p>SWD 71.43%</p> <p>Asian 92.91%</p> <p>White 75%</p> <p>Two or More Races: 87.5%</p> <p>Data Year: 2021-22</p> <p>Data Source: Dataquest</p>	<p>All Students 82.86%</p> <p>SWD 41.17%</p> <p>Asian 86.84%</p> <p>White 77.78%</p> <p>Hispanic: 80%</p> <p>Two or More Races: 76.19%</p> <p>Data Year: 2022-23</p> <p>Data Source: Dataquest</p>	<p>>80% for all students and all numerically significant subgroups</p> <p>Data Year: 2022-23</p> <p>Data Source: Dataquest</p>
Growth of special populations on local assessments	<p>EL MAP Growth Data: Not available for the 20-21 school year</p> <p>SpEd MAP Growth Data: Not available for the 20-21 school year</p>	<p>EL MAP met/exceeded growth projections:</p> <p>Math: 57.9% (57.5% all students)</p> <p>Reading: 61.1% (54.7% all students)</p> <p>Language: 58.3% (59.1% all students)</p> <p>SpEd MAP met/exceeded growth projections:</p>	<p>EL MAP met/exceeded growth projections:</p> <p>Math: 75% (62% all students)</p> <p>Reading: 70% (55% all students)</p> <p>Language: 60% (62% all students)</p> <p>SpEd MAP met/exceeded growth projections:</p> <p>Math: 60% (62% all students)</p>	<p>EL MAP met/exceeded growth projections:</p> <p>Math: 68% (72% all students)</p> <p>Reading: 66% (59% all students)</p> <p>Language: 65% (57% all students)</p> <p>SpEd MAP met/exceeded growth projections:</p> <p>Math: 55% (72% all students)</p>	<p>Special populations growth on local assessments is equivalent to or greater than the general population growth on local assessments.</p>

		Math: 58.6% (57.5% all students) Reading: 58% (54.7% all students) Language: 54.4% (59.1% all students)	Reading: 41% (55% all students) Language: 64% (62% all students) Data Year: 2022-23 Fall to Spring MAP/NWEA	Reading: 51% (59% all students) Language: 55% (57% all students) Data Year: 2023-24 Fall to Spring MAP/NWEA	
School facilities meet standard of “good repair”	Good Repair Status (SARC 2020-21)	Overall Good Rating (SARC 2021-22) – Fit Report performed May 2021	Overall Good Rating (SARC 2022-23) – Fit Report from January 2023	Overall Good Rating (SARC 2022-23) – Fit Report from January 2024	Maintain “Good Repair” status as defined by the FIT Report on the SARC
% of EL students reclassified	34.2% reclassified in 19-20 and 61.7% reclassified in Fall 2021.	52.5% reclassified in Spring 2022. Data Year: 2021-22	52.5% reclassified in Spring 2022. Data Year: 2021-22 <i>Awaiting 2022-23 reclassification data</i>	51.5% reclassified in Spring 2023 Data Year: 2022-23	Maintain an average of 50% of EL students reclassified each school year
% of EL students improving on the ELPAC	Data Year: 2018-19 Data Source: CA Dashboard 45% Medium	No CDE data provided due to pandemic-related testing disruption	56.8% High Progress Data Year: 2021-22 Data Source: CA Dashboard	70% High Progress Data Year: 2022-23 Data Source: CA Dashboard	>55% High Progress
Consistent implementation of school curriculum across classrooms	No data source that to review fidelity of curricular implementation	100% of teachers met with grade level teams twice during the 21-22 school year to formally review and update long-term plans.	100% of teachers have designated time weekly to meet with grade level teams and review content/long-term plans. Data Year: 2022-23	100% of teachers have designated time weekly to meet with grade level teams and review content/long-term plans. Data Year: 2023-24	100% of teacher long-term plans reflect CCSS and are reviewed on a yearly basis
% of students with access to standards-aligned instructional materials	100% (SARC 2020-21)	100% (SARC 2021-22)	100% (SARC 2022-23)	100% (SAAC 2023-24)	100% of students maintain access to standards-aligned instructional materials

Goal Analysis

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

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

All actions designated for the 2023-24 school year were successfully implemented. Bullis Charter School continued to make progress in providing data analysis training to its teachers during professional development sessions, with a particular focus on subgroup data analysis. BCS continued to refine its use of data days to provide data analysis training and professional development to its teachers. The Multi-Tiered System of Supports (MTSS) structure continued to be built out, to provide more targeted support for students. BCS also continued the implementation of an extended school program that included internal teacher offerings and external partnership offerings. This garnered substantial interest from all families and will continue to be developed further in 2024-25.

BCS continued to make several adjustments to course offerings for students, including additional curricular adjustments to our 6th and 8th grade intersessions, the continued development of elective courses in middle school, and the continued development and structure of Enhancement Block in elementary school to provide more targeted time for individualized student learning and ELD support. Furthermore, BCS continued its partnership with Marshall Teacher Residency, successfully hosting four resident teachers for the 2023-24 school year.

Finally, the implementation of a full-day TK/K program further expanded learning opportunities for students. Teaching Assistants were hired to support the TK and K teachers full-time in their classrooms. To address the need for substitutes for long-term absences, BCS partnered with an outside substitute agency allowing our teaching assistants and associate teachers to focus more on their primary roles in supporting small group instruction and providing targeted support within the classrooms.

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

- Action 1: Working with the Marshall Teacher Residency, we were able to place four teachers which did increase our spending in this category from the anticipated \$35,000 to \$64,000.
- Action 2: We were able to spend more targeted time coaching our staff to support teacher, and thus saw an increase in this action expenditure.
- Action 5: Our technology costs throughout the school year were under the \$50,000 anticipated, although we are still gathering final invoices to close out the calendar year.
- Action 6: As noted, we were not able to hire as many associate teachers as we would have liked so we transitioned to hiring Teaching Assistants, which increased the anticipated spending in this area substantially.
- Action 7: We piloted a new literacy and ELD curriculum and these will be implemented in the 2024-25 school year.
- Action 10: The cost of our extended program which is currently running extended days during the summer will be over the \$90,000 anticipated. We are still gathering final invoices to close out the calendar year.

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

Almost 100% of core teachers are properly credentialed, with 2 exceptions. Our partnership with the Marshall Teacher Residency continues, with four placements in the 2023-24 school year and an anticipated four placements in 2024-25. The focus on long term instructional planning, data analysis for all students and all subgroups, focused learning goals and the support of associate teachers in the classroom has demonstrated effectiveness with a continued overall very high status for both Math and ELA on the CA Dashboard.

This calendar year was the pilot for our ELA and ELD Curriculum. The addition of a Reading Specialist in 22-23 and the EL supplement program, along with a 25 minute enhancement block built into each day for K-5 students, showed positive results. 70% of EL learners showed progress on the Summative ELPAC, and we hope to continue this trajectory as we implement our new curriculum in K-5 next year, along with targeted coaching from our Reading Specialist. Our TK/K program was transitioned to a full-day program, in 2023-24, in order to meet the needs of families. We saw success with this transition and the addition of TK/K teaching assistants to support our core classroom teachers. We will continue adjusting our professional development model to provide training and support to our teaching assistants.

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

We are shifting our focus on Action 2, “Instructional Planning and Data Analysis” to including coaching and support around our new curriculum. We are also combining Action 1, “Credentialed Teachers” and Action 6, “Associate Teachers” into an opportunity to continue to develop partnerships with credentialing programs and coach and support future teachers in our classrooms, including our TK/K Teaching Assistants. Action 9, “Extended Care Coordinator,” will be maintained through our partnership with outside agencies in offering additional after-school programming to our students as part of the ELOP.

	Description
Goal #2 BROAD	All teachers will engage in professional learning that increases their instructional knowledge and practice to serve all students

An explanation of why the LEA has developed this goal.

Though we have had targeted, aligned professional learning for teachers each and every year – both at the start of the school year and during monthly meetings throughout the year – we recognize that there is a need to reinvigorate our professional learning focus, especially after the learnings of being remote for 1+ years. Additionally, with new teachers joining Bullis each year, we’d like to ensure there is an expected and aligned “teacher curriculum” to bring new teaching staff up to speed on Bullis expectations and learning, as well as to provide a space for all Bullis team members to dive into aligned training together. Finally, we would like to utilize this opportunity to dive deeply into assessment structures and outcomes to ensure alignment and rigor across and through all grade levels. This broad goal is in alignment with the following priorities:

I Basic Conditions of Learning; 2 State Standards; 4 Pupil Achievement; 8 Other Student Outcomes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of teachers who teach EL students are incorporating integrated	No established baseline metric	100% of teachers with EL learners observed incorporated SDAIE	100% of teachers with EL learners observed incorporated SDAIE strategies in the classroom.	100% of teachers with EL learners observed incorporated SDAIE	100% of teachers who teach EL students are incorporating integrated and designated ELD into daily lesson planning

and designed ELD into daily lesson planning		strategies in the classroom.		strategies in the classroom.	
% of students with disabilities and EL learners who exhibit growth on local assessments	<p>EL MAP Growth Data: Not available for the 20-21 school year</p> <p>SpEd MAP Growth Data: Not available for the 20-21 school year</p>	<p>EL MAP met/exceeded growth projections:</p> <p>Math: 57.9% (57.5% all students)</p> <p>Reading: 61.1% (54.7% all students)</p> <p>Language: 58.3% (59.1% all students)</p> <p>SpEd MAP met/exceeded growth projections:</p> <p>Math: 58.6% (57.5% all students)</p> <p>Reading: 58% (54.7% all students)</p> <p>Language: 54.4% (59.1% all students)</p>	<p>EL MAP met/exceeded growth projections:</p> <p>Math: 75% (62% all students)</p> <p>Reading: 70% (55% all students)</p> <p>Language: 60% (62% all students)</p> <p>SpEd MAP met/exceeded growth projections:</p> <p>Math: 60% (62% all students)</p> <p>Reading: 41% (55% all students)</p> <p>Language: 64% (62% all students)</p> <p>Data Year: 2022-23 Spring to Fall MAP/NWEA</p>	<p>EL MAP met/exceeded growth projections:</p> <p>Math: 68% (72% all students)</p> <p>Reading: 66% (59% all students)</p> <p>Language: 65% (57% all students)</p> <p>SpEd MAP met/exceeded growth projections:</p> <p>Math: 55% (72% all students)</p> <p>Reading: 51% (59% all students)</p> <p>Language: 55% (57% all students)</p> <p>Data Year: 2023-24 Fall to Spring MAP/NWEA</p>	Special populations growth on local assessments is equivalent to or greater than the general population growth on local assessments.
# of observations Principals complete of all teaching staff to review incorporation of professional learning strategies	Principals observe teachers but without a set number of expected observations	All staff observed a minimum of 2 times; no formal evaluation process developed but a steering committee created	<p>All staff observed formally twice this year through an intensive process including the creation of BCS look-fors and lesson planning document.</p> <p>All staff observed informally minimum 3 additional times.</p> <p>Data Year: 2022-23</p>	<p>Two rounds of formal observations completed for all credentialed teachers.</p> <p>All staff members observed informally aside from these formal rounds.</p> <p>Data Year: 2023-24</p>	Principals will complete at least 3-4 observations each school year of all teaching staff to review integration of new strategies learned during professional learning
# of teachers who find professional learning topics applicable and	No data currently collected	96% of teachers agree/strongly agree they have had opportunities to	97.6% of teachers agree/strongly agree they have had opportunities to	100% of teachers agree/strongly agree they have had opportunities to learn	90% of teachers agree/strongly agree that professional learning opportunities at Bullis

important to their professional growth		learn and grow at BCS this year. (Q12 Data)	learn and grow at BCS this year. Data Year: 2022-23	and grow at BCS this year. Data Year: 2023-24	contribute to their professional growth
% of ELs scoring a 3 or 4 on the ELPAC	93.6% (20-21 school year)	88.14% scored a 3 or 4 on the Summative ELPAC. ELPAC for 21-22	86% for 2022-2023 school year Summative placement. Data Year: 2022-23	87.6% of ELs scoring a 3 or 4 on the ELPAC Data Year: 2023-24	Maintain 90%+ of students who score a 3 or 4 on the ELPAC

Goal Analysis

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

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

Overall, the actions designated for the 2023-24 school year were implemented in full. Our PD offerings this year were intentionally designed and aligned to needs identified through local and state data. To ensure all teachers engaged in professional learning that enhanced their instructional knowledge and practice to serve all students, we implemented a comprehensive professional development plan that focused on supporting each and every learner at BCS. This plan included targeted PD on designated English Language Development, utilizing specific curricula such as Hands on English and Launch to Literacy, designed to effectively support our English learners. Teachers also participated in professional learning focused on Multi-Tiered System of Supports (MTSS), emphasizing the implementation of tiered interventions to support all learners. Additionally, we provided specific PD for special education, training teachers on how to read and understand IEPs and creating co-teaching models to better support our students with special needs. In our Professional Learning Communities (PLCs), we read and discussed texts such as Grading for Equity and Culturally Responsive Teaching and the Brain, enhancing our understanding and application of equitable and inclusive teaching practices. Teachers were trained on how to effectively use our school enhancement block, using data to form small, flexible instructional groups. To further support our commitment to high-quality instruction, teachers received training on the new Eureka 2.0 curriculum, including strategies to make both content and language comprehensible to all students. This holistic approach to professional development aimed to equip our educators with the skills and knowledge necessary to meet the diverse needs of our student population. Finally, we also trained our TK-2 teachers on the use of structured literacy and systematic phonics instruction. We saw this shift directly impact our population of learners with gaps in their reading development and language acquisition.

Challenges: A challenge this year was ensuring equitable access to professional development opportunities for all teachers, given varying schedules and responsibilities. We are working on creating more PD opportunities to exist within the school day, and not isolated to PD days. Additionally, aligning PD content with diverse teacher needs and different subject areas proved difficult. We had a new math curriculum and piloted ELA curriculum this year. There were a lot of instructional and curricular sessions that needed to occur in order to increase teacher capacity and knowledge with these new curriculums. Another challenge lay in providing sufficient follow-up support and resources to help teachers effectively implement new strategies and practices. Even though our feedback from PD was high, we are creating new systems to evaluate the impact PD has on actual classroom instruction and student outcomes.

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

Action 6: Although the evaluation tool is completed for pilot implementation in Fall 2024, we anticipated spending \$200,000 but did fall below this as the time component for evaluators continues to be pulled in multiple directions. We are adding in an Instructional Leadership Team next year that will support with informal observations and coaching of teachers, and we anticipate this will increase overall costs in this area.

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

Actions #1 and #2 of professional learning around ELD and Special Education have been somewhat successful, as evidenced by the percentage of students who exhibited growth on the local MAP assessments over the course of the year and overall performance on the CAASPP. However, we'd like to continue to focus on the subgroups of Special Education and EL For additional growth opportunities.

Action #3, Action #4 Action #7, and Action #8 regarding instructional observation, peer collaboration, and Professional Learning Cadence were successful as evidenced by 100% of teachers who agreed/strongly agreed they had the opportunity to learn and grow this past year. We will shift and provide different coaching opportunities next year, to continue to align with Actions 1 and 2.

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

Action 3. "Peer Coaching" will shift to the development of the Instructional Leadership Team and the coaching cycles and support from this team.

	Description
Goal #3 BROAD	Bullis Charter School will create a school climate where all students on all campuses feel included, safe, and accepted for who they are.

An explanation of why the LEA has developed this goal.

We recognize that in order for students to be able to take risks in their learning and push their potential, they must feel safe and supported in their school environment. Our campus character pillars are an important place where this work begins, but we recognize that there are opportunities interwoven both within and outside of the classroom where creating a safe and inclusive environment for all students will allow us to live up to our mission of supporting the whole student. This becomes especially important as students return to school after being involved in only distance learning for the 20-21 school year. Reintegration and connection to the Bullis community continues to be an important priority.

This broad goal focuses on the following priorities: 5 Pupil Engagement; 6 School Climate

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students who agree/strongly agree	Previous survey questions captured components of this	% of students who agree/strongly agree that	Elementary: 70%	% of students who agree/strongly agree that	100% of all BCS students feel a sense of community at the

they feel part of the BCS community	question but we will reset with a baseline for the 21-22 school year	they feel like they belong at BCS Elementary: 65% Middle School: 51% [Panorama Survey Data, Spring 2022]	Middle School: 57% Data Source: Panorama Survey Data, Winter 2022/23	they feel like they belong at BCS Elementary: 69% Middle School: 58% Data Source: Panorama Survey Data, Winter 2024	school/like they belong at BCS
% of students who agree/strongly agree they feel respected by peers and teachers	Previous survey questions captured components of this question but we will reset with a baseline for the 21-22 school year	Elementary: Respect by teachers: 81% Respect by peers: 50% Middle School: Respect by teachers: 57% Respect by peers: 45% [Panorama Survey Data, Spring 2022]	Elementary: Respect by teachers: 80% Respect by peers: 52% Middle School: Respect by teachers: 64 % Respect by peers: 42% Data Source: Panorama Survey Data, Winter 2022/23	Elementary: Respect by teachers: 74% Respect by peers: 48% Middle School: Respect by teachers: 61% Respect by peers: 43% Data Source: Panorama Survey Data, Winter 2024	100% of all BCS students feel respected by peers and teachers
Student Attendance Rate and Chronic Absentee Rate	97.3% attendance before the 20-21 school year and .6% chronic absentee rate (7 students)	21-22 school year: 97.06% attendance; 2.48% chronic absentee rate (P2 data)	22-23 school year: 96.35% attendance; 4.32% chronic absentee rate (P2 data)	22-23 school year: 96.13% attendance; 5.1% chronic absenteeism (P2 data)	Maintain an average of 97% ADA
Student Suspension Rate and Expulsion Rate	0% for the 20-21 school year	2021-22 Suspension Rate: .005%	2022 CA Dashboard	2023 CA Dashboard All Students 0.2% (Very Low)	Maintain a suspension and expulsion rate in the blue on the California dashboard.

		2021-22 Expulsion Rate: 0%	<p>All Students 0.4% (Very Low)</p> <p>Asian 0.5% (Very Low)</p> <p>Hispanic 0% (Very Low)</p> <p>Two or More Races 0% (Very Low)</p> <p>SWD 0% (Very Low)</p> <p>White 0% (Very Low)</p> <p>English Learners 1.8% (Medium)</p> <p>Expulsion Rate: 0%</p> <p>Data Year: 2021-22</p> <p>Data Source: Dataquest</p>	<p>Asian 0% (Very Low)</p> <p>Hispanic 0% (Very Low)</p> <p>Two or More Races .5% (Low)</p> <p>SWD 0% (Very Low)</p> <p>White .5% (Very Low)</p> <p>English Learners 0% (Medium)</p> <p>Expulsion Rate: 0%</p> <p>Data Year: 2022-23</p> <p>Data Source: CA Dashboard</p>	
# of TK-5 students that have access to co-curriculars(standards-based) and # of 6-8 students that have access to intersession (standards-based)	2020-21 students had limited access to co-curriculars; 100% of middle school students participated in intersession	100% of 1-5 grade students have had access to co-curriculars ; 100% of middle school students have access to intersession.	100% of 1-5 grade students have had access to co-curriculars ; 100% of middle school students have access to intersession.	100% of 1-5 grade students have had access to co-curriculars ; 100% of middle school students have access to intersession.	100% of TK-5 students have access to co-curriculars (standards-based) and all 6-8 students have access intersession (standards-based)
Middle School Dropout Rate	<p>0%</p> <p>Data Year: 2021-22</p> <p>Data Source: CALPADS 8.1c</p>	N/A Metric added in 2023	N/A Metric added in 2023	<p>0%</p> <p>Data Year: 2022-23</p> <p>Data Source: CALPADS 8.1c</p>	<p>0%</p> <p>Data Year: 2022-23</p> <p>Data Source: CALPADS 8.1c</p>

Goal Analysis

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

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

We successfully completed the designated actions for the 2023-24 school year, with the exception of data collection for the Second Step program. We brought in an additional school psychologist to support our current Lead School Counselor and worked with teachers in classrooms and small groups of students as part of our MTSS process. Several new teachers received training on running Solutions Teams as part of the No Bully program. We had training on Conscious Discipline for all staff members and will continue this training into 2024-25. The development of a comprehensive, aligned PBIS program will help support shared expectations across all classrooms.

At the middle school level, the advisory model continued to be refined, including student-led circles and solution teams. Continuing to develop the use of this advisory time is something that will be a focus for the 2024-25 school year, as we have not seen the progress in student survey data we would like to see.

Challenges this year included supporting the collection of data around the Second Step program and the introduction of an SEL screener. We are shifting the master schedule for the 2024-25 school year to allow for more time for SEL lesson delivery each week.

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

Action 5: We provided online access to the Second Step curriculum for our teachers but did not have the capacity to provide targeted professional development support for grade level teachers. We are looking at ways to adjust our schedule to allow for additional coaching and support in 2024-25.

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

Action #1 and Action #2 have been successful, as evidenced by the suspension and expulsion rate. We would like to continue to see increased numbers in the student survey as a result of Actions #1 and #2 and #6 and will adjust these actions for future years.

Actions #6 and #7 will be adjusted to create a team focused more critically on school culture and climate, and provide more targeted support to teachers around classroom climate, as well as continuing to develop the PBIS plan and shared expectations.

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

Changes to the planned actions include adding a screener for SEL as part of our MTSS process - this is still something in consideration for 2024-25.

	Description
Goal #4 BROAD	We will engage all parents in joyful, active partnership to support their children and the BCS mission

An explanation of why the LEA has developed this goal.

A key part of the BCS culture has been parent involvement and participation in the greater school community. After lots of time being remote and unable to be at events together, we recognize the importance of ensuring we are connecting our families back into our mission and our school and using this opportunity to evaluate new opportunities and ways in which we can connect with our families and community.

This broad goal focuses on the following priorities: 3 Parental Involvement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	MidYear Data Update	Desired Outcome for 2023–24
% of parents who feel as though they are connected to the BCS community	Previous survey questions captured components of this question but we will reset with a baseline for the 21-22 school year	Question: Overall, BCS has a positive and motivating culture – 87% of responding families agree/strongly agree (386 families participated)	Question: Overall, BCS has a positive and motivating culture: 89% of responding families agree/strongly agree (481 responses) Data Year 2022-23	83% of families feel as though BCS has a positive and motivating culture Data Year: 2023-2024	100% of parents who feel as though they are connected to the BCS community
% of families who persist year over year at BCS	No baseline data from 20-21 school year	90% of students persisted from 2020-21 to 2021-22 Data Year 2021-22	22-23 data will be available in August 2023 Data Year 2022-23	22-23 Data: 87.6% of students persisted from 22-23 to 23-24	90% of families persist year to year at BCS
% of parents who agree/strongly agree that communication is sufficient	No baseline data for the 20-21 school year	New action – no baseline from 21-22	Question: The frequency and quality of BCS communication meets the needs of my family:	85% of families agree/strongly agree that BCS communication meets the needs of my family	90% of parents who agree/strongly agree with communication structures

			83% of families agree/strongly agree (481 responses) Data Year 2022-23	Data Year: 2023-24	
% of families responding to family survey	481 responses (70% of families) Data Year 2022-23	N/A – Metric added in 2023	N/A – Metric added in 2023	Error in survey distribution count.	70%+ of parents respond to the yearly family survey
# of communications promoting programs/events for families including unduplicated students and those with exceptional needs	#40 - weekly communication opportunities Data Year 2022-23	N/A – Metric added in 2023	N/A – Metric added in 2023	1 weekly newsletter to families (Bear Essentials); 1 monthly parent newsletter to families; additional targeted communication for unduplicated families	#40 - weekly communication opportunities

Goal Analysis

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

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

Overall, the actions designated for the 2023-24 school year to engage all parents in active partnership were successfully implemented, demonstrating Bullis Charter School's commitment to caregiver involvement and our school's mission. We saw significant success in fostering meaningful connections between parents and the school community, further supporting our learners' educational journey. Actions taken this year to promote collaboration and engagement included:

- **Family Connections:** BCS invited families to participate in literacy and math committees, providing opportunities for parents to contribute to the development and enhancement of these critical areas. Additionally, we created additional opportunities for parents to participate in on-site PBLs and intersessions, enhancing their engagement with the school's educational programs.
- **Community Events:** BCS hosted a diverse series of events throughout the year, including the Back-to-School Nights, Makers Faire, and Summer Socials. In partnership with the parent leadership group (the BBC), other community-building events included the Diversity Celebration, the Walk-a-Thon, and the Fall Family Dinner, which helped strengthen the bond between families and the school community.
- **Parent-Teacher Collaboration:** This year, we adjusted the FLG (Focused Learning Goals) conference structure to enhance communication and collaboration with families. We held a few additional opportunities for parent information sessions, including Town Halls, principal coffees, NWEA results, etc.

Challenges this year included setting up a cadence for continued touchpoints with new families and with families transitioning to middle school. We would like to offer a more diverse array of parent workshops, including understanding the new math pathways and a renewed focus on literacy, in future years.

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

Action 2: While we did advertise and promote some parent workshops, we did not set up an internal cadence for families, particularly thinking about new families. The sessions we did offer were done internally and did not garner additional costs, as predicted in expenditures.

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

Action #1 was inclusive as evidenced by the 83% of parents who identified a positive culture at BCS, although the survey choice options were not strongly agree/agree.
Action #2 was effective based on feedback from parents who attended the curriculum chats and took part in the working committees. Parents indicated in their feedback of being very appreciative of having an insight into the decision making process around curriculum and assessments.
Action #3 was effective based on 85% of parents who agree/strongly agree that communication is sufficient and the weekly communications promoting programs/events for families including unduplicated students and those with exceptional needs.

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

We are adjusting the survey structure for 2024-25, with more frequent quick surveys and one long form survey each year. We anticipate this will allow us to be more responsive to specific trends. We also anticipate this will increase the percentage of families who are taking the survey each year.

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bullis Charter School	Maureen Israel – Superintendent/Principal	misrael@bullischarterschool.com 650-947-4100

Plan Summary [LCAP Year]

General Information

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

Bullis Charter School (BCS) is an open-enrollment, TK-8 public charter school serving almost 1,100 students from in and around the Los Altos School District. As a mission-driven school, BCS provides a collaborative learning environment focused on individual student growth and helping each student and staff member reach their full potential. The school has a diverse student population, with dozens of languages spoken, including English, Spanish, Farsi, Vietnamese, Hindi, Korean, Mandarin, Cantonese, Arabic, Hebrew, and Russian. BCS serves all students, including those in Special Education, socio-economically disadvantaged students, and English language learners.

BCS emphasizes student-led instruction tailored to meet the needs of all students, regardless of skill level or learning style. The highly individualized approach includes small group practice and instruction and project-based learning experiences. Special programs and accommodations are available for students requiring extra support, whether for enrichment or remediation. The Special Education team, which includes a Director of Special Education, Resource Specialists, Speech and Language Pathologist, Occupational Therapist, Board Certified Behavior Analyst, and Psychologist, works with teachers to implement Individualized Education Programs (IEPs) to ensure all students achieve growth. A Multi-Tiered System of Support (MTSS) structure and Response-to-Intervention (RTI) team provide recommendations for additional support at Tier 2 and Tier 3 levels. Designated and integrated English Language Development (ELD) time in all English learner classrooms ensures that students can access the material and continue to build their language skills.

BCS offers multiple opportunities for students to explore and discover interests and passions within the school-day curriculum. Starting in TK and continuing through 8th grade, all students take part in Mandarin, Art, Drama, Physical Education, and Music classes, with the choice of Spanish classes in middle school. The Makerspace and Fabrication Lab (Fab Lab) provide hands-on learning experiences aligned with the classroom curriculum. Elementary students have access to co-curricular programs during the school day, which allow them to explore new interests and skills. Student council offers representation and voice in school activities, while co-curricular activities may include Coding, Lego Robotics, 3D Modeling, Origami, Choir, Band, Broadway Dance, American Sign Language, etc. Extended-day extra-curricular activities provide further opportunities for interests such as yoga, running club, creative journaling, chess club, book club, homework assistance, and drama, including performance and tech crew opportunities. These activities adapt each year based on new student and teacher interests.

In middle school, students continue to explore passions with a greater emphasis on leadership. Weekly student-run clubs cover a variety of interests such as calligraphy, crocheting, cooking, scriptwriting, and video editing, with teachers serving as facilitators. Extracurricular activities include First Lego League, archery, flag football, basketball, Middle School Musical, and Office Hours for academic support. A weekly Electives course offers deeper study in visual and performing arts, engineering, and robotics. Course offerings include Open FabLab, Musical Theatre, Advanced Acting, and Middle School Band.

Character development is integral to all classroom instruction, providing a values-based education for all students. An SEL curriculum is incorporated into classrooms in TK-5 and advisories in middle school. Trained student conflict managers enable students to contribute to the school's atmosphere by leading Solutions Teams. Monthly Principal Awards recognize TK-5 students who uphold character pillars, and cross-grade "Houses" foster friendships and collaboration on school-wide activities. These experiences aim to create a community of inclusivity and safety throughout the school day.

As stated in its mission, Bullis Charter School offers a collaborative, experiential learning environment that emphasizes individual student growth. As a model of innovation, BCS inspires children, faculty, and staff to reach their full potential. Using a global perspective, the BCS program nurtures mutual respect, civic responsibility, and a lifelong love of learning.

Reflections: Annual Performance

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

The review of the 2023 California School Dashboard finds that in all measurable performance areas, students performed well above the overall state results. In Mathematics, all students and all subgroups of students performed at the High and Very High level, including Students with Disabilities and English Learners. In English Language Arts, all students and all subgroups of students performed at the High or Very High level as well, with similar results for Students with Disabilities and English Learners. Overall English Learner Progress was Very High, with 70% of English learners making progress. The school will continue to provide a highly personalized approach to instruction, focused on small group instruction/practice and additional staff training in data analysis and small groups strategies to ensure continual progress.

Local data indicates that 72% of all students met their NWEA growth goals from Fall 2023 - Spring 2024 in math, 59% in reading, and 57% in language, and 67% in science. In math, this was a 10% increase in overall meeting growth goals from the Fall 2022 - Spring 2023. In reading, we saw a 4% increase in overall meeting growth goals from Fall 2022- Spring 2023. Our English learners saw an average of 66% growth in NWEA reading growth goals from Fall 2023 - Spring 2024, showing 7% greater overall growth compared to the general population of students. This was a 4% decrease in growth from the Fall 2022 - Spring 2023 data. Our English learners saw an average of 68% growth in NWEA math growth goals from Fall 2023 - Spring 2024, showing 4% lower overall growth compared to the general population of students. This was a 7% decrease in growth from the Fall 2022 - Spring 2023 data. In language, our English learners saw an average of 65% growth in NWEA from Fall 2023 - Spring 2024, showing 8% greater overall growth compared to the general population of students. This was a 5% increase in growth from the Fall 2022 - Spring 2023 data.

55% of our Students with Disabilities met their growth goals in math. Compared to the Fall 2022-Spring 2023 data, we saw a 5% decrease in their overall growth performance. 51% of our students with disabilities met their reading growth goals in ELA. Compared to the Fall 2022-Spring 2023 data, we saw a 10% increase in their overall growth performance in reading. 55% of our students with disabilities met their language growth goals from fall 2023- spring 2024. Compared to the Fall 2022-Spring 2023 data, we saw a 9% decrease in their overall growth performance in language.

The Chronic Absenteeism rate has increased since 2022, with 5.1% of students chronically absent. While this number is 2.2% higher than in 2022, it is still significantly lower than the state average. The Suspension rate continues to be Very Low with .2% of students suspended at least one day. While maintaining a focus on a rigorous academic experience throughout the year, BCS continues to emphasize socio-emotional skills, specifically peer engagement, collaboration, and self-advocacy. Our school counselors and school psychologist provided crucial support to students and our Multi-Tiered System of Support (MTSS) structure ensures that every student receives the necessary supports in the classroom. As we move into the 2024-25 school year, we anticipate continuing to utilize our MTSS structure to identify any struggling learners and provide them with the skills and services they need to be successful.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers/Principals/School Personnel	<p>There were multiple opportunities to engage with educational partners during the 2023-24 school year to gather feedback on input on action steps aligned to our LCAP.</p> <p>Our school leadership team – composed of teachers, principals, the director of special education, our chief of academics and superintendent – provided input and reviewed goal performance throughout the school year, with key meetings happening on September 25, October 11, November 27, December 12, January 29, March 4, April 29, and June 3.</p> <p>Additionally, a Math Leadership Team met on October 27, December 8, January 12, March 8, and April 26 to provide input on math curriculum and initiatives including revising our pathways and to give input on the development on the LCAP.</p> <p>All BCS staff completed a staff survey in early February that included opportunities to provide input.</p> <p>Bullis Charter School administrators, teachers, and staff are not represented by a bargaining unit.</p>
Parents	<p>The Bullis Booster Club serves as LCAP Parent Advisory Committee, meets monthly, and provides outreach about the LCAP to other parents.</p> <p>The English Learner Advisory Council meets four times each year to analyze data, review progress, and provide feedback. All parents were invited to participate in an input meeting on March 27 and May 29.</p> <p>A parent survey was also sent out to all community members in Winter 2024. Questions asked in the survey included information about program quality, communication structures and school cultural climate. In addition, parents were invited to give input on LCAP goals through curriculum chats.</p> <p>The LCAP public hearing was held on May 6, 2024 and the LCAP was brought for adoption to the board on June 24, 2024.</p>
Students	<p>A yearly survey was distributed to students in Winter 2024. Additionally, a Connections survey was distributed to all TK-8 students in March 2024 and analyzed for vertical teams on March 28, 2024. This data was used to develop specific goals and priorities around socio-emotional learning.</p>

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

All goals are aligned to concepts and ideas that came out of the surveys and meetings with educational partners. In particular, feedback from parents and guardians influenced actions in Goal #4, student feedback influenced actions in Goal #3, and staff feedback influenced actions in Goal #2 and Goal #3.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Every student will experience growth and academic success in an environment that fosters effective learning.	Broad

State Priorities addressed by this goal.

This overarching goal enables us to concentrate on the following state priorities:

- 1. Basic Conditions of Learning
- 2. State Standards
- 3. Pupil Achievement
- 4. Course Access
- 5. Other Student Outcomes

An explanation of why the LEA has developed this goal.

We take pride in the legacy of 20 years of academic excellence we have built at BCS, but we also recognize the continuous need to provide rigorous, aligned, and personalized instruction for all students, regardless of their experience or prior performance. Focusing on individual student growth and performance is essential as we move forward. This is a shared priority for our teachers and our parents, particularly those of Special Education and English Learner (EL) students. This goal is developed to ensure continued growth for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
100%	# of core teachers that are appropriately credentialed and not misassigned	2 misassignments in 2021-22 (95%) Data Year: 23-24 Data Source: SARC			100% of teachers appropriately credentialed and not misassigned	
All green and blue indicators on the California Dashboard	Overall average of Math and ELA performance on the California dashboard for	Overall ELA – Very High Status Asian, Two or More Races – Very High Status			100% green and blue indicators on the California Dashboard	

	all students and all numerically significant subgroups	<p>Students with Disabilities, EL, White – High Status</p> <p>Overall Math – Very High Status</p> <p>Asian, Two or More Races, White – Very High Status</p> <p>Students with Disabilities, EL – High Status</p> <p>Data Year: 2022-23</p> <p>Data Source: CA Dashboard</p>				
90%	Percent of students meeting or exceeding standards on the CA Science Test (CAST)	<p>All Students 82.86%</p> <p>SWD 41.17%</p> <p>Asian 86.84%</p> <p>White 77.78%</p> <p>Hispanic: 80%</p> <p>Two or More Races: 76.19%</p> <p>Data Year: 2022-23</p> <p>Data Source: Dataquest</p>			90% of students meeting or exceeding the standards on the CAST	
Special populations performance on local assessments greater than or equal to general populations performance	Growth of special populations on local assessments	<p>EL MAP met/exceeded growth projections:</p> <p>Math: 68% (72% all students)</p> <p>Reading: 66% (59% all students)</p> <p>Language: 65% (57% all students)</p>			Special populations growth performance on local assessments greater than or equal to general populations performance	

		<p>SpEd MAP met/exceeded growth projections:</p> <p>Math: 55% (72% all students)</p> <p>Reading: 51% (59% all students)</p> <p>Language: 55% (57% all students)</p> <p>Data Year: 2023-24 Fall to Spring MAP/NWEA</p>				
Good Repair Status	School facilities meet standard of “good repair”	Good Repair Status (SARC 2023-24) - Fit Report performed January 2024			Good Repair Status on the SARC	
50%+	% of EL students reclassified each year	<p>51.5% reclassified in 2023 Summative ELPAC</p> <p>Data Year: 2022-2023</p>			Maintain a 50% or greater reclassification rate of EL students	
55% High Progress	% of EL students improving on the ELPAC	<p>70% High Progress</p> <p>Data Source: CA Dashboard</p>			55%+ EL students improving on the ELPAC	
100%	% of teachers implementing the new science of reading aligned ELA curriculum.	No data source to review fidelity of curricular implementation.			100% of teachers implementing the new science of reading aligned ELA curriculum.	
100%	% of students with access to standards-aligned instructional materials	100% (SARC 2023-24)			100 % of students have access to standards-aligned instructional materials	

Goal Analysis for [Goal 1]

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

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

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Credentialed Teachers	Recruit, hire, and retain only appropriately credentialed teachers for core positions on a yearly basis, including partnering with credentialing programs.	[64,000]	N
Action #2	Instructional Planning and Data Analysis	Support with implementation of curriculum and alignment to current long term plans, using the state-adopted content standards and student data for all students and all subgroups. <ul style="list-style-type: none">Grade level teams engage in weekly planning meetings to support the implementation of curriculum, particularly new ELA and phonics curriculumPrincipals work with teachers to develop shared skills in reviewing and analyzing local assessment data, MAP data, and CAASPP data, especially subgroup data, at predetermined intervals throughout the school year, providing necessary coaching and support to teachers as a result.	N/A	N

Action #3	Course Offering Review	Review all student course offerings, course sign-ups, and scheduling on a yearly basis to ensure access and choice for students	N/A	N
Action #4	Technology	Ensure all students have technology needs met in the classroom, including access to resources and online learning platforms to support with skill acquisition and remediation	[50,000]	N
Action #5	ELD Curriculum and Teacher Training	Provide additional training and support to teachers in the implementation of ELD curriculum across TK-5, including a Reading Specialist to support with training and instruction in the classroom.	[27,500]	Y
Action #6	Intervention Support Staff	Maintain an intervention teacher(s) to support with small-group instruction and extended ELD support, particularly for long-term EL students, including additional small group support from the Reading Specialist.	[61,200]	Y
Action 7	Instructional Leadership Team	Development of an instructional leadership team to review data on a weekly/bi-weekly basis and coach teachers and grade level teams as appropriate to make progress towards goals.	N/A	N
Action 8	Associate Teachers	Continue to hire associate teachers to support small group instruction.	[374,300]	Y

Goal 2

Goal #	Description	Type of Goal
2	Teachers will actively participate in professional development to improve their instructional expertise and practices, enabling them to better serve and support every student.	Broad

State Priorities addressed by this goal.

This overarching goal enables us to concentrate on the following state priorities:

1 Basic Conditions of Learning; 2 State Standards; 4 Pupil Achievement; 8 Other Student Outcomes

An explanation of why the LEA has developed this goal.

Bullis Charter School is dedicated to fostering individualized learning for all students, with a particular emphasis on the growth of subpopulations. While we have consistently provided targeted, aligned professional learning for teachers at the start of each school year and at key intervals during the school year, we really want to hone in on skills and techniques to support teachers instructionally in the classroom and meet diverse student needs. This initiative will ensure new teaching staff are fully acquainted with Bullis expectations and learning strategies, while also creating collaborative spaces for all Bullis team members to engage in unified training sessions. Additionally, with the implementation of new curriculum, we intend to delve deeply into assessment structures and outcomes, ensuring consistency and rigor across all grade levels. Our professional development efforts will also include targeted training in areas such as the MTSS structure and process, culturally responsive teaching, social-emotional learning, and the effective use of data to inform instruction.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
Special populations performance on local assessments greater than or equal to general populations performance	Growth of special populations on local assessments	<p>EL MAP met/exceeded growth projections:</p> <p>Math: 68% (72% all students)</p> <p>Reading: 66% (59% all students)</p> <p>Language: 65% (57% all students)</p> <p>SpEd MAP met/exceeded growth projections:</p> <p>Math: 55% (72% all students)</p> <p>Reading: 51% (59% all students)</p> <p>Language: 55% (57% all students)</p> <p>Data Year: 2023-24 Fall to Spring MAP/NWEA</p>			Special populations growth performance on local assessments greater than or equal to general populations performance	
5	# of observations Principals and Chief of Academics complete of all teaching staff to provide feedback on curriculum implementation and professional	<p>All staff observed formally twice this year through an intensive process including a think plan and lesson planning document.</p> <p>Data Year: 2023-24</p>			Principals and Chief of Academics will complete at least 5 non evaluative observations each school year of all teaching staff to review integration of new strategies learned during professional learning	

	development implementation					
90%	% of teachers who find professional learning topics and coaching feedback applicable to their professional growth	No current survey question that captures this data point			90% of teachers agree/strongly agree that professional learning topics and coaching feedback at Bullis contribute to their professional growth	
90%	% of ELs scoring a 3 or 4 on the Summative ELPAC	87.14% Data Year: 2022-23			90%+ of students score a 3 or 4 on the Summative ELPAC	

Goal Analysis for [Goal 2]

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

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

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Professional Learning: ELD	Professional learning around integrated and designated ELD will be provided to teachers during in-service at the start of the school year and at key points throughout the school year	[25,100]	Y
Action #2	Professional Learning: Special Education	Professional learning around special education strategies and supports will be provided to teachers during in-service at the start of the school year and at key points throughout the school year	[\$20,000]	N
Action #3	Instructional Leadership Team	Instructional leaders – including the Director of Special Education, Chief of Academics, MTSS Coordinator, Reading Specialist, and principals – will develop a bi-weekly meeting cadence to review local data, identify coaching trends, and provide feedback to teachers	N/A	N
Action #4	Online Supports	Instructional leaders will annually conduct an assessment of all online platforms to determine long-term usage of effective software and programs, including reviewing usage data to determine most effective platforms to utilize for student growth	N/A	N
Action #5	Curriculum Coaching	Teachers will receive direct coaching from principals and the Chief of Academics around the implementation of new curriculum in the classroom, including support in analyzing student data and making adjustments to lesson delivery	[40,000]	N
Action #6	MTSS	The MTSS and SRT process will be codified and reviewed on a yearly basis – including feedback from teachers on the process and subsequent student support received.	[13,700]	N

Goal 3

Goal #	Description	Type of Goal
3	Bullis Charter School will foster a welcoming and secure environment where all students on every campus feel valued, safe, and embraced for their individuality.	Broad

State Priorities addressed by this goal.

This overarching goal enables us to concentrate on the following state priorities:

5 Pupil Engagement; 6 School Climate

Local Control and Accountability Plan **13**

An explanation of why the LEA has developed this goal.

We recognize that for students to take risks in their learning and reach their full potential, they must feel safe and supported in their school environment. Our campus character pillars—respect, trustworthiness, caring, fairness, responsibility, and citizenship—serve as the foundation for this effort. However, we understand that creating a safe and inclusive environment extends beyond these pillars and is woven into both classroom interactions and broader school activities. Through the implementation of Positive Behavioral Interventions and Supports (PBIS), a robust Multi-Tiered System of Supports (MTSS), advisory programs, and comprehensive social-emotional learning (SEL) initiatives, we are committed to fostering a supportive and inclusive environment. This holistic approach aligns with our mission to support the whole student, ensuring that every aspect of our school climate contributes to their well-being and success.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
80%	% of students who agree/strongly agree that they belong at BCS	% of students who agree/strongly agree that they feel like they belong at BCS Elementary: 69% Middle School: 58% Data Source: Panorama Survey Data, Winter 2024			80% of students who agree/strongly agree that they belong at BCS	
80%	% of students who agree/strongly agree they feel respected by peers and teachers	Elementary: Respect by teachers: 74% Respect by peers: 48% Middle School: Respect by teachers: 61% Respect by peers: 43% Data Source: Panorama Survey Data, Winter 2024			80% of all BCS students feel respected by peers and teachers	
96.5% and <5%	Student Attendance Rate and Chronic Absentee Rate	22-23 school year: 96.13% attendance; 5.1% chronic absenteeism (P2 data)			Maintain an average of 96.5% ADA and <5% chronic absentee rate	
<2%	Student Suspension Rate and Expulsion Rate	2023 CA Dashboard All Students 0.2% (Very Low) Asian 0% (Very Low)			Maintain a suspension and expulsion rate in the blue on the	

		Hispanic 0% (Very Low) Two or More Races .5% (Low) SWD 0% (Very Low) White .5% (Very Low) English Learners 0% (Medium) Expulsion Rate: 0% Data Year: 2022-23 Data Source: CA Dashboard			California dashboard.	
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Goal Analysis for [Goal 3]

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

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

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	School Counselor	A school counselor supporting with school programming and individual/class student needs, separate from one-on-one or small group counseling.	[45,450]	N
Action #2	No Bully Program	Continue the implementation of the No Bully Program in all classrooms each year, including training of Solution Teams and parent information sessions	[7,000]	N
Action #3	MS Advisory	Analyze and review the current content and structure of MS advisory; develop observation cycles and teacher training opportunities for curriculum implementation	N/A	N
Action #4	Second Step Classroom Coaching	Review the Second Step implementation for all elementary school teachers and provide appropriate training and collaboration opportunities as necessary, including adjusting the school schedule to allow for more specific classroom time dedicated to SEL	[\$5,000]	N
Action #5	Teacher Training	Provide continued teacher training around inclusive learning environments and supporting students to develop a sense of belonging, focusing on Conscious Discipline as a restorative approach	[4,000]	N
Action #6	Goal Creation and Tracking	Set Team Lead and Principal goals around student survey metrics and collect data at multiple points during the school year in order to make adjustments to programming and resources.	N/A	N
Action #7	Cultural Programming	Develop a yearly cadence of school-wide programming to support student voice, inclusion, and community.	N/A	N
Action #8	PBIS	Continue the implementation of a PBIS program and shared learner expectations across all grade levels	[10,000]	N

Goal 4

Goal #	Description	Type of Goal
4	We will foster a vibrant and collaborative partnership with all parents, engaging them actively in supporting their children and advancing the Bullis Charter School mission.	Broad

State Priorities addressed by this goal.

This overarching goal enables us to concentrate on the following state priorities:

3 Parent Involvement

An explanation of why the LEA has developed this goal.

A key part of the Bullis Charter School culture has been strong parent involvement and participation in the broader school community. Since its inception, parents have been integral to BCS, contributing significantly to its success and development. Recognizing the value of this engagement, we aim to reconnect our families with our mission and school community. This involves exploring new opportunities and methods to enhance family and community connections. Our efforts will include a range of culturally sensitive strategies and processes to encourage family involvement in the learning and teaching process. Parents play a pivotal role through various activities, such as volunteering, participating in the Bullis Boosters Club, attending workshops, and engaging in advisory committees. These initiatives ensure that parents are integral partners in their children’s education and help shape the school's operations and programs.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
90%	% of parents who feel that BCS has a positive and motivating culture	83% of families feel as though BCS has a positive and motivating culture Data Year: 2023-2024			90% of parents who feel as though they are connected to the BCS community	
90%	% of families who persist year over year at BCS	87.6% of students persisted from 22-23 to 23-24 Data Year 2023-24			90% of families persist year to year at BCS	
100%	% of parents who have attended a parent information session, workshop, or	No current baseline data			100% of parents who have attended a parent information session, workshop, or participated in a working committee	

	participated in a working committee					
90%	% of families who would recommend BCS to another family	81% of families were likely or very likely to recommend BCS to family or friends			90% of families who would recommend BCS to another family	
50%; 70%	% of families responding to quick touchpoint surveys and longform survey	New survey structure in 2024-25			50% of families respond regularly to the touchpoint surveys; 70%+ of parents respond to the yearly family survey	
40	# of communications promoting programs/events for families including unduplicated students and those with exceptional needs	40 communications promoting programs/events for families			40 weekly communication opportunities with all families	

Goal Analysis for [Goal 3]

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

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

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Parent Workshops	Parent workshops will be provided to the greater BCS community at key intervals over the course of the year from internal stakeholders. Workshop content will be developed in collaboration with staff and with parent input	N/A	N
Action #2	Communication	Website and internal communication tools such as Possip will be launched and/or updated in order to provide accessible and timely information to families	[\$24,600]	N
Action #3	New Family Connection	In collaboration with our parent organization, staff will develop activities and touchpoints with newly enrolled family members and host recurring opportunities to meet with and get feedback from current families	N/A	N
Action #4	On Site Activities	Staff will develop a cadence of on-site opportunities for parents to see their learners in action and participate in grade level opportunities to build community and connection with fellow parents	N/A	N
Action #5	Supporting All Families	Director of Community Engagement and Outreach will develop a resource list to provide for all free/reduced lunch families and provide opportunities to meet directly with families to receive feedback on supports and needs	[29,250]	Y

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$223,738	\$0

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
2.02%	0%	\$0	2.02%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action #6	Intervention support staff to work with EL students in small groups, particularly those who have been in the program for multiple years	While the intervention support staff will predominantly focus on supporting EL students and small groups, they are able to also support other students within the classroom.	Growth of special populations on local assessments; % of ELs scoring a 3 or 4 on the Summative ELPAC
Goal 1, Action #8	Associate Teachers are able to provide additional small group support to students who have additional academic needs	This action is provided on a schoolwide basis to have additional staff available to support with small group needs.	Growth of special populations on local assessments
Goal 2, Action #1	Professional learning for all teachers on support EL students in the classroom, particularly through integrated ELD strategies	This action is provided on a schoolwide basis as integrated ELD strategies are best practices in classrooms for supporting all learners	% of ELs scoring a 3 or 4 on the Summative ELPAC

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action #5	Implementation of an ELD curriculum that supports the continued growth of EL learners	This action is provided on a limited basis, specifically focusing on designated ELD support in TK-8 classrooms and additional interventionist support for EL students who have not exited the program after multiple years	% of ELs scoring a 3 or 4 on the Summative ELPAC
Goal 4, Action #5	Connection points with free/reduced price meal families in order to make sure they have the necessary supports to persist	This action is provided on a limited basis, specifically creating unique touch points with SED families in order to assess family needs and identify supports the school can provide.	% of families who persist year over year at BCS

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.

Not applicable

Additional Concentration Grant Funding

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

Not applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to single school LEAs	Not applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to single school LEAs	Not applicable

DRAFT

[illegible]

2024 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type
\$ 11,078,007	\$ 223,738	2.020%	0.000%	2.020%	\$ 517,350	0.000%	4.670%	Total:
								LEA-wide Total:
								Limited Total:
								Schoolwide Total:

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Credentialed Teachers	No	Schoolwide		All	\$ -	0.000%
1	2	Instructional Planning and Data Analysis	No	Schoolwide		All	\$ -	0.000%
1	3	Course Offering Review	No	Schoolwide		All	\$ -	0.000%
1	4	Technology	No	Schoolwide		All	\$ -	0.000%
1	5	ELD Curriculum and Teacher Training	Yes	Schoolwide	English Learners	TK-5	\$ 27,500	0.000%
1	6	Intervention Support Staff	Yes	Schoolwide	English Learners	All	\$ 61,200	0.000%
1	7	Instructional Leadership Team	No	Schoolwide		All	\$ -	0.000%
1	8	Associate Teachers	Yes	Schoolwide	All	TK-5	\$ 374,300	0.000%
2	1	Professional Learning: ELD	Yes	Limited	English Learners	All	\$ 25,100	0.000%
2	2	Professional Learning: Special Education	No	Schoolwide		All	\$ -	0.000%
2	3	Instructional Leadership Team	No	Schoolwide		All	\$ -	0.000%
2	4	Online Supports	No	Schoolwide		All	\$ -	0.000%
2	5	Curriculum Coaching	No	Schoolwide		All	\$ -	0.000%
2	6	MTSS	No	Schoolwide		All	\$ -	0.000%
3	1	School Counselor	No	Schoolwide		All	\$ -	0.000%
3	2	No Bully Program	No	Schoolwide		All	\$ -	0.000%
3	3	MS Advisory	No	Schoolwide		6-8	\$ -	0.000%
3	4	Second Step	No	Schoolwide		TK-5	\$ -	0.000%
3	5	Teacher Training	No	Schoolwide		All	\$ -	0.000%
3	6	Goal Creation and Tracking	No	Schoolwide		All	\$ -	0.000%
3	7	Cultural Programming	No	Schoolwide		All	\$ -	0.000%
3	8	PBIS	No	Schoolwide		All	\$ -	0.000%
4	1	Parent Workshops	No	Schoolwide		All	\$ -	0.000%
4	2	Communication	No	Schoolwide		All	\$ -	0.000%
4	3	New Family Connection	No	Schoolwide		All	\$ -	0.000%
4	4	On Site Activities	No	Schoolwide		All	\$ -	0.000%
4	5	Supporting All Families	Yes	Limited	Foster Youth and Low-Income	All	\$ 29,250	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,060,464.00	\$ 1,218,775.00

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	Credentialed Teachers	No	\$ 42,000	\$ 64,000
1	2	Instructional Planning and Data Analysis	No	\$ 22,000	\$ 30,687
1	3	Course Offering Review	No	\$ -	\$ -
1	4	Focused Learning Goals	No	\$ -	\$ -
1	5	Technology	No	\$ 50,000	\$ 37,881
1	6	Associate Teachers	Yes	\$ 306,361	\$ 493,933
1	7	ELD Curriculum	Yes	\$ 15,000	\$ 2,125
1	8	Reading Specialist	Yes	\$ 100,000	\$ 134,785
1	9	Extended Care Coordinator	Yes	\$ 90,000	\$ 83,421
2	1	Professional Learning: ELD	Yes	\$ 28,605	\$ 24,659
2	2	Professional Learning: Special Education	No	\$ 20,000	\$ 13,842
2	3	Peer Collaboration	No	\$ -	
2	4	Professional Learning Cadence	No	\$ 13,578	\$ 17,874
2	5	Online Integration	No	\$ 45,000	\$ 41,806
2	6	Instructional Observation	No	\$ 200,000	\$ 161,562
3	1	School Counselor	No	\$ 44,000	\$ 53,950
3	2	No Bully Program	No	\$ 10,920	\$ 11,357
3	3	Restorative and Supportive Practices	No	\$ 16,000	\$ 6,266
3	4	MS Advisory	No	\$ -	\$ -
2	5	Second Step	No	\$ 10,000	\$ 3,199
2	6	Teacher Training	No	\$ 15,000	\$ 14,309
3	7	Goal Creation and Tracking	No	\$ 5,000	\$ 5,760
3	8	Cultural Programming	No	\$ -	\$ -
4	1	Community Traditions	No	\$ -	\$ -
4	2	Parent Workshops	No	\$ 12,000	\$ -
4	3	Communication Tools	No	\$ 15,000	\$ 17,359
4	4	Supporting New Families	No	\$ -	\$ -

2023-24 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)
\$ 178,115	\$ 539,966	\$ 738,923	\$ (198,957)	0.00%	0.00%	0.00% - 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	6	Associate Teachers	Yes	\$ 306,361	\$ 493,933.00	0.00%	0.00%
1	7	ELD Curriculum	Yes	\$ 15,000	\$ 2,125.00	0.00%	0.00%
1	8	Reading Specialist	Yes	\$ 100,000	\$ 134,785.00	0.00%	0.00%
1	9	Extended Care Coordinator	Yes	\$ 90,000	\$ 83,421.00	0.00%	0.00%
2	1	Professional Learning: ELD	Yes	\$ 28,605	\$ 24,659.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 10,391,780	\$ 178,115	0.00%	1.71%	\$ 738,923	0.00%	7.11%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

- **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

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.

- o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- o Indicate the school year to which the baseline data applies.
- o The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

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

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

- o Language acquisition programs, as defined in *EC* Section 306, provided to students, and
- o Professional development for teachers.
- o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

Local Control and Accountability Plan InstructionsPage 17 of 30

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)**

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - o This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**

- o This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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