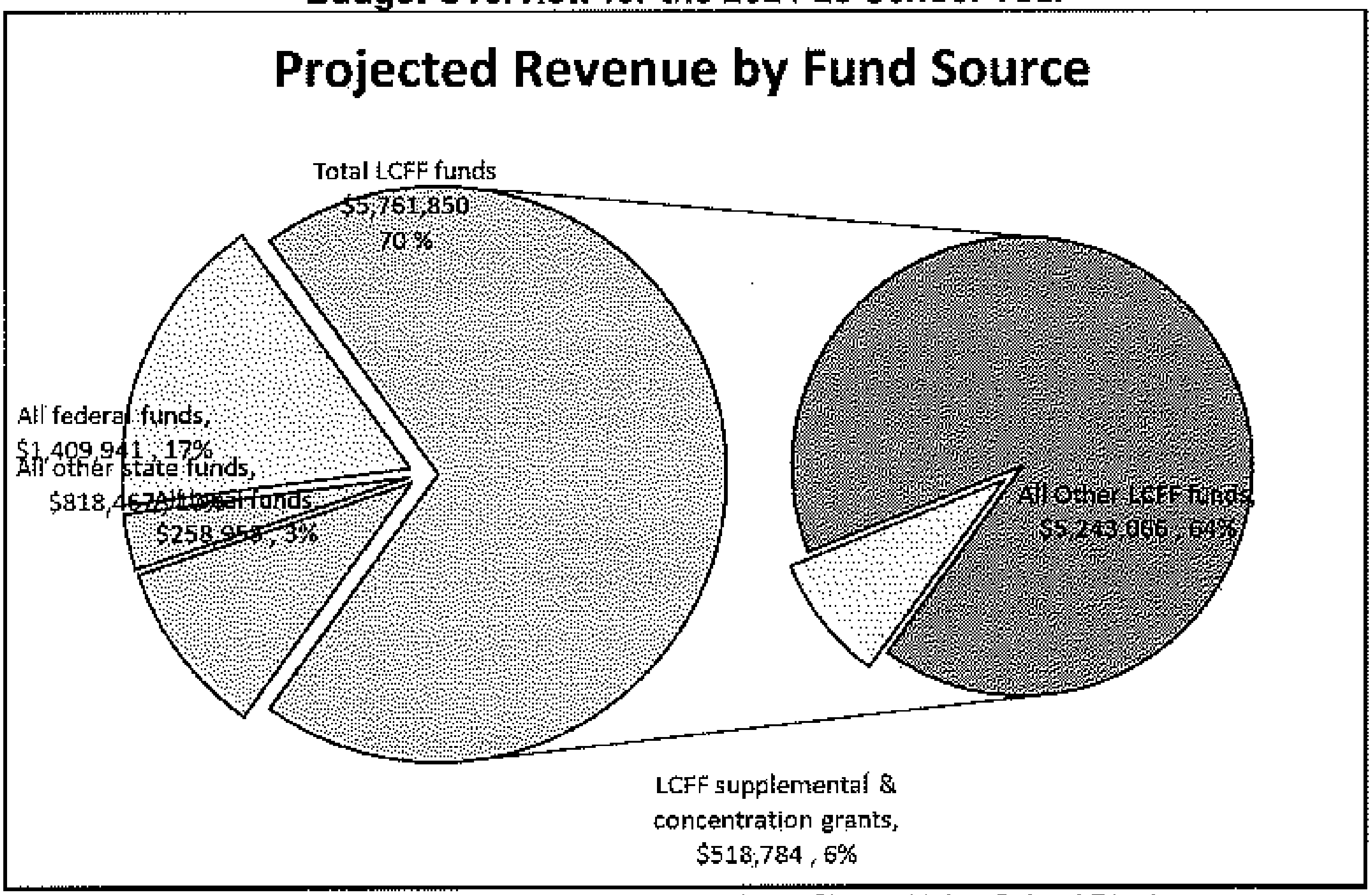
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mount Shasta Union School District
CDS Code: 47-70425-0000000
School Year: 2024-25
LEA contact information:
Len Foreman
Superintendent
tbeall@msusd.org
(530) 926-6007

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

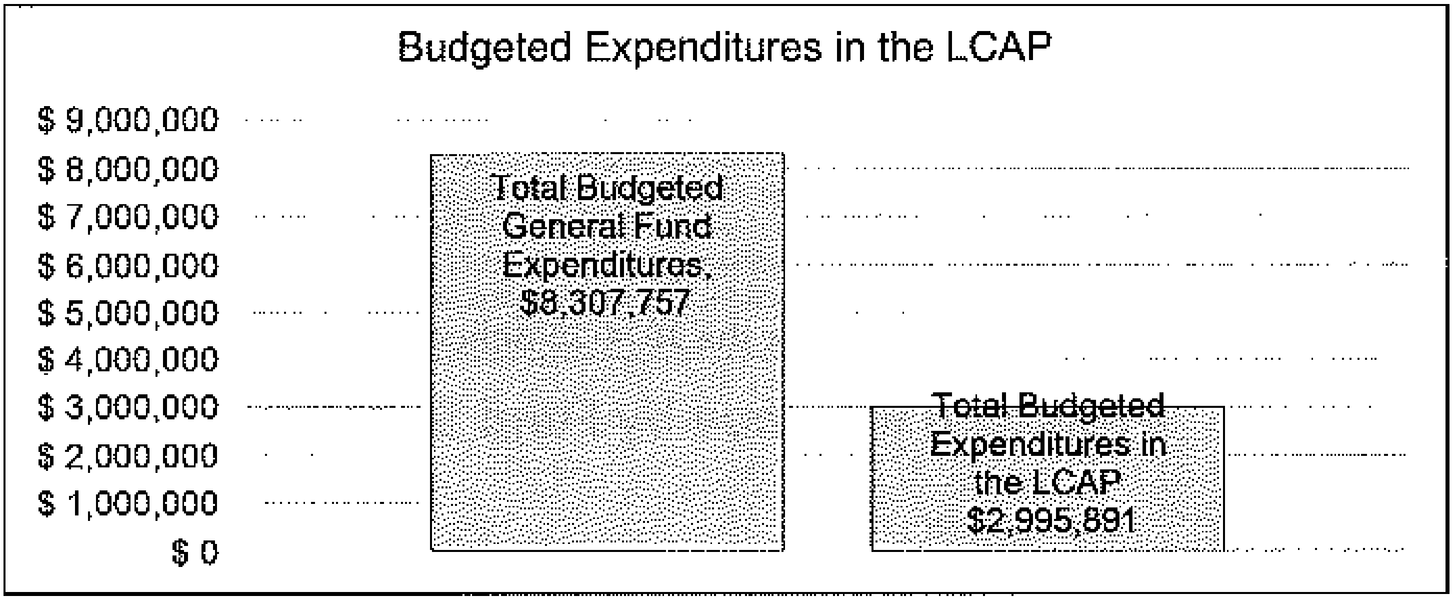


This chart shows the total general purpose revenue Mount Shasta Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mount Shasta Union School District is $8,249,211, of which $5,761,850 is Local Control Funding Formula (LCFF), $818,467 is other state funds, $258,953 is local funds, and $1,409,941 is federal funds. Of the $5,761,850 in LCFF Funds, $518,784 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 Mount Shasta Union School District 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: Mount Shasta Union School District plans to spend $8,307,757 for the 2024-25 school year. Of that amount, $2,995,891 is tied to actions/services in the LCAP and $5,311,866 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

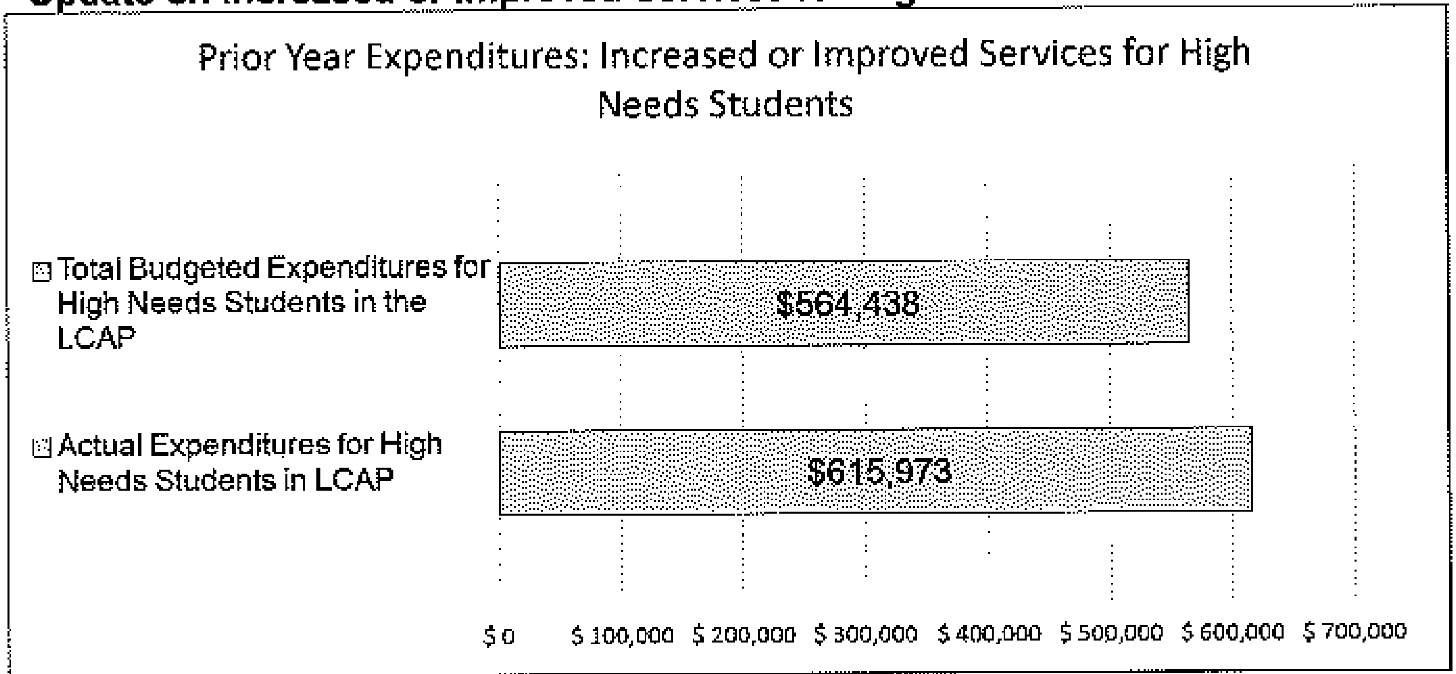
We do not include staff salaries and statutory benefits; operating expenditures; maintenance repairs; Title I and RSP costs; regular classroom, district, and office supplies;
or bill-backs.

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

In 2024-25, Mount Shasta Union School District is projecting it will receive $518,784 based on the enrollment of foster youth, English learner, and low-income students. Mount Shasta Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mount Shasta Union School District plans to spend $686,171 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 Mount Shasta Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Mount Shasta Union School District 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, Mount Shasta Union School District's LCAP budgeted $564,438 for planned actions to increase or improve services for high needs students. Mount Shasta Union School District actually spent $615,973 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
Mount Shasta Union School District	Len Foreman Superintendent	lforeman@msusd.org (530) 926-6007

Goals and Actions

Goal

Goal #	Description
1	Students will have consistent access to rich instruction and materials and will demonstrate increasing proficiency in all academic areas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Technology inventory	The student:device ratio is 1:1 for grades K-8.	The student: device ratio is 1:1 for grades K-8.	The student device ratio is 1:1 for grades K-8	The student device ratio is 1:1 for grades K-8	The student:device ratio remains 1:1 for grades K-8.
Williams Report	All students have access to high-quality, state-standards-aligned instructional materials in English language arts and math.	All students have access to high-quality, state-standards-aligned instructional materials in English language arts and math.	All students have access to high-quality, state-standards-aligned instructional materials in English language arts and math.	All students have access to high-quality, state-standards-aligned instructional materials in English language arts and math.	All students have access to high-quality, state-standards-aligned instructional materials in all core areas.
Sign-in sheets and conference request forms	59% of teachers received professional development in state standards even in the face of the global pandemic.	70% of teachers received professional development in state standards, especially in the area of math instruction. 100% of teachers received professional development in social emotional best practices.	100% of teachers participated in math and ELA professional development. 20% of teachers participated in SEL professional development.	100% of teachers participated in math and ELA professional development. 20% of teachers participated in SEL professional development.	At least 50% of teachers receive professional development in state standards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	We have an attendance rate of 94.5%.	Due to the impacts of COVID, we have an attendance rate of 90%.	We have an attendance rate of 90.12%	We have an attendance rate of 92.48%	Attendance rate is 95% or higher.
Middle school dropout rate	The middle school dropout rate is 0%.	The middle school dropout rate is 0%.	The middle school dropout rate is 0%.	The middle school dropout rate is 0%.	The middle school dropout rate remains at 0%.
School Accountability Report Card (SARC) and Williams report	100% of teachers are appropriately credentialed and assigned.	100% of teachers are appropriately credentialed and assigned.	100% of teachers are appropriately credentialed and assigned.	100% of teachers are appropriately credentialed and assigned.	100% of teachers are appropriately credentialed and assigned.
California School Dashboard / CAASPP State test results / local benchmark results / District-wide Title I proficiency criteria	In math and ELA, state test results have our students performing at the green level.	On the most recent state tests, 55.7% of our students met or exceeded English language arts standards compared to 49% statewide. 37.4% of our students met or exceeded math standards compared to 33.8% statewide. The state did not update the dashboard levels for the most recent state tests.	On the most recent state test, we scored 1.3 points below the standard on the English Language Arts standards compared to 12.2 below standard statewide. In math, we scored 36 points below standard compared to 51.7 statewide.	On the most recent state test, students at Mt. Shasta Elementary School scored 15.6 points below the standard, a decrease of14.3 points, on the English Language Arts standards MSE students scored 32.6 points below standard in Math which is a increase of 3.4 points. In math, we scored 36 points below standard compared to 51.7 statewide. XXXXXXXXX	In math and ELA, our students will reach "High" status, the blue level, on the California School Dashboard.
Targeted student lists, intervention rosters, benchmark reports,	We're projecting that an average of 20% of students receiving	We're projecting that an average of 25% of students receiving	We're projecting that an average of 30% of students receiving	We're projecting that an average of 30% of students receiving	An average of 40% of students receiving Tier 3 or 4 reading or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Title I / intervention reports, District-wide Title I proficiency criteria	Tier 3 or 4 reading intervention will meet standards. We currently don't offer Tier 3 or 4 math intervention.	Tier 3 or 4 reading intervention services will meet standards. We're projecting that an average of 20% of students receiving Tier 3 or 4 math intervention services will meet standards.	Tier 3 or 4 reading intervention services will meet standards. We're projecting that an average of 20% of students receiving Tier 3 or 4 math intervention services will meet standards.	Tier 3 or 4 reading intervention services will meet standards. We're projecting that an average of 20% of students receiving Tier 3 or 4 math intervention services will meet standards.	math intervention services meet state standards.
EL Progress Rate, District-wide Title I proficiency criteria	21% of students made progress towards English proficiency.	On the ELPAC, 50% of English learners improved at least one level. 33% stayed at the same level. 17% tested for the first time and tested at the highest level.	As of the June Board meeting, we only have 30% of our data available for EL students making progress towards English Proficiency. We will update when all results are in.	100% of our data available for EL students shows progress towards English Proficiency.	All ELstudents will make progress towards English proficiency based on ELPAC results.
California School Dashboard / CAASPP State test results	Due to the suspension of the CAASPP in the spring of 2020, we were not able to determine if our students with disabilities continued to close the gap between their state-test performance in ELA and math and that of the school as a whole.	On state testing in 2020-2021: In ELA, 13.8% of students with disabilities met or exceeded standards, and in math, 13.8% of students with disabilities also met or exceeded standards. Comparing those numbers to the numbers of all students noted above, we can see that there is a significant gap in the performance of	Our students with disabilities scored very low in both math and ELA (124 points below standard)and had a high chronic absenteeism rate.	Our students with disabilities scored very low in both math and ELA (124 points below standard)and had a high chronic absenteeism rate.	Our students with disabilities continue to close the gap between their state-test performance in ELA and math and that of the school as a whole.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		students with disabilities on the state test.			
Chronic absence rate	Our chronic absence rate is 13.6%.	Our chronic absence rate is 33%.	Our chronic absenteeism rate is 37.1%	Our chronic absenteeism rate is 19%	The chronic absence rate is 6% or less.
English learner reclassification rates	21% of our English learners qualified to be re-designated as Fluent English Proficient on the latest ELPAC. Of the remaining students who didn't qualify for RFEP, 50% are Level 3, getting close to re-designation as fluent speakers.	17% of our English learners were reclassified as fluent English speakers.	14% of our EL students were reclassified this year.	14% of our EL students were reclassified this year.	30% of our English learners will be re-designated as Fluent English Proficient (RFEP) each year.
Master Schedules	All students have access to a broad course of study.	All students have access to a broad course of study. Identified Title I students receive daily supplemental instruction in ELA and math.	All students have access to a broad course of study. Identified Title I students receive daily supplemental instruction in ELA and math.	All students have access to a broad course of study. Identified Title I students receive daily supplemental instruction in ELA and math.	All students continue to have access to a broad course of study. Identified Title I students receive daily supplemental instruction in ELA and math.

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 were implemented in this goal. There were no substantive differences in planned actions and implementation.
Challenge: Action 1.4, trauma informed practices, was not fully implemented because a teacher leadership team was not created to support a district-wide professional development vision.
Success: Teacher assistants was successful for implementation because each teacher was assigned a teacher assistant that supported implementing the SIPPS program for reading support with fidelity.

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.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.
Action 1.1 - More devices were purchased due to increase in district enrollment.
Action 1.3 - A newer teacher teacher replaced a long time veteran, creatin a discrepancy on the pay scale.
Action 1.4 - The cost was less due to unanticipated pricing.
Action 1.5 - Less was spent due to piloting a social studies program and not purchasing a program.
Action 1.6 - Less was spent on professional development because there was a delay in implementing the professional development.
Action 1.9 - Teacher Assistant positions were not all filled.
Action 1.14 - The GATE program was reduced in cost due to not fully being implemented.
Action 1.17 - The person hired for the ELD position was lower than anticipated on the salary schedule.
Action 1.19 - The ELD curriculum cost more due to purchasing more to fully implement the program.

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

The actions in this goal have been partially effective at making progress on this goal. We plan to revise our goals and actions. The effective actions are technology devices, Resource programs, Bridges classroom, small class sizes, teacher aides, reading Intervention, GATE, school improvement coordinator, and math intervention, as evidenced by decreased suspensions, access to technology for all students, improved attendance, GATE classes after school and at lunch, and improved math scores. . Our actions that need to be improved include additional funding for technology devices for staff and students, professional development in the area of special education, and a .50 FTE ELD teacher, based on the following metrics of educational partner feedback, report of broken or outdated technology devices, and the need for special education professional development with the increase of students enrolled in our district with high needs and the lack of professional development tin this area historically.   We will revise our actions and eliminate actions that do not support student improvement.

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 reduced our expenditures for action 1.6 due to implementing in-house professional development We will reduce travel for professional development and provide Siskiyou County office professional learning services or in-house professional learning opportunities. We kept actions that support English learners, low income, foster youth, homeless youth, low performing student groups, and students with disabilities.

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

Goals and Actions

Goal

Goal #	Description
2	Students will develop healthy bodies and minds and maximize their ability to get along with others.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MSE Student survey results	5% of MSE students say students are not nice, and 8% report being treated disrespectfully. 9% of Sisson students feel other students do not treat them kindly and with respect.	4.8% of MSE students say students are not nice. 5.4% of Sisson students feel other students do not treat them kindly and with respect.	100% of students at MSE like coming to school. 77% of students at Sisson School like coming to school. 94% of Sisson students feel other students do not treat them kindly and with respect.	100% of students at MSE like coming to school 55% of students at Sisson School like coming to school. 91% of Sisson students feel other students do not treat them kindly and with respect.	Less than 1% of students say other students do not treat them kindly and with respect.
Suspension rate	Our suspension rate is 3.1%	Our suspension rate is 2.6%	Our suspension rate is 2.1%	Our suspension rate is 1%	Our suspension rate will be below 1%.
Behavior intervention team notes	There are 16 students receiving intensive Tier 3 and 4 services across both school sites.	There are 18 students receiving intensive Tier 3 and 4 services across both school sites.	There are 127 students who received Tier 3 and Tier 4 services at Sisson School over the entire school year. Forty-four MSE students	There were 13 students that received Tier 3 and 4 services across both sites. A total of 184 students received Tier 2 or 3 services during the school year.	We will have no more than 10 students receiving intensive Tier 3 and 4 services across both school sites.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			received services over the entire school year.		
Wellness Policy	Federal review indicates it's time for our Local School Wellness Policy Triennial Assessment.	We are preparing to conduct the Local School Wellness Policy Triennial Assessment.	We will be bringing this to our educational partners for feedback and to the Board in the fall.	The Wellness Policy was reviewed and updated on March 14, 2023	All outcomes from the Local School Wellness Policy Triennial Assessment are in place, and the district is ready to assess the effectiveness of any changes or additions.
First 5 Flyers and Sign-ins, agreements with Great Northern Services, the farmers' market, the Resource Center, and the Land Trust	We collaborate with agencies to provide opportunities for strengthening families.	We continue to collaborate with agencies to provide opportunities for strengthening families. We've contracted with Boys and Girls Club to provide after-school and intersession support to students.	We continue to collaborate with agencies to provide opportunities for strengthening families. We've contracted with Boys and Girls Club to provide after-school and intersession support to students.	We continue to collaborate with agencies to provide opportunities for strengthening families. We've contracted with Boys and Girls Club to provide after-school and intersession support to students.	Continue the collaboration and deepen the connections.
Minutes from Site Councils and Partners in Education (P.I.E.), donations from the Education Foundation, sign-in sheets from LCAP stakeholder meetings, parent/caregiver survey results	The district will promote opportunities for all parents and caregivers to be engaged in school groups, activities, and decision-making.	Our report of local indicators details the data regarding opportunities to engage parents and caregivers. We are poised to participate in deeper planning in this area based on those data. We have started seeing more in-person attendance	We have an increase of attendance at parent engagement activities such as Lunch on the Lawn and Cider on the Sidewalk.	We have an increase of attendance at parent engagement activities such as Lunch on the Lawn and Cider on the Sidewalk.	Continue to provide these opportunities and maintain high participation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		and activities with the loosening of COVID restrictions.			
Programs from performances and Back-to-School Night/Open House sign-ins	We consistently have over 90% participation from parents/caregivers in these types of school activities.	We are planning to bring back Back-to-School Night and Open House during the 2022-2023 school year.	We had well-attended Back-to-School Nights and Open Houses at both sites.	We had well-attended Back-to-School Nights at both sites.	Continue to see high participation rates in these types of activities.
Expulsion rate	Our expulsion rate is 0%.	Our expulsion rate is 0%	Our expulsion rate is 0%	Our expulsion rate is 0%	Our expulsion rate remains at 0%.

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.

There were no substantive differences in planned and actual implementation of the actions. Counseling programs at both schools saw greater student participation as students became more comfortable with the program. A big challenge in this area involved being able to create time for teachers to engage with counselors to assess issues and develop plans to solve issues.
Another challenge was regular communication with parents and caregivers. Surveys indicated that parents and caregivers felt the schools were welcoming but would like more consistent communication.
A major success was teh inclusion of counselors into the schools. The counselors were able to head off issues before they became larger problems. The increase in the number of students involved in interventions should be seen as a positive as well as an area of concern.

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.

Expenditures for 2.2 and 2.3 were essentially eliminated due a shift away from these goals in this school year. Nutrition and Health Education was conducted as a part of the classroom curriculum taught by regular classroom teachers.
Much of Goal 2.6 was accomplished via electronic communication with families and caregivers eliminating the need for much of the expenditures related to this action.
Action 2.8: Less was spent due to the speaker being unavailable due to over budget cost.

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

The actions in this goal have been partially effective at making progress on this goal. We plan to revise our goals and actions. The effective actions are physical education, nursing, counseling, and anonymous reports of bullying as evidenced by the health of our students, attendance rate improving, lower suspension rates, creation of a student behavior support team, and attendance in music classes. Our actions that need to be improved include creation of a sensory room, maintaining 2 counselors, assigning additional duties to one as regulation support for students at the elementary school, and positive school climate. based on the following metrics of educational Partner feedback, increased number of students with intense behavior, and increased number of students enrolled with IEPs. We will revise our actions and eliminate actions that do not support student improvement.

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 reduced our expenditures for action 2.2 and 2.3 as they were no longer a priority. We will seek out professional development and provide Siskiyou County office professional learning services or in-house professional learning opportunities. We kept actions that support English learners, low income, foster youth, homeless youth, low performing student groups, and students with disabilities. Counseling will help students navigate challenges such as bullying, social media pressures and pressures related to popularity. Counselors will also help with many of the emotions related to other students and peer pressures. Counselors were available at both schools to provide support for students. MSE counselors met with students one-on-one and conducted classroom presentations relating to the issues facing students. Sisson counselors met with individual students on a regular basis to provide support. The counseling services will be strengthened by increasing tiered supports at each school site.

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

Goals and Actions

Goal

Goal #	Description
3	Maintain the district facilities in good condition and modernize systems where feasible.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Tool (FIT)	There are currently no significant facilities inspection findings.	There are currently no significant facilities inspection findings.	There are currently no significant facilities inspection findings.	There are currently no significant facilities inspection findings.	Continue to have no significant facilities inspection findings.
Construction Contracts	Our HVAC system at Sisson is not complete, nor is it up to the task of refreshing the air to standards that would battle COVID-19. There is no HVAC system at Mt. Shasta Elementary School, and the boilers to heat the building are very old.	Architecture firms have been contacted and interviewed to begin these projects	We are well into the design/architecture phase of the HVAC project at Sisson and MSE.	Revisions on the design of these projects have occurred as a result of construction bids coming in too high.	HVAC systems with appropriate MERV filtration are installed at both sites and MSE no longer uses the boilers to heat the buildings.

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 MSUSD facilities are in good repair. The District went through the bidding process for a new HVAC system 2 times. Both resulted in bid rejections. Currently, we are looking at reducing the scope of the project to meet financial constraints.
Success: The FIT tool was successfully implemented to create a deferred maintenance priority list.

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 3.2 - There is a significant reduction in budgeted expenditures for planned improvements due to the high cost for construction and materials. Although the scope of the projects were altered the expenses outweighed available funds. The HVAC system is still going through the approval process.

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

To date, it has been ineffective since the project has yet to be awarded and completed. The FIT tool implementation was also successful in creating a prioritized list for deferred maintenance.

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.

The FIT tool is utilized regularly to assess the condition of all facilities in the District. At this time we will continue to focus on ultimately completing the HVAC project. Action 3.2 is now budgeted for the 24-25 school 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.

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mount Shasta Union School District	Len Foreman Superintendent	lforeman@msusd.org (530) 926-6007

Plan Summary [2024-25]

General Information

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

The Mount Shasta Union School District is a vital educational institution nestled in the breathtaking natural beauty of Northern California. Established to serve the educational needs of the local community, the district encompasses an area of approximately 3.77 square miles and serves a diverse student population. The district faces various challenges, including enrollment fluctuations, staffing issues, unique geographical considerations, and community-related difficulties, all of which impact the school district's ability to provide quality education.

Enrollment in the Mount Shasta Union School District has experienced fluctuations over the years. As of the latest available data, the district serves around 505 students between its 2 school sites, with enrollment figures varying due to factors such as demographic shifts, economic conditions, and competition from neighboring districts. Managing enrollment fluctuations poses a significant challenge for the district, as it affects resource allocation, class sizes, and overall educational programming.

Staffing is another critical component of the district's operations. The district employs approximately 31.5 teachers, along with administrative staff, support personnel, and other essential roles. Recruiting and retaining qualified educators and staff members can be challenging, especially in rural areas such as Mount Shasta. The district must navigate through issues such as competition from other districts, limited professional development opportunities, and the impact of geographic isolation on recruitment efforts. Also, the cost of living and limited housing available affects potential staff from applying and moving here, as well as families moving into the area.

Geographically, the Mount Shasta Union School District is situated in a region known for its stunning natural landscapes, including the iconic Mount Shasta itself. While the area's natural beauty enriches the educational experience, it also presents unique challenges. Inclement weather conditions, particularly during winter, can impact transportation and school operations, requiring careful planning and preparedness. An increase in the number of students with special needs enrolled in the district and an increase in those being identified creates the urgent need for staff to be trained on special education best practices.

The community challenges faced by the district are multifaceted. Economic disparities, access to resources, and the overall well-being of the community directly influence the educational environment. Furthermore, the district serves a diverse student population, and addressing the needs of all students, including those from historically marginalized backgrounds, requires a concerted effort to foster inclusivity and equity.

In conclusion, the Mount Shasta Union School District plays a crucial role in providing quality education to its diverse student population. However, it faces various challenges, including enrollment fluctuations, staffing issues, unique geographical considerations, and community-related difficulties. Addressing these challenges requires strategic planning, community engagement, and a commitment to delivering equitable and inclusive education to all students, ensuring their success in the district and beyond.

Reflections: Annual Performance

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

Mount Shasta Union Elementary School, located in Northern California, has been a cornerstone of the community, providing quality education to students for many years. The school's performance in the California Dashboard for 2023 reflects its commitment to academic excellence and the challenges it faces in ensuring the success of all student groups.

In the 2023 California Dashboard, Mount Shasta Union Elementary School demonstrated a commendable overall performance. The school's scores in English language arts, mathematics, and other key indicators were above the state average, showcasing the dedication of the educators and the potential of the student body. However, a closer examination reveals disparities in performance among different student groups. Of note, technical assistance is not applicable.

Among the student groups, it was observed that students from low-income backgrounds performed the lowest in the 2023 California Dashboard. Students with disabilities performed in the lowest performance level on the ELA and Math state indicators on the 2023 CA Dashboard. This achievement gap highlights the need for targeted interventions to support these students and address the underlying factors contributing to their lower performance. To improve the scores of this student group, the district can implement several strategies:

Firstly, the district can allocate additional resources to provide targeted support and interventions for students from low-income backgrounds. This can include tutoring programs, after-school support, and access to resources such as technology and educational materials to level the playing field and ensure that these students have an equal opportunity to succeed.

Secondly, the district can focus on professional development for teachers and staff to enhance their ability to address the diverse needs of students from low-income backgrounds. Training programs that emphasize culturally responsive teaching practices, differentiated instruction, and social-emotional learning can better equip educators to engage and support these students effectively.

Additionally, the district can prioritize family and community engagement initiatives to create a supportive network around students from low-income backgrounds. Building strong partnerships with families, community organizations, and local businesses can provide additional resources and support systems that contribute to the academic success and well-being of these students.

Furthermore, the district can explore data-driven decision-making processes to monitor the progress of students from low-income backgrounds and tailor instructional approaches based on their specific needs. Implementing formative assessments, tracking student growth, and adjusting instructional strategies accordingly can help ensure that these students receive the targeted support they require.

In conclusion, while Mount Shasta Union Elementary School showcased an overall strong performance in the 2023 California Dashboard, the data also revealed the need to address the achievement gap among student groups, particularly those from low-income backgrounds. By implementing targeted interventions, enhancing teacher training, fostering community partnerships, and leveraging data-driven approaches, the district can work towards closing this gap and ensuring that all students have the opportunity to thrive academically. Through these concerted efforts, Mount Shasta Union Elementary School can continue to uphold its commitment to providing a high-quality education for all students, regardless of their background or circumstances.

Reflections: Technical Assistance

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

We were placed in Differentiated Assistance due to scores in the year 2021-2022. In the 2022-2023 school year, we emphasized math and improved attendance. This emphasis and commitment to improvement successfully enabled us to climb out of differentiated assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Community Certificated and Classified Staff Boys and Girls Club Parents Board School Site Council SELPA Administrators	Educational partners, including site councils, administrators, staff, and community members, played a crucial role in shaping the direction and effectiveness of educational programs and to inform the creation of the LCAP. Site council meetings served as an important platform for engaging educational partners at the local level. These meetings provided an opportunity for parents, teachers, and community members to come together to discuss and make decisions on important school-related matters. To effectively engage educational partners through site council meetings, it is important to ensure open communication, active participation, and a collaborative decision-making process. By involving educational partners in discussions about school policies, budget allocations, and academic programs, site council meetings can help build a sense of ownership and commitment within the educational community. Due to the small size of the community, both Site Councils performed the same functions as a District Advisory Council. Administrative meetings play a pivotal role in engaging educational partners at the leadership level. These meetings provide a forum for school administrators to collaborate with teachers, support staff, and other partners in setting strategic goals, addressing challenges, and ensuring effective implementation of educational initiatives. To engage educational partners in administrative meetings, it is important

Educational Partner(s)	Process for Engagement
	to foster an environment of transparency, mutual respect, and shared decision-making. Through regular communication and input from various partners, administrative meetings helped build consensus and aligned efforts toward achieving common educational objectives. Staff meetings are another vital avenue for engaging educational partners within the school community. These meetings offer an opportunity for teachers and support staff to collaborate, share best practices, and address instructional and operational issues. To effectively engage educational partners through staff meetings, it is important to promote a culture of inclusivity, professional development, and teamwork. By fostering a supportive and collaborative environment, staff meetings can help strengthen relationships, enhance morale, and improve overall instructional quality. Both certificated and classified bargaining units were afforded the opportunity to provide input to the LCAP at staff meetings held on February 7, 2024 at both Mt. Shasta Elementary School and Sisson School. In addition to meetings, engaging educational partners also involved assignments such as staff MTSS (Multi-Tiered System of Supports) homework. This assignment provided an opportunity for staff to engage in professional development, reflect on student needs, and collaborate on strategies to support diverse learners. By engaging educational partners through meaningful assignments, schools can promote ongoing learning and collaborative problem-solving among staff members. We held an LCAP educational partner feedback meeting on March 19, 2024, as well as site Council meetings at each site on March 7 and March 13. The staff input meeting was held on February 7, 2024. We also gave out informational handouts to families at our monthly Lunch on the Lawn event with directions on how to provide input with accompanying forms. These took place on March 15th at Sisson and April 12 at Mount Shasta Elementary School. Community outreach meetings, both in person and online, offered a valuable platform for engaging educational partners beyond the school campus. These meetings provided an avenue for our district to

Educational Partner(s)	Process for Engagement
	connect with parents, local organizations, and community leaders to foster support for educational initiatives, address concerns, and build partnerships. By actively engaging in community outreach meetings, we can strengthen relationships, build trust, and gain valuable insights into the diverse needs and perspectives within the community. Moreover, multiple board meetings and surveys play a crucial role in engaging educational partners by providing an avenue for input and decision-making at the governance level. Board meetings offer a platform for school board members, administrators, and community representatives to collaborate on policy-making, resource allocation, and strategic planning. Surveys, on the other hand, enable educational partners to provide feedback, share perspectives, and contribute to informed decision-making processes. Students input for the LCAP was provided through a student survey that was conducted over the week of March 18-22, 2024. In addition, the Superintendent met with the Sisson Student Council on February 6 and March 11 to solicit input. The SELPA was consulted in March of 2024. In conclusion, engaging educational partners through various meetings, assignments, outreach efforts, and collaborative activities is essential for building a cohesive and supportive educational community. By fostering open communication, collaboration, and shared decision-making, schools can harness the collective expertise and support of educational partners to create a positive and enriching learning environment for all stakeholders.

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

With the input received from teachers and other school personnel, principals, local bargaining units of the LEA, and students, we prioritized actions and available funding to address the needs and concerns our partners shared. This includes actions in Goals 1 and 2.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maximize student social, emotional, and academic achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to data analysis and input from educational partners. The analysis of the CA Dashboard data indicates needs to address chronic absenteeism and ELA and Math instruction. Chronic absenteeism is at 32% for all students, a growth of 16.2% from the 2021-22 school year. While 44% of all students met or exceeded standard for ELA, only 17% of students with disabilities did the same. While 38% of all students met or exceeded standard for Math, only 6% of students with disabilities did the same. These very low indicators for students with disabilities are addressed in the actions of this goal.
Implementing the actions below and measuring progress using the identified metrics will support Mt. Shasta Union School District in achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Technology inventory Student Device Ratio	2023-2024 The student:device ratio is 1:1 for grades 4-8			Maintain a 1:1 ratio.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Williams Report % of Students Priority 1B	2023-2024 100% students have access to high-quality, state-standards-aligned instructional materials in all curricular areas.			All students have access to high-quality, state-standards-aligned instructional materials in all curricular areas.	
1.3	Sign-in sheets and conference request forms % of Students Priority 2A	2023-2024 100 % of teachers received professional development in some state standards.			100 % of teachers received professional development in some state standards.	
1.4	Attendance rate % of Students Priority 5A	2023-2024 We have an attendance rate of 92.78%			95% attendance rate	
1.5	Middle school dropout rate % of Students Priority 5C	2023-2024 The middle school dropout rate is 0%.			The middle school dropout rate will be 0%.	
1.6	School Accountability Report Card (SARC) and Williams report % of Students Priority 1A	2023-2024 100% of teachers are appropriately credentialed and assigned.			100% of teachers will be appropriately credentialed and assigned.	
1.7	CAASPP State test results % of Students met or exceeding standards. Priority 4A	2022-2023 % of Students met or exceeding standards. ELA is 50% and Math is 52%			% of Students met or exceeding standards. ELA is 60% and Math is 62%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	% of students receiving Tier 3 or 4 reading intervention will meet standards. Priority 8	2023-2024 We're projecting that an average of 20% of students receiving Tier 3 or 4 reading intervention will meet standards.			20% of students receiving Tier 3 or 4 reading intervention will meet standards.	
1.9	EL Progress Rate % of ELD Students improving scoring Priority 4E	2022-2023 We're projecting that an average of 20% of ELD students will achieve improvement in levels of proficiency.			An average of 20% of ELD students will achieve improvement in levels of proficiency.	
1.10	Local ELA and Math Assessments % of Students Priority 8	2023-2024 At MSE 50% of students met or exceeded the standards in ELA. 52% of students met or exceeded the standards in Math. At Sisson 43.2% of students met or exceeded the standards in ELA. 35.5% of students met or exceeded the standards in Math.			% of Students met or exceeding standards.	
1.11	Chronic absence rate % of Students Chronically absent Priority 5B	2022-2023 Our chronic absence rate is 24%			Chronic absenteeism will be below 20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	% of ELD Students Re-designated Priority 4F	2022-2023 21% of our English learners qualified to be re-designated as Fluent English Proficient on the latest ELPAC. Of the remaining students who didn't qualify for RFEP, 50% are Level 3, getting close to re-designation as fluent speakers.			25% of our English learners will be qualified to be re-designated as Fluent English Proficient on the latest ELPAC. Of the remaining students who don't qualify for RFEP, 50% are Level 3, getting close to re-designation as fluent speakers.	
1.13	Master Schedules % of Students having access to a broad course of study Priority 7	2023-2024 % of students have access to a broad course of study.			% of students have access to a broad course of study.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Technology Devices	30 student Chromebooks to rotate in for breakage/loss at $300 each in 24-25 and again in 26-27	$9,000.00	No
1.2	Tier 4 Resource Program	IEP-driven with Special Education Resource Specialist and Supplies to Address Needs and Increase Academic Performance in ELA and Math	$347,467.00	No
1.3	Teacher/Classroom Technology Devices	40 Chromes at $700 in 25-26	$28,000.00	No
1.4	Implementation of Trauma Informed Practices	Various Professional Development based on needs of the District	$5,000.00	Yes
1.5	Implementation of Bridges Program	TK-8 district-wide program to serve students in Tier 3 and 4 housed at Sisson School	$156,816.00	Yes
1.6	Small Class Sizes	Low ratio of teacher to students at MSE	$229,648.00	Yes
1.7	Teacher Assistants/Aides	Assist credentialed staff in the primary grades with student academic progress, specifically in ELA and math, as well as the daily functioning of the school	$123,723.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Reading Intervention	Provide Tier 3 Intervention Support for identified students in reading at both sites, as well as supplies to address reading	$284,348.00	No
1.9	After-School Tutoring	Provide opportunities for supplemental instruction in any subject matter to support students needing to reach grade-level standards.	$16,000.00	No
1.10	Gifted and Talented Education	Provide activities, instruction, and opportunities for identified GATE students as well as all students during and after the school day.	$8,043.00	No
1.11	School Improvement Coordinator	Part-time position to improve attendance, school systems, and MTSS supports.	$51,659.00	No
1.12	Math Intervention Teacher	TK-8 Math Intervention Teacher to support math instruction/grade level achievement at .50 FTE to 1.0 FTE	$115,572.00	Yes
1.13	CTE Activites	MSUESD will support career exploration and career technical education pathways across industry sectors with human and financial resources.	$10,000.00	No
1.14	Special Education Professional Development	Provide on-going opportunities in-district and out-of-district for all staff to participate in SPED professional development	$1,000.00	No
1.15	English-Language Development Teacher	.50 FTE ELD Teacher to provide specialized instruction to students who are English-Language learners	$59,411.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will feel physically and emotionally safe district-wide, and all staff will foster a positive school and district culture.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed based on analyzed data and stakeholder input to ensure that Mt. Shasta Union School District students are supported in engagement expectations. Implementing the actions below and measuring progress using the identified metrics will support Mt. Shasta Union School District in achieving this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student survey results % of Students Survey Results Priority 6C	2023-2024 5% of MSE students say students are not nice, and 8% report being treated disrespectfully. 9% of Sisson students feel other students do not treat them kindly and with respect.			2% of MSE students say students are not nice, and 5% report being treated disrespectfully. 6% of Sisson students feel other students do not treat them kindly and with respect.	
2.2	Suspension rate	2022-2023			0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of Student Priority 6A	Our suspension rate is 3.6%				
2.3	Behavior intervention team notes % of Students	2023-2024 Overall there are 127 students at Sisson with some contact with the Bridges Opportunity program and 44 students at Mt. Shasta Elementary. 35%			Tier 3 services show 50% or higher of students exiting from program each year.	
2.4	Wellness Policy Number of meetings to review policy	2023-2024 One meeting was held to update our Local School Wellness Policy.			Maintain an up to date wellness policy reflecting the needs of our students, staff, and educational partners by having at least one meeting to review policy.	
2.5	Number of parent education classes held at each site. First 5 Flyers and Sign-ins, agreements with Great Northern Services, Boys and Girls Club, the farmers' market, the Resource Center, School CAFE, and the Land Trust	2023-2024 Two parent education classes were held at each site .			5 parent education classes annually.	
2.6	% of increase in family engagement in committees and	2023-2024 0% (no data obtained yet)The district will			20% increase in family engagement in committees and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	engagement opportunities of parent/caregiver responding to district survey Priority 3A	promote opportunities for all parents and caregivers to be engaged in school groups, activities, and decision-making.			engagement opportunities.	
2.7	% of families engage in Back-to-School Night/Open House sign-ins	2023-2024 90%			92%	
2.8	% of Students expelled Priority 6B	2023-2024 Our expulsion rate is 0%.			Expulsion rate of 0%	
2.9						

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Nursing	Maintain nursing days to provide dental hygiene, other hygiene, nutrition, IEP health screenings, and other health-related activities.	$18,060.00	No
2.2	Counseling	Employ a .80 FTE counselor as well as a full-time classified counselor to provide support to students and staff including trauma-informed practices, restorative justice, leadership, conflict resolution, and positive decision-making. Full -time classified counseling will provide regulation support to students with high behavior needs at the elementary school.	$175,761.00	No
2.3	Parent/Family/Guardian Involvement/Engagement	Provide opportunities for parents and guardians to attend school events and activities.	$1,000.00	No
2.4	CONFIDENTIAL Reporting of Bullying and other issues	Anonymous Alerts app where students can make anonymous reports of unsafe and mean behavior.	$2,200.00	No
2.5	Physical Education	Provide a credentialed physical education teacher so that students will have the opportunity to be physically active on a regular basis including at least 200 minutes or more of researched based physical education every 10 days	$106,990.00	No
2.6	Positive School Culture/Climate	Opportunities, activities, and programs aimed at improving and addressing positive School Culture for all staff, students, and community.	$2,000.00	No
2.7	Music	Provide a credentialed music teacher at Sisson School and a Classified teacher at MSE	$147,189.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	Sensory Room	Provide a space and materials, along with staff training, for a sensory room at MSE for students to use on an as-needed basis, with training for regulating behavior.	$1,000.00	No
2.9	Increased elective offerings	Opportunities for teachers in grades 6-8 to provide high-interest electives along with the necessary curriculum and supplies to implement these courses.	$1,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Maintain short and long-term financial stability and effectiveness, while maintaining facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

By maintaining our facilities & a healthy reserve, MSE will continue existing financial stability. Implementing the actions below and measuring progress using the identified metrics will support Mt. Shasta Union School District in achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facilities Inspection Tool (FIT) % of facilities in good repair	2023-2024 100%			100%	
3.3	Maintain levels of reserves (%)	2023-2024 16.6%			17%	
3.4	Staff to student ratios	2023-2024 1:16 Certificated/Student ratio 1:11 Classified/Student ratio			Staffing ratios are reconciled for certificated and classified staff as it relates to declining student enrollment.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Facilities in Good Repair	Maintain facilities	$25,000.00	No
3.2	Modernize/Install HVAC and Upgrade Heating/Air	Focus on upgrading the HVAC at MSE first, followed by Sisson	$1,070,000.00	No
3.3	Monitor Reserves	Monitor and maintain reserves at 17%	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$518,784	$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
10.097%	0.000%	$0.00	10.097%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Implementation of Trauma Informed Practices **Need:** After assessing the needs, conditions and circumstances of our low income students, we discovered that socioeconomically disadvantaged (SED) students perform at a lower rate than students overall on CAASPP scores for ELA and Math. 44% of all students scored at or above grade level in ELA. SED	To address this need all staff will be provided with professional development opportunities on best practices for effective instruction and implementation of PBIS and trauma informed instruction. This action is the most effective use of funds to meet this goal because the number of students this will affect crosses all grade levels within the District. The basis for the use of these funds based upon educational theory contained in "Trauma Informed School" by Jeffrey Sprague and "Incorporating	100% of teachers will attend professional development opportunities. A increase in CAASPP scores of 5%.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students scored at 35% at or above grade level. In Math, all students scored at 38% at or above grade level while SED students were at 26% at or above grade level. Chronically Absent students score below students who attend regularly. **Scope:** LEA-wide	Trauma Informed Care Into School Based Programs" by Sandra Martin, et. al. and experience of staff. Although primarily directed at SED students this action will support all students within the District.	
1.5	**Action:** Implementation of Bridges Program **Need:** Students exhibiting a need for Tier 3 and 4 support score lower than all students on CAASPP tests. After assessing the needs of our SED students we discovered that this student group performs at a lower level on CAASPP ELA. All students at or above grade level: 44% SED students: 35% **Scope:** LEA-wide	After assessing data for this student group, MSUSD will implement the Bridges Opportunity Program to provide ELA support at a Tier 3 or 4 level. These interventions will provide targeted assistance to help identified students achieve at a higher level than previously achieved. This action is the most effective use of funds due to the focus on this specific group of students and the ability to provide support for them. The basis for determining the of these funds was based upon existing PBIS and trauma Induced practices research and the experience of staff.	The effectiveness of this action will be measured by the number of students improving on CAASPP tests. Although the Bridges program will help SED students it will also support any student identified for Tier 3 adn 4 services.
1.6	**Action:** Small Class Sizes **Need:**	Low class sizes addresses the need for academic support for low income students by allowing staff to be more effective in providing targeted interventions in small student groups. This action is the most effective use of funds because it allows	A 2% increase in students meeting or exceeding standards on CAASPP ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Assessment of data reveals that SED students perform at a lower level on ELA and Math. ELA: All students at or above grade level is 50%. SED students: 38% at or above. Math: All students 52% at or above, SED students: 38% at or above grade level. **Scope:** LEA-wide	struggling students to receive one-on- one assistance or small group assistance. While primarily directed towards supporting low income students to improve scores on CAASPP tests it will also support all students by providing small class sizes allowing effective use of small group or individual interventions. The basis for the use of these funds based upon educational theory contained in "Trauma Informed School" by Jeffrey Sprague and "Incorporating Trauma Informed Care Into School Based Programs" by Sandra Martin, et. al. , "The Culture" by James Hunter, "Best Behavior" by Jeffrey Sprague.and the experience of staff.	
1.7	**Action:** Teacher Assistants/Aides **Need:** After assessing the needs, conditions and circumstances of our low-income students, we learned that SED students perform at a lower rate than all students on CAASPP tests for ELA and Math at Mt Shasta Elementary School (MES). ELA All students: 50% at or above grade level SED: 38% at or above grade level. Math All students: 52% at or above grade level SED: 38% at or above grade level. **Scope:** Schoolwide	To address this need teacher assistants and aides will be employed at Mt Shasta Elementary (MSE)to provide a lower student to staff ratio. MSE is a TK-3 grade school. Additional aide positions will address the need for academic support for low-income students by allowing staff to implement effective interventions. This is the most effective use of funds to meet this goal because it will allow students to receive assistance that otherwise would not be available to low-income students. The basis for the determination of the use of these funds include previous successful experiences as well as review of PBIS and review of best intervention practices for low-income students scoring below grade level. While professional development and increased staffing is primarily directed towards supporting low-income students based on lower achievement levels, it will also support all students who will benefit from lower staff to student ratios and the	CAASPP ELA and Math tests.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		opportunities for small group and targeted interventions it provides. The basis for the use of these funds based upon educational theory contained in "Trauma Informed School" by Jeffrey Sprague and "Incorporating Trauma Informed Care Into School Based Programs" by Sandra Martin, et. al.	
1.12	**Action:** Math Intervention Teacher **Need:** After assessing the needs, conditions and circumstances of our low-income students, we learned that SED students perform at a lower rate than all students on CAASPP tests for Math at Sisson School. Math All students: 35% at or above grade level SED: 27% at or above grade level. **Scope:** Schoolwide	A math intervention teacher will be employed at Sisson School to provide targeted intervention support. Sisson is a grades 4-8 school. A math intervention teacher addresses the need of math academic support for low income students by providing targeted. evidence based instruction to small groups of students. This action is the most effective use of funds to meet this goal for unduplicated students because these this teacher will be provide individualized and small group instruction to address specific needs for students. The basis for this intervention was determined by reviewing PBIS as well as best practices for struggling students as well as past successful experiences of teaching staff. While the math intervention teacher is primarily directed towards supporting low-income students based on lower achievement levels, it will also support all students who will benefit from lower staff to student ratios and the opportunities for small group and targeted interventions it provides.	2% improvement on CAASPP ELA and Math tests.
2.9	**Action:** Increased elective offerings **Need:**	Increased elective offerings will improve student engagement by allowing students to choose a elective they are interested in. Attendance will improve because students will be more engaged in	Higher attendance rate, fewer discipline referrals, number of elective offerings. student survey results.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Parent and student surveys indicate a desire for more elective offerings. **Scope:** Schoolwide	school and class offerings. Sisson School is a 4-8 grade school. A review of data indicates that low-income students have a lower attendance rate than all students. Providing more electives will help low-income students become more engaged n school, attend more frequently which will provide improved test scores. A drop in behavior referrals is to be expected when student engagement improves. The basis for this intervention was determined by reviewing PBIS as well as best practices for struggling students as well as past successful experiences of teaching staff. While increased electives is primarily directed towards supporting low-income students it will also support all students who will benefit from more elective offerings and the opportunities improved student engagement.. The basis for the use of these funds based upon educational theory contained in "Elevating Electives" by Miriam Potinsky.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

There are no limited actions in this LCAP

Additional Concentration Grant Funding

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

N/A

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage t Increase or Improv Services for the Com School Year (3 + Carryover %)
Totals	5138192	518,784	10.097%	0.000%	10.097%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	$1,225,137.00	$373,467.00	$25,000.00	$1,372,283.00	$2,995,887.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	L
1	1.1	Student Technology Devices	All Students with Disabilities	No			All Schools	24-25 and 26-27	$0.00	$9,000.00	
1	1.2	Tier 4 Resource Program	Students with Disabilities	No			All Schools	Ongoing	$345,467.0 0	$2,000.00	
1	1.3	Teacher/Classroom Technology Devices	All Students with Disabilities	No			All Schools	25-26	$0.00	$28,000.00	$
1	1.4	Implementation of Trauma Informed Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	
1	1.5	Implementation of Bridges Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Sisson TK-8	Ongoing	$156,816.0 0	$0.00	$
1	1.6	Small Class Sizes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: MSE	Ongoing	$229,648.0 0	$0.00	$
1	1.7	Teacher	English Learners	Yes	School	English	Specific	Ongoing	$123,723.0	$0.00	$

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	L
1	1.10	Gifted and Talented Education	All Students with Disabilities	No			All Schools	Ongoing	$8,043.00	$0.00	
1	1.11	School Improvement Coordinator	All Students with Disabilities	No			All Schools	Ongoing	$51,659.00	$0.00	$
1	1.12	Math Intervention Teacher	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$115,572.00	$
1	1.13	CTE Activites	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$10,000.00	
1	1.14	Special Education Professional Development	Students with Disabilities	No			All Schools	Ongoing	$0.00	$1,000.00	
1	1.15	English-Language Development Teacher	All English Language Learners	No			All Schools	Ongoing	$59,411.00	$0.00	$
2	2.1	Nursing	All Students with Disabilities	No			All Schools	Ongoing	$18,060.00	$0.00	$
2	2.2	Counseling	All Students with Disabilities	No			All Schools	Ongoing	$175,761.0 0	$0.00	$
2	2.3	Parent/Family/Guardian Involvement/Engagemen t	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$1,000.00	
2	2.4	CONFIDENTIAL Reporting of Bullying and other issues	All	No			All Schools	Ongoing	$0.00	$2,200.00	
2	2.5	Physical Education	All Students with	No			Specific Schools:	Ongoing	$106,990.0 0	$0.00	$

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	L
			Disabilities				Shasta Elementary				
2	2.9	Increased elective offerings	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Sisson	Ongoing	$0.00	$1,000.00	
3	3.1	Facilities in Good Repair	All	No			All Schools	Ongoing	$0.00	$25,000.00	
3	3.2	Modernize/Install HVAC and Upgrade Heating/Air	All Students with Disabilities	No			All Schools	24-25	$0.00	$1,070,000.00	
3	3.3	Monitor Reserves	All	No			All Schools	Ongoing	$0.00	$0.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5138192	518,784	10.097%	0.000%	10.097%	$626,759.00	0.000%	12.198 %	Total:	$626,759.00
								LEA-wide Total:	$386,464.00
								Limited Total:	$0.00
								Schoolwide Total:	$240,295.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Implementation of Trauma Informed Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.5	Implementation of Bridges Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Sisson TK-8	$156,816.00	
1	1.6	Small Class Sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: MSE	$229,648.00	
1	1.7	Teacher Assistants/Aides	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: MSE TK-3	$123,723.00	
1	1.12	Math Intervention Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income		$115,572.00	
2	2.9	Increased elective offerings	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sisson	$1,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,083,896.18	$1,816,399.50

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Student Technology Devices	Yes	$25,000.00	$27,935.90
1	1.2	Teacher Credentialing and Assignment	No	$0.00	$0.00
1	1.3	Tier 4 Resource Program	No	$368,920.92	$289,175.45
1	1.4	Teacher/Classroom Technology Devices	Yes	$36,100.00	$28,867.70
1	1.5	Science and Social Studies Curricula	No	$4,174.92	$1,503.54
1	1.6	Teacher Professional Development	No	$5,099.91	$182.17
1	1.7	Bridges Program	Yes	$152,469.34	$164,075.28
1	1.8	Small Class Sizes	Yes	$398,058.19	$414,253.50
1	1.9	Teacher Assistants	No	$148,532.58	$116,141.77
1	1.11	Intervention Services	No	$276,783.84	$270,281.19
1	1.12	Intersession Learning	Yes	$34,695.30	$34,696.00

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	1.13	After-School Tutoring	Yes	$80,956.00	$80,956.00
1	1.14	Gifted and Talented Education	No	$15,528.08	$6,596.10
1	1.15	School Improvement Coordinator	Yes	$49,848.26	$48,929.58
1	1.16	Additional Math Intervention Teacher	Yes	$107,022.27	$111,997.49
1	1.17	.50 English Learner Development Teacher	No	$57,983.09	$48,359.31
1	1.18	MyON! Reading Program through Renaissance Learning	Yes	$22,526.80	$22,526.80
1	1.19	ELD Curriculum	Yes	$1,000.00	$1,802.04
1	1.20	Go Guardian!	No	$2,000.00	$2,295.00
2	2.1	Physical Education	No	$0.00	$0.00
2	2.2	Nutrition	No	$65,000.00	$0.00
2	2.3	Health Education ACTION ELIMINATED	No		
2	2.4	Nursing	Yes	$16,380.00	$16,380.00
2	2.5	Counseling	No	$84,260.68	$84,523.23

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)
2	2.6	Parental Involvment	No Yes	$5,000.00	$240.28
2	2.7	Confidential Reporting of Bullying and Other Issues	No	$2,200.00	$2,200.00
2	2.8	Social Emotional Leading	No Yes	$10,525.00	$2,518.16
2	2.9	Motivational/Guest Speakers	No Yes	$5,000.00	$4,200.00
3	3.1	Facilities In Good Repair	No	$25,000.00	$25,711.26
3	3.2	Modernize/Install HVAC and Upgrade Heating	No	$1,083,831.00	$10,051.75

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$489,425	$564,438.25	$615,972.99	($51,534.74)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Student Technology Devices	Yes	$25,000.00	$20,446.52		
1	1.4	Teacher/Classroom Technology Devices	Yes	$36,100.00	$22,038.75		
1	1.7	Bridges Program	Yes		$0		
1	1.8	Small Class Sizes	Yes	$398,058.19	$414,253.50		
1	1.12	Intersession Learning	Yes	$0	$0		
1	1.13	After-School Tutoring	Yes	$0	$0		
1	1.15	School Improvement Coordinator	Yes	$49,848.26	$48,929.58		
1	1.16	Additional Math Intervention Teacher	Yes	$0	$66,969.18		
1	1.18	MyON! Reading Program through Renaissance Learning	Yes	$22,526.80	$22,526.80		
1	1.19	ELD Curriculum	Yes	$1,000.00	$1,670.22		
2	2.4	Nursing	Yes	$16,380.00	$16,380		
2	2.6	Parental Involvment	Yes	$5,000.00	$240.28		
2	2.8	Social Emotional Leading	Yes	$10,525.00	$2,518.16		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.9	Motivational/Guest Speakers	Yes		$0		

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)
$5,083,773	$489,425	0%	9.627%	$615,972.99	0.000%	12.116%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action **is not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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

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

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

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

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

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

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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