LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Knights Ferry Elementary School

CDS Code: 50-71142-6052609

School Year: 2024-25

LEA contact information:
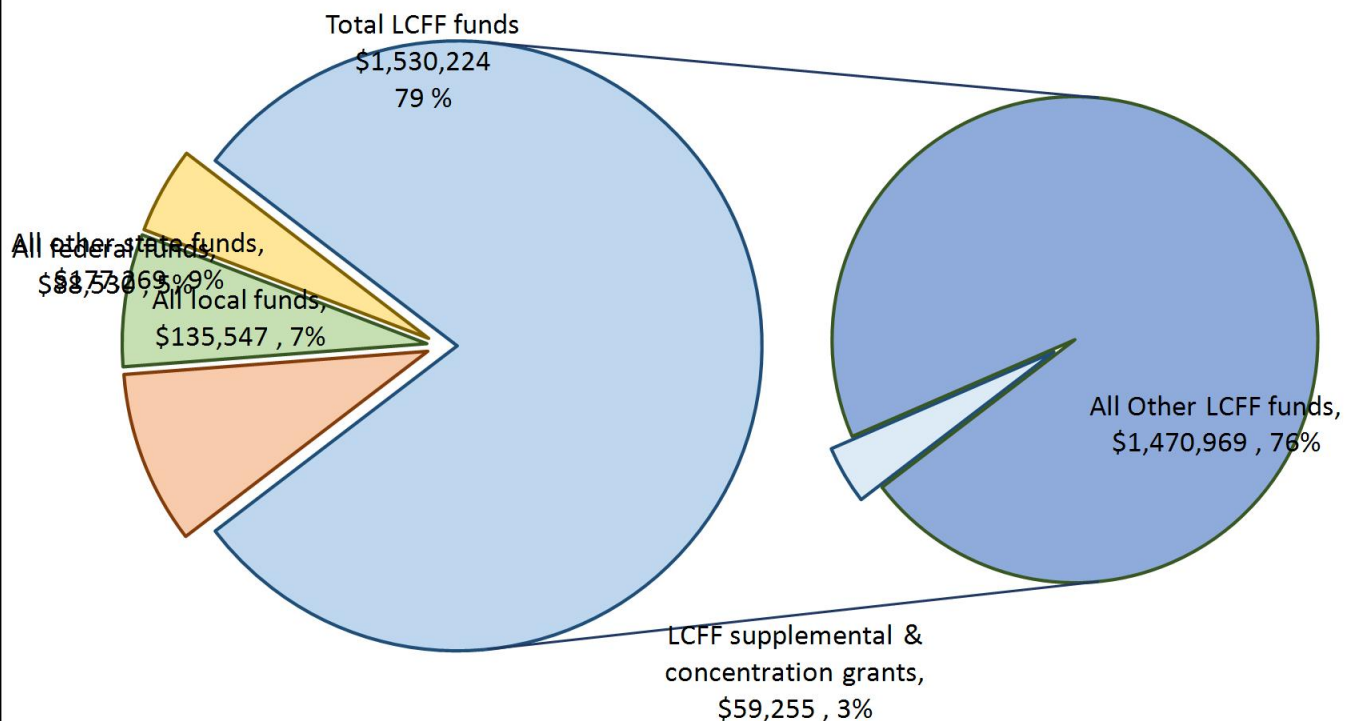
Janet Lindgren

Superintendent/Principal

jskulina@kfesd.org

2098813382

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$1,530,224
79 %

All other state funds,
$177,269 , 9%

All federal funds,
$88,530 , 5%

All local funds,
$135,547 , 7%

All Other LCFF funds,
$1,470,969 , 76%

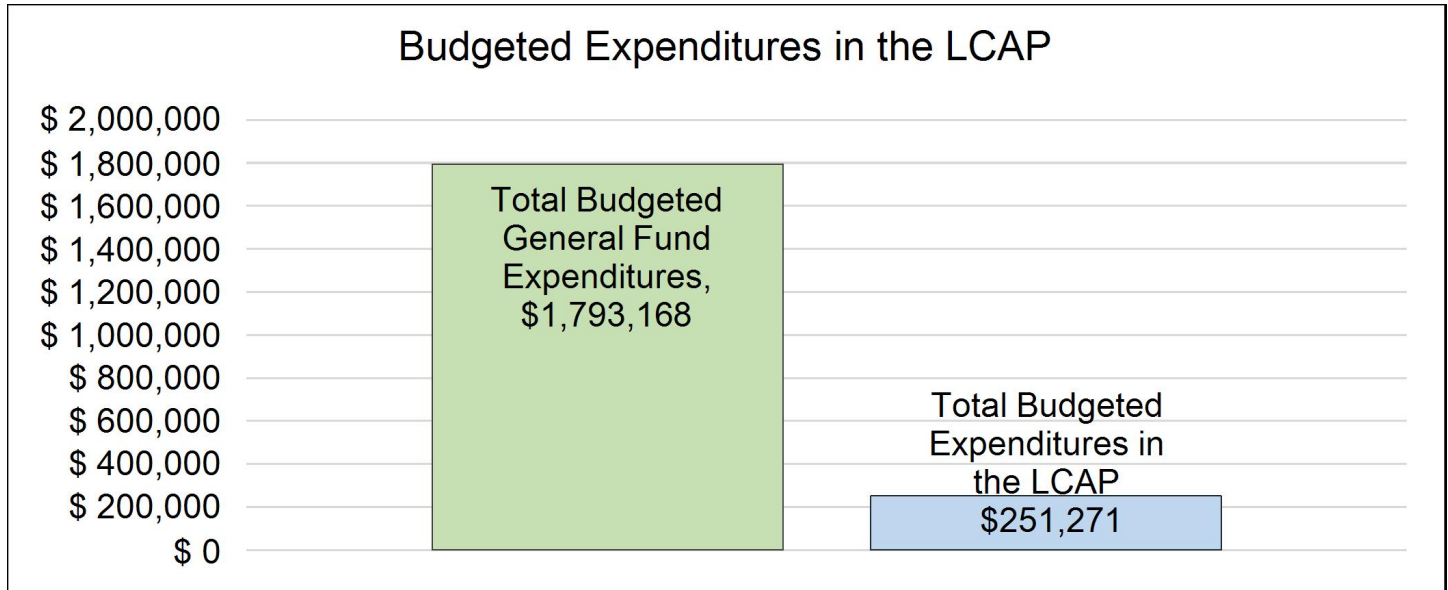LCFF supplemental &
concentration grants,
$59,255 , 3%

This chart shows the total general purpose revenue Knights Ferry Elementary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Knights Ferry Elementary School is $1,931,570, of which $1,530,224 is Local Control Funding Formula (LCFF), $177,269 is other state funds, $135,547 is local funds, and $88,530 is federal funds. Of the $1,530,224 in LCFF Funds, $59,255 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 2,000,000	
$ 1,800,000	
$ 1,600,000	Total Budgeted
$ 1,400,000	General Fund
$ 1,200,000	Expenditures,
$ 1,000,000	$1,793,168
$ 800,000	
$ 600,000	Total Budgeted
$ 400,000	Expenditures in
$ 200,000	the LCAP
$ 0	$251,271

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

The text description of the above chart is as follows: Knights Ferry Elementary School plans to spend $1,793,168 for the 2024-25 school year. Of that amount, $251,271 is tied to actions/services in the LCAP and $1,541,897 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Knights Ferry School allocates other General Fund expenditures, which are not included in the LCAP, to cover a broad range of essential needs. These expenditures encompass salaries and benefits, ensuring we attract and retain high-quality staff. Additionally, funds are allocated for books and supplies to provide our students with the necessary educational materials. Services and operating expenditures are also covered to maintain smooth and efficient school operations. Furthermore, capital outlay investments are made to enhance our facilities, and other outgoing costs are addressed to support the overall functioning of our district. These strategic allocations are crucial for sustaining and advancing our educational mission.

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

In 2024-25, Knights Ferry Elementary School is projecting it will receive $59,255 based on the enrollment of foster youth, English learner, and low-income students. Knights Ferry Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. Knights Ferry Elementary School plans to spend $201,271 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

- ☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $175,989
- ☐ Actual Expenditures for High Needs Students in LCAP — $117,330
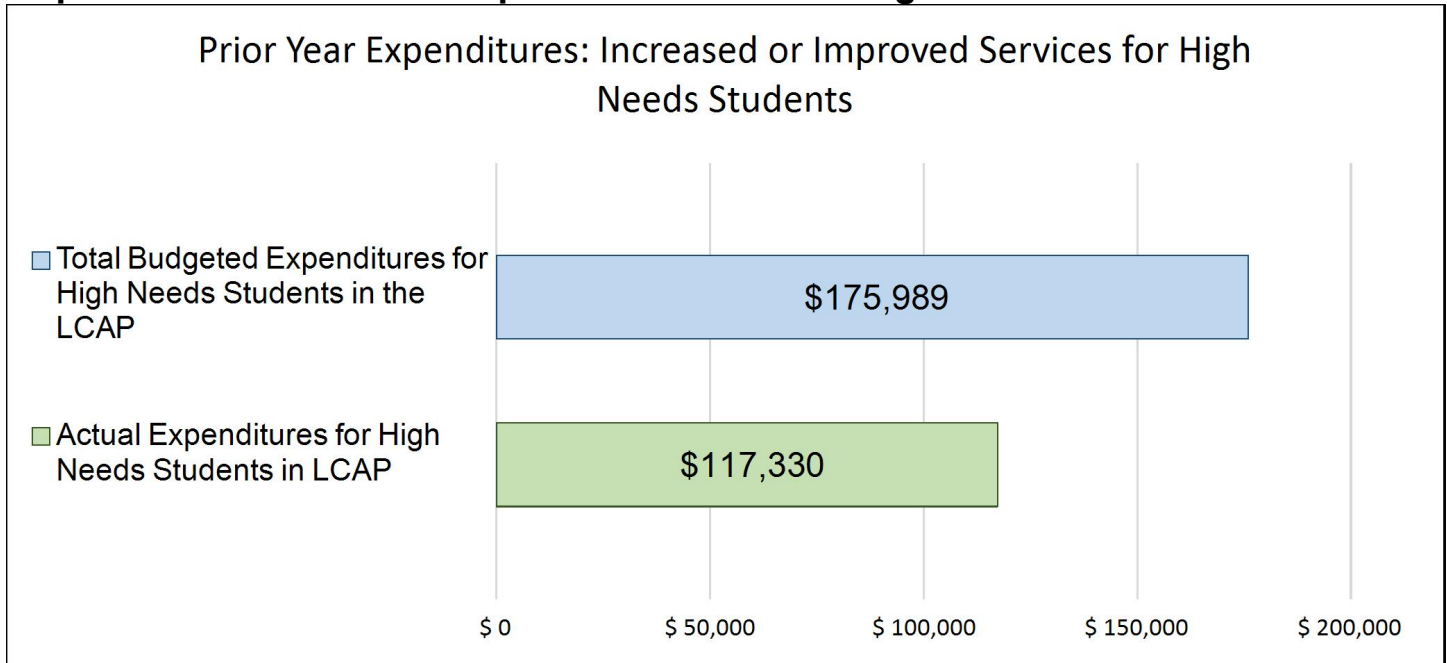
This chart compares what Knights Ferry Elementary School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Knights Ferry Elementary School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Knights Ferry Elementary School's LCAP budgeted $175,989 for planned actions to increase or improve services for high needs students. Knights Ferry Elementary School actually spent $117,330 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-58,659 had the following impact on Knights Ferry Elementary School's ability to increase or improve services for high needs students:

The difference between the total budgeted expenditures and the actual expenditures had no impact on the actions and services provided for high-needs students in the 2023-24 school year. This variance did not affect the level or quality of support and resources dedicated to these students, ensuring their educational experience remained robust and uninterrupted. Our commitment to addressing the unique needs of high-needs students remained steadfast, with all planned programs and services delivered as intended. This stability underscores our dedication to fostering an inclusive and supportive learning environment for every student.

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
Knights Ferry Elementary School	Janet Lindgren Superintendent/Principal	jlindgren@kfesd.org 2098813382

Goals and Actions

Goal

Goal #	Description
1	Goal A. As a facet of Conditions of Learning state priority area A, Knights Ferry Elementary School District will implement high standards of teaching and learning for all students through the following activities: A1 In order to maintain highly qualified teachers KFESD will provide staff development on the continued implementation of all state standards, focusing reading support and intervention and Positive Behavior Interventions and Supports; and provide high quality induction services (formerly known as BTSA) for all qualified new teachers. A2 All course requirements are aligned with state standards and all students at the school participate in all the required courses creating access to a broad course of study as well as access to evidence based curriculum will be utilized for reading and math. A3 Provide paraeducators for core instruction in all combo classes as well as for intervention. A4 Review for purchase and implementation including staff training, evidence based reading and math intervention programs and strategies

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Meet Williams Act Sufficiency Requirements (State Priority 1)	Zero Williams Act Complaints	Zero Williams Act Complaints	The District continues to meet this goal yearly: no Willams Act complaints were filed.	Zero complaints.	Zero Williams Act complaints

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of teachers will be appropriately assigned and fully credentialed (SP 1).	7/8 teachers were fully credentialed (one intern credential)	7/7 teachers now fully credentialed	100% of teachers are fully credentialed.	6/7 teachers full credentialed; one teacher is participating in an intern program and is credentialed as an intern.	100% teachers will be fully credentialed.
All qualified teachers will participate in Induction (SP 1).	Provided Induction for 100% of qualified teachers and additionally, provided additional, district support for 100% of intern teachers.	100% of qualified teachers participated in induction (2) with one teacher clearing a credential and one with one more year.	100% of teachers who need to participate in induction are participating in induction.	No teachers are currently clearing their credentials through Induction. Regardless, a curriculum and instruction mentor is available for support to interns, induction, and teachers on an as needed or request basis.	Induction will be provided to all qualified teachers; though ideally, all teachers will by this time have a clear credential.
90% Staff Development Days will focus on Positive Behavior Interventions and Support rational and school specific strategies AND academic intervention strategies (SP 1, 5, 6).	60% of staff development days focused on coping with COVID-19, distance learning, complying with health department mandates and staff emotional health; 30% focused on NGSS and local agriculture issues.	Staff development initially focused on PBIS (August 2021). School specific strategies and support for students were covered 50% of the days. Many meetings were used to attempt to manage the toll that teaching with and through COVID-19 was taking on staff.	Staff development no longer focuses on COVID or distance learning. 100% of Professional development provided PBIS and trauma focused info at initial days in August; emphasis on engaging math instruction; improving math instruction.	Training on trauma focused learning and PBIS was completed in the 2021-2022 and 2022-2023 school year. PBIS strategies are thoroughly infused in the day-to-day activities and processes of the school. The focus of staff development currently has been math.	Positive Behavior Intervention and Supports will be completely and thoroughly understandable to all stakeholders and used consistently on a daily basis.
Classroom walk throughs will evaluate	7/8 teachers used PBIS consistently and	7/7 teachers use PBIS strategies.	7/7 teachers use PBIS strategies; token	7/7 Use PBIS strategies; each	Intervention groups through a Multi-Tiered

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the regular use of positive behavior strategies for classroom management in 100% of classrooms (SP 5, 6).	with good results as observed in the classrooms.		economies and no punitive measures for classroom management.	classroom has positive reinforcements of a variety of age appropriate strategies in place.	System of Support will be integral to the instruction process and maintained year-to-year.
Classroom walk throughs will evaluate consistent and regular use of standards aligned materials in order to meet a broad course of study for all student groups, including the use of EL strategies (SP 2, 7, 8).	8/8 teachers used standards aligned materials.	7/7 teachers use standards aligned materials	7/7 teachers use standards aligned materials.	7/7- All teachers us standards based, adopted materials for all subjects.	All teachers will use standards aligned materials for all subjects and in multi-age classrooms aides will be assigned.
Evidence based intervention materials will be used fidelity and regularity, supporting state standards with 100% of the intervention groups, including English learners and students with disabilities (SP 2, 4).	Interventions were given to identified students weekly. Aides were available to support core instruction in the one combo class. Aides assisted in reading intervention. Reading intervention curriculum was available for grades K-2 but not 3-8.Intervention curriculum is not available for math.	100% of teachers used Sonday System 1 or 2 in their Monday WIN intervention groups. K supplemented with alternative materials. These interventions did not include EL students because none of our EL students performed low enough in reading to be considered! However, students	Sonday 1 and 2 (research and evidence based intervention) are being used on an almost daily basis with identified students. EL students who are primary Spanish speakers also get additional support.	The WIN (K-8)and WIN-R (K-3) intervention programs utilize evidence based materials such as Sonday I and II depending on age of students. Students participating in each program receive a robust intervention and in some cases accelerated learning opportunities for reading and writing. Math interventions are	Appropriate aides are trained and able to run intervention groups with the purchased curriculum independently. An evidence based reading curriculum is fully implemented and used with fidelity. An evidenced based math curriculum is fully implemented and used with fidelity.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		with disabilities were included.		provided in each class depending on individual student need.	
State Dashboard Rating for ELA will increase from the green area to the blue area based on state score cut-offs. (SP 4)	Most current district rating for ELA for all students is green and students increased by 17.9 points; there are not enough students in any unduplicated subgroup to have a specific rating.	There are no dashboard colors for comparison at this time. 2021 CAASPP test scores were not reported on the Dashboard and not assigned a color.	The state changed the rating system and primarily due to COVID issues, student and staff absences as well as some mistakes in testing for ELA, the ELA score fell to low (rating categories were: very low, low, medium, high, very high).	Both ELA and Math scores for the CAASPP improved for the 2022-2023 school year. They are not yet at the blue level. Current scores are at the yellow level (medium).	Ideally, the ELA rating will be blue, the highest level.
100% of English Learners will make progress towards English proficiency as measured by increasing ELPAC scores (SP 4).	The EL sub group is too small to have aggregate scores on the CADashboard.	EL students did perform well on the ELPAC many receiving 4s in some areas. None of the EL students was referred to the WIN program.	The EL subgroup remains too small to have it's own data. At least two students received all 4's and most students received 3s. 100% of students continue to make progress.	EL students are making progress towards English proficiency.	100% of English Learners will make progress towards English proficiency as measured by increasing ELPAC scores
100% of English Learners who make adequate progress on the ELPAC, CAASPP and in class assessments will be reclassified.	Two students of eight total English Learners were reclassified in 2020-2021 school year.	One student was recommended for reclassification in the 2122 school year (100% eligible).	More students may be reclassified at the end of the school year, after ELPAC assessments. Three students were reclassified this year;	No students have been reclassified this school year thus far; though our the majority of our EL students are high achievers in class.	100% of English Learners who make adequate progress on the ELPAC, CAASPP and in class assessments will be reclassified.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			three times the number of previous years.		

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.

The goal was carried out as written. There were significant improvements in Dashboard scores in both ELA and math and though we did not reach the goal of the color of blue on the Dashboard we did improve, indicating that the actions as written were affective.

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.

This goal was substantially implemented as written. In action 1.1 the budget called for $10,000 and the professional development cost exceeded that by $4000. 1.2-this goal crossed several LCAP cycles and intervention materials that were purchased in the first cycle were not then again purchased in another cycle. Thus there is a material difference in the amount spent. 1.3 implemented as written though the cost was more than budget. A combination of 1.1 and 1.3 is $13,000. 1.4 implemented as written though aide salaries increased and the number of aides increased during this LCAP cycle.

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

It is presumed that all actions contributed to the signficant increase in student performance on the Dashboard. There are only two outcomes that were not met: the district is in the beginning stages of finding a math intervention curriculum though we did work with a math expert all year; likewise our ELA rating was not blue, the highest level, but yellow, a medium level of measures of the CADashboard.

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

We will be adjusting the Metrics and Actions of the LCAP for the 2024-2027 cycle to better align with our school's broad goals and ensure that the Metrics are measurable and related to state priorities. Goal 1 will become a broad goal focused on Student Academic Achievement.

Metric adjustments for the current Goal 1 include the deletion of Metric 1 and Metric 3, as Metric 3 is represented within the data of Metric 2. Metrics 4-7 will also be deleted as LCAP Metrics but will continue to be monitored within our Professional Development Plans. A new metric will be added to Goal 1 to monitor the percentage of teachers receiving Professional Development in standards-aligned content and strategies. Metric 8 will be modified to include California Dashboard Data in Mathematics. Additionally, a new metric will measure student achievement on the CAST, and another will analyze the achievement gaps of our English Learners and Students with Disabilities. Metric 10 will be modified to monitor the percentage of English Learners Reclassified as Fluent English Proficient. Additional metrics will be added to monitor student access to a broad course of study, standards-aligned curriculum, and the percentage of English Learners and Students with Disabilities receiving core instruction.

Action modifications for the current Goal 1 include modifying Staff Development to encompass current Actions 1.1 and 1.2. Action 1.2 will be modified (as the curriculum has been purchased) and split, so Goal 1 will now have separate actions for Tier I Academic Interventions and Tier II & III Academic Interventions, while the Social Emotional Learning component will move to the upcoming Goal 2 Actions. New actions in Goal 1 will include Student Achievement and Development, Core Curriculum, Supplemental Curriculum, Student Data Analysis, and English Learner Development, which will incorporate our current Action 1.4.

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	Goal B: Knights Ferry ESD will ensure improved student outcomes including increasing academic success for EL and socio-economically disadvantaged students. B1 Repeat the training for and Implementation of a Positive Behavior Intervention and Support (PBIS) model school-wide; train all staff on the key factors of PBIS and how to implement school-wide and in the classroom (district staff with SCOE support as necessary). B2 Review, purchase and implement a daily, social emotional learning curriculum (also indicated in the Expanded Learning Opportunities Plan (ELOP). B3 Provide opportunities for paraeducator staff to receive training and consultation in classroom and behavior management strategies and EL support strategies; includes PBIS and the delivery of academic intervention where appropriate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Train 100% of staff in all aspects of Positive Behavior Intervention and Supports including trauma focused strategies, addressing ACES and de-escalation strategies (SP 5,6).	Training for all staff on PBIS began in the 2019-2020 school year. None was provided in the 2020-2021 school year.	The first PD day for staff included a refresher training on trauma informed instruction and the purpose of PBIS. Completed on August 3rd.	We retrained on PBIS and trauma focused instruction during August SD days.	As shared in Year 2 Outcomes, we retrained on PBIS and trauma focused instruction during August SD days.	All staff understanding trauma focused instruction. All staff use a common language related to Respect Ownership Attitude Responsibility and Safety (ROARS) when talking with students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Completely develop A PBIS matrix, flow chart of behavior responses and forms that will be used by 100% of staff (SP 5,6)	Only one form exists at this time: Minor Incident Report Form.	Due to the heavy impact of COVID 19 again on the 2021-2022 school year, the flow chart of behaviors needs to be completed. A new form was created by Leadership in April of 22 to be introduced to staff in August.	We continue to work on, but have not yet completed the flowchart; however, all teachers post a matrix of desired behaviors in their classroom; all teachers use the PBIS voice levels in classroom and all students know what they mean; all students know the behavioral expectations of ROARS.	PBIS language and forms are used in all classrooms. Students across grade spans understand various aspects of the ROARS expectations such as voice levels. The Minor Incident Form consisting of ROARS values is used. Leadership Team is developing flow of behaviors for roll out before year's end.	PBIS forms are available. A PBIS flow chart of behavior management is consistently used in each classroom and on the playground.
Train all staff on the use of PBIS forms with the process that will be used by 100% of staff (SP 5,6).	0/8 teachers used the Minor Behavior Incident Report form in 2020-2021. Staff are not consistently using the Behavior Reflection Form and other forms do not yet exist.	The forms were not utilized consistently.	5/7 teachers using behavior incident reporting form (we have very few incidences).	When needed 6/7 teachers are using the Minor Incident Form; classified staff are also using the form.	PBIS forms are available. A PBIS flow chart of behavior management is consistently used by 100% of the staff in each classroom and on the playground.
Fully and daily implementation of the adopted, grade specific, social-emotional learning curriculum in 100% of the classrooms as measured by	An inexpensive SEL curriculum was purchased but did not have grade level standards and was not consistently used in 2020-2021 and 6/7	A full SEL curriculum was purchased but implemented unevenly due to COVID impacted teacher absences.	A comprehensive SEL curriculum was purchased in 2021-22 and utilized by all teachers. The same curriculum without the online component is being used in 2022-	SEL curriculum with online updates is used in all classes as appropriate.	Students and staff use the lingo of the social-emotional curriculum throughout the school day and demonstrate the use of problem solving strategies in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
classroom walk-throughs and observations. 7/7 teachers will indicate on their schedule the daily times for SEL instruction (SP 5,6).	teachers used in 2019-2020.		2023. Students and staff are anecdotally improving in the use of the PBIS lingo specific to Knights Ferry- ROARS; Student Council also created a ROARS specific pledge which is repeated daily by all students.		class and on the playground.
Increase attendance rate to 97% (SP 5,6)	Calculated attendance rate for 2019-2020 hovered around 95%.	Due to quarantine guidelines and COVID surges twice during the school year, our attendance rate dropped to about 90%.	Current attendance rate is approximately 94%; the attendance rate for 2021-2022 dropped to about 80% due to COVID illness and quarantine requirements.	Attendance rate continues to hover around 94%.	Attendance rate will be approximately 97%.
Decrease suspension rate to 0 incidences per year (SP 5,6).	There were no suspension and few office referrals from August 2019-March 2020. There were no suspensions from August 2020- May of 2021 but two students were suspended for a total of five days in May, 2021.	There were zero suspensions in the 2022-2023 school year.	There are no suspensions indicated in CALPADS.	There have been three students suspended this year for mandatory offenses.	No suspensions unless required for mandatory offenses.
Maintain zero expulsions for non-	There have been no expulsions from 2015	There were no expulsions during the	There have been no expulsions from Knights Ferry School	There are no expulsions thus far.	Maintenance of zero expulsions for mandatory offenses.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
mandatory offenses (SP 5,6).	to present at Knights Ferry School.	2022-2023 school year.	and thankfully no expellable offenses!		
Maintain zero middle school drop-out rate (SP 5, 6).	Currently the drop out rate for middle school is zero percent.	The drop-out rate for middle school remains at zero.	All students who stay for middle school graduate meeting district standards. We will continue to work to increase the number of 6th graders who stay for middle school. Approximately 60% stayed for the 2022-2023 school year.	Of the students who stayed for 8th grade, 100% of them met promotion requirements.	Increase out-of-district students who opt in to middle school versus leaving at 7th grade and maintain 100% success of all 7th and 8th graders completing middle school.

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.

This goal was substantially implemented prior to the 2023-2024 school year. There continues to be a need to train classified staff more on childhood trauma and the purposes of PBIS but there were no substantive differences. PBIS strategies will be a continued focus.

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.

The following material differences occurred: Action 2.1- training happened in an earlier LCAP cycle and was not repeated in the 2023-2024 cycle thus funding was not used; Action 2.2 a three year purchase of the adopted SEL curriculum was made using one-time state and federal dollars and not LCAP funds. Action 2.3 paraeducator training was provided for free thus not incurring costs. Action 2.4 we used grant funding and ESSER monies to support this action.

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

Per the CADashboard, our chronic absenteeism rate fell by 17% moving from "high" to "medium" though the attendance rate continues to hover around 93%. A goal of 97% attendance rate post COVID was not realistic. Our actions and goals in this LCAP cycle DID asssit in improving attendance post COVID and moved our attendance rates to 93%. To get greater improvement in school attendance for the nwe LCAP year, goals will be modified.

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

We will be adjusting the Metrics and Actions of the LCAP for the 2024-2027 cycle to better align with our school's broad goals and ensure that the Metrics are measurable and related to state priorities. Goal 2 will become a broad goal focused on addressing Student Emotional Needs, inclusive of familial supports and the school environment.

Metrics 1-4 will be deleted as PBIS has been fully implemented. Metrics 5-8 will remain in place with minor adjustments to the wording. An additional metric will be added to monitor Chronic Absenteeism as reported on the California Dashboard, and another will be added to monitor the use of Facilities Inspections.

Actions 2.1-2.4 will be modified and encompassed within one action titled Social Emotional Development. We will also include additional actions, many of which are currently found in our Goal 3. These new action titles will be Facilities, Attendance, Extra-Curricular and Enrichment Activities, Student Engagement, Career Readiness, Parent Communication, and Parent Communication related to English Learners. More details regarding these changes can be found in Goal 3.

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	Goal 3. Knights Ferry ESD will enhance school climate, active family, student and community engagement through: 1 Expanded volunteer activities for parents to provide enrichment / enriching activities on campus such as but not limited to: tapping expertise and willingness to engage in the development and support of the school farm; second language support through software or text book such as Duolingo; Google Classroom and Google Apps for Education; place-based integrated educational activities-particularly the school farm and community based opportunities; art instruction etc. provided by any parent including parents of EL students, students with disabilities and parents who may described as financially disadvantaged (pandemic / COVID-19 restrictions as allowed) 2 Use the farm animals as comfort and to provide social emotional support to students in need combined with social emotional learning lessons. 3 Standards based field trips. 4. Purchase of weekly parent advice e-newsletter specific to each grade level.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% parent and community volunteer (including parents of English learners and parents of students with disabilities)completion of the infrastructure of the school farm:	Parent volunteers provided support such as manual labor to build farm fences and provide veterinary care to the animals.	Parents assisted in building planter boxes and providing vet care (two parents) to lambs that were purchased for school farm.	This goal has been met. We do want to create a green house and to now plant plants but otherwise all has been completed.	An independent agency funded a grant related to our garden. All infrastructure is complete including water and drip lines. A portable water situation is necessary for times when no	All buildings, planter boxes, and infrastructure necessary to maintain the farm will be 100% complete.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
chicken coop, livestock enclosure, planter boxes and fruit trees, (SP 3).				irrigation water is available.	
Increased number of parent or community volunteers involved with the farm or providing direct instruction to students in extracurricular activities including unduplicated student parents (SED, students with IEPs and EL-other groups as appropriate to student populations as measured by volunteer sign-in documents. (SP 3).	Parents participated through the Parent Teacher Club to raise funds and drive the school farm forward; 3 parents were the main organizers.	COVID protocols continued to be problematic in utilizing, recruiting and retaining volunteers for this school year.	In 2022-2023 Parents have helped in various ways for the farm including taking inventory of necessary gardening items; feeding the animals; providing hay as a donation; helping plant the planter box for kindergarten.	Parent volunteers through the Parent Teacher Club raise funds for the Farm / Garden. Veterinary care and other activities are provided on a parent volunteer basis.	Parents will continue to and increase the support the school farm through consistent volunteer activities and fund raising. Parents will continue to volunteer in other ways.
100% of teacher schedules and lesson plans will include at least one walking field trip per year; bi-weekly farm activities, and science activities connected to local issues and local agriculture will be completed by 7/7 teachers(SP 7,8)	Teachers took many walking field trips into the local community; but not all teachers used this option. All classes were assigned to a regular, rotational "goat duty" calendar, but at times the duties were forgotten or not performed as stipulated; as this was	7/7 teachers took at least one walking field trip this year. All classes participated in "goat duty" caring for the goats including feeding and monitoring their health.	All teachers take walking field trips; all teachers are required to take care of the animals on a rotational schedule; at this time, gardening is not a requirement though three teachers are working towards planting their boxes (one already has plants and the	Teachers are very active in the local community and take walking field trips to view the salmon run, Native American artifacts and local flora and fauna.	100% of classrooms will complete at least one walking field trip in the community each year and local agriculture will be an integral focus of the science curriculum.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	new, staff struggled to find ways of fitting in "goat duty" with their regular curriculum. 5/8 teachers always completed their agricultural related "goat duties".		custodian provides gardening and farm opportunities for students in the after-school program. An Ag Day is in the works for the spring of 2023. Creating our own science curriculum has taken a back seat to math instruction.		
Animal therapy visits and requests will be tracked and logged. Expected increase in visits by 3% yearly (SP 5,6).	The baby goats were used several times to help students struggling emotionally, including at students' requests. Certain groups of children preferred quiet activities with the goats to sports activities on the playground.	Animal therapy visits did not take place though students were encouraged to visit the goats when they needed breaks.	Each class visits the farm on a regular, rotational basis. Students do use the farm and the animals as a calming technique and with the addition of chickens, students gravitate towards spending time with the animals. Animal therapy visits were not logged.	Each classroom visits and cares for the animals at least once every other week. Most students appreciate and benefit from the opportunity to interact with the animals and take responsibility for their care. Two goats participated in the annual Halloween Parade.	Students will understand and request visits to the farm when they are struggling emotionally; trained animals will occasionally visit classrooms.
The school farm and school environment will be maintained and in good repair (SP 1).	The SARC and FIT noted that the school facilities are in good repair with minor upgrades needed-new carpet and portable painting.	The school farm was kept in good repair and the school is also in good repair; all portables were painted in 2021.	The school has required some repair after heavy rains in January. Other maintenance items such as a new bathroom stall door, increasing storage, rebuilding of the pump	The roof of the goat barn was repaired and the fence raised to prevent the smaller goats from jumping over. Current FIT rating places the school facilities in good repair.	The Farm will be fully completed and safely and attractively maintained and all school facilities will continue to be in good repair.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			house; new lights in various places has taken place just since the beginning of the 2022-2023 school year. There are cute signs with chicken and goat names on the fences and a nicely constructed barn and chicken coop for the animals. Estimates for playground repair / replacement are being sought.		

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.

The District met all the local indicators per the Dashboard. Families anecdotally express how much they love the school and a small core of parent volunteers assist in the classrooms, for special events and for fund raising. All the actions were carried out substantially and the only desired outcome that was not met for the 2-23-2024 school year was that we did not have the animals specifically visit classrooms. At times, the wandering chickens made unauthorized visits to the classrooms. The kids visit the animals instead and some even used their recess time to care for and work with the animals that we have (goats).

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 were no material differences between budgeted and actual although the amount indicated for enrichment and field trips for 3.3 was exceeded.

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

Knights Ferry School has fully implemented the Farm as written in the LCAP. The Farm and Garden are part of the school culture and impact the climate in a positive manner. Animal therapy visits were not tracked although some students had noticeable behavior changes after visiting with animals. Thus, tracking visits was not a necessary part of the goal or desired outcomes. It had no impact on the goal whether positive or negative. All classes took walking field trips, which supported community and student engagement. These actions as a whole were affective in promoting a positive school climate; each of the desired outcomes was substantially met and in fact, increased emphasis has been placed on the garden portion of this program outside the LCAP itself. The actions have been effective in making progress and meeting our 2023-2024 desired outcomes.

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

We will be adjusting the Metrics and Actions of the LCAP for the 2024-2027 cycle to better align with our school's broad goals and ensure that the Metrics are measurable and related to state priorities. The specific metrics in our current Goal 3 have all been met; therefore, Goal 3 will be deleted, and its actions will be incorporated into Goal 2 for the 2024-2027 cycle.

Our current Actions 3.1 and 3.3 will be included within the new action in Goal 2 titled Extra-Curricular and Enrichment Activities. Action 3.2 will be modified and renamed Student Engagement, with some strategies from this goal falling under Social-Emotional Development and others remaining in Student Engagement. Action 3.4 will be modified and renamed Parent Communication.

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
Knights Ferry Elementary School	Janet Lindgren Superintendent/Principal	jlindgren@kfesd.org 2098813382

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.

Vision Statement:
- Inspiring academic excellence and cultivating citizenship for the future success of the whole child.

Mission Statement:
Knights Ferry School District, in partnership with families and the community, is dedicated to ensuring each student receives a challenging, quality education in a safe, supportive environment. We are committed to:
- Implementing high standards of teaching and learning
- Developing students who demonstrate self-confidence, integrity, and community pride as responsible, self-directed, productive citizens
- Fostering a love of learning, collaboration, and individual creative expression
- Preparing well-rounded students who will make successful transitions throughout their lives

About Knights Ferry School:
Knights Ferry School is a one-school elementary district in the Sierra foothills, twelve miles east of Oakdale, California, historically part of the Gold Country. The school has been in existence at several sites in Knights Ferry since 1854. The current enrollment is approximately 120 students, from transitional kindergarten through 8th grade. The school staff and community have worked diligently to increase enrollment through positive marketing in the local community.

Staff and Community:
The staff includes:
- Seven full-time teachers
- One full-time secretary/executive assistant
- Five paraprofessionals
- Two one-on-one assistant

- One custodian/maintenance position
- A 20% resource specialist
- A 20% speech pathologist
- A 40% counselor
- One principal/superintendent

The district is governed by a five-member Board. About 70% of the students attend Knights Ferry School on inter-district attendance permits and live outside the district's attendance boundaries.

Support Services:
Knights Ferry is a direct service district with the Stanislaus County Office of Education, which provides numerous services and support activities, inclusive of payroll and budget assistance, consultants for operations and LCAP development and a school nurse.

Student Demographics:
The school has a 21.2% socioeconomically disadvantaged student population and 8.5% English Learners. The school does not have a significant Foster Youth or Homeless student population. The number of students receiving special education services is also very small. Due to the overall small size of the school and non-duplicated pupil subgroup counts, subgroup data will be shared only when available, and programs are designed to meet the needs of all students.

Reflections: Annual Performance

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

Knights Ferry District received the following statuses on the 2023 California Dashboard:

- Chronic Absenteeism: Yellow (Medium), declined by 13.2% for all student groups.
- Suspension Rate: Yellow (Medium), increased by 0.8%
- English Language Arts: Yellow (Medium) at 9.5 points below the standard, an increase of 36.3 points. The state of California is ranked Low at 13.6 points below the standard.
- Mathematics: Yellow (Medium) at 27.6 points below the standard, an increase of 10.6 points. The state of California is ranked Low at 49.1 points below the standard.
- English Learner Progress: Population too small to be given a Performance Color or growth information.

When evaluating growth from the prior year in terms of Decline, Maintain, or Increase, we observed improvement in student achievement in both English Language Arts and Mathematics and a decline of 5.8% in Chronic Absenteeism. Significant effort has been dedicated to academic interventions over the past three years, including the introduction of a new curriculum and professional development provided by the Stanislaus County Office of Education. We recognize the increase in suspensions and will address strategies to support students in this area throughout the LCAP. It should also be noted that due to our small population, this increase is the result of one singular suspension.

Reflections: Technical Assistance

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

Knights Ferry School District is ineligible for Technical 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.

Knights Ferry School District has no schools eligible for Comprehensive Support & Improvement.

Support for Identified Schools

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

Knights Ferry School District has no schools eligible for Comprehensive Support & Improvement.

Monitoring and Evaluating Effectiveness

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

Knights Ferry School District has no schools eligible for Comprehensive Support & Improvement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers & Other School Personnel	Our school has organized our Professional Development calendar to include monthly Staff Development and Department Meetings. During these meetings, we review student data both collectively and by specific student groups as it becomes available. This data includes CAASPP scores, the California Dashboard, STAR assessments, and other curriculum-based assessments. These meetings allow staff to provide input on student needs. Additionally, we hold monthly grade-level span meetings. In these sessions, teacher cohorts review student data and identify additional needs or trends. We also have an identified monthlyLeadership Team that works closely with the Principal/Superintendent to assess program successes and needs based on this data. Through these discussions, staff provides feedback on the effectiveness of current programs, suggesting modifications and determining which programs should continue.
Students	Our Student Council comprises representatives from each upper-grade classroom. In their monthly meetings with their Teacher Advisor, they provide input to the Principal/Superintendent on which activities and programs they find engaging and which they do not.
Parents	Parent engagement and input are facilitated through various public meetings, including monthly Board Meetings and Parent Advisory Meetings. Our Parent Advisory Group includes representatives of English Learners and Students with Disabilities.

Educational Partner(s)	Process for Engagement
	During these meetings, parents are informed about student successes and needs and are encouraged to provide feedback on programs they find successful and those requiring improvement. Additionally, due to our school's size, we frequently meet with parents individually or in small groups to gather specific input, helping us better develop our programs.
SELPA	Ongoing conversations between our Local SELPA and Principal/Superintendent focus on analyzing the achievement of our students with disabilities. Insights and suggestions from these discussions are shared with our other educational partners and were considered in the development of this LCAP.
Local Bargaining Unit	Knights Ferry School does not have a Local Bargaining Unit.

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

After reviewing our previous LCAP, we have decided to streamline the new LCAP with two broad goals: 1) Student Academic Achievement and 2) Student Emotional Needs, inclusive of School Climate. This structure better aligns our goals with actions, addressing occasional misalignments in the previous LCAP. Consequently, the metrics and actions from our previous three goals will now be integrated into these two overarching goals, as detailed in our 2023-24 LCAP Annual Update.

Our educational partners have emphasized the importance of maintaining our robust intervention programs while enhancing enrichments to meet the needs of all students. Additionally, we recognize ongoing social and emotional needs within our student population and will maintain supports to better engage students and families and address behavioral concerns.

The original outline of goals and actions was approved by our educational partners.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase students' academic achievement through highly qualified and trained staff, high quality course offerings, and research based instructional strategies and materials.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to meet the requirements of the Williams Act and to monitor student academic success with a goal of increasing achievement as demonstrated on the ELA & Math SBAC, and CAST. This goal will address staff, course offerings, and instructional materials, resources, and supports.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of appropriately assigned and fully credentialed teachers.	100% of credentialed teachers are appropriately assigned and fully credentialed in the 2023-24 School Year.			100% of credentialed teachers are appropriately assigned and fully credentialed.	
1.2	Percentage of students with access to a broad course of study includes ELA/ELD, Math, Science, Social Studies, Physical Education, and Fine Art.	100% of students have access to a broad course of studyincludes ELA/ELD, Math, Science, Social Studies, Physical Education, and Fine Art in the 2023-24 School Year.			100% of students have access to a broad course of studyincludes ELA/ELD, Math, Science, Social Studies, Physical	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Education, and Fine Art.	
1.3	Percentage of students with access to standards aligned curriculum.	100% of students with access to a standards aligned curriculum in the 2023-24 School Year.			100% of students with access to a standards aligned curriculum.	
1.4	Performance Indicator in the areas of Language Arts and Math on the California Dashboard.	As reported on the 2023 California Dashboard: English Language Arts Color Indicator of Yellow, indicating 9.5 Points Below Standard. Math Color Indicator of Yellow, indicating 27.6 Points Below Standard.			As per the CA Dashboard ELA color indicator will be at least green. Math color indicator will be atleast green.	
1.5	Percent of students meeting or exceeding standard on the CAST.	23.81% of student population met or exceeded the standards on the CAST on the 2023 test.			50% of students taking the CAST will meet or exceed standards.	
1.6	Percentage of English Learners and students with disabilities who receive core instruction.	100% of English Learners and students with disabilities receive core instruction in 2023-2024.			100% of English Learners and students with disabilities receive core instruction.	
1.7	Percentage of English Learner Progress as reported on the California Dashboard.	Population too small to be given a Performance Color or growth information on the 2023 California Dashboard.			Population too small to be given a Performance Color or growth information.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Percentage of Reclassified Fluent English Proficient.	0% of student population was reclassified in the 2023-24 school year.			All eligible students will be reclassified.	
1.9	Percentage of teachers who receive training in CCSS-aligned curriculum and effective instructional strategies.	100% of teachers received training in CCSS-aligned curriculum and effective instructional strategies in the 2023-24 School Year..			100% of teachers will receive training in CCSS-aligned curriculum and effective instructional strategies.	
1.10	Achievement gap between general population and Students with Disabilities will decrease as increases in achievement occur.	As reported on the 2023 California Dashboard: English Learners • Population too small to report Socio Economically Disadvantaged • -22.3 Points Below in ELA • -58 Points Below in Math Students with Disabilities • Population too small to report			Socio-economically disadvanted students will increase their performance on math and ELA by 35% percentage points.	

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	Staff Development	Maintain highly qualified staff through access and promotion of research based professional development opportunities aligned with student academic achievement in all content areas: • Provide and monitor teacher and support staff participation in ongoing professional development. • Ensure qualified teacher participation in an approved Induction Support Program. • Provide training in supporting English Language Development. • Monitor and certify teacher assignment in CBEDs reporting.	$5,000.00	Yes
1.2	Student Achievement & Development	Increase student achievement and development through enhanced in-class strategies: • Maintain stand-alone grade levels and support low student-to-teacher ratios to regularly embed in-class interventions for students of need. • Provide access to classroom and/or school libraries which have various ability-level books to meet the needs of all students.	$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Core Curriculum	Assure that all students have access to the entire curriculum and instruction in all subject areas through a variety of strategies inclusive of: • Conduct annual review to verify sufficient quantity of State Standards compliant instructional materials. • Purchase instructional materials and resources aligned to State Standards. • Provide sufficient quantities of State Standard-aligned instructional materials. • Conduct annual review to verify sufficient quantity of State Standard-compliant instructional materials. • Maintain & update curriculum adoptions in alighnment with CDE approved adoption cycles.	$25,000.00	No
1.4	Supplemental Curriculum	Enhance student learning by incorporating hand-on and interactive learning opportunities which actively engage students in the CCSS. Targeted strategies include, but are not limited to: • Embedded Technology use throughout the various content areas. • Supplemental Instructional Materials and Curriculums aligned with grade level State Standards. • Experiential Learning Opportunities aligned with State Standards (ie. field trips, workshops, presentations)	$10,000.00	Yes
1.5	Student Data Analysis	Evaluate student progress and achievement through multiple forms of assessment to provide targeted instruction and support: • Administer benchmark assessments; analyze results to inform instruction and services. • Analyze SBAC and CAST results; modify general and intervention instructional practices and programming based on analysis. • Evaluate discrepancies within populations to provide targeted support (ie. Data Collaborative Meetings). • Monitor implementation of assessments, instructional practices and targeted instruction (ie. Walk-Throughs).	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Academic Interventions - Tier I	Supplement Tier I instruction through various research based strategies and programming aligned with the State Standards inclusive of: • Provide computer based supports which offer individualized student programming through embedded assessments. • Purchase instructional materials and resources.	$10,000.00	Yes
1.7	Academic Intervention - Tier II & III	Enhance academic achievement by implementing Tier II & III Student Interventions and Programs aligned with the State Standards by incorporating strategies such as: • Provide Software & Instructional Materials for Instruction. • Provide and train Intervention Staff to implement tiered and/or explicit instruction. • Provide extended services in and out of the regular school day through identifying student needs, appropriate programming and training staff on implementation. • Enhance Specialized Education Instruction (Resource) through maintaining and/or increasing services.	$20,000.00	Yes
1.8	English Learner Development	Enhance academic achievement & language development of English Learners through strategic instructional strategies: • Analyze English Language Proficiency Assessment of California (ELPAC) student scores to identify student needs. • Embedded ELD instruction and strategies throughout all core curriculum and content areas. • Provide Instructional Support Staff. • Train staff in the purpose, understanding of, and administration of the ELPAC. • Provide ELD Curriculum and/or Software and Web-Based Programs. • Monitor Reclassified as Fluent English Proficient (RFEP) students, identify instructional needs and provide as necessary.	$103,271.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Address students' emotional needs through implementation and enhancement of social emotional supports, student and parent engagement and overall school climate inclusive of facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The goal was developed to monitor student behavior and both parent and student engagement to help promote student social emotional wellbeing and thus student achievement as reported on the California Dashboard in the areas of Attendance, Suspension and Local Indicators. This goal will ensure a safe and positive learning environment for all students, staff and families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Complete monthly Facilities Inspection Checklists and make repairs as needed.	Facilities Inspection Checklists were completed monthly 0-2 findings and repairs made as needed in the 2023-24 School Year.			Facilities Inspection Checklists are completed monthly and repairs are made as needed.	
2.2	Implementation of Parent Survey with emphasis on parents of students with disabilities and unduplicated students.	2024 Local Indicator Survey Noted: 92.8% of respondents in a lcoal indicator survey indicated the school is welcoming.			Average Scale of Parents who agree that the School is welcoming = 4.0 or higher.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Average Scale of Parents who agree that the School is welcoming. Average Scale of Parents who agree that the School Provides Meaningful Involvement Average Scale of Parents who feel the school is safe.	The average score of 4 (5 being highest) in three areas of meaningful involvement: working with teachers for increasing performance, participating in advisory groups, giving input on policies Baseline for school safety via survey will be established in 2024-2025.			Average Scale of Parents who agree that the School Provides Meaningful Involvement = 4.0 or higher Average Scale of Parents who feel the school is safe = 4.0 or higher	
2.3	Percentage of Student participating in Student Survey. Average Scale of Students who feel safe at school. Average Scale of Students who feel connected to school.	Knights Ferry School administered the California Healthy Kids Survey in 2022-23, but did not administer a student climate survey in 2023-24. Baselines are to be established in the 2024-25.			90% of students will feel safe and connected at school as measured by survvey.	
2.4	Percentage of Teachers participating in Staff Survey. Average Scale of Staff who feel safe at school.	Baselines are to be established in 2024-25.			100% of staff will feel safe and connected to school as measured by survey.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Average Scale of Staff who feel connected to school.					
2.5	Percentage of suspensions.	0.8% suspensions as reported on the 2023 California Dashboard.			Rate of suspension will stay below 2%	
2.6	Percentage of expulsion.	0% expulsions for 2022-23 school year.			0% expulsions	
2.7	Percentage of Middle School Drop Out.	0% Middle School Drop-Out rate for 2023-24 school year.			0% Middle School Drop-Out rate	
2.8	Percentage of chronic absenteeism.	17.1% Chronic Absenteeism fo all student groups as reported on the 2023 Dashboard.			Chronic Absenteeism will decrease by 10%	
2.9	Percentage of average daily attendance.	93.5% Daily Attendance Rate for 2022-23 school year.			Attendance will be at the 95% rate.	
2.10	Percentage of students participating in the Physical Fitness Test (PFT) in grades 5 & 8.	92% of students in the all student group participated in the Physical Fitness Test (PFT) in grade 5 in all areas with the exception of the mile run which had 85% participation. 100% of students of all student groups participated in the Physical Fitness Test (PFT) in grade 8 in all areas with the			95% or more of students will participate in all measures on the PFT.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		exception of the mile run which had 92% participation.				

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	Facilities	Provide general facility maintenance and upkeep: • Monitor facility and certify the annual completion of School Facility Inspection Tool. • Consider suggestions of School Safety Committee and implement any necessary improvements and/or strategies. • Maintain Groundskeeping/Maintenance Staff to ensure safe and welcoming school climate.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Attendance	Maintain and increase high levels of Student Attendace: • Review and monitor attendance; follow-up absences with parent outreach. • Provide tangible rewards to increase attendance and reinforce good behavior. • Provide necessary attendance interventions and improvement plans as necessary.	$5,000.00	Yes
2.3	Extra-Curriculur and Enrichment Activities	Enhance the regular school experience through meaningful and/or research driven student activities which aim to better engage students: • Enhance physical education program through increase and/or targeted instruction, inter-mural opportunities and events, and activity programming inclusive of necessary equiptment. • Provide training opportunities to school staff to develop engaging and safe student physical activities. • Administer and analyze the Physical Fitness Test (PFT). • Provide learning experiences and activities which promote the development of healthy living strategies (ie. agricultural knowledge and how it relates to healthy foods)	$15,000.00	No
2.4	Student Engagement	Analyze and promote student engagement through varied strategies including but not limited to: • Implement and utelize in-class student engagement strategies • Support and promote student leadership opportunities such as Student Council • Soliciting input from students through surveys and interviews • Embed student activities throughout the school year (ie. spirit & theme days, clubs, assemblies)	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Social-Emotional Development	Support the Social-Emotional and Behavioral Development of all students through research-based strategies such as: • Provide professional-development to staff on Social-Emotional and Behavioral strategies, system and/or curriculums • Purchase materials, supplies and incentives to support the implementation and/or maintenance of Social-Emotional and Behavioral strategies, systems and/or curriculums. • Provide Mental Health and Behavioral supports through individial, small-group, and/or large group instruction or counseling. • . Provide learning experiences and activities which promote the development of Social-Emotional and Behavioral Development (ie. access to calming activities, school-approved animals)	$27,000.00	Yes
2.6	Career Readiness	Foster career awareness to ignite curiosity and open the world of possibilities for our students to build connection between what they learn in school and future careers: • Provide learning experiences through activities, materials, speakers, and/or field trips.	$5,000.00	Yes
2.7	Parent Communication	Promote parent participation and input into the school program through various strategies inclusive of: • Encouraging parent volunteers to participate in classrooms and school activities including before/after school enrichment and field trips • Involving parents in decision-making through participation in School Site Council • Conducting Back to School Night, Open House, parent conferences, and other family based in-and-out-of-school activites • Maintaining parent communications through newsletters, websites, digital applications, student information systems etc. • Conducting parent surveys and/or interviews annually to determine levels of satisfaction with school program.	$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Parent Communication - English Learners	Promote participation of parents of English Learners , Students with Disabilities and economically disadvantaged students through strategies such as: • English Learner representative on School Site Council • Annual Title I meeting • Translation for parent conferences, as needed • Translation for home-school communications	$1,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$59,255	$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
4.110%	0.000%	$0.00	4.110%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Staff Development **Need:** In reviewing the 2023 California Dashboard, we observed the following discrepancies indicating academic needs: ELA: All Students - 9.5 points below standard English Learners - Student population too small to report	By prioritizing strong foundational training and ongoing professional development for all educators, we can guarantee unduplicated students have access to Highly Qualified Teachers. As unduplicated students are present in all classrooms, this action is being rolled out district-wide to serve their needs. Highly qualified teachers are better able to provide for individual needs and accomodate instruction for unduplicated students as needed.	1.1, Percentage of appropriately assigned and fully credentialed teachers. 1.8 Percentage of Reclassified Fluent English Proficient.

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
	SED - 22.3 points below standard Math: All Students - 27.6 points below standard English Learners - Student population too small to report SED - 58 points below standard Data on student achievement indicates a need to strengthen staff development, with a particular focus on improving outcomes for our unduplicated student groups. **Scope:** LEA-wide		
1.2	**Action:** Student Achievement & Development **Need:** In reviewing the 2023 California Dashboard, we observed the following discrepancies indicating academic needs: ELA: All Students - 9.5 points below standard English Learners - Student population too small to report SED - 22.3 points below standard Math: All Students - 27.6 points below standard English Learners - Student population too small to report SED - 58 points below standard	This action provides a Highly Qualified Teacher at each grade level, eliminating combination classes, and ensures that students also have access to ability level materials within those classrooms. As unduplicated students are present in all classrooms, this action is being rolled out district-wide to serve their needs. Highly qualifed teachers teaching only one grade level are better able to provide individualized instruction that supports unduplicated students.	1.4,Performance Indicator in the areas of Language Arts and Math on the California Dashboard. 1.6,Percentage of English Learners and students with disabilities who receive core instruction. 1.7 Percentage of English Learner Progress as reported on the California Dashboard. 1.9 Percentage of teachers who receive training in CCSS-aligned curriculum and effective instructional strategies.

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
	EL and SED students often face language barriers and limited resources. Highly qualified teachers, focused instruction in single-grade classrooms, and ability-level materials are essential to bridge these gaps (based on our academic data) and help them achieve academic success. **Scope:** LEA-wide		
1.4	**Action:** Supplemental Curriculum **Need:** In reviewing the 2023 California Dashboard, we observed the following discrepancies indicating academic needs: ELA: All Students - 9.5 points below standard English Learners - Student population too small to report SED - 22.3 points below standard Math: All Students - 27.6 points below standard English Learners - Student population too small to report SED - 58 points below standard Based on our academic data, it is evident that our EL and SED students can benefit from experiential and interactive learning and with providing alternative pathways to	By offering a diverse range of visual, experiential, and interactive learning opportunities, this action caters to diverse learning styles and effectively meets student instructional needs. As unduplicated students are present in all classrooms, this action is being rolled out district-wide to serve their needs. Experiential and interactive learning opportunities provide opportunities in different learning modalities and engagement strategies designed to be effectice for unduplicated students.	1.2, Percentage of students with access to a broad course of study includes ELA/ELD, Math, Science, Social Studies, Physical Education, and Fine Art. 1.3,Percentage of students with access to standards aligned curriculum. 1.4,,Performance Indicator in the areas of Language Arts and Math on the California Dashboard. 1.6, ,Percentage of English Learners and students with disabilities who receive core instruction. 1.7, Percentage of English Learner Progress as reported on the California Dashboard.

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
	understanding and success that can complement traditional classroom instruction. **Scope:** LEA-wide		1.9 Percentage of English Learner Progress as reported on the California Dashboard.
1.5	**Action:** Student Data Analysis **Need:** Data analysis is neccesary to pinpoint students at risk and their specific achievement gaps, which are more prominent in the identifed student groups as demonstrated by the following information: In reviewing the 2023 California Dashboard, we observed the following discrepancies indicating academic needs: ELA: All Students - 9.5 points below standard English Learners - Student population too small to report SED - 22.3 points below standard Math: All Students - 27.6 points below standard English Learners - Student population too small to report SED - 58 points below standardt **Scope:**	By analyzing student data, we are better able to tailor interventions and supports, maximizing student success. To ensure accurate identification of achievement gaps, we analyze data for all students at a LEA-wide basis, allowing us to also monitor intervention effectiveness for all student groups.	1.4,Performance Indicator in the areas of Language Arts and Math on the California Dashboard. 1.6, Percentage of English Learners and students with disabilities who receive core instruction. 1.7, Percentage of English Learner Progress as reported on the California Dashboard. 1.9 Percentage of English Learner Progress as reported on the California Dashboard.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.6	**Action:** Academic Interventions - Tier I **Need:** At-risk students are in need of instructional resources that embed ability-driven learning opportunities and research bases instructional strategies to increase equitable-access to curriculum. There need can be observed in the following data: In reviewing the 2023 California Dashboard, we observed the following discrepancies indicating academic needs: ELA: All Students - 9.5 points below standard English Learners - Student population too small to report SED - 22.3 points below standard Math: All Students - 27.6 points below standard English Learners - Student population too small to report SED - 58 points below standard **Scope:** LEA-wide	Through targeted Tier I learning opportunities and resources, we address the individual needs of at-risk students. This allows them to build on their existing skills and apply that knowledge to current learning experiences. Our school implements a school-wide Response to Intervention program to fluidly meet the intervention neesds of our unduplicated students and all students, therefore, this action is being rolled out district-wide to serve their needs. RTI, MTSS and subsequent intervention groups provide targeted intervention to all students including unduplicated students as necessary increasing their academic skill levels.	1.4, Performance Indicator in the areas of Language Arts and Math on the California Dashboard. 1.6, Percentage of English Learners and students with disabilities who receive core instruction. 1.7, Percentage of English Learner Progress as reported on the California Dashboard. 1.9 Percentage of English Learner Progress as reported on the California Dashboard.
1.7	**Action:** Academic Intervention - Tier II & III	By implementing this action, we're providing more targeted instructional services to our EL and SED students, both within the regular school day and	1.4, Performance Indicator in the areas of Language

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
	Need: At times, students may have gaps in their learning in need of more specific and explicit instructional methods to meet their academic needs that could not otherwise be met through instructional strategies and Tier I interventions. These needs can be observed in the folowing data: In reviewing the 2023 California Dashboard, we observed the following discrepancies indicating academic needs: ELA: All Students - 9.5 points below standard English Learners - Student population too small to report SED - 22.3 points below standard Math: All Students - 27.6 points below standard English Learners - Student population too small to report SED - 58 points below standard **Scope:** LEA-wide	through additional support programs. Our school implements a school-wide Response to Intervention program to fluidly meet the intervention neesds of our unduplicated students and all students, therefore, this action is being rolled out district-wide to serve their needs. This action assists all students, including unduplicated students with improved academic performance and academic interventions.	Arts and Math on the California Dashboard. 1.6, Percentage of English Learners and students with disabilities who receive core instruction. 1.7, Percentage of English Learner Progress as reported on the California Dashboard. 1.9 Percentage of English Learner Progress as reported on the California Dashboard.
2.2	**Action:** Attendance **Need:** Data shows our at-risk student groups experience higher absenteeism compared to their peers. Since regular attendance is crucial for academic success, prioritizing strategies to	Since regular attendance is crucial for academic success, prioritizing strategies to improve attendance is essential for our unduplicated students to maintain a strong learning path. This action is implemented LEA-wide because all students can suffer academic decline when not attending school regularly. This decline could	2.5 Suspensions 2.6 Expulsions 2.7 Middle School Drop Out 2.8 Chronic Absenteeism 2.9 Average Daily Attendance

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
	improve attendance is essential for these students to maintain a strong learning path. Specific Data can be found below: In reviewing the 2023 California Dashboard, we observed the following discrepancies in the area of Chronic Absenteeism: All Students - 17.1% Chronically Absent English Learners - Student population too small to report SED - 26.7% points below standard **Scope:** LEA-wide	change a students status to academically or behaviorally at-risk, our system is designed to be preventative.	
2.4	**Action:** Student Engagement **Need:** Due to the need to increase students attendace, we need to increase engagement and connection to the school community which can lead to improved attendance and behavior as indicated by research. Specific Data can be found below: In reviewing the 2023 California Dashboard, we observed the following discrepancies in the area of Chronic Absenteeism: All Students - 17.1% Chronically Absent English Learners - Student population too small to report SED - 26.7% points below standard	By offering activities that encourage interaction and relationship building, accessible to all students regardless of language, status, or academic ability, we promote connectedness and engagement with the school environment. This is particularly beneficial for our EL and SED students, who are showing higher levels of chronic absenteeism. Fostering a strong school community requires an LEA-wide effort to ensure all students feel connected and engaged.	2.3 Student Survey 2.7 Middle School Drop Out 2.8 Chronic Absenteeism 2.9 Average Daily Attendance

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
	Scope: LEA-wide		
2.5	**Action:** Social-Emotional Development **Need:** To address the social-emotional and behavioral needs of our diverse student groups, school-based support systems are crucial, as access to these services may be limited outside of the school enviornment. Our low Suspension Rates indicate that the efforts we have made toward supporting Social Emotional and Behavioral Development have been successful and should be continued. In reviewing the 2023 California Dashboard, we observed the following discrepancies in the area of Suspension: All Students - 0.8% Chronically Absent English Learners - Student population too small to report SED - 0% points below standard **Scope:** LEA-wide	Disruptive behavior can hinder the learning experience for all students. To create a positive and inclusive environment, we're implementing these strategies LEA-wide. This will not only promote a well-managed school enviornment, but also foster a stronger understanding and acceptance of students with exceptional needs. Positive and inclusive enviornments foster greater opportunities and exposure to grade level curricula and activiies for unduplicated students thus enhancing their academic experience.	2.3 Student Survey 2.5 Suspensions 2.6 Expulsions 2.7 Middle School Drop Out 2.8 Chronic Absenteeism 2.9 Average Daily Attendance
2.6	**Action:** Career Readiness **Need:**	By exploring careers, students can begin to set long-term goals and identify the educational steps needed to achieve them. As unduplicated students are present across all grade levels, this action is being rolled out district-wide to best serve	2.3 Student Survey 2.8 Chronic Absenteeism 2.9 Average Daily Attendance

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 need to feel more connected to school and understand the connection between what they learn in school and future. Specific Data can be found below: In reviewing the 2023 California Dashboard, we observed the following discrepancies in the area of Chronic Absenteeism: All Students - 17.1% Chronically Absent English Learners - Student population too small to report SED - 26.7% points below standard **Scope:** LEA-wide	their needs. This action benefits unduplicated students by giving them more access and opportunities for age appropriate career development.	
2.7	**Action:** Parent Communication **Need:** To connect and inform parents/gaurdians of students on their academic and social-emotional progress, we must communicate in various methods to meet the needs of our diverse population Feedback from our English Learner families highlights the need to provide all communications in their native language and to have translators readily available for verbal interactions, such as Parent-Teacher Conferences and daily wellbeing conversations about their students.	By providing in-person, printed, and digital communication options, we expand our reach and ensure all families, including at-risk families, are well-informed and supported. To proactively engage all families and address potential concerns early on, we're implementing this communication initiative LEA-wide. This comprehensive approach will equip families with the information they need, ultimately fostering stronger engagement and potentially reducing the risk of behavioral and academic challenges for students.	2.2 Parent Survey 2.5 Suspensions 2.6 Expulsions 2.7 Middle School Drop Out 2.8 Chronic Absenteeism 2.9 Average Daily Attendance

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
	Scope: LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.8	**Action:** English Learner Development **Need:** English Learners are in need of specific and direct instruction targeting their language development, which also impacts their ability to access core curriculum and content. You can observe their discrepencies in the data below: In reviewing the 2023 California Dashboard, we observed the following discrepancies indicating academic needs: ELA: All Students - 9.5 points below standard English Learners - Student population too small to report SED - 22.3 points below standard Math: All Students - 27.6 points below standard	Investing in language-specific resources and supports bridges the gap for English learners, ensuring equitable access to learning and the better achievement of academic success.	1.5, CAST Student Achievement 1.6, Percentage of English Learners and students with disabilities who receive core instruction. 1.7, Percentage of English Learner Progress as reported on the California Dashboard.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learners - Student population too small to report SED - 58 points below standard **Scope:** Limited to Unduplicated Student Group(s)		
2.8	**Action:** Parent Communication - English Learners **Need:** Our English Learner families need information presented in a manner which is accessible to them, and together with the Foster Youth and Low Income Families they need to be informed of their parent rights and resources available to them. **Scope:** Limited to Unduplicated Student Group(s)	To ensure all families have access to the full educational experience, we provide informational meetings to all necessary students groups in their English and Spanish languages.	2.2 Parental Involvement

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

Additional Concentration Grant Funding

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

Knights Ferry School does not receive Concentration Grant Funding.

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	1:17	
Staff-to-student ratio of certificated staff providing direct services to students	1:17	

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$1,441,564	59,255	4.110%	0.000%	4.110%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$251,271.00	$0.00	$0.00	$0.00	$251,271.00	$103,271.00	$148,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Staff Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.2	Student Achievement & Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,500.00	$2,500.00				$2,500.00	
1	1.3	Core Curriculum	All	No			All Schools	Ongoing	$0.00	$25,000.00	$25,000.00				$25,000.00	
1	1.4	Supplemental Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.5	Student Data Analysis	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.6	Academic Interventions - Tier I	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.7	Academic Intervention - Tier II & III	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.8	English Learner Development	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	Ongoing	$103,271.00	$0.00	$103,271.00				$103,271.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
2	2.1	Facilities	All	No			All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.2	Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.3	Extra-Curriculur and Enrichment Activities	All	No			All Schools	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
2	2.4	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.5	Social-Emotional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$27,000.00	$27,000.00				$27,000.00	
2	2.6	Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.7	Parent Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,500.00	$2,500.00				$2,500.00	
2	2.8	Parent Communication - English Learners	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type		Total LCFF Funds
$1,441,564	59,255	4.110%	0.000%	4.110%	$201,271.00	0.000%	13.962 %	**Total:**		$201,271.00
								LEA-wide Total:		$97,000.00
								Limited Total:		$104,271.00
								Schoolwide Total:		$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Staff Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
1	1.2	Student Achievement & Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	
1	1.4	Supplemental Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	1.5	Student Data Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
1	1.6	Academic Interventions - Tier I	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	1.7	Academic Intervention - Tier II & III	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
1	1.8	English Learner Development	Yes	Limited to Unduplicated	English Learners	All Schools	$103,271.00	

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 (%)
				Student Group(s)				
2	2.2	Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	2.4	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	2.5	Social-Emotional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,000.00	
2	2.6	Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	2.7	Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	
2	2.8	Parent Communication - English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$190,989.00	$160,098.00

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	1.1	High Quality Instruction-Staff Development	No	$10,000.00	$4,000
1	1.2	Reading Intervention ; Social Emotional Learning	Yes	$30,000.00	$29,962
1	1.3	Staff Development	Yes	$3,000.00	$0
1	1.4	Paraeducator Support	Yes	$77,709.00	$98,643
2	2.1	Positive Behavior Intervention and Supports Training	No	$5,000.00	$5,000
2	2.2	Expand Social-Emotional Learning	Yes	$27,000.00	$0
2	2.3	Paraeducator Training	Yes	$2,000.00	$0
2	2.4	Counseling Services	Yes	$20,000.00	$0
3	3.1	Community Involvement / Place and Community Based Education	No	$0.00	$0
3	3.2	Student Engagement: Farm Animals and Positive Behavior Intervention and Supports	Yes	$7,500.00	$10,961
3	3.3	Field Trips	Yes	$8,000.00	$10,700

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Parent Engagement-	Yes	$780.00	$832

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)
$64,501	$175,989.00	$117,330.00	$58,659.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Reading Intervention ; Social Emotional Learning	Yes	$30,000.00	$16,768		
1	1.3	Staff Development	Yes	$3,000.00	$0		
1	1.4	Paraeducator Support	Yes	$77,709.00	$98,643		
2	2.2	Expand Social-Emotional Learning	Yes	$27,000.00	$0		
2	2.3	Paraeducator Training	Yes	$2,000.00	$0		
2	2.4	Counseling Services	Yes	$20,000.00	$0		
3	3.2	Student Engagement: Farm Animals and Positive Behavior Intervention and Supports	Yes	$7,500.00	$1,219		
3	3.3	Field Trips	Yes	$8,000.00	$700		
3	3.4	Parent Engagement-	Yes	$780.00	$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)
$1,580,986	$64,501	0	4.080%	$117,330.00	0.000%	7.421%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

  - The school or schools to which the goal applies

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

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

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

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

Broad Goal
Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

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

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

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

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

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

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

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

Year 1 Outcome

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

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

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

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

    ▪ The reasons for the ineffectiveness, and

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

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

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

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

    - o Professional development for teachers.

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

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

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

- 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:

  o **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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

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

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

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

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

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

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

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

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o This percentage is the total of the Planned Percentage of Improved Services column.

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

- 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 %)**

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

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

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

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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