LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pixley Union Elementary
CDS Code: 54720410000000
School Year: 2024-25
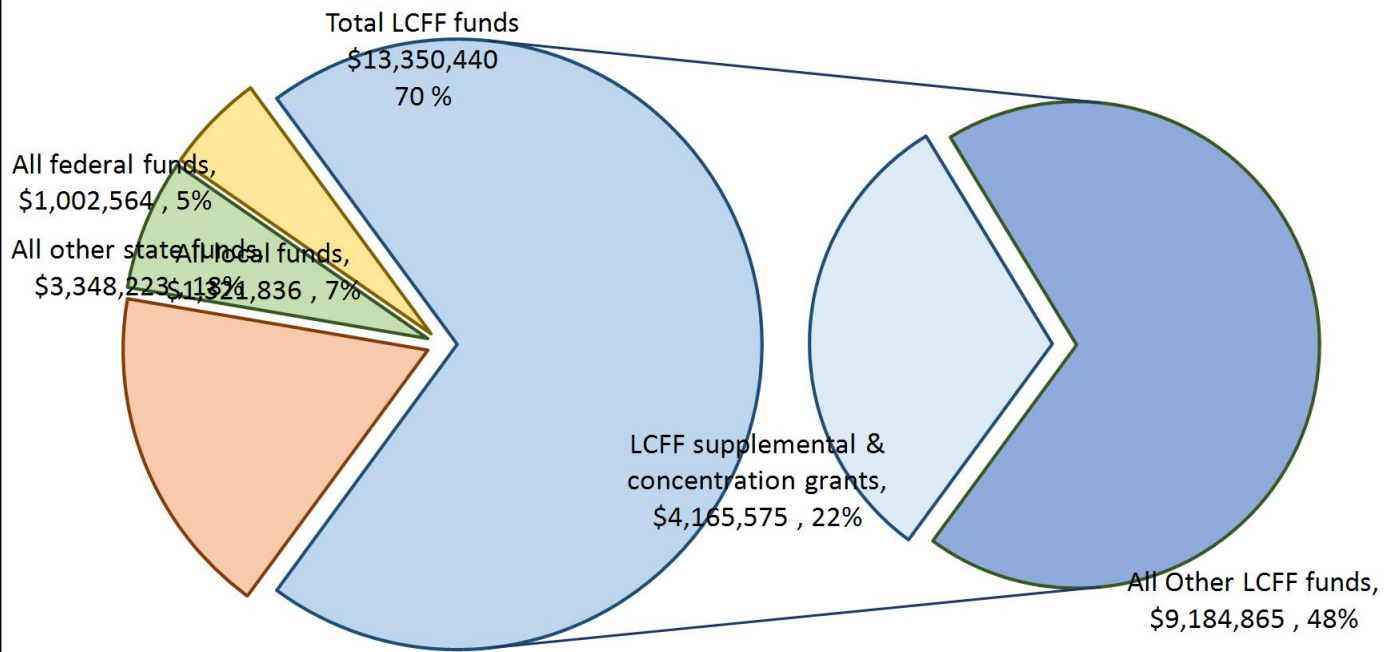LEA contact information:
Nancy Ruble
District Superintendent
nruble@pixley.k12.ca.us
559-757-5207

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
$13,350,440
70 %

All federal funds,
$1,002,564 , 5%

All other state funds,
$3,348,223 , 18%

All local funds,
$1,321,836 , 7%

LCFF supplemental &
concentration grants,
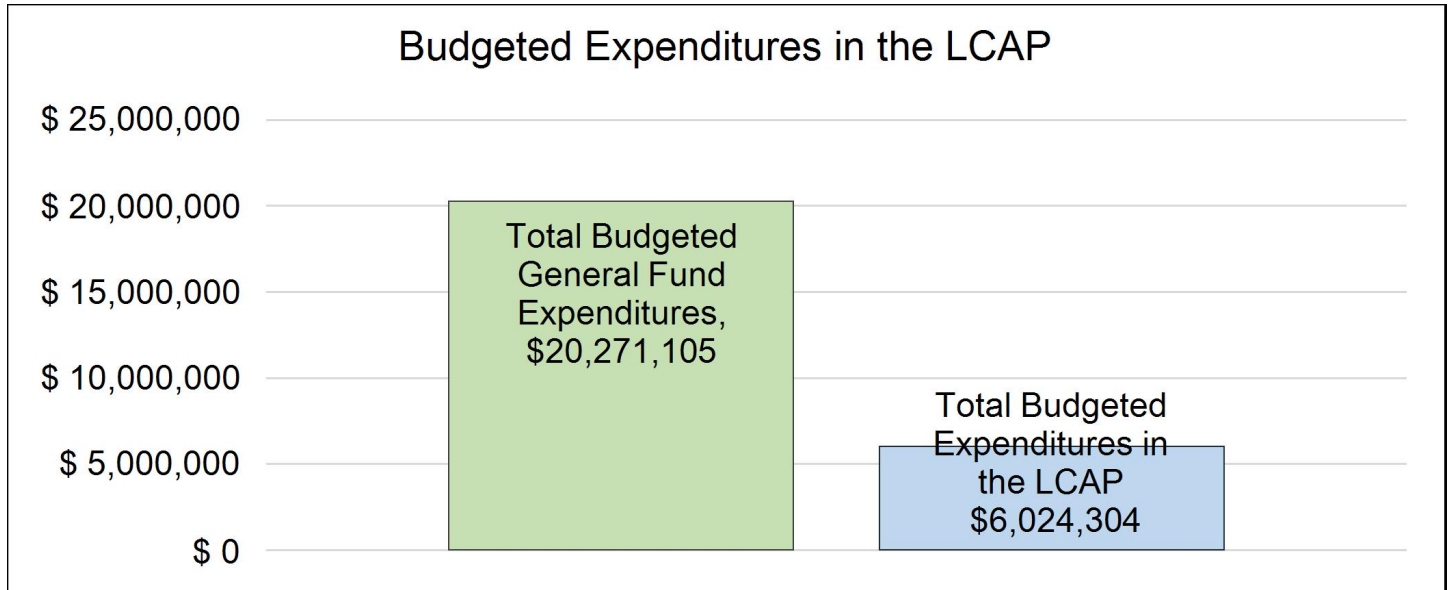$4,165,575 , 22%

All Other LCFF funds,
$9,184,865 , 48%

This chart shows the total general purpose revenue Pixley Union Elementary 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 Pixley Union Elementary is $19,023,063, of which $13,350,440 is Local Control Funding Formula (LCFF), $3348223 is other state funds, $1,321,836 is local funds, and $1,002,564 is federal funds. Of the $13,350,440 in LCFF Funds, $4,165,575 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

Total Budgeted General Fund Expenditures, $20,271,105	
	Total Budgeted Expenditures in the LCAP $6,024,304

(Y-axis values: $0, $5,000,000, $10,000,000, $15,000,000, $20,000,000, $25,000,000)

This chart provides a quick summary of how much Pixley Union Elementary 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: Pixley Union Elementary plans to spend $20,271,105 for the 2024-25 school year. Of that amount, $6,024,304.08 is tied to actions/services in the LCAP and $14,246,800.92 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
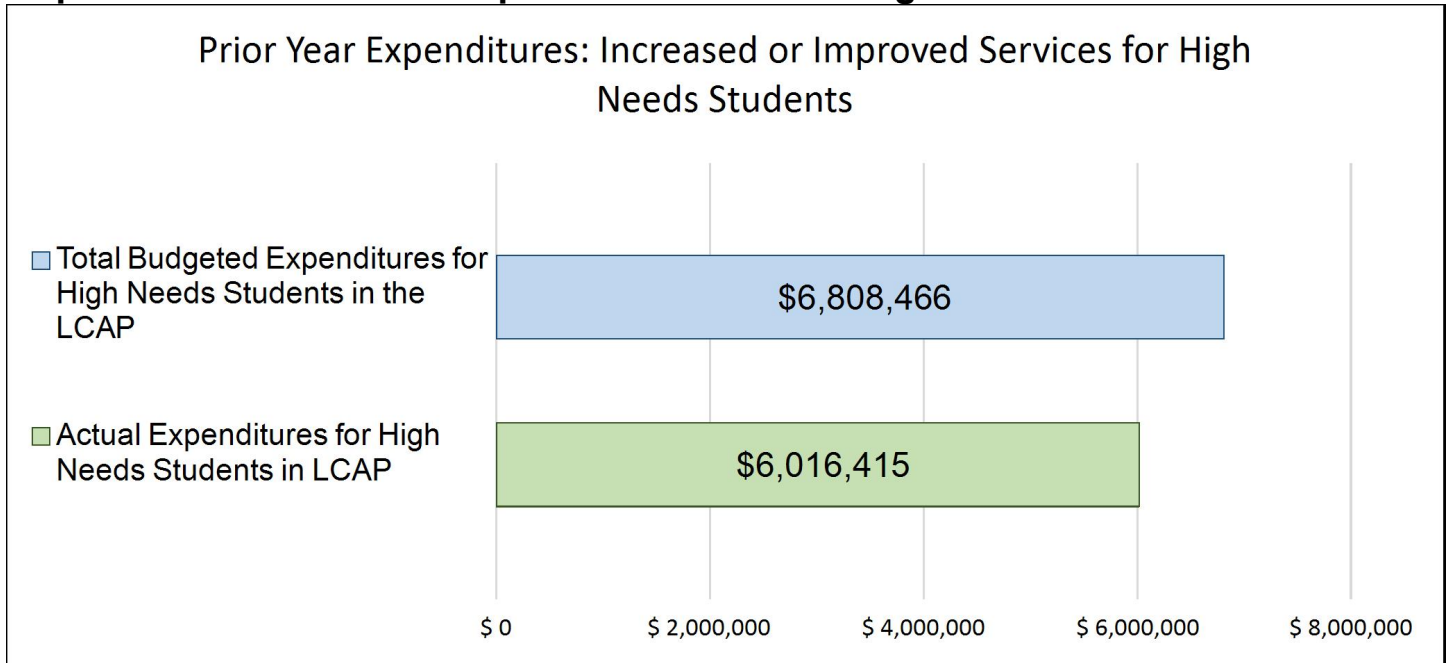
Funds not included in the LCAP will also be utilized for general district operations, including maintenance, staff salaries and benefits, and other costs associated with delivering the instructional program.

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

In 2024-25, Pixley Union Elementary is projecting it will receive $4,165,575 based on the enrollment of foster youth, English learner, and low-income students. Pixley Union Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Pixley Union Elementary plans to spend $5,964,304.08 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 — $6,808,466

☐ Actual Expenditures for High Needs Students in LCAP — $6,016,415

$ 0 $ 2,000,000 $ 4,000,000 $ 6,000,000 $ 8,000,000

This chart compares what Pixley Union Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pixley Union Elementary 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, Pixley Union Elementary's LCAP budgeted $6,808,466.00 for planned actions to increase or improve services for high needs students. Pixley Union Elementary actually spent $6,016,415.00 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $792,051 had the following impact on Pixley Union Elementary's ability to increase or improve services for high needs students:

There was no impact on services due to the underspending of LCAP funding. Their was one-time funding that was used to pay for those planned services instead of LCAP monies. All actions were fully implemented.

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
Pixley Union Elementary	Nancy Ruble District Superintendent	nruble@pixley.k12.ca.us 559-757-5207

Goals and Actions

Goal

Goal #	Description
1	All students will demonstrate growth toward proficiency in ELA , ELD, Math, and other Core content areas. State Priorities: 1, 2, 4, 7, 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Scores- State Testing Results	ELA 2019: 52.2 points below standard. District will grow 5 points per year Math 2019: 82.6 Points below standard District will grow 5 points per year BASELINE DATA ADDED (2019 data) ELA English Learners 62.7 points below standard SWD 114.1 points below standard Math English Learners 91.8 points below standard	State Dashboard Data for Distance from Standard comparison was not available in 2021-22. 2020-21 locally calculated SBAC score results showed: ELA 65 Points below standard (Not met) Math 97 points below standard (Not met)	State Dashboard Data for Distance from Standard as of December 2022 ELA 2022: 54 Points below standard Overall Decline of 1.8 points from baseline Math 2022: 84.5 Points below standard Overall Decline of 1.9 points from baseline	In 2023, ELA results show 48.5 points below standard, a small continued growth of 5.5 points and a full return to pre-COVID levels. It is an increase of 3.7 points over 3 years from baseline. In 2023, math scores declined, though to 90.6 points below standard. A decline of 5.5 points from last year and 8 points in 3 years from baseline.	ELA 37.2 points below standard. Math 67.6 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SWD 139 points below standard				
EL Progress Indicator	ELPI 2019: 49% made progress toward English Proficiency	ELPI was not reported on the CDE Dashboard in 2021. Local data for 2022 Summative ELPAC administration: 45.3% of EL students increased a full level on the ELPAC and 24.5% increased by 20 points or more. 30.5% made no significant growth or decreased.	ELPI per the California Dashboard Dec. 2022 56.7% of EL students made progress toward English language Proficiency. Increase of 7.7% from 2019 baseline.	In 2023, 52.7% of EL students made progress. A decrease of 4% from the prior year and an increase of 3.7% from the baseline year.	64% of EL students will make progress toward English Proficiency.
Teachers appropriately assigned Teachers fully credentialed Note: Reporting format changed from locally calculated to TAMO reporting beginning 2022-23 school year end.	100% of teachers are appropriately assigned (2020-21) 89% of teachers fully credentialed 2020-21	100% of teachers were appropriately assigned in 2021-22 96.4% of teachers were fully credentialed in 2021-22	100% of teachers appropriately assigned in 2022-2023. 94% of teachers fully credentialed in 2022-2023 (locally calculated) 5% increase over baseline	100% of teachers are appropriately assigned (maintains baseline data) 88% of teachers are fully credentialed 2022-2023 CTC Credential Data (Most recent TAMO report available)	Maintain 100% of teacher appropriately assigned 95% of teachers fully credentialed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Sufficiency of standards-aligned instructional materials	2020 Williams Audit: 100% of students have access to standards-aligned instructional materials in core subjects.	2021 Williams Visit: 100% of students have access to standards-aligned instructional materials in core subjects	2022 self-review (not Williams visited) 100% of students have access to standards-aligned instructional materials in core subject	2023 self-review (not Williams visited) 100% of students have access to standards-aligned instructional materials in core subject	Per Williams Audit: Maintain 100% of students with access to standards-aligned instructional materials.
Increase VAPA opportunities: survey data and schedules.	Students in K-6 receive 24 lessons in art, music, dance, and theater. Baseline line will be established in 2021-2022	In 2021-2022: 100% of K-3 Students received 13 lessons in music 100% of Grade 4-5 students received 52 lessons in music. A small group of 5th grade band students received additional music 26 lessons Art/ Dance/ Theater formal instruction has not yet begun to be integrated.	In 2022-2023 100% of K-3 Students received 13 lessons in music 100% of Grade 4-5 students received 52 lessons in music. A small group of 5th grade band students received additional music 26 lessons 54% of 6th grade students participated in an art, music, or theater based elective.	100% of K-3 students receive 13 lessons in music. (continues to match baseline in 2019) 100% of students in grades 4-5 receive 13 or more lessons in music. (continues to match baseline in 2019) 30.6% of students in grade 6 participated in art, music, or theater based elective by Dec, 2023. (increase from 2019 baseline of 20.6%)	100% of students in K-6 receive 24 lessons in art, music, dance, and theater.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Redesignation Rates	No data available for 2020-2021 due to COVID issues. Baseline will be established in 2021. Local Data: 30 of 390 EL students were redesignated in 2021-22 for a redesignation rate of 8%	No data available on the Dashboard due to COVID issues. Local Data: 30 of 390 EL students were redesignated in 2021-22 for a redesignation rate of 8%	Local Data: 37 of 389 EL students were redesignated in 2022-23 for a redesignation rate of 9.5% 1.5% increase over baseline	In 2023, 10.7% of EL learners were reclassified as fluent for a growth of 1.2% over the prior year, and 2.7% over 3 year LCAP.	5% annual increase over 2021-22 established baseline. 10% increase overall for the remaining two years.
Student Access to a broad course of study: Including Unduplicated Pupils and Pupils with Exceptional Needs as shown by master schedules.	100% of students will have access to a broad course of study	100% of students had access to a broad course of study in 2021-22	100% of students had access to a broad course of study in 2022-23	100% of students had access to a broad course of study in 2023-24	Maintain 100% of students having access to a borad course of study.
Implementation of State Board Adopted Academic Content and Performance Standards: Including ELD as shown by classroom observations.	100% of classrooms demonstrate implementation of State Board Adopted Academic Content and Performance Standards: Including ELD	In 2021-22 100% of classrooms demonstrated implementation of State Board Adopted Academic Content and Performance Standards: Including ELD	In 2022-2023, 100% of classrooms demonstrated implementation of State Board Adopted Academic Content and Performance Standards: Including ELD	In 2023-2024, 100% of classrooms demonstrated implementation of State Board Adopted Academic Content and Performance Standards: Including ELD	Maintain 100% of classrooms demonstrate implementation of State Board Adopted Academic Content and Performance Standards: Including ELD

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.

Action 1.1- FULLY IMPLEMENTED: Professional Development was completed at both school sites with 4 days Grade 3 teachers- Math, 5 days grade 4 teachers- Math, 5 days grade 5 teachers- Math, 4 days for grades 6-8 teachers in ELA or Math depending on their class assignments. TK teachers received 2 days of professional development for the new curriculum.

Action 1.2- FULLY IMPLEMENTED:Professional Learning Communities were maintained with designated time periods each Wednesday for teacher teams to meet. Special education teachers worked with mentors and in department groups to support new teachers. Illuminate training was completed for greade level leads and site administration and for grade level teams upon invitation.

Action 1.3- FULLY IMPLEMENTED: High Quality staffing was maintained. Mentoring of new elementary principal was incorporated, along with training for classified staff members and site/district administration.

Action 1.4- MOSTLY IMPLEMENTED:Accelerated Learning (PLUS!) program was added to the expanded learning offerings and students identified as needing enrichment to support their higher learning needs were invited by their teachers to participate. Approximately 5% of elementary and middle school students are participating in the STEAM offerings twice per week.

Action 1.5- FULLY IMPLEMENTED: STEAM class offerings and after school programs, elective courses at middle school, career day were all implemented. Counselor services at the middle school were maintained.

Action 1.6 FULLY IMPLEMENTED: Support materials were provided for science and writing units and multiculturally representative reading materials were purchased for libraries and classroom sets. AVID was supported with materials, registration, and tutoring staff. After school band struggled due to teacher out on leave for large portion of time.

Action 1.7- MOSTLY IMPLEMENTED:Tier II and Tier III interventions continued this year in Math, ELA, and LTEL. Students participated in extended learning opportunities in Poetry & Prose, the Spelling Bee, and Art Showcase. Elementary teachers offered after school math tutoring and expanded learning worked with grade level teams to support with after school tutoring in all subject areas. Scicon was offered to all 6th and 8th grade students. The Elementary music program faltered this year with the teacher out on leave for a large portion of time.

Action 1.8- FULLY IMPLEMENTED: Data analysis programs, universal screeners for RtI, and data as planning tools were utilized this year.

Significant differences exist between planned spending of LCFF funding for actions in Goal One and the estimated actuals available as of May 2024.

Action 1.4- Accelerated Coursework- This program began later in the year and the full budgeted amount was not needed.
Action 1.5- no significant difference
Action 1.6- Standards Aligned Supplemental Curriculum and Materials- Less LCFF funding was needed to meet the needs. Fewer supplemental materials identified by staff as needed than anticipated
Action 1.7- Less funding was spent than anticipated because fewer teachers were interested in tutoring after school than planned for and there was no additional monies spent for extra hours in the elementary music program, competitions, and events due to the faltering program.
Action 1.8- Strategic Use of Data- Additional funds were needed to meet the needs of PLC's for data programs, including funds to modernize systems components to meet the growing use of these programs. We also added the STAR math screener, which was an additional cost to our Renaissance systems suite contract.

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

When the LCAP was written 4 years ago, noone could have predicted the COVID-related roller coaster that would ensue within all schools, homes, and communities. Adjustments were made along the way to manage the ever-changing needs of students, staff, and families. Pixley Union is proud to say that the school team held together for students, and that most of our academic indicators have returned to pre-COVID figures. However, that was not where we were aiming to be four years ago. Consequently, we did not make our overall targets that were selected before the COVID situation.

Actions 1.1, 1.2, 1.3, 1.6, 1.8- PARTIALLY EFFECTIVE:

EFFECTIVE: In the area of English Language Arts (Incresed 1.2 points) and English Learner Progress (increased 3.2% on growth and 2.7% on reclassification rate), we stand slightly higher than Pre-COVID. We plan to continue the designed Tier I, II, and III interventions in these areas.

INEFFECTIVE: In the subject of mathematics (decreased 12.2 points), however, our post-COVID data remains lower than in prior years. In part, we believe this is because of our laser focus on bringing students' reading levels back up after the home-schooling period. Throughout the last three years, we have made revisions to the Math interventions, however this has not shown systemic improvements.

Actions 1.4, 1.5, 1.7- PARTIALLY EFFECTIVE: While we offered many expansion programs, the music program faltered this last year with a teacher who was out for parge portions of time. This affected elementary and middle school music., although we managed to meet the instructional lesson goal for elementary.

Actions 1.3- EFFECTIVE: Other goals areas were met, with stafffing maintained and aligned instructional materials/broad course of study/standards based instruction all provided to 100% of students.

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.

Pixley has extensively reviewed the student, staff, and community needs as part of the new 3-Year LCAP process.
Changes in funding sources, staffing, and the evolution of our practices has resulted in changes to goal language, metrics, actions, and monetary dedications within our new LCAP.

In many of our action areas, we plan to stay the course in the 2024-2027 LCAP. We are seeing results and staff arre becoming more and more effective with the tools, programs, and curriculums implemented . We continue to analyze data for each program as an ongoing process to improvement and will continue to fund those tools for all staff access. Professional Learning Communities are integral to this planning and our teaching staff continue to utilize their expertise to refine instruction and interventions at the Tier One level. Grade level leader training was implemented in Spring 2024 and will continue into 2024-25 to support their work in this area. Math and ELA trainings are planned for grades K-8, and TK teachers will be working on Early Literacy, Numeracy, and Emotional Intelligence for their professional development areas.

Math Tier II and Tier III interventions will be changing, however. Funding for the TOSA in this area has been ended and we will be examining options for in-class coaching and trainings to strengthen Tier One and in-class Tier Two supports. Teachers have asked for increased training in differentiation, deployment, and use of data to group students for interventions, and we will be planning that with our grade level leads and site principals for 2024-25. We are also lessening the emphasis on reading instruction refinements now that teachers are skilled in that area, to balance with these math trainings.

Specific changes made include:
- Wording of Goal One was updated to make it more active.
- The order of the metrics were changed and the source of the data for each metric was clarified to make future reporting easier.
- Metrics 1.11 and 1.12 were added to measure the effectiveness of Tier II and Tier III intervention programs.
- The VAPA metric was eliminated as the systems are in place now to maintain that with regularity for all students.
- Subgroup data was added to state testing metric to monitor achievement gaps in the LCAP. This includes metrics 1.3, 1.4, and 1.7
- CAST data was added to the LCAP to aid future reporting and due to new state requirements.
- Actions order was changed and Goal 2 actions were incorporated into other goals, rather than a technology focus goal.

- Amounts dedicated to goals were adjusted based on ending of other funding sources, or new grants obtained to cover costs

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	The district will ensure access to high quality digital tools, resources, and professional learning to ensure that all students have opportunities to access engaging instructional resources and can demonstrate the digital and informational literacy skills (The 4 C's, Critical thinking; Creativity; Collaboration; Communication) required for 21st century learning. State Priorities: 1, 2, 4, 7, 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Devices	100% of students grades 4-8 have devices 2020-21. Grades TK-3 have class sets of devices for use.	100% of students grades 4-8 have devices 2021-22. Grades TK-3 have class sets of devices for use at a ratio of 1:1.	100% of students grades 4-8 have devices 2022-23. Grades TK-3 have class sets of devices for use at a ratio of 1:1. Additional devices added for after school program class sets.	100% of students grades 4-8 have devices 2023-24. Grades TK-3 have class sets of devices for use at a ratio of 1:1.	100% of students grades 4-8 have devices 2020-21. Grades TK-3 have class sets of devices for use.
Student Google Accounts	100% of students access Google Accounts.	100% of students access Google Accounts in the 2021-22 school year.	100% of students access Google Accounts in the 2022-23 school year.	100% of students access Google Accounts in the 2023-24 school year.	100% of students with google accounts
Professional Development	100% of staff and students trained on digital technology. (2020-2021)	As of 2021-2022 90% of staff and 100% of students are	As of 2022-2023 90% of staff and 100% of students are	As of 2023-2024, 100% of students and 90% of staff were trained on digital	100% of staff and students will participate in training in digital technology.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		trained on digital technology.	trained on digital technology.	technology (maintained baseline)	

Goal Analysis

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

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

All actions in this goal were implemented, however Action 2.4- Community Service and Passion Projects were sidelined during COVID and have returned only minimally at this time. Challenges with staff interested in taking on roles outside the regular school day and transportation have been noted as barriers to overcome.

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.

Pixley Union utilized a variety of one-time funding sources including ESSER II and ESSER III as well as the Community Schools Grant (Planning) and Expanded Learning ongoing funding to support actions related to this goal. This resulted in a number of reductions to LCFF spending for 2023-24.

Action 2.1- Technology Infrastructure- $170,000 not spent due to E-rate funding use and project roll-over into 2024-2025 year for completion.
Action 2.2- Professional Development- $14,000 approx difference was the result of some cancelled PD days due to TCOE staff illness/leaves and utilization of free professional development from Regional Diagnostic Center for autism, reading, and paraprofessional trainings.
Action 2.3- Parent and Student Training- no significant difference
Action 2.4- Student Opportunities-This was under spent due to few students interested in the projects, poor promotion of the project program, and little staff interest in the additional hours to maintain that this year.
Action 2.5- Fiscal Alignment- $40,000 difference resulted from less costs in this area than anticipated from contracted services and conference/trainings

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

Action 2.1 EFFECTIVE: Student devices and accounts were maintained, allowing access for all students to electronic learning resources at home and at school. The cycle of repairs and replacement was effective in keeping working machines on hand for student use. All students have Google accounts allowing them access to electronic resources, email, and digital classroom content.

Action 2.2 EFFECTIVE: Staff training during COVID continues to pay off with in-class technology use dividends. Teachers utilize SmartBoards to add visuals for students during lessons, incorporate music, and access elecronic curriuculum tools. Illuminate training for staff has increased use of data tools for planning instruction and interventions.

Action 2.3 PARTIALLY EFFECTIVE: Digital resources suppor student learning and engagement. Community Service and Passion Projects were sidelined during COVID and have returned minimally at this time.

Action 2.4: EFFECTIVE: Training for site administrators and managers in budget management has been helpful in aligning expenditures towards goals/results.

Action 2.5- EFFECTIVE- training for district staff and utilization of better electronic systems for HR, financial tracking, service requests and other functional items assisted in tracking issues and addressing systems issues/ refinements.

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.

Pixley has extensively reviewed the student, staff, and community needs as part of the new 3-Year LCAP process.
Changes in funding sources, staffing, and the evolution of our practices has resulted in changes to goal language, metrics, actions, and monetary dedications within our new LCAP.

This goal will be eliminated as less of a focus in COVID-era technology shift is needed. Actions related to learning tools and training for instruction will be incorporated into the academic goal #1 for 2024-2027. Actions related to safety will be moved to New Goal #2. This will result in a change in focus from "getting tools in hands" to the strategic purchase and use of tools to increase student learning and teacher/administrative efficacy.

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	All District departments and school sites will provide a safe and secure environment that promotes the physical, social and emotional health and well-being of all staff and students. State Priorities: 1, 3, 5, 6

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Audit – Facilities	Williams Audit: Facilities- Rating of "Good" or higher on FIT Report for all sites.	2021 Williams Audit: Facilities- Received a rating of "Good" or higher on FIT Report for all sites.	2022 FIT Self Assessment Received a rating of "Good" or higher • Both sites received a rating of exemplary	2023 FIT Self Assessment Received a rating of "Good" or higher • Both sites received a rating of exemplary	Maintain rating of "Good" or higher on FIT Report for all sites.
Attendance Rates	Attendance rates: 96.01% in 2018-19 baseline.	Academic year 2021-2022 attendance through May 3, 2022. Locally Calculated using Aeries 92.2% Districtwide 91.83% Pixley Elementary 92.94% Pixley Middle	Academic Year 2022-2023 attendance through April 26, 2023. Locally Calculated using Aeries 94.34% Districtwide 94.07% Pixley Elementary 94.85% Pixley Middle	Academic Year 2023-2024 Attendance through June 2024. 95.15% Districtwide 95.05% Pixley Elementary 95.32% Pixley Middle	Increase attendance by 1% to 97.01%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rates	Chronic absenteeism: 8.9% in 2018-19. Student Group Baselines: SED: 9% English Learners: 6.4% SWD: 4.2%	2020-21 All Students: 17.2% Locally Calculated using Aeries Student Group Results: SED: 17.4% English Learners: 23.2% Foster Youth N/A	Per the Dec. 2022 California dashboard 2021-2022 Chronic Absentee Rate 29.6% Student Group Results: SED: 29.6 (increase of 20.6% over baseline) EL: 29.3% (increase of 22.9% over baseline) SWD: 43.1% (increase of 38.9% over baseline)	In 2023 Chronic Absenteeism decreased to 15.3% (an improvement of 14.3% from prior year) and a decline of 6.4% from baseline pre-COVID	Decrease rate of Chronic Absenteeism by 2% to 6.9%
Suspension	Suspension Rates: 3.7% in 2018-19. Student Group Baselines: English Learners: 3.5% SWD: 5.4%	2020-2021 0% per local data 2021-2022 as of May 1, 2022 local data Less than 1%, with all occurring at the middle school.	Suspension Rates: 2.4% in 2021-22. Student Group Baselines: EL 2.1% (decrease of 1.4% from baseline) SWD 6.8% (increase of 1.4% over baseline)	In 2023, 3.5% of students had been suspended one or more times that year. a decline of .2% over three years.	Decrease Suspension rates by1% to 2.7%
Drop-out Rates	Drop-out rates in junior high schools: 0%	Drop-out rates in junior high schools: 0% per 2020-21 CDE data	Drop-out rates in junior high schools: 0% per 2021-22 CDE data	Drop out rates for all groups remain at 0%, maintaining baseline.	Maintain 0% Drop-outs in junior high

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rates	Expulsion rates: 0%	Expulsion rates: 0% per 2020-21 CDE data	Expulsion rates 0% per 2021-22 CDE data	In 2023, the rate rose to .01% with 3 expulsions at the middle school campus. An increase of .01% over baseline	Maintain Expulsion rates of 0%

Goal Analysis

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

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

Action 3.1- Carried out substantively. Flip Charts did not arrive in time for the year, but will be here for start of 2024-2025. All other trainings were held as planned with additional trainings added in ICP for management team. Facilities safety is a constant focus.

Action 3.2- was fully carried out and expanded upon with the addition of the Community Schools Grant. PBIS supports and training were done, anti-bullying programs implemented, CPI trainings completed, Instructional Aide training done in the summer 2023, and the behavior Intervention specialist was maintained. Additional trainings for parents were provided.

Action 3.3- Substantively carried out as planned

Action 3.4- Substantively carried out as planned

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.

Pixley Union utilized a variety of one-time funding sources including ESSER II and ESSER III as well as the Community Schools Grant (Planning) and Expanded Learning ongoing funding to support actions related to this goal. This resulted in a number of reductions to LCFF spending for 2023-24.

Action 3.1- Safety Training and Planning- no difference/ all funds expended

Action 3.2- Physical, Social-Emotional Well Being- Additional support staff were hired (1.0 Counselor FTE and additional training was planned for staff in behavior management due to the large number of behavioral and mental health issues.
Action 3.3- Attendance Supports- amount was overspent with funding moved from action 2.4 to cover the difference. Additional services were required to address the high number of student absences and working with their families.
Action 3.4- Support services for target subgroups- Amount was overspent with funding moved from Goal One Actions 1 and 2 to cover the difference. Additional instructional support was required to meet the large number of unduplicated student needs.
Action 3.5- Safe Facilities- Significant increases in this area to address facilities issues identified from walkthroughs and Partner feedback. Money was moved from Goal 1 to this area to cover the additional spending.

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

Action 3.1: EFFECTIVE- Safety trainings have been completed in CPR/ First Aid and AED as well as Active shooter response and a variety of topics dependent on staff role. Infographics for evacuations were developed.

Action 3.2- PARTIALLY EFFECTIVE: PBIS, Support personnel, anti-bullying programs, deescalation training, ABA trainings for aides and staff and the maintaining of a Behavioral Intervention specialist at the middle school were all done. Suspensions continue to be a concern, though, with increasing serious behaviors and mental health needs of students. Attendance shows great improvement overall, as students reduce anxiety over returning to class and managing social situations.

Action 3.3- EFFECTIVE: Attendance supports proved very effective, reducing the Chronic Absenteeism nearly 50% from the previous year. This is an area we will continue forward with.

Action 3.4- PARTIALLY EFFECTIVE: While all the components of this action were implemented, and are being actively utilized by families, mental health continues to be an ongoing crisis with severe behaviors manifesting in our students' classes and homes. We continue to seek ways to partner with agencies to provide more intensive services for the extreme situations we are seeing with more frequency.

Action 3.5- EFFECTIVE: Increased lighting, cameras, electronic locks on classroom/office doors, and fencing adjustments have results in fewer safety concerns shared by parents and staff.

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.

Pixley has extensively reviewed the student, staff, and community needs as part of the new 3-Year LCAP process. Changes in funding sources, staffing, and the evolution of our practices has resulted in changes to goal language, metrics, actions, and monetary dedications within our new LCAP.

As part of the completely new 3 year LCAP, many other changes were made to the metrics, goal language, actions, and planned expenditures in this goal. The most significant changes were:

Goal number changes for 2024-2025. With the elimination of the separate Technology Goal #2 from 2023-2024, this goal moves up and becomes the 2024-2025 Goal #2. Technology tools for communication and engagement were moved from the old technology goal (2) to this goal for 2024-2025 including the areas related to building safety training, equipment and staffing.

Attendance related actions were moved to the new target goal #4 in the 2024-2025 LCAP so action 3.3 and portions of other actions with services related to interventions in this area were moved to goal 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
4	Promote parent engagement by creating a culture of inclusion through open and effective lines of communication, and by providing families meaningful and culturally responsive engagement opportunities to support and celebrate student learning. State Priorities: 3, 6

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District and School Climate Survey- Feeling of Connectedness	Climate Survey - Baseline was created in 2021-22. The school is a safe place for parents and families... 98% of all parents responding at Elementary Strongly agreed or agreed 91% of English Learner Parents Responding 98% of SED Parents Responding 90% of all parents responding at Middle School Strongly agreed or agreed	2022 Spring Parent Survey: I feel connected to my child's school. 98% of all parents responding Strongly agreed or agreed 100% of FY parents responding 90% of English Learner Parents Responding 90% of SED Parents Responding Spring Staff Survey: I feel connected to my school. 52.2% Strongly Agreed or Agreed	2023 Spring Parent Survey: I feel connected to my child's school. 88% of all parents responding Strongly agreed or agreed • - of FY parents responding 80% of English Learner Parents Responding 88% of SED Parents Responding Spring Staff Survey: I feel connected to my school. 70.6% Strongly Agreed or Agreed	As of March, 2024 Survey I feel connected to my child's school. 92.9%% of all parents responding Strongly agreed or agreed 100 of FY parents responding 95.2%% of English Learner Parents Responding 92.2% of SED Parents Responding Spring Staff Survey: I feel connected to my school. 66.7% Strongly Agreed or Agreed	50% of Parents 50% of students 50% of staff say they have a feeling of connectedness to their school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	100% of FY parents responding 71% of English Learner Parents Responding 79% of SED Parents Responding Spring Staff Survey: I Feel engaged at my worksite. 70% Strongly Agreed or Agreed Student Baseline to be established in 2021-22 due to delay by COVID Pandemic.	Student Survey (CHKS 2022) 37% of 5th graders, 69% of 6th graders, 76% of 6th graders and 53% of 7th graders report feeling connected to school	Student Survey (CHKS 2022) 37% of 5th graders, 69% of 6th graders, 76% of 6th graders and 53% of 7th graders report feeling connected to school	Student Survey (CHKS 2022) 62% of 6th graders, 58% of 7th graders, report feeling connected to school (CHKS 2023)	
District and School Climate Survey – Feeling of Safety	Climate Survey - Baseline was created in 2021-22. The school is a safe place for parents and families... 98% of all parents responding at Elementary Strongly agreed or agreed	2022 Spring Parent Survey: The school is a safe place for parents and families... 98% of all parents responding at Elementary Strongly agreed or agreed 91% of English Learner Parents Responding	2023 Spring Parent Survey: The school is a safe place for parents and families... 80% of all parents responding at Elementary Strongly agreed or agreed 100% of English Learner Parents Responding	2024 Spring Parent Survey: The school is a safe place for parents and families... 93.3% of parents agree or strongly agree that their Pixley school is a safe place for students and families. (annual district survey)	50% of Parents 50% of students 50% of staff say they have a feeling of safety at their school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	91% of English Learner Parents Responding 98% of SED Parents Responding 90% of all parents responding at Middle School Strongly agreed or agreed 100% of FY parents responding 71% of English Learner Parents Responding 79% of SED Parents Responding Spring Staff Survey: I Feel safe at my worksite. 70% Strongly Agreed or Agreed Student Baseline to be established in 2021-22 due to delay by COVID Pandemic.	98% of SED Parents Responding 90% of all parents responding at Middle School Strongly agreed or agreed 100% of FY parents responding 71% of English Learner Parents Responding 79% of SED Parents Responding Spring Staff Survey: I Feel safe at my worksite. 70% Strongly Agreed or Agreed Student Survey (CHKS 2022) 50% of 5th graders, 76% of 6th graders and 53% of 7th graders report feeling safe at school	80% of SED Parents Responding 88% of all parents responding at Middle School Strongly agreed or agreed 100% of FY parents responding 84% of English Learner Parents Responding 88% of SED Parents Responding Spring Staff Survey: I Feel safe at my worksite. 64.8% Strongly Agreed or Agreed Student Survey (CHKS 2022) 50% of 5th graders, 76% of 6th graders and 53% of 7th graders report feeling safe at school	93.3 % of all parents responding at Elementary Strongly agreed or agreed 100% of FY parents responding 100% of English Learner Parents Responding 95% of SED Parents Responding **% of all parents responding at Middle School Strongly agreed or agreed **% of FY parents responding **% of English Learner Parents Responding **% of SED Parents Responding **insufficent responses for data due to poor return on survey from middle school parents (16) We are investigating other methods of outreach for middle school family input. Spring Staff Survey:	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				I Feel safe at my worksite. 81.8% Strongly Agreed or Agreed 69.5% of students agreed they feel safe at school. District Annual Survey. Student Survey (CHKS 2023) 72% of 6th graders and 56% of 7th graders report feeling safe at school *5th graders are no longer included in the California Healthy Kids Survey (CHKS)	
District and School Parent Engagement: Parent input into decision-making and parental participation in programs for Unduplicated Pupils and students with exceptional needs.	Parent Engagement - . Baseline was created in 2021-22. The school makes feel feel engaged in the School Community...	2022 Spring Parent Survey: The school makes feel feel engaged in the School Community... 88% of all parents responding at	2023 Spring Parent Survey: The school makes feel feel engaged in the School Community... 87% of all parents responding at	2024 Spring Parent Survey: The school makes feel feel engaged in the School Community... 90 % of all parents responding at	80% of Parents 80% of staff say they have a feeling of engagement at their school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	88% of all parents responding at Elementary Strongly agreed or agreed 100% of FY parents responding 83% of English Learner Parents Responding 89% of SED Parents Responding 80% of all parents responding at Middle School Strongly agreed or agreed 100% of FY parents responding 71%% of English Learner Parents Responding 80% of SED Parents Responding Spring Staff Survey: I feel engaged at my worksite. 61% Strongly Agreed or Agreed	Elementary Strongly agreed or agreed 100% of FY parents responding 83% of English Learner Parents Responding 89% of SED Parents Responding 80% of all parents responding at Middle School Strongly agreed or agreed 100% of FY parents responding 71%% of English Learner Parents Responding 80% of SED Parents Responding Spring Staff Survey: I feel engaged at my worksite. 61% Strongly Agreed or Agreed	Elementary Strongly agreed or agreed 100% of FY parents responding 88% of English Learner Parents Responding 87% of SED Parents Responding 80% of all parents responding at Middle School Strongly agreed or agreed 100% of FY parents responding 80% of English Learner Parents Responding 80% of SED Parents Responding Spring Staff Survey: I feel engaged at my worksite. 70.6% Strongly Agreed or Agreed	Elementary Strongly agreed or agreed 100% of FY parents responding 100% of English Learner Parents Responding 90% of SED Parents Responding * % of all parents responding at Middle School Strongly agreed or agreed *% of FY parents responding *% of English Learner Parents Responding *% of SED Parents Responding * Insufficient return on survey for data analysis due to poor return of surveys from middle school parents(16) We are investigating other methods of outreach for middle school family input. Spring Staff Survey: I feel engaged at my worksite.	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				66.7% Strongly Agreed or Agreed	

Goal Analysis

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

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

All actions were substantively implemented, with additional actions related to this goal funded from grant sources.

Local crime activity made this more challenging over the past two years with parents reporting feelings of anxiety regarding spill over onto campuses, but additional security measure and communication about security processes has helped. The resulting higher feelings of safety and connection at the elementary level reflect that success.

Feedback from middle school parents is a challenge with a poor return, despite monthlong efforts, to collect survey data. We are restructuring those efforts for 2024-2025.

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

Action 4.1- There was a saving of approximately $12,500 due to savings from bundling services and less than anticipated web service costs.
Action 4.2- Parent Engagement- additional expenditures were added to support families with funding moved from action 4.1
Action 4.3- Showcases and Celebrations- additional funding was used to support increased family engagement events and resource fairs
Action 4.4- Engagement of families- no significant differences

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

Action 4.1 EFFECTIVE- Parents note use of the web and applications for communication. Enrollment in the online tools at registration for 2023-24 helped increase parent numbers using these tools.

Action 4.2 EFFECTIVE:29% of parents on the 2024 Spring survey report attending a decision-making/input meeting this year as of March, 2024. 41% attended a PTO meeting, 87.8 % attended parent conference, 21.2% attended an IEP, 14.6% attended a social event, 17% met with a school counselor. Parents have started to volunteer on campus again, for the first time in three years. Parents are attending Family Resource Center events and workshops. The Adult Education ESL class had over 20 parents in the Winter session and PIQE began with 54 parents in the Winter session. Half of those completed the full series.

Actions 4.3 EFFECTIVE: Programs have been bringing parents back on campus. Parents particularly flock to the Carnival, School Awards Assemblies, and promotion end of the year activities.

Action 4.4 EFFECTIVE:PIQE was exceptionally well attended this year, with a second session beginning in the Spring of 2024 due to demand. Back to school, open house, registration have all been succesfull in drawing parents for information on partnering for student success. Parent network and Freseno State Parent Program were not implemented because PIQE was selected to meet community needs for a parent education program.

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.

Engagement and communication with the community are focus areas for LCAP 2024-2025. Actions from other goals in the 2023-2024 LCAP were moved here to promote a focus on attendance improvement. Additional resources were added to promote attendance and support staff efforts in this area.

Feedback from middle school parents is a challenge with a poor return, despite monthlong efforts, to collect survey data. We are restructuring those efforts for 2024-2025.

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

Goals and Actions

Goal

Goal #	Description
5	The district will improve the performance of English Learners and Students With Disabilities in the area of academic performance and attendance. Students with Disabilities will also be supported in behavioral / suspension interventions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Scores- State Testing Results	ELA: -54 Points below Standard for ALL students • 72.4 for EL students • 174.4 for students with disabilities Math: -84.5 points below standard for ALL • 101.4 for EL students • 192 for Students with Disabilities Baseline established with these figures		ELA: -54 Points below Standard for ALL students • 72.4 for EL students • 174.4 for students with disabilities Math: -84.5 points below standard for ALL • 101.4 for EL students • 192 for Students with Disabilities Baseline established with these figures	In 2023, the average EL student's ELA score was 86.6 points below standards. (decrease of 2.1 points from previous year and a 3 year decrease of 23.9 points) In 2023, the average SWD ELA score was 139.4 (an increase of 35 points over baseline) in 2023, the average EL score in math was 117.9 points below standard. A 3 year decrease of 26.1 points.	Increase of 25 points in ELA for both subgroups Increase of 30 points in Math for both subgroups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				In 2023, the average score for SWD in mathematics was 161.6 points below standard (an increase of 30.6 points over baseline)	
EL Progress Indicator	ELPI 2022: 56.7% made progress toward English Proficiency		ELPI 2021-22 56.7% Goal was 54% Per CDE dashboard Baseline established with these figures	In 2023, 52.7% of EL students made progress. While still falling in "high" for state requirements, this is a decrease of 4% from baseline year.	80% of EL students will make progress toward English Proficiency.
EL Redesignation Rates	Per local data: 8.3% of EL students were reclassified in 2021-22.		Local Data: 34 of 411 EL students were redesignated in 2021-22 for a redesignation rate of 8.3%-	In 2023, 10.7% of EL learners were reclassified as fluent for a growth of 2.7% over baseline.	5% annual increase over 2021-22 established baseline. 10% increase overall for the remaining two years.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			New Baseline established with this data		
Chronic Absenteeism Rates	2021-2022 29.6% for ALL students 29.3% for EL students 43.1% for SWD		2021-2022 29.6% for ALL students 29.3% for EL students 43.1% for SWD Baseline established with this data from the CDE Dashboard	In 2023 EL Chronic absenteeism 12.8%. A 6.4% increase from baseline Pre-COVID. (negative result) In 2023, SWD group Chronic Absentee rate was17.3%- a 13.1% increase over baseline (negative result)	Decrease rate of Chronic Absenteeism by 10% for both subgroups
Suspension	2021-2022 2.4% for ALL students 2.1% for EL students 6.8% for SWD		2021-2022 2.4% for ALL students 2.1% for EL students 6.8% for SWD Baseline established with this data from the CDE Dashboard	In 2023, 7.8% of SWD had been suspended one or more days that school year. - an increase of 2.4% over baseline (negative result) In 2023, the EL suspension rate was 2.9%. an increase of .8% over baseline (negative result)	Suspension rate of 2.5% or less for both subgroups

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.

Actions in this goal were carried out as planned with additional support provided from other funding sources as well due to the high needs of these population groups. We continue to have success with EL growth rates, but are focusing in on the challenges of our Long Term English Learners for 2024-2025 with a core group that is not making progress.

Overall our EL students are not returning to Pre-Covid achievement levels like our other groups and we are continuing to work on integrated ELD as well as designated ELD and intervention refinements. Parent involvement with this group of families has also been a challenge due to work schedules and other issues.

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.

Pixley Union utilized a variety of one-time funding sources including ESSER II and ESSER III as well as the Community Schools Grant (Planning) and Expanded Learning ongoing funding to support actions related to this goal. This resulted in a number of reductions to LCFF spending for 2023-24.

Action 5.2- Special Education Support- no significant difference
Action 5.3- LTEL Interventions- additional aides to support LTEL intervention groups were paid for from other supplemental funding to support this action.
Action 5.4- Student supports- additional funding from ProjectAWARE towards mental health services was received and used towards counseling salaries supporting this action and increasing behavioral health services due to increased need. Cost of living raises increased the expenditures for personnel salaries and benefits.

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

Action 5.1- EFFECTIVE- ELD results on the ELPAC, ELPI, and reclassification rates show significant improvement over the three years of implementing these actions. LTEL students (165) results on ELPAC improved greatly. In 2022, 45% increased a level while in 2023 51% increased a level. IN 2022 11.6% of LTEL students scored a 4 on the ELPAC and in 2023 that increased to 26.2%. These results were for

all LTEL students. 40 LTEL students had additional intervention time because they had not shown any growth the prior year. Those students increased even more (See action 5.3 below for results)

Action 5.2- PARTIALLY EFFECTIVE: English Learners have had the most difficult time returning to Pre-COVID levels. Their ELA scores continue to lag behind, as well as their math scores. Attendance for this group was greatly improved last year, though, and their ELPI and reclassification % increased slightly over the past three years.

Action 5.2- HIGHLY EFFECTIVE:The Students with Disability subgroup improved significantly on 4 out of 4 indicators including ELA, Mathematics, and attendance. Suspensions remains an issue for this group, with a marginal increase last year according to the CDE Dashboard.

Action 5.3- EFFECTIVE: ELPI and reclassification figures for students in LTEL interventions increased greater than general population last year. 64% of the 40 LTEL students in intervention for 2022-23 increased one or more levels on ELPAC. 18% increased 20 points or more but did not cross over into the next level. 18% did not make significant growth or declined. 31% scored a 4 on the ELPAC and the % scoring a 3 went from 15.44% to 20.51% for this targeted group.

Action 5.4- HIGHLY EFFECTIVE: Attendance improved greatly for all subgroups identified, and this was a cause for celebration across the board.

While these groups were initially identified last year as part of the district's Differentiated Assistance and School Sites' ATSI status, they improved in enough areas this last year to change both the district and schools' status back to general assistance. However, there continues to be work needed.

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.

This goal will be changed. The Subgroups will be addressed in the academic Goal 1 with disaggregated data and 3-year targets for each group. The focus goal will be attendance for all groups to continue the trend reducing chronic absenteeism.

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
Pixley Union Elementary	Nancy Ruble District Superintendent	nruble@pixley.k12.ca.us 559-757-5207

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.

Pixley Union Elementary School District is located in the rural town of Pixley, which is part of Tulare County, California. Our community is most commonly employed in the agricultural industry, or in other industries that rely heavily on agriculture. The area is rich in local pride and history, with its early establishment as part of the Southern Pacific Railroad development in the area.

Some of the area challenges include lack of nearby employment opportunities, lack of housing availability, shortage of medical and mental health services locally, and lack of community and other social services within the city.

We operate two schools, the TK-5th grade Pixley Elementary (574 Students) and Grade 6-8 Pixley Middle School (303 Students). Both schools operate School Wide Title I Programs.

According to the December 2023 California School Dashboard, our enrollment at the end of the 2022-23 school year was 877 students, with

96.9% (850) of them falling into the category of Socio-Economically Disadvantaged and 21.4% (188) of them registered as homeless. 1.1% (10) of our students are Foster Youth and 46% (403) are English Learners. Additionally, 6.2% of our students (54) are classified as Students With Disabilities, qualifying for special education services.

The Race/Ethnicity breakdown of our student body is 94.2% (826) Hispanic, 3.2% (28) white, 1.1% (10) African American, and 1% (9) Asian.

In 2023, the Pixley Union Board of Education met to realign their Mission, Vision, Core Values, and Priorities to meet current student, staff, and community needs. The updated commitments are:

MISSION
The Mission of Pixley Union School District is to work in partnership with our students, families, and the community to ensure that every child develops the knowledge and skills to be succesful as the world is handed to them.

VISION
Every student will achieve their maximum potential in an inspiring and challenging environment that creates strong, ethical individuals and community leaders.

CORE VALUES
We care about all Pixley students, parents, and staff.
All students, parents and staff are safe at school.
All students are provided with rigorous, standards-based instruction.
All students will develop strong reading, writing, and oral communication skills.
All parents are welcome on campus and encouraged to participate in events and the decision-making of the school and district.

BOARD PRIORITIES

Higher Standards for Students
- Communicate clear expectations
- Support teacher in holding students to a higher level of accountability.
- Provide workshops for parents on the value of education

Parent Accountability and Involvement
- Parent accountability by communicating clearly priorities and expectations.
- Showcase student work with parent interaction
- Home Visits by the administration and staff

Staff Retention
- A positive culture where staff voices are heard and valued
- Clear communication, consistent practices across staff, no biased action, and respect for all viewpoints

Social Skills & Character Development
- Social skills are modeled by staff and become part of the school culture and systems.
- PBIS: Higher expectations and accountability (consequences)

Improve Reading Skills
- Ensure reading programs are sustainable and move students to the next grade level
- More reading and writing: less computer time

Reflections: Annual Performance

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

2023 District Results on the Dashboard Indicators:

ELA results show that three subgroups performed in the Yellow range (Hispanic/Homeless/Socioeconomically Disadvantaged), Students With Disabilities performed in the Orange range, and English Learners performed in the lowest, Red range. All groups increased their average scaled score between 5 and 36 scaled score points in 2023, except for English Learners, who declined 14.2 points. Overall, students scored in the Yellow range, with an increase of 3.7 average scaled score points since 2019 and 5.5 scaled score points from the 2022 dashboard results.

Math results show that 4 subgroups performed in the Orange range (Hispanic/Homeless/Socioeconomically Disadvantaged/ Students With Disabilities), and English Learners performed in the Red range. Students with Disabilities saw a 32.9 point scaled score average increase, while the other 4 groups saw declines between 5.9 and 16.4 average scaled score points in 2023. Overall, students scored in the Orange range with -90.6 points from standard, this is a decrease of 8 scaled score points from the 2019 baseline year for the LCAP and a decrease of 6.1 points from the 2022 dashboard results.
English Learner Progress Indicator results show 52.9% of students increasing a performance level or maintaining a "4" level. This is a decrease of 3.7% from 2023 and in increase of 3.2% from the last ELPI reported prior to COVID 19, in 2019

Chronic Absenteeism Indicator All groups performed within the Yellow range
Suspension Rate Indicator All Groups performed within the Orange range, except for Students with Disabilities who performed within the Red range. There was a 0.9% increase in suspensions for this group from 2022 dashboard performance.

School Site Results on the Dashboard Indicators:

Pixley Elementary:
English Language Arts- All groups performed in the Yellow range, except English Learners who declined 9.9 average scaled score points and scored within the Red range.
Mathematics- All students groups scored in the Orange range
ELPI- Scored within the Orange range
Chronic Absenteeism- All groups scored within the Yellow range
Suspension Rate- all groups scored within the Yellow range, except Students with Disabilities, who scored in the Orange level and Homeless students, who scored in the Blue level. No groups scored within the Red range.

Pixley Middle:
English Language Arts- All groups performed in the Orange range, except English Learners who declined 21.2 average scaled score points and scored within the Red range.
Mathematics- All students groups scored in the Red range including English Learners, Hispanic, and Socioeconomically Disadvantaged. The groups declined in performance between 9 and 24.8 average scaled score points.
ELPI- Scored within the Yellow range
Chronic Absenteeism- The "All students group scored within the Yellow level while all subgroups scored within the Green range
Suspension Rate- All groups scored within the Orange range.

Local Data

Locally calculated attendance data shows an increase to over 95% attendance in 2023-2024 for the first time since Covid closures. This growth was seen across all groups and at both school sites.
BAS Reading scores showed a 1.4 year increase for students in reading intervention programs during 2023-2024.
Parent survey results showed increases across the board at the elementary level for communication, feelings of safety, relationship development, and reduced behavioral concerns on campus.

Successes

Overall, English Language Arts results increased post-COVID, and the success is that after more than a year of school closures and then constant quarantine of potential cases over the next year and a half, this marks a return to baseline. Hispanic and Socioeconomically disadvantaged students saw similar increases over this period. Last year Students with Disabilities increased 36.4 points on average and Homeless students increased 11.7 average points. 4 out of 5 subgroups saw increases in 2022-23.

In Mathematics, Students With Disabilities saw a 32.9 point average increase last year.
Chronic Absenteeism: Every subgroup saw significant improvement in attendance last year with declines between 14.6% and 25.7%.
Overall Chronic Absenteeism in our district declined from 29.6% to 15.3%. This is still beyond the 8.9% pre-COVID era performance, and we plan to continue the attendance monitoring, educational, and incentive programs we have been operating these last 18 months.

Teachers appreciated the professional development and coaching in ELA and Mathematics for grades 3-8 during 2023-2024. TK teacher reported high satisfaction with TCOE partnership trainings for their program during the year.

Challenges
In analyzing state Dashboard and local data, many of our subgroups have come back to Pre-COVID 19 ELA academic levels, with the exception of English Learners who have decreased 13.9 average points in ELA and 16.1 average points in math. While their English Learner Progress Indicator is slightly higher (+3.2% since 2019), their grade level academic standards have yet to return to baseline. They fell within the Red range in both of these subject areas on the CA Dashboard.

Math, overall, is an area of focus moving forward with the new LCAP for 2025-26 with all groups losing ground in this area. Most groups saw slight decreases of less than 10 scaled score points, but Students With Disabilities has seen a 21.4 point drop, despite the great growth they made last year of 32.9 scaled score points. The Homeless subgroup also saw a significant decline in math scores with 31.4 score drop since 2019, including 10.5 points last year. As a result of this analysis, the math intervention pull out groups were not included in this year's LCAP, and a focus on math Tier One Differentiation and English Learner Development within the content areas will replace those efforts.

Professional Development: More work on integrated ELD, PLC's, and differentiating instruction/intervention were requested by teaching staff.

Suspension rates increased 1.1% overall with all subgroups last year with increasing between 0.3% and 1.1%. The Students With Disability group, in particular, continues to show suspension rates nearly twice the district average with 7.8% suspended at least one day in 2022-23. Additional behavioral intervention training has been completed with plan to train additional behavioral aides. New supports to reduce special education case loads and offer additional services for behavioral supports are included in the 2025 LCAP.

Additional training in CPI and behavioral interventions- particularly for special education students with SED and Autism spectrum behaviors is needed.

Reflections: Technical Assistance

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

Pixley Union Elementary District does not qualify for Differentiated Assistance for 2024-25 and 2025-26 school years as of the December 2023 released Local Educational Agency (LEA) listing by the California Department of Education.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Certificated Staff (teachers and counselors)	Staff meeting presentations on LCAP 2023-24 progress report, new LCAP process, staff survey, and Q&A time at meeting. Middle School team January 18th, 2025 and Elementary team February 7th, 2025. Staff Survey via requested format of Survey Monkey- Started with Middle School January 18th and open through March 1st (Initial and two reminders sent) Elementary School survey started February 9th and open through March 25th. Staff meeting notes from 2023-24 school year shared by principals for input. Safety Committee Meetings held Aug. 30th, Sept. 27th, October 25th, Nov. 29th, Jan. 31st, Feb. 28th, Mar. 27th, Apr. 24th, and May 29th and input used in LCAP development- ATP Invited but have not participated Expanded CIA Committee (Lead Grade Level Teachers, Intervention teachers, literacy coach, principals, superintendent, director) Input on needs from meetings on Nov 15th, Feb. 21st, and May 1st and input used in LCAP development Superintendent listening sessions held in staff break rooms on both campuses during workday for anyone interested in discussing

Educational Partner(s)	Process for Engagement
	programs, needs, concerns, successes, etc. and input used in LCAP development Counseling department meetings (counselors, vice principals, school psychologist, director) held Aug. 21st, Sept. 19th, Jan. 15th, Feb. 19th, Mar 18th, Apr 15th, May 20th and input used in LCAP development
Principals	Principals' meetings held on August 23, Sept 20th, Oct. 18th, Nov. 16th, Dec. 19th, Jan 17th, Feb. 21st, Mar. 20th, Apr 17th, and May 15th and input used in LCAP development. Leadership Team (includes Principals, Superintendent, director, and managers) meetings held on Sept. 11th, Nov. 13th, Dec. 11th, Feb. 5th, April 8th, May 6th and input used in LCAP development
Classified Staff	Superintendent listening sessions held in staff break rooms during workday 2022-2023 for anyone interested in discussing programs, needs, concerns, successes, etc. and input used in LCAP development An LCAP workshop was held on April 30th with the Maintenance, Operations, Transportation, Food Services, and IT department members, explaining the LCAP process, last year's actions/results and then looking at draft LCAP actions- asking for feedback on those and additional ideas. A brainstorming session for input followed and was sent to LCAP coordinator. On May1st a districtwide staff survey was sent to all classified staff who may not have had an opportunity yet to provide input- or didn't want to suggest something in a large-group setting. That survey closed May 7th. Safety Committee Meetings held Aug. 30th, Sept. 27th, October 25th, Nov. 29th, Jan. 31st, Feb. 28th, Mar. 27th, and May 29th and input used in LCAP development. CSEA invited and represented regularly at meetings.

Educational Partner(s)	Process for Engagement
Classfied Management (Maintenance, Transportation, Food Services, Community Schools, Student Services, After School Program, IT)	Leadership Team (includes Principals, Superintendent, director, and managers) meetings held on Sept. 11th, Nov. 13th, Dec. 11th, Feb. 5th, April 8th, May 13th and input used in LCAP development. Maintenance and Operations LCAP review/input meeting January 31st. Nutrition Services, Transportation and Instructional Technology Managers' LCAP review/input meeting Feb. 22nd Student Services Team LCAP review/ Input meeting February 28th
Students	Student Survey opened February 15th through April 15th (Grades 4-8) and received 420 responses. Superintendent's Student Advisory Meetings February 28, 2024 and March 20, 2024 for LCAP information (Grades 4-8) with input used in LCAP development and writtten response to input sent by the office of the superintendent. These will continue monthly through the 2023-2024 school year.
Parents	Parent Survey released January 25th and open through April 15th, 2024. Parent-Teacher Organization meeting March 5th to discuss parent concerns, student needs, and programs for 2024-2025. Parent Advisory Committee Meeting was held March 19th. It included EL, SED parents (There are only 2 foster youth in the district- foster parents did not attend). The LCAP was reviewed, current actions funded, and parents were asked what to continue, stop, and start to support their child's academic development. The superintendent responded in writing via email to PAC feedback. English Learner Parent feedback was collected at the EL Banquet on September 26th via input cards.

Educational Partner(s)	Process for Engagement
	Board meeting public comments were collected for the 2022-2024 school years.
DELAC	DELAC input received at meetings on December 19, 2023 and April including LCAP draft review and feedback and writtten response to input sent by the office of the superintendent.
SSC Elementary (parents, teachers, principal, staff)	SSC meeing held on March 21, 2024 with input used for LCAP development.
SSC Middle School (parents, teachers, principal staff)	SSC meetings held on September 7th, 2023, September 27, 2024, and March 12, 2024 with input used for LCAP development.
Parent Advisory Committee (including representative for SED, EL, Foster Youth)	Parent Advisory Committee Meeting was held March 19th. It included EL, SED parents (There are only 2 foster youth in the district- foster parents did not attend). The LCAP was reviewed, current actions funded, and parents were asked what to continue, stop, and start to support their child's academic development. The superintendent responded in writing via email to PAC feedback.
ATP/ CSEA Consultations	ATP. CSEA Labor Management Meetings held with Superintendent and management team on Oct. 2nd, Jan. 29th, and May 13th and input used in LCAP development. CSEA Consultations on July 5th, Aug. 2nd, Sept. 6th, Oct. 4th, Nov. 1st, Dec. 14th, Feb. 7th, Mar 6th, April 2rd, May 1 and input used in LCAP development.
SELPA	SELPA Consultation was done on April 26th with SELPA representative at the special education department meeting. The department also provided input.

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

The following areas of the LCAP were influenced by feedback provided by our educational partners:

Certificated Staff (Teachers and Counselors)-

- Value of Professional Learning Communities, preservation of that time for PLC's and training for leads in building strong PLC's were noted by ATP, teaching staff, and grade level leads. Continuing to support the PLC time and training were maintained in Action 1.10 with additional teaching staff to provide common planning time and Action 1.11- ongoing professional development expenses.
- Professional Development (Writing, differentiation/remediation, mathematics, and ELD were noted) included in action 1.11 (Math, differentiation, ELA), 1.14 (ELD),
- Maintaining math, reading, and ELD interventions (Tier II and Tier III)- The curriculum, instruction, assessment committee and teaching staff noted the need for continuing interventions. Action 1.1 includes the screening tools for these and the coordinator that assists with data maintenance and supports. Action 1.2 includes materials and staffing for the interventions, Action 2.11 includes the staffing and materials supports for student study teams and the intervention referral process. The middle school showed great success within their interventions with instructional aide support. (The elementary TOSA position was eliminated due to non-progress in those interventions and funding redirected to Tier 1 Intervention support based on requests for differentiation help.)
- Support for the library programs and classroom libraries (bookshelves to store new books) was included as a need in certificated surveys and is included in Action 1.5
- Continuing Parent Education and Engagement efforts and activities- Actions 3.2 and 3.7
- Supplemental materials, in general and specifically for ELD, grammar, and writing were listed as a need. They are included in Action 1.4
- Instructional Aide support was seen as a benefit and has been included in the revised LCAP Actions 1.2 and 1.8 with training costs included in Action 2.8
- Social-Emotional Learning/ Behavior is seen as an issue with request for training- included in Action 3.11
- Safety training and planning was noted and is included in Action 3.8 (families), 2.7 (Staff), and 1.14 (Leadership)
- Increased budgets for classroom materials due to rising cost was seen repeatedly in survey results and is included in Action 1.4

Principals- Noted the need for continuing Professional Development, catering to the specific needs of each site, with an emphasis on English Learners due to the gap in performance and lack of rebound after COVID. Professional Learning Communities continued training and development of systems was also noted.

Classified Staff- Reported a variety of safety needs (Action 2.7), behavioral interventions (Action 2.4, 2.5), signage to support maintaining a safe, healthy and attractive place of learning (Action 2.7), and a need for additional training supports. (Action 2.8)

Classified Management-
- Technology infrastructure and safety equipment remain concerns for classified managers as they try to increase student attendance and engagement as well as safety. Actions related to these areas can be found in 1.15 and 2.7
- There was also interest in continuing to provide training to aides and other classified staff to meet the specialized needs of EL, SED, SWD and Foster Youth. This can be found in the actions 2.4, 1.11, and 2.8
- Management also noted that to keep quality staff, that we are training, we need to continue to make the workplace/ and learning spaces more appealing. This can be found in actions 2.10 and 2.9

Students- Increased activities such as sports/elective offerings, continue with ASES and Math/ELD interventions. Additional Math help needed (49.5% said it was most divfficult Subject, writing was 16.7%- 2nd most common.)

- Students, (particularly SED and EL) reported safety concerns with gates/ fencing and the continuing expansion of electronic locks and other safety related equipment and training is included in Action 2.7
- Students (particularly SED and EL) were also very interested in continuing to expand sports, STEAM, and other offerings which is included in action 1.12, 1.13, and 2.3
- Our SED and EL students also report that Mathematics continues to be the area of most struggle for students with more than half reporting it as their toughest subject and additional supports for this area are included in action 1.2
- English acquisition/ ELA was also difficult and interventions/ smaller class sizes for that area has beein included in actions 1.2, 1.3, 1.4, 1.5, 1.6, 1.8

Parents-

- Parents, particularly our SED and EL families) report continued anxiety due to local area criminal activity. Safety equipment and training has been included in Action 2.7 to continue to reduce their concerns and ensure student and staff safety
- English Learner ELA and Langauge Acquisition supports were noted by families as a large need and those are included in cations 1.2, 1.3, 1.4, 1.5, 1.6, and 1.8
- English Learner parents and SED parents also wanted to see more sports, science and educational experience offerings and those are included in actions 1.12, 1.13, and 2.3
- SED families, ELPAC, and PTO have been concerned about families with basic needs including food, clothing, shelter, utilities assistance and other barriers to school attendance/ learning and those are supported in the LCAP in action 3.2 and also in the Community Schools grant program that was awarded Pixley for the next five years.

DELAC-
- Parents enjoyed the PIQE class, particularly the EL parents, and have requested that continue for elementary next year and alternate each year. They also proposed several topics for parent workshops. Funding for those are included in Action 3.3
- English Learner ELA and Langauge Acquisition supports were noted by families as a large need and those are included in cations 1.2, 1.3, 1.4, 1.5, 1.6, and 1.8
- DELAC noted the need to continuing trying to engage parents and improve attendance overall. Actions related to these efforts are in Goals 3 and 4 (All)

SELPA-
- SELPA and the special education team noted the need for additional services due to increased behavioral and social issues as well as the need to work closer with mainstream teachers to facilitate inclusion better. This is found in Action 1.7

Attendance and continuing to work for parent engagement was also noted to keep the momentum that the SWD group had last year in math and ELA. Goals 3 and 4 are written to address these two areas specifically. (all actions)

LOCAL BARGAINING UNITS (ATP and CSEA)
- Protections of PLC time has been an important topic this year with ATP. Continuing to support the PLC time and training were maintained in Action 1.10 with additional teaching staff to provide common planning time and Action 1.11- ongoing professional development expenses.

- Safety has been an ongoing topic with tightening of campus access to parents/public, dogs, etc. this year. Safety training, equipment/ site improvements and planning was noted and is included in Action 3.8 (families), 2.7 (Staff), and 1.14 (Leadership).
- At the official labor relations meeting in May, 2024- the draft was reviewed by both union leadership teams and no further questions/concerns were raised with the actions included.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide a rigorous, academic program, with differentiation and support, for the success of all students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Pixley Union continues to make a commitment of high standards and academics for our students. With the high number of Socio-Economically Disadvantaged (96.9%), English Learners (46%) interventions, additional materials, and extended support is often needed to help students meet these standards.
In the prior 3 year LCAP plan, the district set expectations of increasing scores for each year. With the COVID epidemic, those goals were not reached but the students did return to baseline within two years with extensive support and interventions.

Currently, students are scoring an average of 48.5 points below standard in English/ Language Arts on the SBAC with English Learners returning to baseline at a slower rate than the other subgroups. They remain in the red on the California School Dashboard. Students with Disabilities increased the most of the subgroups, but remain far behind their peers and in need of additional assistance.

In Mathematics, students are scoring 90.6 points below standard on average with English Learners again in the red and all other groups in the orange on the Dashboard. This is an area of high concern for our district.

English Learner Progress Indicator shows that we continue to move the majority of our students on the ELPAC to the next level, but more than 40% of our students did not increase a full level. Long Term English Learners who have been in the program more than 5 years without reclassifying as fluent continue to be an area of focus and specialized interventions to help increase these results.

Reading scores continue to show a year growth for a year of instruction on average, but there is a core group that is not increasing. Reading interventions have proven succesfull in increasing results for some of this group and additional reading interventions for students struggling with Dyslexia are a focus for research and development over the next year.

The metrics grouped together under this goal are designed to focus on the core subjects including curriculum, instruction, and program design. All areas of academic programs are grouped, including those for English Learners, Socio-Economically Disadvantaged Students, Foster Youth, and Students With Disabilities.
Additional Resources for regular day teachers, Intensive interventions for students during their regular day, and extension programs have all been analyzed to determine the best ways to provide the supports indicated in the needs assessment for these students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Sufficent access to standards-aligned instructional materials for every student. Local Indicators- CA School Dashboard	"Standard Met": Students (including English Learners, Foster Youth, Socio-Economically disadvantaged students, and Students With disabilities) has sufficient access to the standards-aligned instructional materials. 2023 Dashboard			Maintain: "Standard Met": Students (including English Learners, Foster Youth, Socio-Economically disadvantaged students, and Students With disabilities) will have sufficient access to the standards-aligned instructional materials.	
1.2	Implementation of State Board adopted academic content standards, including ELD) in all classrooms. Local Indicators- CA School Dashboard	"Standard Met": Classrooms are implementing State Board adopted academic content standards, including ELD, through adopted materials.			Maintain: "Standard Met": Classrooms are implementing State Board adopted academic content standards, including ELD,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 Dashboard			through adopted materials.	
1.3	Access to Common Core State Standards based instruction, including ELD. Local Indicators- CA School Dashboard	"Standard Met": Students have access to Common Core Standards based instruction, including ELD Standards. 2023 Dashboard			Maintain: "Standard Met": Students have access to Common Core Standards based instruction, including ELD Standards.	
1.4	CAASPP ELA results CA School Dashboard	Average student scaled scores All Students - 48.5 Points Below Standard SED Students- 50.7 Points Below Standard EL Students - 86.6 Points Below Standard Foster Youth- Data Not Reported (Small Group Size) SWD - 139.4 Points Below Standard 2023 Dashboard			All Students - 33.5 Points Below Standard SED Students- 35.7 Points Below Standard EL Students - 71.6 Points Below Standard Foster Youth- Data Not Reported (Small Group Size) SWD - 124.5 Points Below Standard Improvement of 5 points per year, 15 points total over 3	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					years of plan for all groups.	
1.5	CAASPP Math results CA School Dashboard	Average student scaled score All Students - 90.6 Points Below Standard SED Students- 92.1 Points Below Standard EL Students - 117.9 Points Below Standard Foster Youth- Data Not Reported (Small Group Size) SWD - 161.6 Points Below Standard 2023 Dashboard			All Students - 69.6 Points Below Standard SED Students- 71.1 Points Below Standard EL Students - 94.9 Points Below Standard Foster Youth- Data Not Reported (Small Group Size) SWD - 140.6 Points Below Standard Improvement of 7 points per year, 21 points total over 3 years of plan for all groups.	
1.6	CAASPP CAST results For Grades 5 and 8 ETS Reporting Site: https://caaspp-elpac.ets.org/	Percentage of Students Meeting or Exceeding Standards: All Students - 10.75% SED Students- 10.9%			All Students - 19.75% SED Students- 19.9% EL Students - 10.14%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL Students - 1.14% Foster Youth- Data Not Reported (Small Group Size) SWD - 0.0% (12 students) Spring 2023 Results			Foster Youth-Data Not Reported (Small Group Size) SWD - 9.0% (12 students) Increase of 3% per year, 9% total increase over 3 years of plan for all groups. Percentage of Students Meeting or Exceeding Standards:	
1.7	English Learner Proficiency Indicator (ELPI) CA School Dashboard	52.7% Making Progress towards English Language proficiency. *% of LTEL making progress 2023 Dashboard * LTEL data will be reported on the 2024 dashboard and a baseline and outcome established at that time.			61.7% making progress *% of LTEL making progress Increase of 3% per year, 9% increase over 3 years of plan.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	English Learner Reclassification Rate CALPADS Report	13.4% of EL Students reclassified (54 of 403 Students) 2022-2023			22.4% of EL students reclassified Increase of 3% per year, 9% increase over 3 years of plan.	
1.9	All Students have access to a broad course of study. Local Indicators- CA School Dashboard	"Standards Met": Students (including English Learners, Foster Youth, Socio-Economically disadvantaged students, and Students With disabilities) have access to a broad course of study. 2023 Dashboard			Maintain "Standard Met": Students (including English Learners, Foster Youth, Socio-Economically disadvantaged students, and Students With disabilities) have access to a broad course of study.	
1.10	Programs and Services are developed and provided to low income, English learner, and foster youth services. Reading Results (local assessment) Grade Equivalent STAR Math Assessment Results	Results for Tier II/ III Intervention Groups: BAS (Reading) Testing results All Students English Learners SED Foster Youth STAR Math Assessment All Students			Targets to be set upon baseline scores received Fall 2024-2025	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LTEL Intervention Results (ELPAC) Locally Calculated Data	English Learners SED Foster Youth LTEL ELPAC Results All English Learners SED English Learners Foster Youth English Learners Baseline scores to be set in 2024-2025				
1.11	Programs and Services are developed and provided to Students With Disabilities (SWD) Reading Results (local assessment) Grade Equivalent STAR Math Assessment Results LTEL Intervention Results (ELPAC)	BAS (Reading) Testing results All Students Students With Disabilities STAR Math Assessment All Students Students With Disabilities LTEL ELPAC Results All Students Students With Disabilities Baseline scores to be set in 2024-2025			Targets to be set upon baseline scores received Fall 2024-2025	
1.12						

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

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	Data Systems for Analysis	Provide systems to PLC's and other instructional teams that allow for the collection, processing, formatting, and reporting of data for academic support programs so that teacher teams and align rigor with state standards and support students needing additional interventions in class or through referrals to Tier II and III. These may include programs such as: • Illuminate • STAR Math Assessment • STAR Reading Assessment	$246,624.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and other similar types of services. Staffing Support for program training, management, and reporting supports. • Student Services Coordinator (50%) This action specifically addresses the following area(s) that Pixley performed in the "Red" zone on the CA School Dashboard: Pixley Middle School: Math (ALL, EL, Hispanic, SED) Addresses Pixley Elementary Red indicator on ELA for EL subgroup PUSD Math (EL) and ELA (EL)		
1.2	Reading, Math, and ELD Interventions	Provide Tier II and Tier III interventions in reading, writing, math, and ELD for students performing below grade level and not making gains in the Tier I program. This includes: Materials for interventions (student materials, manipulatives, online programs, study tools,etc.) and Staffing for direct instruction in small groups (ie. Instructional Aides, tutors) Addresses CA Dashboard Red indicator for the district: English Learner performance in ELA and Math with targeted interventions. Addresses Pixley Elementary Red indicator on ELA for EL subgroup In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	$479,983.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Technology Based Instructional Tools	Licenses and subscriptions to instructional and learning tools to support core materials and engage students while advancing their 21st century skills. Staff to support A/R program based on Accelerated Reader.	$104,600.00	Yes
1.4	Supplemental Instructional Materials and supplies	Supplemental materials for math, science, ELA, ELD, PE, Music, social studies core programs to support student development of grade level skills, differentiation in the classroom, engagement, and multicultural representation in instructional program. Increase classroom libraries and provide storage space for materials. Addresses EL subgroup performance in Math and ELA with additional integrated EL materials.	$231,500.00	Yes
1.5	Library Programs	Provide enriching experiences, educational materials, and recreational reading through the site library programs. Includes: Supplies, books, computer licenses Staffing: Library Aides (2)	$134,156.00	Yes
1.6	Designated ELD class size reduction	Increase FTE at middle school by 1.0 to reduce sizes of designated ELD class sections to address Long Term English Learner needs and advance their proficiency.	$105,000.00	Yes
1.7	Increase Special Education Staffing,	Address the additional needs of low income special needs students and Increase FTE of special education teaching team by 1.0 to reduce	$150,375.00	Yes

Action #	Title	Description	Total Funds	Contributing
	addition of special education classroom	caseloads and better differentiate services and address intensive behavioral needs. Provide classroom furnishings, materials, etc. for 1 additional special education room at the elementary campus.		
1.8	Increase Bilingual Aide special education services	Pixley's dually Identified EL/SED students show increased needs, particularly when identified in the third student grouping: as special education students, and their parents express frustration and an inability to assist them. Further partnership work with parents is needed and large caseloads preclude our special education staff from providing the parent support aspects needed by our low income and EL population. Provide a designated, bilingual Instructional Aide to facilitiate Speech/ Language online sessions, address behaviors, translate for parents, and ensure appointments are kept and timelines for IEPs are met by contracted SLP service providers.	$175,000.00	Yes
1.9	Foster/ Homeless Materials	Provide Foster Youth, Homeless Youth, and Socio-Economically Disadvantaged youth with necessary materials to engage academically, socially, and mentally with their teacher and peers. Includes: School Supply Materials Kits Hygiene Kits Food, clothing, and other basic materials as needs are identified for individuals Hot spots to provide internet connectivity for foster/homeless/disadvantaged	$49,000.00	Yes
1.10	Professional Learning Community Support staff	Increase Elementary teaching staff by 1.5 FTE with a designated music and a designated Physical Education teacher to allow grade level teachers to meet as PLC groups and plan Tier One instruction and interventions	$235,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		collboratively, support new team members, and communicate with parents about student progress/needs.		
1.11	Professional Development- Instructional Staff	Provide quality professional development for instructional staff including site administration, teachers, and instructional aides.j • Includes PLC, Integrated and Designated ELD strategies, ELA, Math, Science, VAPA, Physical Education and other core trainings • Trainings related to differentiation, Tier One quality instruction, Grade level standards development, curriculum, assessment, instruction	$271,000.00	Yes
1.12	Diverse and Engaging Electives Offerings	Provide a selection of elective courses at the middle school that are designed to engage students in career technical fields of interest, increase technology skills, and increase their connectedness to school. Course Materials, supplies, technology for Elective program Designated Music Teacher for expanded program at Middle School (.5 FTE)	$100,000.00	Yes
1.13	Educational Field Trips/ Experiences	Provide experiences beyond the core instruction and materials to help students contexualize learning and engage in experiences that expand their knowledge beyond what they might otherwise be exposed to in the local community and immediate classroom. Includes Field Trips, regional academic competitions, college tours, academic speakers, on-site academic presentations, etc.	$95,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	Professional Development- Leadership Staff	Provide professional development and related materials: including 2 full day off-campus planning sessions, leadership team development activities, and training focused on supporting district, site, and student needs, as well as promoting the growth of the leadership team's skills and breadth of knowledge. Topics for 2024-25 will include: • ICS (Incident Command System) safety training/ certification • MTSS and PLC • Disaster and specific safety situation related trainings (ie. Active shooter) • English Learner supports • Special Education Legal training and supports • General leadership and teamwork skills including Coaching, Communication tools, etc.	$95,000.00	Yes
1.15	Technology Infrastructure	Maintain internet systems and security to support increased use of internet by parents, students, and staff.	$270,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a safe, secure, and supportive physical and psychological environment that supports student learning and retention of highly qualified staff.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Student must have an environment conducive to learning. Our students and their families have reported increased issues with mental health, social-emotional skill issues, and a wariness of in-person schooling. A pleasant, welcoming environment with services to address these barriers is needed.
While Pixley has traditionally offered these services through the Family Resource Center and counseling programs, those programs have been overwhelmed by the higher need of recent years. Expansion of those programs and additional training is needed.

As a rural school district, it can be difficult to find highly qualified staff from the small, local hiring pool. Additionally, post COVID data shows that staff have new adaptations to make for today's students. Staff are not immune from the effects of this change in students and their families. Staff morale has suffered, with additional fatigue and stress from the sudden shifts in student needs. Highly Qualified and experienced teachers have been proven to be a primary, research based indicator of student success. Staff turnover also wastes student resources due to the need for new training, inefficiency, and confusion. Additional training, supports, and a pleasant well-maintained work environment is a vital component of keeping quality educators and support teams in the school workforce.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teachers are appropriately assigned https://calsaas.ctc.ca.gov/	100% of teachers (42/42) appropriately assigned 2022-2023 School Year			100% of teachers appropriately assigned	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Teachers are fully credentialed CalSAAS report https://calsaas.ctc.ca.gov/	88.2% (37 of 42) teachers fully credentialed 2022-2023 School Year			95% of teachers fully credentialed	
2.4	Students, parents, and teachers feel a sense of engagement/connectedness to their school. % reporting strongly agree/agree on annual Spring surveys	Students: 87.4% Parents: Engaged 92.9% Teachers: Engaged 66.7% 2023-2024 Results			Students: 92% Parents: 95.0% Teachers: 85.0%	
2.5	Students, parents, and teachers feel a sense of safety at their school. % reporting strongly agree/agree on annual Spring surveys	Students: 69.5% Parents: 93.3% Teachers: 81.8 % 2023-2024 Results			Students: 80% Parents: 95.0% Teachers: 90.0%	
2.6	Campuses are well maintained	100% of criteria scored "Good" on FIT Report for an overall standard of Exemplary for both sites. 2023 FIT report			Maintain: 100% of criteria score Good on FIT Report for an overall standard of Exemplary for both sites.	
2.7						

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

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	Behavior Intervention Center- MS	Staff and support a behavior intervention center to support Social-Emotional learning and reduce suspensions and classroom disruptions through better management of emotional reactions and diminished unproductive/ unacceptable behaviors that impede student academic succes Addresses Red CA Dashboard indicator for PUSD - Suspensions for Students with Disabilities	$235,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	PBIS- Positive Behavior Intervention and Supports	Support the PBIS programs at both school sites with student incentives and staffing to oversee the programs. Addresses Red CA Dashboard indicator for PUSD - Suspensions for Students with Disabilities	$190,000.00	Yes
2.3	Student Extracurricular Offerings	Develop and support extra-curricular opportunities for students that meet a wide variety of interests, engage, and provide safe after school and weekend activities.	$272,550.00	Yes
2.4	Behavioral Aides and Supports	Provide new, appropriately trained behavioral/ Instructional Assistance in classes to support behavioral analysis and implementation of behavioral plans to meet growing need area of our unduplicated student population. Increase Instructional Aide pay for new Behavioral/Instructional Aide position that now requires training/experience to increase services to students and classroom with behavioral issues. Provide ABA, CPI and other related behavioral training for staff Addresses Red CA Dashboard indicator for PUSD - Suspensions for Students with Disabilities	$235,000.00	Yes
2.5	Counseling and Mental Health Services	Employ trained, qualified staff to provide mental health services and counseling to students, families and staff. Provide counseling services on campus or adjacent to support student social-emotional learning, behavior development and academic success. Addresses Red CA Dashboard indicator for PUSD - Suspensions for Students with Disabilities	$544,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Small School Resource Sharing Program	Partner with other, local small school districts to provide a wider array of classroom programs for intensive at-risk student behavioral needs and supports. Share costs of programs, provide transportation to local partner sites for students, and partner with parents of placed students to assist in supporting and transitioning succesfully back into mainstream programs.	$274,000.00	Yes
2.7	Safety Trainings, Equipment and Supplies	Provide trainings to address current issues, prepare, and partner with our entire team in the area of safety. Purchase equipment / supplies needed to increase site safety and feelings of security. Develop and maintain current systems to support safety and security on campuses.	$175,000.00	Yes
2.8	Classified Staff Training	Provide trainings for classified staff to advance job skills and services to students and families.	$150,000.00	Yes
2.9	Maintain Site and Conducive Learning Environment	Keep well-maintained and visually appealing school sites, classrooms, and shared spaces. Manage the additional strain on facilities, equipment, and Maintenance teams that the additional community services, parenting workshops, expanded days, and expanded year programs place. Keep campus safe and well-maintained.	$114,885.08	Yes
2.10	Staff Recognition	Increase staff connection to school by recognizing district goal achievements, interdependence and support, and contributions towards common goals. Recognition events and awards for classified, certificated, confidential and management staff. • Employee luncheons and other events • Food for late night parent events • Staff Appreciation awards	$60,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.11	Student Study Teams	Manage the student study team process with support staff that organize meetings, collect and organize data, record information in Aeries, notify parents, and work with special education department in the event of a file review/ potential assessment referred by the team. Provide SST supplies (paper, copies, folders, etc.) to maintain the system of monitoring and supports.	$91,275.00	Yes
2.12	Additional Student Supervision	Provide additional staff to supervise lunches, breaks, and recesses to maintain student safety by addressing issues proactively, handling injuries/accidents quickly, and promoting responsible behavior by students towards each other.	$44,000.00	Yes
2.13	Physical Health and Medical Supports	Provide licensed and trained staff to operate the Healthy Start center for student health screenings, parent advisement, and injury management. Provide materials and supplies for health and accident related services as well as additional training for health team.	$406,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parents, students, and staff are engaged in shared decision making and participate in activities that bring them together to support and celebrate student success.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Parent engagement has declined greatly in the Post-COVID era, after many family and community members were denied access to school campuses for health/safety reasons for extended periods of time.
Returning to levels of higher parent engagement has proven to be difficult. We have repeatedly had half dozen or fewer attendees for school and district input meetings related to LCAP, Safety, and academic programs.
35.5%% of parents report attending/ participating in shared decision making opportunities.
Parent volunteers on campus is a program that has not fully returned and provides connections and relationships with the community, as well as supporting teaching teams and students.
Student centered events/ showcases continue to get higher attendance rates, though, which is a success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	LEA Promotion of Parent Involvement Annual Survey	% of parents reporting attendance at one or more events. 99% of All parents attending one or more events 100% of English Learner parents			100% of All parents 100% of English Learner 100% of Foster Youth 100% of Students With Disabilities'	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of Foster Youth Parents 94% of Students With Disabilities' Parents 100% of Socio-Economically Disadvantaged Parents Spring 2024 Survey			100% of Socio-Economically Disadvantaged parents attending one or more events	
3.2	LEA Promotion of SWD Parent Involvement- IEP meeting participation	100% of SWD parents participated in scheduled IEP meetings. 2023-2024 School Year			100% of SWD parents participated in scheduled IEP meetings	
3.3	LEA Involvement of parent and staff input in decisions for LEA and each school site. Locally Calculated	7 SSC Meetings 4 ELAC Meetings 8 PTO Meetings 1 PAC Meeting 4 DELAC Meetings 2023-2024 School Year			8 SSC Meetings 6 ELAC Meetings 10 PTO Meetings 2 PAC Meetings 4 DELAC Meetings	
3.4	LEA Involvement of staff input in decisions for LEA and each school site. Locally Calculated	7 Safety Meetings 6 Curric, Instr, Assessment (CIA) meetings 3 Expanded CIA Meetings 8 Monthly Union/ Superintendent meetings 2023-2024 School Year			7 SafetyMeetings 6 Curric, Instr, Assess. (CIA) meetings 4 Expanded CIA Meetings 10 Monthly Union/ Superintendent meetings	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	LEA Involvement of students in decisions for LEA at each school site. Locally Calculated	4 Student/ Superintendent Forums 9 students involved in forums 70% of LCAP Annual Gr. 3-8 student surveys returned 2023-2024 School Year			6 Student/ Supt. Forums 10 students involved in forums 80% of LCAP Annual Gr. 3-8 student surveys returned	
3.6	Students, parents, and teachers feel a sense of engagement in their work/ school. Per Annual Survey	(agree or strongly agree on survey) 87.4% Students 92.9% Parents 66.7% Teachers Spring 2024 Survey			Students: 92% Parents: 95.0% Teachers: 85.0%	
3.7	Parents attending events designed to collect input on school programs and management. Annual Parent Survey	35.5% of parents report attending one or more event to provide parent input. Spring 2024 Survey			60% of parents will attend one or more event to provide input on school programs and management.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Communication Tools	Website, social media, and other electronic communication services will be maintained as well as the use of mailing and posting announcements in the community to encourate engagement and broaden the reach of our information.	$45,000.00	Yes
3.2	Family Resource Center	The Family Resource Center (FRC) will be continued to provide parent liaisons to help families access educational opportunities and additional community services.	$110,000.00	Yes
3.3	Parent Education Classes	The district will enable parents to be active participants in their child's education by providing parent programs that inform about the systems and services available as well as ways that parents can participate and engage in their child's learning success.	$46,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Leadership Committees	Provide support for site English Learner Advisory Councils and School Site Councils to encourage greater participation and support for parents attending.	$7,500.00	Yes
3.5	Student Recognition	Provide recognition materials and special events to promote student accomplishments and academic/behavioral/attendance success and engage families in the learning process.	$52,516.00	Yes
3.6	Incentive Field Trips and Experiences	Provide Incentive-based field trips and on-campus experiences to reward accomplishments in academics, behavior, and/or attendance.	$26,000.00	Yes
3.7	Family Participation Events	Provide events for families to participate on campus with their children in engaging and fun activities.	$13,500.00	Yes
3.8	Safety Training/Materials	Provide safety training and materials for all students and families to maintain a safe environment, conducive to learning.	$21,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Student attendance (including English Learners, Students With Disabilities, Socio-Economically Disadvantaged, and Foster Youth) will improve by the end of 2024-2025, according to the CDE California School Dashboard Chronic Absentee indicator, through monitoring, enforcing, supporting, and communicating the importance of good attendance and its relationship to student success.	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In 2019, when the last 3 year LCAP cycle began, Chronic Absenteeism was 8.9%. Post Covid, that figure more than quadrupled with 29.4% Chronic Absenteeism in 2021-22 school year. In 2022-23, with many interventions programs in year 3 of the last plan, that figure dropped nearly in half to 15.3% for all students. All subgroups also saw great improvement in their Chronic Absenteeism rates.

The current, 2023-2024 rate is still more than double the 2019 figures for the Homeless subgroup, the SED subgroup, the English Learner subgroup, the Foster Youth Subgroup, and more than triple for the Students With Disabilities group.
This data indicates that, in spite of our improvement, there is a continued need for those programs that were implemented and ongoing focus on attendance barriers/ supports.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	School Average Daily Attendance Rates (Disaggregated)	2022-23 School Year 94.33% for ALL students 94.00% for Elementary 94.97% for Middle School			97.0% for ALL students 96.5% for Elementary 97.5% for Middle School	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		P2 Data				
4.2	Chronic Absentee Rates (Disaggregated) CA School Dashboard	15.3 % for ALL students 12.8 % for English Learners 15 % for Socio-Economically Disadvantaged 25 % for Foster Youth 17.3 % for Students With Disabilities 23.3% for Homeless students 2023 Dashboard			8.9 % for ALL students 6.0 % for English Learners 9.0 % for Socio-Economically Disadvantaged 9.0 % for Foster Youth 4.0 % for Students With Disabilities 15% for homeless students.	
4.3	Middle School Drop-Out Rates CALPADS report	.2% of students dropped out of school (1) (2022-23 year)			0% of students dropping out of school	
4.4	Student Suspension Rates (Disaggregated) CA School Dashboard	Students who have been suspended one time or more during the school year: 3.5 % for ALL students			3.5 % for ALL students 2.9 % for English Learners	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2.9 % for English Learners 3.5 % for Socio-Economically Disadvantaged 7.1 % for Foster Youth 7.8 % for Students With Disabilities 1.9% for Homeless Students 2023 Dashboard			3.7 % for Socio-Economically Disadvantaged 0 % for Foster Youth 5.4 % for Students With Disabilities 1.9% for Homeless students (Maintain or Return to 2019 rates for all groups)	
4.5	Student Expulsion Rates CALPADS Report	.2% of ALL students (1) 2022-2023 School Year			0% Expulsion Rate	

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
4.1	SARB Hearings	SARB Hearings will be organized and held with additional support staff in order to reinforce site attendance efforts and provide intensive interventions for families with attendance barriers.	$3,000.00	Yes
4.2	Attendance Team Support	Timely/ Actionable Attendance data and legal supports will promote positive attendance and follow up with families struggling with attendance related issues. This includes a positive attendance campaign districtwide.	$62,340.00	Yes
4.3	Community Agency Supports	The district and sites will do home visits and engage in partnerships with community agencies to support families with intensive attendance related barriers such as food, shelter, transportation, mental health and other needs.	$103,000.00	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
$4,165,575	$562,953

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
46.455%	8.149%	$755,483.29	54.604%

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:** Data Systems for Analysis **Need:** Our SED and EL students continue to lag behind state averages in math and ELA on the CAASPP test and in order to fully implement the research based practices of Professional Learning Communities, our teaching, admin, and intervention teams report the need for easily accessible timely and disaggregated	Provides teaching, admin, and intervention staff with easily accessible, disaggregated data to target instructional needs/ interventions, and site resources to address the needs of our SED and EL populations. The programs included allow for math, reading, science, social studies, ELD and writing assessments to be given with the data collected by the system and immediately available to staff. The staffing included provides professional	# 1.4 CAASPP ELA results # 1.5 CAASPP Math results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	data to analyze program impacts and adjust instruction as well as identify students for intervention program cycles. **Scope:** LEA-wide	development for staff in these programs, helps maintain the data systems, and acts as a liaison for administration/teaching staff and the companies to trouble shoot issues without loss of instructional time. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
1.2	**Action:** Reading, Math, and ELD Interventions **Need:** Our SED and EL students continue to score below state averages on the CAASPP ELA and Math tests and parents report difficulties in assisting them at home. In school Interventions for identified students in reading, math, writing, ELD areas will be provided in order close learning gaps and remediate learning loss from mobility, language acquisition, and other barriers. **Scope:** LEA-wide	Small group, specially designed, research based interventions will be provided to students identified using universal screening tools and interim assessments. 6 Week cycles with data analysis at the end of each cycle for determining ongoing services or exit from the specific intervention. While this is primarily directed at the needs of unduplicated students. It will be provided LEA wide with priority given to SED, EL and FY students for intervention time. It is anticipated to have the greatest effect on the unduplicated student population.	#1.10 Reading Results (local assessment) Grade Equivalent #1.10 STAR Math Assessment Results #1.10 TEL Intervention Results (ELPAC)
1.3	**Action:** Technology Based Instructional Tools **Need:**	Through the use of diverse, high interest materials, students personalize knowledge by being able to connect it to current knowledge and their own lives.	# 1.4 SBAC ELA # 2.4 % of students feeling connected to school.

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 students in Pixley report less access to technology learning and research tools as well as lacking internet access in many homes. Per unduplicated student surveys, they have less text materials at home and less ability to access them through other means (online subscriptions, rich-local library services, etc.) in our area. **Scope:** LEA-wide	This will provide diverse, high interest instructional tools and technology based learning programs and applications to support core materials, reinforce skills, and provide students with 21st century computer skills to allow them comparable exposure to tools and experiences of non-SED students. This affects our EL student group as well since 100% of them are dually identified as SED. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	
1.4	**Action:** Supplemental Instructional Materials and supplies **Need:** Engaging and representative instructional materials. **Scope:** LEA-wide	Research shows that SEL and EL students often do not "see themselves" in school materials, and are unable to identify with topics/stories/instruction and unable to connect new learning to current information. Diverse materials allow students to personalize and internalize the academic content, developing their skills and also helping other students to normalize their differences and value them. They also assist teachers in developing fun, engaging activities beyond the core text materials. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to	#2.4 % of students feeling engaged in school per annual survey #2.4 % of students feeling connected to school per annual survey

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
		Unduplicated Pupils and other students who also exhibit the need for these services.	
1.5	**Action:** Library Programs **Need:** SED and at risk students in Pixley typically have less access to technology learning and research tools as well as lacking internet access in many homes. Per student surveys, they have less text materials at home and less ability to access them through other means (online subscriptions, rich-local library services, etc.) in our area. Broad, interesting, and culturally representative materials and academic support programs to equalize for students who do not have text-rich home environments and access to internet and other research tools. **Scope:** LEA-wide	Provides anengaging environment, where a variety of interests can be met through diverse materials and lunch/ break programs. Supports academic core by providing extension activities with the library clerk and teacher partnership. By offering library programs district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence.	#1.4 CAASPP ELA Results
1.10	**Action:** Professional Learning Community Support staff **Need:** Average student scaled scores in ELA SED Students- 50.7 Points Below Standard EL Students - 86.6 Points Below Standard	Music/PE teacher takes grade level group out for instruction, instead of the general grade level teacher, allowing grade level teachers to meet as a group, analyze data, share resources, and plan together. Allows implementation of effective PLC work. In order to most effectively and efficiently implement this action to address the need of	SBAC results: #1.4 ELA (SED, EL, SWD, FY) #.5 Math (SED, EL, SWD, FY) #1.7 ELPAC Results (EL, LTEL)

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
	Average student scaled score in Math SED Students- 92.1 Points Below Standard EL Students - 117.9 Points Below Standard Teachers report the need for increased shared planning time to analyze student performance, identify unduplicated student additional intervention needs, and design Tier One and Tier Two instruction with integrated strategies to support those diverse needs. There is a need for increased teacher collaboration to meet differentiation and intervention needs. **Scope:** Schoolwide	Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services	
1.11	**Action:** Professional Development- Instructional Staff **Need:** Pixley is a low income, rural school district and site/ district administration reports increased issues hiring fully credentialed and highly qualified staff. Teacher quality is a key indicator for student success and it is important that the teachers hired that are finishing their credential requirements have additional support to meet our unduplicated students' diverse needs.	Ongoing professional development maintains instructional team skills and builds the teams' strategy toolbox to meet diverse and ever-evolving student needs. Training in curriculum materials supports teacher confidence in implementation, provides deeper understanding of content standards, and retains quality staff. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services	#1.2 - Local Indicator: Implementation of Standards #`1.4, #1.5- CAASPP Results in ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Once we train teachers, we want to continue to meet their needs and expand their skills to make Pixley an attractive and supportive workplace for instructional staff. We continue to need highly qualified teachers with diverse skills in differentiation for their field, and instructional aides who understand and are skilled in their roles. **Scope:** LEA-wide		
1.12	**Action:** Diverse and Engaging Electives Offerings **Need:** 2022-23 Chronic Absenteeism rates 12.8 % for English Learners 15 % for Socio-Economically Disadvantaged 25 % for Foster Youth 23.3% for Homeless students Families and teachers report a notable lack of examples and role models for socioeconomically disadvantaged and English Learner students of various careers and industries. Increase student engagement in school and career exploration activities including and beyond our local ag careers. Lack of local examples and role models for socioeconomically disadvantaged and English Learner students of various careers and industries.	Diversify offerings to meet varying interests and provide technology/ CTE skills and exploration beyond what is seen in the local environment to motivate students and connect them to school. By offering expanded elective and CTE programs district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence.	#2.4 Student Survey-connectedness to school #4.1 Student Attendance-ADA % #4.2 Student Attendance-Reduction of Chronic Absenteeism

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		
1.13	**Action:** Educational Field Trips/ Experiences **Need:** Average student scaled scores in ELA SED Students- 50.7 Points Below Standard EL Students - 86.6 Points Below Standard Average student scaled score in Math SED Students- 92.1 Points Below Standard EL Students - 117.9 Points Below StandardA Teachers report the need for EL and SED student contextualization of academic information and application of learning beyond school walls to engage. Broadening SED and EL student context and ability to connect to new learning. Our rural location and family financial constraints make these opportunities extremely limited for unduplicated students. **Scope:** LEA-wide	Provides accesss to engaging opportunities for student to engage in concepts learned and apply the material to the larger world. Expands opportunities for students whose families may not be able to provide such enrichment on learnings due to cost, transportation, or awareness. By offering expanded learning opportunities district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence.	#2.4 Student survey re: engagement
1.14	**Action:** Professional Development- Leadership Staff **Need:**	Provides training support for district and site administrative staff to support initiatives that are targeted at increasing academic success for unduplicated students.	#1.4, #1.5 CAASPP Results ELA and Math (SED, EL, FY, SWD)

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
	Average student scaled scores in ELA SED Students- 50.7 Points Below Standard EL Students - 86.6 Points Below Standard Average student scaled score in Math SED Students- 92.1 Points Below Standard EL Students - 117.9 Points Below Standard Leaders report the need for additional training to implement the instructional program changes in the LCAP designed to better support unduplicated student needs. Administrative training needed to support teaching and support staff in evidence based practices including PLC, MTSS, ELD strategies, and other systems designed to support unduplicated students and close achievement gaps. **Scope:** LEA-wide	In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	#1.6, #1.7 ELPAC Results (EL and LTEL)
1.15	**Action:** Technology Infrastructure **Need:** Parent and student survey indicate approximately 50% of our students and families do not have access to appropriate devices and internet service for completing school assignments. This issue is predominately in the SED and EL residences.	Provides access for all students needing chromebook and WiFi through school check-out systems. While this is primarily targeted toward our SED and EL families based on survey information, it will be available to all students. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	#1.4, #1.5 SBAC ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	These families are utilizing smaller devices (typically cell phones) which limit student access and efficiency of student work time, adding frustration to already challenged students. **Scope:** LEA-wide		
2.1	**Action:** Behavior Intervention Center- MS **Need:** Unduplicated students are highly represented in discipline and behavioral counseling referral statistics for our sites. Behavioral issues, mental health issues, and school avoidance issues are showing up in disproportionate numbers in our English Learner youth, specifically. Foster students and parents report a need for additional interventions to manage behaviors due to trauma. **Scope:** LEA-wide	Provides intervention staff and location for services to handle mental health/ SEL related behavioral issues and avoid suspension. They will work with targeted students and families on implementing substitute, positive behaviors and providing counseling in a timely way to immediately address issues and avoid prolonged learning disruptions. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services	#4.4 % of students suspended decrease #2.4 Student connectedness/ engagement at school
2.2	**Action:** PBIS- Positive Behavior Intervention and Supports **Need:** Addressing increased anxiety, behavior concerns, bullying reports, and overall campus safety concerns as reported by parents of	Reduces behavioral issues, that are creating increased concerns for unduplicated students and families, using the evidence based approach of Positive Behavior Interventions and Supports. Provides for positive reinforcements for good behavior and citizenship on campus and at school events.	#4.4 % of students suspended decrease #2.5 Student safety at school

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
	unduplicated students in survey results and seen in suspension and referral data. **Scope:** LEA-wide	In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
2.3	**Action:** Student Extracurricular Offerings **Need:** Average student scaled scores in ELA SED Students- 50.7 Points Below Standard EL Students - 86.6 Points Below Standard Average student scaled score in Math SED Students- 92.1 Points Below Standard EL Students - 117.9 Points Below Standard Our rural location, family financial constraints and the lack of transportation prohibit participation in enrichment and co-curricular offerings outside of the immediate area for Socio-Economically Disadvantaged students, Foster, and Migrant students. **Scope:** LEA-wide	Provides local programs, eliminates transportation outside the area, equipment/ cost barriers for unduplicated students, and supports student/staff/school relationships as well as parent involvement. Additionally, the district will ensure equitable access to extra and co-curricular activities for all students, fostering their holistic development and enriching their educational opportunities. This approach is particularly beneficial for unduplicated pupils, including foster youth, English learners, and low-income students, as it promotes inclusivity and supports their engagement and success in a well-rounded educational experience on an LEA-wide basis.	#4.4 % of students suspended decrease #2.5 Student safety at school
2.4	**Action:** Behavioral Aides and Supports **Need:**	Provides additional support in class, with trained staff, to ensure student safety and application of behavioral modification strategies to maintain a	#4.4 % of students suspended decrease #2.5 Student safety at school

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
	2022-23 Suspension Rate 2.9 % for English Learners 3.5 % for Socio-Economically Disadvantaged 7.1 % for Foster Youth Unduplicated students are presenting with increased social and behavioral issues over the past three years. This is particularly true in our SED population with parents, students, and teacher reporting increased needs for behavior modification and social skills support- particularly in our TK-1 population. Parent and staff reports of behavioral issues with unduplicated students and lack of outside support services to address them. **Scope:** LEA-wide	safe/secure classroom focused on student academic success. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
2.5	**Action:** Counseling and Mental Health Services **Need:** 2022-23 Suspension Rate 2.9 % for English Learners 3.5 % for Socio-Economically Disadvantaged 7.1 % for Foster Youth Lack of access for Socio-Economically disadvantaged students, Foster, and English Learners of necessary mental, SEL, and behavioral health services in the local area, accepting Medi-Cal, or non-insurance cost barriers.	Provide needed services on or adjacent to campus, in a trusted environment for our families, with staff that have immediate access to information on behaviors, academic progress, and access to staff working with the student in all areas of education to create effective support plans. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	#4.4 % of students suspended decreasing #4.2 % of Chronic Absenteeism reducing

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		
2.6	**Action:** Small School Resource Sharing Program **Need:** 2022-23 Suspension Rate 2.9 % for English Learners 3.5 % for Socio-Economically Disadvantaged 7.1 % for Foster Youth Referrals for unduplicated students have increased post-COVID with increased behavioral and mental health issues per analysis by administrative staff. Unduplicated parents, staff, and community identified lack of behavioral support services and shortage of specialized educational options for behavioral students locally as an issue. **Scope:** LEA-wide	Provides IRC classrooms and Community Day/ behavioral support classes within the 30 mile immediate area for student services, provides ongoing monitoring and short/ long term intervention plans and reviews to support student transitions. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	#4.4 % of students suspended reduced
2.7	**Action:** Safety Trainings, Equipment and Supplies **Need:** Per student climate survey, only 69.5% of students (96% low-income) feel a sense of safety at school.	Provdes training for staff, students, and community partners in the areas of safety, improving site processes and interventions and helping all who enter feel safer in our programs. In order to most effectively and efficiently implement this action to address the need of	#2.4 % of students reporting feeling safe at school % of parents reporting feeling safe at school % of staff reporting feeling safe at school

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
	Unduplicated students and their parents report increased concerns about campus safety since COVID and recent area violence incidents. Bullying is also a concern with training needed in identification, reporting, and interventions. **Scope:** 　LEA-wide	Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
2.8	**Action:** Classified Staff Training **Need:** Families of unduplicated students show lesser connectedness to campus and a greater need for intervention services. Family confidence and our intervention programs often rely on classified staff relations and training. Turnover of classified staff limits community relationships and effectiveness of these intervention programs. **Scope:** 　LEA-wide	Reduce turnover of staff to increase familiarity and development of lasting parent relationships and trust. Provide programs that assist staff in maintaining job skills, advancing internally, and collaborating with others in their profession increases job satisfaction and reduces turnover. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	#2.5 % of parents and student feeling connected to school
2.9	**Action:** Maintain Site and Conducive Learning Environment **Need:**	Additional funding for increased maintenance costs due to expanded services allows replacement of worn equipment, site repairs, and facilities improvements that are conducive to the services being provided. Additional staff hours	#2.6 FIT Report facilities inspection results #2.4 Parent Engagement/ Survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students: Engaged 87.4% Parents: Engaged 92.9% Teachers: Engaged 66.7% annual survey: 2023-2024 Results Per further analysis of the annual survey and parent interviews, the families of unduplicated students show lesser connectedness to campus and a greater need for educational workshops, unduplicated student intervention services, family engagement events, etc. that create additional wear/tear and cleaning needs for the facilities upkeep. Unduplicated parents (in SSC and parent forums) have also noted the need for increased maintenance of the sites and when causes of issues have been discussed, other staff (site admin and maintenance/operations team members) report that with the addition of extended school year services and days, parent workshops and community programs, partnerships with outside agencies to provided expanded services, and the aging facilities-the campuses, common spaces, and equipment receive a great amount of additional wear and tear. Replacements, repairs, and improvements are required as well as additional staffing hours to keep the physical space safe and welcoming. **Scope:** LEA-wide	provide resources for cleaning, securing sites after events, and working with agencies partnering for events on campus. Addition of shade structures supports expanded summer programs and responds to parent survey concerns about heat and sun exposure. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	

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
2.10	**Action:** Staff Recognition **Need:** Recognizing, encouraging, and retaining high quality staff with additional duties related to interventions for unduplicated students and post-COVID challenges schools are facing. **Scope:**	Increase staff connection to school by recognizing district goal achievements, interdependence and support, and contributions towards common goals. Recognizes efforts by school and district staff members to support unduplicated students and families and the additional skills/ duties they have taken on due to current educational environment and community issues. Encourages continuing as an educational professional and feeling valued. While this is primarily directed at the needs of unduplicated students. It will be provided LEA wide. It is anticipated to have the greatest effect on the unduplicated student population.	#2.2 % of teachers fully credentialed #2.1 % of misassigned staff per year
2.11	**Action:** Student Study Teams **Need:** SST meetings and intervention referrals show high representation by SED, Foster Youth, and English Learner students. Monitoring systems were reported by staff to need additional support to free up counselors and teacher for their primary educational duties. **Scope:** LEA-wide	Calendaring, data entry, data management, team communication, and file management are handled by a classified staff member supporting the SST process with taking teacher/ counselor time for these functional duties that don't directly related to student success, but assist the team in managing meetings and monitoring improvements. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	#1.4, #1.5 Student SBAC results in in Math and ELA (SED, SWD, EL, FY)
2.12	**Action:** Additional Student Supervision **Need:**	Additional supervision during less structured times during the school days with staff trained to support student social interactions is designed to intervene	#4.4 % of students suspended reduced

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
	2022-23 Suspension Rate 2.9 % for English Learners 3.5 % for Socio-Economically Disadvantaged 7.1 % for Foster Youth Source: Teaching, Admin, and Counseling staff surveys Unduplicated students are demonstrating increased behavioral and mental health issues, particularly in unduplicated students have resulted in increased need for supervision and SEL supports for social interaction. Unduplicated students' parent surveys report bullying concerns and interpersonal challenges for students as a high need for student services. **Scope:** LEA-wide	early in a conflict situation and support student development of these skills. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	
2.13	**Action:** Physical Health and Medical Supports **Need:** SED, Foster Youth, and English Learner families report lack of available health care services and health counseling services in the area, and particularly those accepting medi-Cal or no insurance/ sliding scale fees is a barrier to their students' physical well being and regular attendance.	Support unduplicated students and families of unduplicated students with additional, local health services. Provides health case management services, family health counseling, and health case evaluations for students feeling ill or having ongoing medical issues. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains	#4.2 Chronic Absenteeism % #4.1 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	on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	
3.1	**Action:** Communication Tools **Need:** Communication challenges- Parent forums: SED and EL parents report issues knowing when events are scheduled, changes to schedules, and opportunities to engage in decision making processes. During discussions with unduplicated families, we are seing an overall lack of internet/ computer access, widespread use of cell phone data for contacts, and irregular mail services/ mail pick up increase communication difficulties in these households. **Scope:** LEA-wide	The school must use multiple methods to reach unduplicated families, because they are using more non-traditional methods for their own information intake and communication tools. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	#3.6 % of parents feeling connected to school % of students feeling connected to school
3.2	**Action:** Family Resource Center **Need:** Parent forum/ and annual parent survey input: A Wide variety of non-traditional school services are barriers for our students' success. ie. housing/food/utilities instability, healthcare referral needs, transportation, employment, immigration legal advisement. These barriers cause attendance, health, social-	Family resource center offers a location and staffing for unduplicated parents to seek assistance with a wide variety of needs not directly related to academic services. It also provides parent education programs, a location for service providers to operate, and a link between home-school with translation and liaison services. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for	#3.6 % of parents feeling connected to school % of students feeling connected to school

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
	emotional/trauma, and other issues for students, affecting their ability to focus and succeed in academic endeavors. **Scope:** LEA-wide	these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	
3.3	**Action:** Parent Education Classes **Need:** Parent annual survey and parent forums with Superintendent: Unduplicated parents report feelings of unease when dealing with school leadership and uncertainty about their rights and role in the educational system. **Scope:** LEA-wide	Work with parents to understand their role, the system, and how to advocate in a positive way for their child and support their child's work in school. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	#3.6 % of EL parents feeling engaged % of Foster parents feeling engaged % of SED parents feeling engaged
3.4	**Action:** Leadership Committees **Need:** Unduplicated parents are reticent to join councils and dedicate that time and energy on a regular basis. Per parent forums and interviews, food and other incentives would likely increase their participation interest. **Scope:**	Responds to parent feedback regarding what would make them more interested in getting involved and attending school meetings. Provides recognition and incentives (meals) for participation in governing bodies and advisory councils. Improves relationship with parents who are participating and their feeling of their time being appreciated. In order to most effectively and efficiently implement this action to address the need of	#3.6- Parent engagement

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	Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.'	
3.5	**Action:** Student Recognition **Need:** Input at staff and parent forums: Unduplicated parents and students and the teachers of unduplicated pupils report a general feeling of disengagement and discouragement in students that continues to impede student progress. **Scope:** LEA-wide	Recognize growth, progress, achievement and add motivation to continue academic/ behavioral improvement efforts. Provide an opportunity for parents, school, and student to come together to recognize the student's accomplishments and build collaborative relationships and positive connections to the school site. By offering recognition programs district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence.	#3.6 % of parents feeling connected to school % of students feeling connected to school
3.6	**Action:** Incentive Field Trips and Experiences **Need:** Average student scaled scores in ELA SED Students- 50.7 Points Below Standard EL Students - 86.6 Points Below Standard Average student scaled score in Math SED Students- 92.1 Points Below Standard EL Students - 117.9 Points Below Standard Students: Engaged 87.4% Parents: Engaged 92.9%	Recognize growth, progress, achievement and add motivation to continue academic/ behavioral improvement efforts. Provide an opportunity for parents, school, and student to come together to recognize the student's accomplishments and build collaborative relationships and positive connections to the school site. Additionally, the district will ensure equitable access to extra-curricular and co-curricular activities for all students, fostering their holistic development and enriching their educational opportunities. This approach is particularly beneficial for unduplicated pupils, including foster youth, English learners, and low-income students,	#3.6 % of parents feeling connected to school % of students feeling connected to school

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
	Teachers: Engaged 66.7% Unduplicated parents and students and the teachers of unduplicated pupils report a general feeling of disengagement and discouragement in students that continues to impede student progress. **Scope:** LEA-wide	as it promotes inclusivity and supports their engagement and success in a well-rounded educational experience on an LEA-wide basis.'	
3.7	**Action:** Family Participation Events **Need:** Source: Annual Parent Survey results/ administrator and teacher input. Parents, particularly of unduplicated students, have not returned to the level of engagement in school as before COVID and many report not feeling connected or engaged in the school. Highest attendance at events on campus are those related to student performance and family entertainment. Staff report that these events are utilized to present additional information about education and health programs while parents are present. **Scope:** LEA-wide	Increase relationship opportunities and partnership with parents, welcoming them into the school environment in low-stress situations with their child and the school staff. Utilize their presence at events to provide additional information to support unduplicated student services and success. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for informational services.	#3.6 % of parents feeling connected to school % of students feeling connected to school

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
3.8	**Action:** Safety Training/Materials **Need:** Parent survey results and Parent safety forum input: Safety concerns, particularly among unduplicated parents, continue to be higher post-COVID and with neighborhood violence incidents over the past two years. **Scope:** LEA-wide	Increases confidence in the safety of our school sites for unduplicated families in our community. Prepares the students, staff, and families for potential emergency situations, and helps them feel more confident that systems are in place to maintain safety and security. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services	#2.5 % of parents, students, staff reporting feeling safe at school
4.1	**Action:** SARB Hearings **Need:** SED and EL families report multiple barriers to attendance that requires additional staffing and support services. SARB meetings allow a team to come together, with the family, to plan interventions and integrate support services to reduce absenteeism. Chronic absenteeism, particularly among unduplicated students and highest among SWD and English Learners has continued to remain nearly double the pre-COVID rate. Attendance has been linked to academic success, mental health, and social skill development for youth.	Identifies barriers to school attendance and offers links to community services needed by SEL and EL families that will help eliminate barriers to attendance. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services	#4.2 Chronic Absenteeism reduced #4.1 ADA increased

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		
4.2	**Action:** Attendance Team Support **Need:** SED families report multiple barriers to regular school attendance that require additional staffing to address. Chronic absenteeism, particularly among unduplicated students and highest among SWD and English Learners has continued to remain nearly double the pre-COVID rate. Attendance has been linked to academic success, mental health, and social skill development for youth. Teachers note the need to address attendance without impacting instructional time and relieving them of the burden of data and follow-up for this issue. Additionally, language barriers between teaching staff and our English Learner parents requires additional staff with bilingual skills and parent engagement training. **Scope:** LEA-wide	Teachers note the need to address attendance without impacting instructional time and relieving them of the burden of data and follow-up for this issue. Additionally, language barriers between teaching staff and our English Learner parents requires additional staff with bilingual skills and parent engagement training. Provides increased staffing to address the high chronic absentee rates which are higher in the unduplicated student groups. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services	#4.2 Chronic Absenteeism reduced Disaggregated by SED, EL, FY
4.3	**Action:** Community Agency Supports **Need:**	Provides support for increased programs targeted at the needs expressed by SED and EL families, without interfering with teaching staff time spent focused on student instruction and administrative	#4.2 Chronic Absenteeism Disaggregated by SED, EL, FY ADA

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
	Chronic absenteeism, particularly among unduplicated students and highest among SWD and English Learners has continued to remain nearly double the pre-COVID rate. Parents report issues with housing, utilities, awareness, transportation, legal issues, and behavioral issues as the chief barriers to attendance for our SED and EL students. Attendance has been linked to academic success, mental health, and social skill development for youth. **Scope:** LEA-wide	time handling student behaviors and academic needs. Provides consistent data and follow-up for site teams. Provides additional home visit staff to support communication with families unable to drive to the school site, and unaware of the legal and long-term economic impacts of poor attendance. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** Designated ELD class size reduction **Need:** Intense instruction and supports for LTEL students, requiring smaller classroom sizes and groupings to work with to better differentiate instruction. **Scope:**	Reduces class size to increase differentiation opportunities and monitoring of progress for middle school students, most of whom have been English Learners for 6 or more years with being reclassified. While this goal is predominately targeted at the English Learner student group, 100% of the LTEL students are dually identified as Socioeconomically Disadvantaged students.	#1.7 Increased reclassification rate for LTEL students #1.6 Increased ELPI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.7	**Action:** Increase Special Education Staffing, addition of special education classroom **Need:** 98.7% of our special education population has the additional barrier of SED, and 64% are also English Learners. 100% of the identified students needing these services next year are dually identified as socio-economically disadvantaged. Student state test results on the CA dashboard/ parent forums/ Teacher forums: Unduplicated students who also have learning barriers falling under special education services are struggling to return to baseline after COVID. More intensive programs are needed **Scope:** Limited to Unduplicated Student Group(s)	SED students show increased needs, particularly when identified as special education students, and their parents express frustration and an inability to assist them. Further partnership work with parents is needed and large caseloads preclude our special education teachers from providing the parent support aspects needed by our low income and EL population. By reducing caseloads below the statutory 28:1, we will be able to provide more intensive partnerships between general ed and special education teachers and more in-class supports for qualifying unduplicated students.	#1.4, #1.5 SWD SBAC data for SED and EL groups #4.4 SWD suspension data for SED and EL groups # 1.6, #1.7 SWD ELPI and Reclassification data for SED and EL groups
1.8	**Action:** Increase Bilingual Aide special education services **Need:** Family services in Spanish for speech appointments, home visits, IEP's, and other special education contacts.	Provides a designated aide to facilitate in families home language for the 50 plus students in Speech.	#3.6 Parent Survey response for connectedness to school

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
1.9	**Action:** Foster/ Homeless Materials **Need:** High mobility and low income students have needs that include basics. The absence of these materials causes issues including lack of work completion, attendance issues, social issues, and mental health situations. **Scope:** Limited to Unduplicated Student Group(s)	Timely provision of necessary materials to support student success in the social and academic program.	#1.4, #1.5 Foster and SED academic indicators (SBAC results) # 4.1, # 4.2 Foster and SED student attendance

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

N/A

Additional Concentration Grant Funding

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

Goal one includes staffing for (Action 1.5) libraries, (Action 1.2) interventions, (Action 1.6) reducing class size for ELD at middle school, (Action 1.7)reducing caseloads for dually identified SWD and (Action 1.8) bilingual staff, (Action 1.10/ 1.12) Arts and Music services increased for PLC time for core teachers
Goal two includes (Actions 2.1, 2.2, 2.4, 2.5, 2.11, 2.12) Mental and behavioral intervention staff additions
Goal four includes additional staffing for (Action 4.3) student behavior and attendance interventions as well as (Action 4.3) early childhood interventions

All provide direct services to students

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:11.89- Pixley Elementary and 1:13.73- Pixley Middle School
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:15.12- Pixley Elementary and 1:17.17- Pixley Middle School

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	$8,966,888	4,165,575	46.455%	8.149%	54.604%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,024,304.08	$0.00	$0.00	$0.00	$6,024,304.08	$3,429,220.00	$2,595,084.08

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	Data Systems for Analysis	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$220,624.00	$26,000.00	$246,624.00				$246,624.00	
1	1.2	Reading, Math, and ELD Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$281,100.00	$198,883.00	$479,983.00				$479,983.00	
1	1.3	Technology Based Instructional Tools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$4,300.00	$100,300.00	$104,600.00				$104,600.00	
1	1.4	Supplemental Instructional Materials and supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$3,000.00	$228,500.00	$231,500.00				$231,500.00	
1	1.5	Library Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$73,156.00	$61,000.00	$134,156.00				$134,156.00	
1	1.6	Designated ELD class size reduction	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Pixley Middle School Grades 6, 7, and 8	2024-2025 School Year	$105,000.00	$0.00	$105,000.00				$105,000.00	
1	1.7	Increase Special Education Staffing, addition of special education classroom	Low Income	Yes	Limited to Unduplicated Student Group(	Low Income	Specific Schools: Pixley Elementary School TK-5	2024-2025 School Year	$100,375.00	$50,000.00	$150,375.00				$150,375.00	

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)											
1	1.8	Increase Bilingual Aide special education services	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	2024-2025 School Year	$175,000.00	$0.00	$175,000.00				$175,000.00	
1	1.9	Foster/ Homeless Materials	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	2024-2025 School Year	$0.00	$49,000.00	$49,000.00				$49,000.00	
1	1.10	Professional Learning Community Support staff	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Pixley Elementary School K-5	2024-2025 School Year	$235,000.00	$0.00	$235,000.00				$235,000.00	
1	1.11	Professional Development-Instructional Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$0.00	$271,000.00	$271,000.00				$271,000.00	
1	1.12	Diverse and Engaging Electives Offerings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Pixley Middle School Grades 6, 7, 8	2024-2025 School Year	$65,000.00	$35,000.00	$100,000.00				$100,000.00	
1	1.13	Educational Field Trips/ Experiences	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$20,000.00	$75,000.00	$95,000.00				$95,000.00	
1	1.14	Professional Development-Leadership Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	$0.00	$95,000.00	$95,000.00				$95,000.00	
1	1.15	Technology Infrastructure	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$0.00	$270,000.00	$270,000.00				$270,000.00	

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
2	2.1	Behavior Intervention Center- MS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$235,000.00	$0.00	$235,000.00				$235,000.00	
2	2.2	PBIS- Positive Behavior Intervention and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$90,000.00	$100,000.00	$190,000.00				$190,000.00	
2	2.3	Student Extracurricular Offerings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$272,550.00	$0.00	$272,550.00				$272,550.00	
2	2.4	Behavioral Aides and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$205,000.00	$30,000.00	$235,000.00				$235,000.00	
2	2.5	Counseling and Mental Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$444,500.00	$100,000.00	$544,500.00				$544,500.00	
2	2.6	Small School Resource Sharing Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$30,000.00	$244,000.00	$274,000.00				$274,000.00	
2	2.7	Safety Trainings, Equipment and Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	$10,000.00	$165,000.00	$175,000.00				$175,000.00	
2	2.8	Classified Staff Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$20,000.00	$130,000.00	$150,000.00				$150,000.00	
2	2.9	Maintain Site and Conducive Learning Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$45,000.00	$69,885.08	$114,885.08				$114,885.08	
2	2.10	Staff Recognition	All	No			All Schools	2024-2025 School Year	$0.00	$60,000.00	$60,000.00				$60,000.00	
2	2.11	Student Study Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$86,275.00	$5,000.00	$91,275.00				$91,275.00	

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
2	2.12	Additional Student Supervision	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$44,000.00	$0.00	$44,000.00				$44,000.00	
2	2.13	Physical Health and Medical Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$366,000.00	$40,000.00	$406,000.00				$406,000.00	
3	3.1	Communication Tools	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2025 School Year	$0.00	$45,000.00	$45,000.00				$45,000.00	
3	3.2	Family Resource Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$110,000.00	$0.00	$110,000.00				$110,000.00	
3	3.3	Parent Education Classes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$18,000.00	$28,000.00	$46,000.00				$46,000.00	
3	3.4	Leadership Committees	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$0.00	$7,500.00	$7,500.00				$7,500.00	
3	3.5	Student Recognition	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$0.00	$52,516.00	$52,516.00				$52,516.00	
3	3.6	Incentive Field Trips and Experiences	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$0.00	$26,000.00	$26,000.00				$26,000.00	
3	3.7	Family Participation Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$0.00	$13,500.00	$13,500.00				$13,500.00	
3	3.8	Safety Training/Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$5,000.00	$16,000.00	$21,000.00				$21,000.00	
4	4.1	SARB Hearings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$0.00	$3,000.00	$3,000.00				$3,000.00	

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
4	4.2	Attendance Team Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$62,340.00	$0.00	$62,340.00				$62,340.00	
4	4.3	Community Agency Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$103,000.00	$0.00	$103,000.00				$103,000.00	

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
$8,966,888	4,165,575	46.455%	8.149%	54.604%	$5,964,304.08	0.000%	66.515 %	**Total:**	$5,964,304.08
								LEA-wide Total:	$5,249,929.08
								Limited Total:	$479,375.00
								Schoolwide Total:	$235,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Data Systems for Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$246,624.00	
1	1.2	Reading, Math, and ELD Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$479,983.00	
1	1.3	Technology Based Instructional Tools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$104,600.00	
1	1.4	Supplemental Instructional Materials and supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$231,500.00	
1	1.5	Library Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$134,156.00	
1	1.6	Designated ELD class size reduction	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Pixley Middle School Grades 6, 7, and 8	$105,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Increase Special Education Staffing, addition of special education classroom	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Pixley Elementary School TK-5	$150,375.00	
1	1.8	Increase Bilingual Aide special education services	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$175,000.00	
1	1.9	Foster/ Homeless Materials	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$49,000.00	
1	1.10	Professional Learning Community Support staff	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pixley Elementary School K-5	$235,000.00	
1	1.11	Professional Development- Instructional Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$271,000.00	
1	1.12	Diverse and Engaging Electives Offerings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Pixley Middle School Grades 6, 7, 8	$100,000.00	
1	1.13	Educational Field Trips/ Experiences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$95,000.00	
1	1.14	Professional Development- Leadership Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$95,000.00	
1	1.15	Technology Infrastructure	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$270,000.00	
2	2.1	Behavior Intervention Center- MS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$235,000.00	
2	2.2	PBIS- Positive Behavior Intervention and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$190,000.00	
2	2.3	Student Extracurricular Offerings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$272,550.00	

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 (%)
2	2.4	Behavioral Aides and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$235,000.00	
2	2.5	Counseling and Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$544,500.00	
2	2.6	Small School Resource Sharing Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$274,000.00	
2	2.7	Safety Trainings, Equipment and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$175,000.00	
2	2.8	Classified Staff Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
2	2.9	Maintain Site and Conducive Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$114,885.08	
2	2.11	Student Study Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$91,275.00	
2	2.12	Additional Student Supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,000.00	
2	2.13	Physical Health and Medical Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$406,000.00	
3	3.1	Communication Tools	Yes	LEA-wide	English Learners Low Income	All Schools	$45,000.00	
3	3.2	Family Resource Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$110,000.00	
3	3.3	Parent Education Classes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,000.00	
3	3.4	Leadership Committees	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,500.00	

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 (%)
3	3.5	Student Recognition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$52,516.00	
3	3.6	Incentive Field Trips and Experiences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,000.00	
3	3.7	Family Participation Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,500.00	
3	3.8	Safety Training/Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,000.00	
4	4.1	SARB Hearings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
4	4.2	Attendance Team Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$62,340.00	
4	4.3	Community Agency Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$103,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,910,547.00	$7,279,648.00

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	Professional Development	Yes	$715,600.00	$740,620
1	1.2	Professional Learning Communities	Yes	$438,400.00	$437,081
1	1.3	High-Quality Staff	Yes	$565,350.00	$565,350
1	1.4	Accelerated Coursework	Yes	$135,000.00	$52,000
1	1.5	College and Career Readiness	Yes	$333,000.00	$328,008
1	1.6	Standards Aligned Supplemental Curriculum and Materials	Yes	$357,000.00	$357,000
1	1.7	Academic Intervention and Enrichment	Yes	$562,770	$352,000
1	1.8	Strategic Use of Data	Yes	$165,000	$352,857
2	2.1	Build Infrastructure for Instructional Technology	Yes	$419,715.00	$240,640
2	2.2	Professional Development	Yes	$37,000.00	$23,656
2	2.3	Parent and Student Training	Yes	$75,000.00	$71,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Student Opportunities	Yes	$100,000.00	$125,000
2	2.5	Fiscal Alignment	No	$72,381.00	$32,000
3	3.1	Safety Training and Planning	Yes	$34,500.00	$34,500
3	3.2	Physical, Social and Emotional Health and Well-Being	Yes	$505,341.00	$572,045
3	3.3	Attendance Supports	Yes	$145,974.00	$159,152
3	3.4	Support Services for target subgroups (Low-income, English Language Learners and Foster Youth)	Yes	$538,218.00	$703,218
3	3.5	Safe Facilities	Yes	$373,668.00	$622,000
4	4.1	Culture of Inclusion	Yes	$112,500.00	$100,000
4	4.2	Parent Engagement in Student Success	Yes	$42,000.00	$87,362
4	4.3	Showcase Celebrations and Clubs	Yes	$100,000.00	$85,000
4	4.4	Engagement of families of Low-Income, English Language Learners and Foster Youth	Yes	$169,789.00	$164,818
5	5.1	English Language Learner Support	Yes	$462,541.00	$462,541
5	5.2	Special Education Support	No	$29,700.00	$29,700

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)
5	5.3	LTEL Interventions	Yes	$200,000.00	$302,000
5	5.4	Attendance and academic remediation supports	Yes	$220,100.00	$280,100

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)
4,311,351	$6,808,466.00	$6,016,415.00	$792,051.00	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	1.1	Professional Development	Yes	$715,600.00	$440,620		
1	1.2	Professional Learning Communities	Yes	$438,400.00	$217,081		
1	1.3	High-Quality Staff	Yes	$565,350.00	$565,350		
1	1.4	Accelerated Coursework	Yes	$135,000.00	$52,000		
1	1.5	College and Career Readiness	Yes	$333,000.00	$328,008		
1	1.6	Standards Aligned Supplemental Curriculum and Materials	Yes	$357,000.00	$328,008		
1	1.7	Academic Intervention and Enrichment	Yes	$562,770.00	$122,000		
1	1.8	Strategic Use of Data	Yes	$165,000.00	$352,857		
2	2.1	Build Infrastructure for Instructional Technology	Yes	$419,715.00	$240,640		
2	2.2	Professional Development	Yes	$37,000.00	$23,656		
2	2.3	Parent and Student Training	Yes	$75,000.00	$71,000		
2	2.4	Student Opportunities	Yes	$100,000.00	$75,000		
3	3.1	Safety Training and Planning	Yes	$34,500.00	$34,500		

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)
3	3.2	Physical, Social and Emotional Health and Well-Being	Yes	$505,341.00	$572,045		
3	3.3	Attendance Supports	Yes	$145,974.00	$159,152		
3	3.4	Support Services for target subgroups (Low-income, English Language Learners and Foster Youth)	Yes	$538,218.00	$703,218		
3	3.5	Safe Facilities	Yes	$373,668.00	$622,000		
4	4.1	Culture of Inclusion	Yes	$112,500.00	$100,000		
4	4.2	Parent Engagement in Student Success	Yes	$42,000.00	$87,362		
4	4.3	Showcase Celebrations and Clubs	Yes	$100,000.00	$85,000		
4	4.4	Engagement of families of Low-Income, English Language Learners and Foster Youth	Yes	$169,789.00	$164,818		
5	5.1	English Language Learner Support	Yes	$462,541.00	$350,000		
5	5.3	LTEL Interventions	Yes	$200,000.00	$102,000		
5	5.4	Attendance and academic remediation supports	Yes	$220,100.00	$220,100		

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)
9,271,090	4,311,351	26.54	73.043%	$6,016,415.00	0.000%	64.894%	$755,483.29	8.149%

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:

  o 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]).

  o 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:

  o 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.

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

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

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

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

Action Tables

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

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

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

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

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

    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)**

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

    o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

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

    o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

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

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

    o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

- **8. Total Estimated Actual Percentage of Improved Services (%)**

    o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

    o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

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

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

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

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

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

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

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

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

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

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