

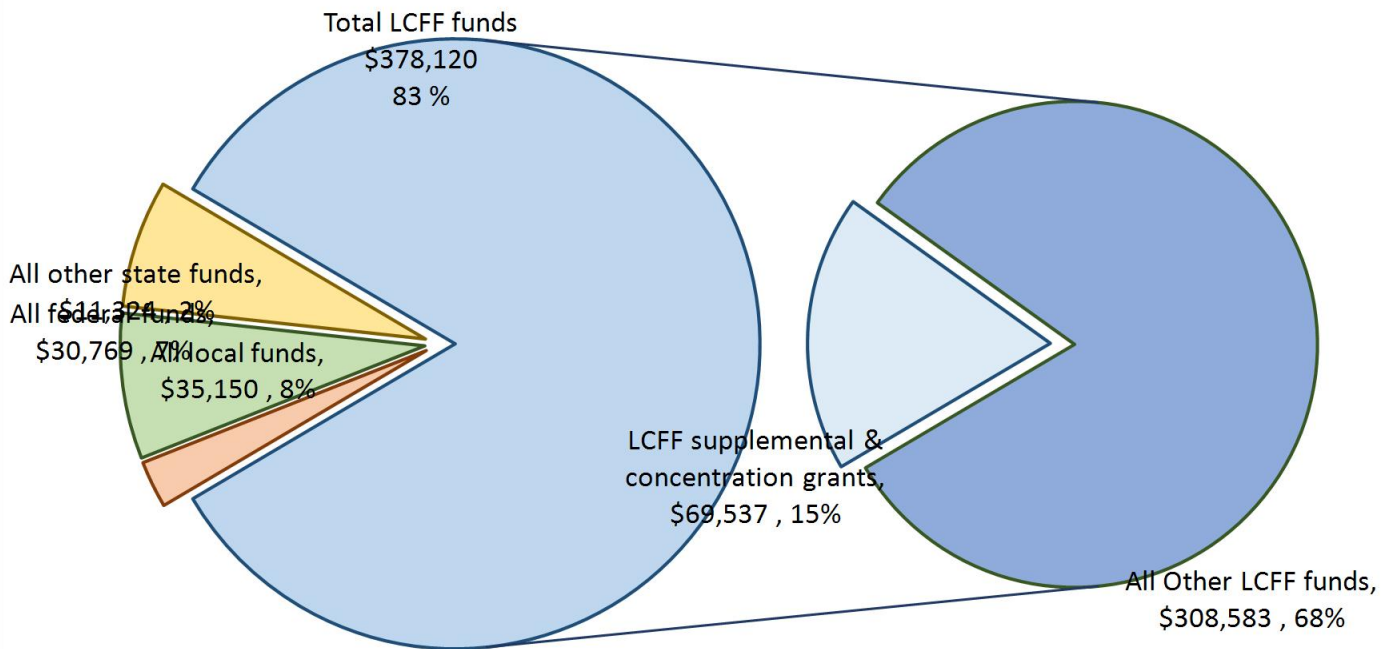
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hot Springs Elementary School District  
CDS Code: 54719510000000  
School Year: 2024-25  
LEA contact information:  
David Frankiewich  
Superintendent  
davidf@hotspringsschool.org  
(661) 548-6544

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

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

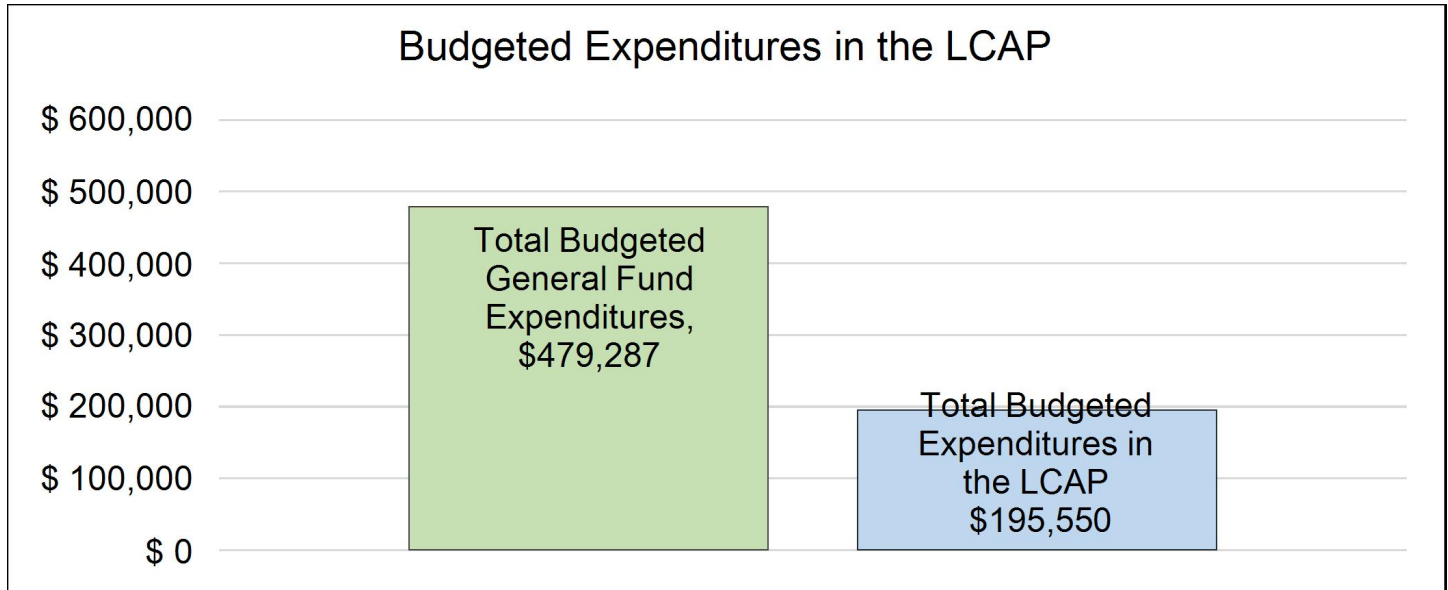


This chart shows the total general purpose revenue Hot Springs Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hot Springs Elementary School District is \$455,363, of which \$378,120 is Local Control Funding Formula (LCFF), \$11,324 is other state funds, \$35,150 is local funds, and \$30,769 is federal funds. Of the \$378,120 in LCFF Funds, \$69,537 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Hot Springs Elementary School District plans to spend \$479,287 for the 2024-25 school year. Of that amount, \$195,550 is tied to actions/services in the LCAP and \$283,737 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

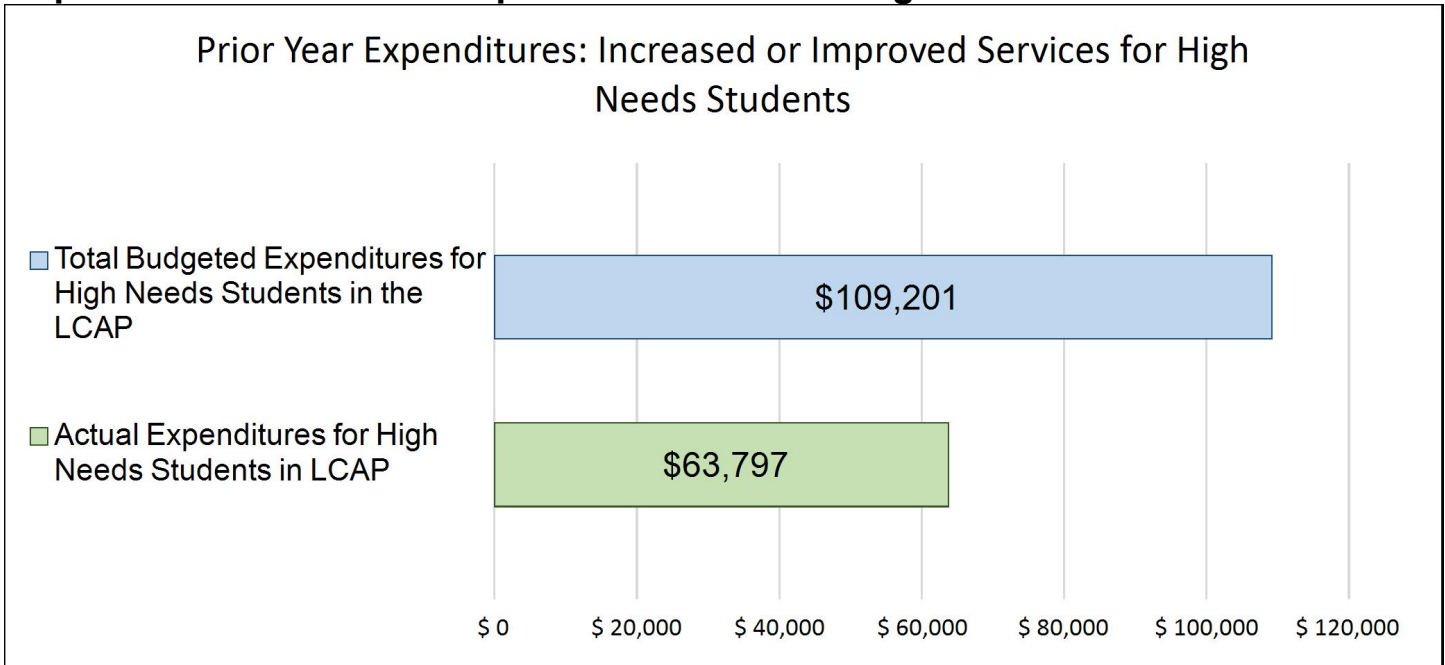
The budget expenditures not included in the LCAP will be utilized for employee salaries and benefits, district maintenance of facilities, and general overall costs related to the operations of the school district.

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

In 2024-25, Hot Springs Elementary School District is projecting it will receive \$69,537 based on the enrollment of foster youth, English learner, and low-income students. Hot Springs Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hot Springs Elementary School District plans to spend \$127,250 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Hot Springs Elementary School District's LCAP budgeted \$109,201 for planned actions to increase or improve services for high needs students. Hot Springs Elementary School District actually spent \$63,797 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$45,404 had the following impact on Hot Springs Elementary School District's ability to increase or improve services for high needs students:

The difference in expenditures had no impact on the district's ability to provide for the identified needs of Unduplicated Pupils (High Needs Students). The planned services were able to be delivered regardless of expenditure of funds.

# 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
Hot Springs Elementary School District	David Frankiewich Superintendent	davidf@hotspringsschool.org (661) 548-6544

# Goals and Actions

## Goal

Goal #	Description
1	Provide all students with access to fully credentialed teacher and well trained staff, quality instructional materials that align to state standards and safe facilities that are conducive for learning.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% properly assigned and credentialed teachers	100% properly assigned and credentialed teachers. At this time the district is searching for a fully credentialed and experienced teacher.	This goal was met in the 2021-2022 year as all teachers are credentialed and properly assigned.	This 2022-2023 goal was met as all teachers are fully credentialed and properly assigned.	100% properly assigned.  100% fully credentialed	100% properly assigned and credentialed teachers
Maintain safe and clean facilities with a FIT with score of “good” or higher	Currently meeting this outcome but need to maintain the facilities to continue meeting this outcome.	Met in the 2021-2022 year. The FIT scores were all good or better.	This 2022-2023 goal was met as all areas of the the FIT were good or better.	All FIT categories are "good or better".	FIT with score of “good” or higher
SBAC ELA (grades 3-8): The reading actually showed more than 2% or more increase in students meeting or exceeding standards based on local assessments. We will monitor the state testing when available to confirm the progress.	Local data and state testing scores were used to track progress. Before the pandemic hit, the results for our students were: 9.09% exceeded standards, 18.18% met standards, 63.64 nearly met standards and 9.09% were	Individual needs were identified and addressed on an individual as well as grade level groups. Since we had such a small number of students, each was able to receive a lot of help and attention to address learning loss and growth. Based on	Individual needs were identified and addressed on an individual as well as grade level groups. Since we had such a small number of students, each was able to receive a lot of help and attention to address learning loss and growth. Based on	Due to small school enrollment SBAC ELA results are only provided for individual students. No performance results levels are reported on the Dashboard.  Individual needs are continually being	These areas will show at least a 2% or more increase in students meeting or exceeding standards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>below standards. Individual needs were identified and addressed on an individual as well as grade level groups.</p>	<p>the local assessments all students progressed and showed growth in the 2021-2022 year.</p>	<p>the local assessments all students progressed and showed growth in the 2022-2023 school year.</p>	<p>identified and addressed on an individual as well as grade level groups. Since we have such a small number of students, each is able to receive a lot of help and attention to address learning loss and growth.</p> <p>Based on the local assessments all students are progressing and show growth at this point in the in the 2023-2024 school year.</p>	
<p>SBAC Math (grades 3--8): Due to small sample, data will be analyzed on an individual student basis with expectations for positive growth each year.</p>	<p>Local data and state testing scores are used to track progress. The last results for our students were: 0% exceeded standards, 27.27% met standards, 54.55% nearly met standards and 18.18% were below standards. Individual needs are identified and</p>	<p>Individual needs were identified and addressed on an individual as well as grade level groups. Since we had such a small number of students, each was able to receive a lot of help and attention to address learning loss and growth. Based on the local assessments all students</p>	<p>Individual needs were identified and addressed on an individual as well as grade level groups. Since we had such a small number of students, each was able to receive a lot of help and attention to address learning loss and growth. Based on the local assessments all students</p>	<p>Due to small school enrollment SBAC Math results are only provided for individual students. No performance results levels are reported on the Dashboard.</p> <p>Needs are continually being identified and addressed on an individual as well as</p>	<p>These areas will show at least a 2% or more increase in students meeting standards.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	addressed on an individual as well as grade level groups.	progressed and showed growth in the 2021-2022 year.	progressed and showed growth in the 2022-2023 school year.	grade level groups. Since we have such a small number of students, each is able to receive a lot of help and attention to address learning loss and growth.  Based on the local assessments all students are progressing and show growth at this point in the in the 2023-2024 school year.	
ELA 35% /Math 35% proficient or above	Students meet or exceed the 35% proficient level at their grade level except those with IEPs. Those students met the IEP goals. This was pre-pandemic.	This goal was also met n the 2021-2022 year, based on local assessments and state assessment will be applied when it is available.	This goal was also met n the 2022-2023 school year, based on local assessments. State assessment will be applied when it is available.	27.3% of student met grade level proficiency ELA.  20.0% of student met grade level proficiency Math.  (2023-24 STAR)	This will show a 2% improvement or more each year.
CCSS Training will be offered to staff (in person or on line trainings): 1 minimum/yr.	Training has been offered but not completed.	Training was offered but not completed in the 2021-2022 year.	Training was offered but not completed in the 2022-2023 year.	This training was completed as planned.  (2023-24)	Staff will complete the training

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Board academic content and performance Standard for all students including ELD Standards	The District implements State Board Academic content and performance standards for all students and are prepared to include ELD students if any enroll.	The implementation of State Board academic content and performance Standard for all students was accomplished, however the district has no ELD Students in the 2021-2022 year.	The implementation of State Board academic content and performance Standard for all students was accomplished, however the district has no ELD Students in the 2022-2023 school year.	Full Implementation of ELA and ELD Content Standards.  (2023-24 -Local Indicator Report)	The District implements State Board Academic content and performance standards for 100% of enrolled students and stay 100% prepared to include ELD students if any enroll.
The district will make strong efforts to seek parent input in school decision-making.	All learning partners are invited to participate but less than 70% have participated due to the continuing Covid pandemic.	This 2021-2022 school year saw the number of enrolled students drop due to families moving out of the area. We had five basic families and communication was kept open to them on a regular basis. They had opportunities to give input and to get feedback.	This 2022-2023 school year saw the number of enrolled students increase to 13 students in grades K-8 total. We had six basic families and communication was kept open to them on a regular basis. They had opportunities to give input and to get feedback.	This 2023-24 school year began with 13 students in grades TK-8 total. We had six basic families. The enrollment has increased to 19 students with 8 families. The communication continues to be kept open to them on a regular basis. They have many opportunities to give input and to us to get feedback.	100% of parents and stakeholders will be participating in school decision making.
100% Percent of students including Unduplicated Pupils and those with exceptional needs enrolled in a broad course of study	100% Percentage of students including Unduplicated Pupils and those with exceptional needs enrolled in a broad course of study	This was met in the 2021-2022 year. All students received a broad course of study and individual attention.	This was met in the 2022-2023 year. All students received a broad course of study and individual attention.	100% This was met in the first half of the year and continues to be met. All students received a broad course of study and individual attention.	100% Percentage of students including Unduplicated Pupils and those with exceptional needs enrolled in a broad course of study

## Goal Analysis

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

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

The 2023-2024 School Year goals were met in all but one action. Actions 1.1, 1.2, 1.3, 1.4 and 1.5 were implemented. Action 1.1 was met in that all areas of the FIT were good or better. The Staff, partners, students and School board all felt that the facility was well maintained and safe as expressed in meetings and on surveys. Action 1.2 and 1.3 were met with the purchase of supplemental material such as MyON reading and Lexia and also through the purchase of many hands-on manipulatives for the lower grade students. The training in action 1.4 was offered and completed concentrating in the curriculum areas related to online support programs such as Renaissance Star math and Reading, MyON reading, and One Screen use to deliver some areas of instruction. The reading actually showed more than 2% or more increase in students meeting or exceeding standards based on local assessments. We will monitor the state testing when available to confirm the progress. Action 1.5 was met as the district employed one aide and one retired teacher to support and provide intervention to students in math and English Language Arts. There were no particular challenges with Action implementation.

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.

A 10% to 12% difference above or below planned expenditures constitutes a material difference and must be identified in this response. Action 1.1 had a planned expenditure of \$0.00 and an actual expenditure of \$0.00. Therefore, no percentage can be actually computed (a denominator of zero yields a mathematical error), but a common sense assessment would yield a response that we spent 100% of expected with no difference in planned expenditure and actual. Actions with a greater than 10% difference include Actions 1.2 (spent 10% of planned), 1.3 (spent 0 of planned), 1.4 (spent 0% of expected) 1.5 (spent 89% of expected). For Actions 1.2, and 1.3, we did not have a need to purchase much additional curriculum. In a small school, the need is dictated by the grade of the current students and the stock of curriculum on hand. Staff training (1.4) was conducted free of cost through curriculum suppliers or other free sources and so no funds were expended for staff training. Action 1.5 paid for an instructional aide in the classroom. The person hired moved prior to the end of the school year and was not permanently replaced, resulting in underspending the planned amount by 11%.

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

Action 1.1 was effective. All FIT categories were good or better, providing safe facilities that are conducive for learning. Action 1.2 was effective as the district purchased supplemental materials to support the Common Core/state standard instructional materials. Action 1.3 was effective over the course of the last three years. However, there was not a need to purchase additional materials during the 2023-24 school year. With the small size of our school, a change in one or two students can greatly impact the need to purchase new materials, or we may find an excess of materials due to one or two students leaving.

Action 1.4 was effective. The training offered concentrated in the curriculum areas related to online support programs such as Renaissance Star math and Reading, MyON reading, and One Screen use to deliver some areas of instruction. Reading showed more than 2% or more increase in students meeting or exceeding standards based on local assessments. However, funds were not used as the cost was paid by other funding sources during this year of the LCAP cycle.

Action 1.5 was effective, as the teacher and instructional aide were able to support and provide intervention to students in math and English Language Arts.

All actions helped us make progress on Goal 1, although due to the small number of students, the change of one or two makes a significant difference in the totals. We did not make our goal of 35% of our students being proficient in Math and ELA, but will continue with our effort in future years.

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.

During 2023-2024 School Year individual needs were identified and continue to be identified and addressed on an individual as well as grade level groups. Since we have such a small number of students, each is able to receive a lot of help and attention to address learning loss and growth. Based on the local assessments all students are progressing and show growth in the targeted goals. Staff and partners have been happy with goal 1 and Actions 1.1, 1.2, 1.3, 1.4 and 1.5 and feel that we should continue working to improve in those areas. Based on meetings and surveys, the partners and staff would like to add a metric to goal 3 that addresses bullying (3.10) in the new LCAP. They also want to increase the number of longer educational field trips from one to two or three since our area is more isolated and many students do not get to add to their learning by visiting areas like aquariums, missions, museums and tide pools. An Equity Multiplier Goal (5) was also added in order to increase staffing to ensure adequate, appropriate, and effective academic supports are available to our students. This includes (5.1) adding an instructional aide to provide students with increased learning opportunities.

**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	Support all students in reaching their academic potential by providing engaging coursework across all core subjects areas English language arts, math, science, social studies, and physical education. Ensure that all students develop 21st Century learning skills and are academically prepared for high school success and college and career pathways.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% sufficient instructional materials	This goal is being accomplished. All students have sufficient instruction materials. However, with new adoptions and changes, it is important to keep current. This was discussed at community meeting, surveys and an open meeting of the school board and the resolution passed unanimously by all board members	Students had the currently adopted state curriculum this year and in sufficient numbers for all students to have their own copy. (2021-22)	This goal was met again as verified by the school board and staff. Currently adopted materials have been replenished where needed since our small student population can change the quantity of material we need at any particular grade level. (2022-23)	100% Material Sufficiency (2023-24)	All students have sufficient instruction materials.
10% growth as measured by teacher assessment of computer skills and assessment scores of online materials.	With the new high speed internet and new updated computers this is being accomplished. It was somewhat set	All students who were back for in person learning had equal access to school computers and high-speed internet. Each	Each student had access to the Chromebook as well as the desktop computers in the classroom and library.	> 10% achieved (2023-24 - Local Data)	All students have access and use computers for various areas of the curriculum.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	back by the distance learning since many students have only limited internet access and very limited data use in plans available within the mountain community. When at school all students have access and use computers for various areas of the curriculum. Each student has access to a chrome book at their desks or computers in the classroom and computer lab. These are utilized on a regular basis when in person learning is in place.	student had access to the Chromebook assigned to them as well as the desktop computers in the classroom and library. The growth in computer skills was not at the 10% due to having to relearn some skills. (2021-22)	Online portions of the adopted curriculum were utilized, as well as writing and research assigned at appropriate grade levels. The growth goal was met as measured by teacher made assessment and online assessments. Scores increased. (2022-23)		
English Learner Reclassification Rate: To Be Determined based on enrollment of English learners.	No English Learners were enrolled in the school during this year. Each student was fluent English and English was the primary language in each student's home.	No English learners in the district this year. (2021-22)	No English Learners in the District during the 2022-2023 school year.	No English Learners in the District at this time. (2023-24)	English Learners will progress on an equal basis with English proficient students and will show marked improvement in English proficiency
The percentage of ELs who make progress toward English Proficiency as	No English Learners were enrolled in the school during this year. Each student	No English learner in the district this year. (2021-22)	No English Learners in the District during the 2022-2023 school year.	No English Learners in the District at this time.	English Learners will progress on an equal basis with English proficient students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by the ELPAC: TBD based on enrollment of English Learners	was fluent English and English was the primary language in each student's home.			(2023-24)	and will show marked improvement in English proficiency.

## Goal Analysis

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

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

The Implementation of a Balanced Literacy program that reflects and supports the ELA framework and the use of formative assessments to meet the needs of underperforming students has been very successful. We have hired a reading teacher to work with all students in this area and regularly assess them in order to provide feedback to staff and parents. Its effectiveness is measured in the reading results showing a more than 2% increase in students meeting or exceeding standards based on local assessments. Although state testing doesn't show as much growth as we were planning, it does show growth. We contracted with Tulare County Office of Education to provide maintenance of iPads, computers, and all school technology since we do not have funding for a full-time tech person. This service has enabled consistent availability of student access to all learning resources and learning platforms. Staff were trained locally in the use of the new instructional technology that was purchased to aid in the mastery of standards with a focus on each grade level and to best utilize instructional technology in supporting student learning. Effective use was observed during teacher observation by site administration. Staff were involved in the decision on which technology we would purchase. The district reviewed, purchased and utilized web-based apps and supplemental programs to support student learning of state standards in core subject areas, for use by students in preparation for state testing. The new support technology was used by students and staff and has been determined to be helpful in meeting the goal. Evidence of effectiveness was measured by the positive results on local assessments and in-class measurement of academic progress. The staff and partners wish to continue with each action in this goal for the coming school year to further improve progress for all students enrolled.

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.

A 10% to 12% difference above or below planned expenditures constitutes a material difference and must be identified in this response. This includes Actions 2.1 (spent 41% of planned) and 2.5 (spent 11% of planned). Action 2.1 was for online and computer based support materials. We didn't need to spend as much as planned due to student enrollment and grade placement which resulted in the difference. Action 2.5 was for reading support. This part-time position was not filled the entire year.

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

For action 2.1, the district reviewed and purchased some web-based apps and supplemental programs to support student learning of state standards in core subject areas, for use by students in preparation for state testing. The addition of MyON for reading and LEXIA, helped meet this action. Sufficient instructional materials were in place as of the beginning of the school year. Additional materials have been purchased as new students enrolled. All students have materials for all core adopted curriculum and have been assigned a Chromebook, so they have access to online materials that are used. The district still does not have any English Learners but remains ready should any enroll. Action 2.2 was effective as the district contracted with Tulare county Office of education for technology support. The district is very small and does not have enough funding to hire a full time tech support person. Having access to county staff to handle technology issues proved to be successful.

Action 2.3 was effective with the training of staff in the new support and supplemental materials that were purchased. However, the training was paid for as a part of the purchase and was completed on site, so the funds allocated for this were not used.

Action 2.4 was effective with the hiring of a reading teacher who helped in guiding our balanced literacy program. The new reading teacher was able to work with all students and all staff. This part-time position was funded through a specific reading grant, so LCAP funds were not used during the year in review.

Action 2.5 was effective with the hiring of an additional part time aide to work with all students needing additional help. Unfortunately, the instructional aide left prior to the end of the year and we were unable to hire anyone else, so these funds were not fully expended. The district also updated some technology, that had become outdated, and made it available to students including on-line learning resources and local materials to support access to Standards. The cost of these updates were less than anticipated. One of the continuing challenges has been the ability to accelerate students' keyboarding skills. The district will continue to seek resources to address this area.

All areas of this goal were met in the 2023-2024 School Year, with the exception of the computer skills, which did not meet the 10% growth. Although all other actions were shown to be effective through meeting all metrics for Action 2, based on educational partner and staff meetings and surveys, this will continue to remain a focus area in the coming year, including working on computer skills. Please note that metrics 2.3 and 2.4 were not applicable, as no EL students were enrolled during the 2023-24 school year.

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.

For the 2024-2025 school year, partners and staff want to keep this goal and each action (2.1, 2.2, 2.3, 2.4, 2.5) and to continue to improve the computer skills of all students enrolled, including pre-k students and to continue to improve assessment and instruction for all students.

**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	Create and maintain a positive and safe learning environment that will ensure that all students, parents, and community members are engaged as partners in the achievement of academically successful outcomes for all students. To improve student attendance.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate: 94.5% or better	Our attendance rate was 89% at P-2. Our goal had not been met but improvement was made. This changed during distance learning and an effort needs to be made to get it back on track.	Our attendance rate was not met this year due to several factors. We had several families testing positive for Covid-19 and having to stay home until symptoms ended and they were cleared to return. We also had two families that with deaths in the extended family that kept them out of school for a few days. With only 9 students enrolled for in person learning, one or two absences really effects the overall percentages. 92021-22)	This 2022-2023 goal was not met due to some illness and some devastating flooding that isolated some students with road closures, power outages for long periods of time and bridges washed out. We will continue to work on this as a goal in the coming year. Most recent data shows that the district had an ADA to enrollment ratio of 76.85% in 2022-23.	84.2% Attendance Rate  (CALPADS EOY Report)	Attendance rate increase to 94.5% or better.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism: reduce 5%/yr. 7.2%	Our Chronic Absenteeism goal was being met. We went from 6 students in the chronic absent category to just one before the COVID pandemic. During this year it slipped due to a number of students testing positive for covid and having to be out for a period of time. Our goal remains reducing it by 5% per year.	Due to the positive covid-19 issues we had a number of students who exceeded the 10% absent rate. Our goal was not met, but as the covid cases decrease we think we will be able to meet our goals.  Updated data: 6 of 9 enrolled students were chronically absent, which is a 66.7% rate for 2021-22. (2021-22 DataQuest)	This 2022-2023 goal was not met due to some illness and some devastating flooding that isolated some students with road closures, power outages for long periods of time and bridges washed out. We will continue to work on this as a goal in the coming year. The most recent data related to chronic absenteeism is still 2021-22 - 66.7% per DataQuest.	71.4% of all students chronically absent (2023 Dashboard) 63.2% of all students chronically absent (2023-2024 CALPADS EOY)	Decrease Chronic Absenteeism do pre pandemic rate and lower. Have at least 95% of students with no chronic absteesism.
Suspension rate: Maintain less than 10%/yr	The current rate was 0 before the pandemic hit.	We remain at 0%. NO suspensions this year. (2021-22)	Suspension rate was held to 0%. No suspensions this year. The 2022-2023 goal was met.	0% suspensions (2023-24 Local Data)	Continue at less than 10% per year.
Expulsions: Maintain less than 2%/yr	Pre-pandemic the rate was 0% expulsions	We remain at 0%. No expulsions this year.(2021-22)	The expulsion rate was held to 0%. No suspensions this year. The 2022-2023 goal was met.	0% expulsions (2023-24 - Local Data)	Continue at 0% expulsions.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate: Maintain 0%	The current rate is 0%	0% (2021-22)	0% for the 2022-2023 school year.	0% dropouts (2023-24 - Local Data)	Maintain 0%
Parent nights: 3 events/yr. offered	The District was holding three parent nights per year prior to Distance Learning and stay at home situations. All that were well attended by parents and community members. This was cancelled due to the pandemic.	This was not met this year due to restrictions on public gatherings and visitors in the school due to Covid-19 state guidelines. We have plans to restart these during the next school year. (2021-22)	This 2022-2023 goal was not met due to the very unusual weather conditions. The district experienced record-breaking flooding and road issues due to rock and mud slides. two main bridges were washed out. We were only able to hold two parent nights. Both of these were well attended. All but one parent attended. We also had some grandparents and community members attend.	We have had three parent nights. (2023-24- Local Data)	Resume the three parent nights, each with a different academic focus, and have good attendance.
97% Participation at parent events and that parents attend at least two events at a 99% rate.	Parent attendance for the pre-pandemic was 99%.	No events to measure this year. (2021-22)	This 2022-2023 goal was met for the two events that were held.	Participation rate was at 95% (2023-2024 Local Data)	Have at least 97% attendance as pandemic eases.
Have up to three hands on science evens for all students using an assembly type format.	This was started before the pandemic with great success	This was delayed due to covid restriction guidelines. However, we were able to restart it toward the	This 2022-2023 goal was met. We had three event this year.	A total of three hands-on science days were held (2023-2024 Local Data)	Have three hands on science events that involves all students in all K-8 grade levels

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		end of the year and completed two of the three. We plan to return to three events in the next school year. (2021-22)			
"Student, staff, and parent sense of safety and school connectedness	Student sense of school safety (95% - 2019) Student sense of positive connectedness to school (95% - 2019) Parent sense that school is a safe place (99% - 2019) Parent sense of positive student connectedness to school (90% - 2019) Staff sense of the school as a safe place (Baseline to be established in 2021-22) Staff sense of positive student connectedness to school (Baseline to be established in 2021-22)	100% of parents, Staff, and students continue to indicate that they feel safe at school and connected in the 2021-2022 year. This continues even though we have not had many parents in the classroom. We continue to communicate by electronic means and phone conferences. During the last quarter we were able to have some parent conferences at the school site. With so few families it is easy to stay connected. (2021-22)	100% of parents, Staff, and students continue to indicate that they feel safe at school and connected in the 2022-2023 school year. This was indicated on the survey and in person.	100% of parents, staff, and students continue to indicate that they feel safe at school and connected in the 2023-2024 school year. This data was collected through a survey and in person.	95% Student sense of school safety 95% Student sense of positive connectedness to school 99% Parent sense that school is a safe place 90% Parent sense of positive student connectedness to school 100% Staff sense of the school as a safe place 100% Staff sense of positive student connectedness to school

## Goal Analysis

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

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

We provided a safe and positive school environment by keeping the campus clean, and talking with parent/guardians/students every day that they were here. Through in-person conversations, phone calls, and text messages we communicated the importance of each child being at school each day, unless they were obviously sick or contagious. While we worked throughout the year to minimize absenteeism, parents/guardians tended to keep their students home when any symptoms appeared. This is a fallback to when we told them to day home during COVID, and many parents were still very cautious about spreading anything to others. We also have several large families and when one got sick, they all did, or if not sick, would stay home with the sick ones. This contributed significantly to our absenteeism. There were no significant differences between planned actions and implemented actions.

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.

During the 2023-2024 school year the monies allocated for improving attendance, action 3.3, has not been spent. This is because the costs associated with printing certificates was incorporated into regular office expenses and no additional incentives were purchased. Monies allocated to Parent Nights went over the budgeted amount and will be increased in the next LCAP. Educational partners and staff want to increase the amount budgeted for parent nights and continue to have at least three during the school year. Educational partners recommended that each parent night should focus on a curriculum area and food should be served to boost attendance.

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 was effective as the District held three parent education nights during the year. Through in-person meetings and surveys it was determined that parent nights have been an effective method to involve parents and give them a chance to see student progress and meet with staff in a pleasant setting. All agreed that three parent education nights should be held each year with a focus on different academic areas.

Action 3.2 was effective as suspension and expulsion rates continued at less than 10% suspension and 2% expulsion per year (including all subgroups). Of course, in a school our size, even one suspension or expulsion could result in a high percentage due to the small total student population.

Action 3.3 was not effective. Even with incentives, other mitigating factors prevented students from attending. The ability to conduct SARB meetings with parents as needed was not successful. This was primarily due to our remote setting and finding enough outside agencies to participate. It was agreed to leave it as an action in the next LCAP and to continue to try developing a successful SARB.

All metrics of this goal were met in the 2023-2024 School Year, with the exception of the attendance rate and chronic absenteeism rate.

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.

During the 2023-2024 school year through meetings with educational partners and staff and evaluating the survey data, it was determined by staff and educational partners to continue with these goals and actions. There was consensus among all to place more emphasis on attendance issues and increase parent nights by one while linking them to curricular areas in the 2024-2025 school year. For Action 3.3 the school staff will work more intensely with parents to develop their understanding of the importance of school attendance, and the circumstances under which students should attend and not attend school. This parent education will occur prior to the start of the school year and be an emphasis at beginning of the school year meeting opportunities and continue throughout. The district will look to increase development of a more effective SARB process that elicits an accelerated positive response through increased attendance for students and increased responsibility for parents.

**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	All Students, including low income and those with exceptional needs, will be offered at least 1 field trip opportunity tied to state curriculum standards on a yearly basis.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All Students, including low income and those with exceptional needs, will be offered at least 1 field trip opportunity tied to state curriculum standards on a yearly basis. Students and staff will attend field trips in county to enrich state standards art, music, history, science, etc.	This was cancelled due to the pandemic and now would continue.	This was not completed due to restrictions from the covid-19 issue. (2021-22)	The 2022-23 was not met again this year due to several factors including: Lost our bus driver and have not been able to find a replacement at this time, charter buses already committed and not available, and the weather had some extremes that were very unusual with flooding that caused road and bridge damage.	All students participated in the growing of trout in the classroom aquarium. A trout release day was held to release these trout. The event included workshops on fish habitat and local Native American life. Another science related field trip o the pumpkin patch was held. Students also participated in Farm Day at the County Fair.	All students and staff will attend field trips in county to enrich state standards art, music, history, science, etc.
All 5th and 6th grade students (who are eligible) will attend TCOE’s SCICON events for their grade level.	This was being successful before the pandemic and now stakeholders want to continue it.	This was completed, but not until the spring. It was delayed due to covid restrictions. (2021-22)	This 2022-23 goal was not completed due to flooding that closed the Scicon campus and program due to flood damage. The campus was	All 5th and 6th grade students (who were eligible) attended TCOE’s SCICON events for their grade level this year.	All 5th and 6th grade students (who are eligible) will attend TCOE’s SCICON events for their grade level.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			closed during the dates we were scheduled to go.		
Out of county field trip will be scheduled for students to attend LA museums, Monterey Bay, California Missions, etc. reflecting grade common core standards. Budget includes admission fees and charter bus transportation. One trip per year.	This was a successful academic activity before the pandemic and stakeholders want it to continue.	This was not completed due to Covid restrictions. (2021-22)	This 2022-2023 goal was not completed due to the issues with a bus. No charter bus was available, and roads had been damaged making it dangerous to travel.	Two out of county field trips took place. One was to the Fresno Zoo and the other was to the Aquarium of the Pacific in Long Beach.	100% of the students will participate in an out of the county field trip geared to an area of academic study.
95% of purchase of supplemental science materials will be for enrichment K-8 science program and inclusion of Science Dipity assembly.	Stakeholders agreed that more hands on science would be important to encouraging and promoting academic success and interest in science.	This was partially completed at the end of the school year as the covid restrictions were lifted. This was 66% completed. (2021-22)	This 2022-2023 goal was only partially completed. We completed the hands-on Science Dipity portion only.	Science Dipity was here for one full day.	Materials needed would be purchased in the area of science.

## 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.

During the 2023-2024 school year there were no substantive differences in the planned actions. For action 4.1, 4.2 and 4.3, all students and staff attend two long field trips out of the county to enrich state standards being taught in the classroom (Action 3). In the 2023-2024 school year they focused on science by going to the Aquarium of the Pacific and the Fresno Zoo. In county field trips included a pumpkin patch and farm day at the fair (Action 1). All 5th and 6th grade students attended TCOE's SCICON events for their grade level (Action 2). Hands on

science events were held at the school and at the community center and at the school site (Action 4.1). A trout release day was held to release the trout that were hatched in an aquarium in the classroom. This event included workshops on fish habitat and local Indian life. For Action 4.4 two Science Dipity Days were held at the school site with hands on science activities all day and some additional supplemental science materials including slides for use with the microscopes.

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.

During the 2023-2024 school year there are some material differences expected in this goal. While these differences are identified as "material" due to their percentage, because of the small size of the school and the disproportionate effect even a few dollars can have on the overall percentage of the budget, the differences would be attributed to the mathematical effect a few dollars in the numerator has on a small denominator. This would apply to Actions 4.1, 4.3, and 4.4.

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 was effective in that students participated in multiple in-county academic experiences  
Action 4.2 was effective in that all 5th and 6th grade students who were eligible attended SCICON events for their grade level.  
Action 4.3 was effective in that students were able to participate in 3 out of county field trips.  
Action 4.4 was effective as we purchased supplemental science materials for enrichment in our K-8th grade science program. We were also able to fund the Science Dipity assembly through this action as well.  
During the 2023-2024 school year, based on evaluation of the goal and actions, including in-person partner meetings, survey results and staff input, these actions have been effective. All actions of this goal were met this year. Based on the evaluation and discussions with partners and staff, it was the overwhelming agreement to continue with the goal and actions in the 2024-2025 school year. Staff and partners (including parents and school board members) agreed that these actions were very beneficial to our students who live in an isolated mountain area and may never get to add these experiences to add to their educational learning. The total agreement was to keep this goal and all of the actions in it for the next year while adding an additional parent night and one more longer field trip that is tied to the curriculum.

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.

During the 2023-2024 school year there have been no changes to the goal or actions. Partners and staff felt that they were very effective and want to add one more long academic field trip for next year while keeping the others and one in county trip using a charter bus. All Students, including low income and those with exceptional needs, will be offered 4.1 and 4.3 field trip opportunities tied to state curriculum standards on a yearly basis. Students and staff will attend field trips in county to enrich state standards art, music, history, science, etc. Partners also wanted to be sure to keep action 4.2 the SCICON experience for 5th and 6th grade students and partners and staff agreed that more hands-

on science would be important to encouraging and promoting academic success and interest in science. Through in-person meetings and surveys all partners agreed to keep this goal and actions with the addition of an additional field trip to enrich the curriculum during the 2024-2025 school year..

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

# Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto: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
Hot Springs Elementary School District	David Frankiewich Superintendent	davidf@hotspringsschool.org (661) 548-6544

## 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.

Hot Springs is a Necessary Small School District with less than 20 students Pre-K thru 8th grade. The 2023 California State Dashboard shows an enrollment of 13 students. Data also shows the makeup of the student population to be 92.3% Socioeconomically Disadvantaged. The students are reported to be 84.6% white, with 7.7% each identified as two or more races and Hispanic.

The school is located in the small mountain community of California Hot Springs. Even though the district covers 534 square miles, most of the area is National Forest, cattle grazing land and rugged wilderness. Some areas of the District are not accessible in the winter months due to snow and ice. The majority of the students live in Pine Flat and California Hot Springs. There are no gas stations in the District. There is one small store that is open most days and only carries limited items. There was one resort that closed down for COVID and has been in the process of being updated and remodeled since then. Families travel 30 to 50 miles to do their shopping. All students ride the school bus or are brought by parents due to the dangers of the mountain roads. Students live from 10 miles to 20 miles from school.

The school has a very active parent group that helps with many school events and helps raise additional funds for the school activities. As a Necessary Small School, the funding is not enough to do some activities. Parent participation is almost always 90-100%. The community also provides some volunteers to support the school. The parents and community at Hot Springs have had a heavy attendance at the events where this has been discussed. Participation had slowed down during COVID and the aftereffects but has picked up again. Staff and educational partners have provided a great deal of input and had many questions regarding helping the school return to pre-covid participation. Some community members have contacted the Administrator to further discuss the issues and concerns.

The District operates in person for all students, with the exception of students who may be on short-term independent study. The District returned to full in person learning and a regular schedule when school started in August of 2021 and has remained opened except for local emergencies (fire and flood) during the intervening years. Educational partners, based on their input, favor continuing the previous plan which they feel was working well and was showing progress. This continues to be true based on current input from the 2024 survey and in person meetings.

Hot Springs Elementary School District receives Equity Multiplier Funding.

## Reflections: Annual Performance

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

With less than 20 students in grades Pre-K through 8, we do not have enough students at any one grade level to generate data on the dashboard with the exception of chronic absenteeism. Attendance levels are still not meeting local goals. The 2023 California State Dashboard show that over 71% of students missed more than 10 days per year, although local data shows that has improved to 63.2% (fewer students chronically absent) during the 2023-2024 school year.

Based on the STAR reading and STAR math scores, as well as assessments from curriculum most students are meeting the goals. CAASPP results, although not reported on the State Dashboard due to the small student population, shows that 27.3% of student met grade level proficiency in ELA and 20.0% of student met grade level proficiency in Math during the 2023-2034 assessments. Improving the academic performance of our students will continue to be a goal, as our educational partners have indicated it to be their highest priority through surveys and in-person conversations.

## Reflections: Technical Assistance

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

N/A

## 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
Teachers and Other School Personnel	The district has only two teachers and an instructional aide. This enabled the district to very easily conduct on-going consultation with employees related to student needs and progress. Regular weekly meeting opportunities resulted in timely input as to the effectiveness of the educational program being provided relative to LCAP actions.
Students	A student survey was administered to students to engage them in feedback and input opportunities relative to LCAP actions for purposes of continuing with successes or shifting to meet new or continuing needs. This survey was conducted in May 2024.
Parents	<p>Last year the school did not have a bus driver, so parents/guardians brought their children and picked them up each day. Because of the small number of families, this enabled daily conversations with our parents regarding any concerns or issues that they felt to be important. Thus, an informal feedback system drove many of the considerations for this updated LCAP.</p> <p>The Parent Group met throughout the year to provide support to the school. The Parent Group served as the Parent Advisory Committee (PAC).</p> <p>In addition to the informal feedback, the Superintendent sent out a written survey to all families in May. Those who did not provide feedback were personally contacted in May by the Superintendent to solicit that feedback. This important group of educational partners had ample opportunities to help guide the development of this LCAP, and</p>

Educational Partner(s)	Process for Engagement
	indeed did provide significant guidance in establishing our goals for this year.
Engagement for purposes of Equity Multiplier	The district is very small in terms of student enrollment and the number of families. In all engagement opportunities shared with required groups, Equity Multiplier related input was sought. The district shared information related to the purpose of the funding, the amount apportioned, and the needs of students for which these funds could possibly focus. Information was also gathered from a parent survey in addition to in person meeting.
Bargaining Units	The district does not have bargaining units.
Administrators	The district has one administrator that serves as the Superintendent/Principal. This individual conducted all educational partner consultation opportunities for purposes of LCAP development, and in this role had first-hand knowledge of progress relating to LCAP Actions and the new and continuing needs of students in the district.
Board Members	The administrator met with board members and shared information at board meetings. Input was also gathered on an individual in-person meeting.
SELPA	The district did not have any students identified as Special Education during the 2023-2024 school year. Informal consultation with the SELPA (Tulare County Office of Education) occurred as needed throughout the year.

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

Parents, school board, staff, SELPA staff and community provided favorable input to keeping in place the current actions and services provided in the LCAP, including those items that had to be cancelled due to Covid restriction, and include additional support to compensate for learning loss and to add more science. Among the things educational partners mentioned in surveys and face to face meetings were that the highest priority is a warm and welcoming environment where students can achieve their highest levels of academics. Included in this was keeping classes sizes split so that age spans were minimized, providing supplemental materials and computer skills and competencies, and providing multiple in-county and out-of-county field trip experiences. They wanted to add an additional long educational field trip to make a total of two per year and to add an additional evening parent/student/community activity. No specific feedback was provided by the SELPA, but there was LCAP-related information shared at each of the scheduled Directors of Special Education (DOSE) meetings held by the Tulare County Office of Education during 2023-24. Students participated in the plan through surveys and discussion. They indicated that they would like to have more field trips and another evening activity. Based on this feedback from our educational partners, this LCAP was written to include those priorities.



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Provide all students with access to fully credentialed teachers and well trained staff, quality instructional materials that align to state standards and safe facilities that are conducive for learning.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
---

An explanation of why the LEA has developed this goal.

Last year, CAASPP scores showed that 27.3% of student met grade level proficiency in ELA and 20.0% of student met grade level proficiency in Math. The Needs Assessment conducted in May of 2023 showed that academic progress is the highest concern for our educational partners. They agreed that having fully credentialed teachers is essential to for providing quality instruction to all students. The District is unique in that it includes less than 20 TK-8th grade students who are split between two rooms with two teachers. Therefore, each teacher is responsible for several grade levels (i.e. TK-2nd and 3rd-8th). With so few students, the opportunities to provide for more personal, differentiated instruction is leveraged. Ensuring that current adopted materials that align with state standards and additional supplemental materials to support learning is fundamental to student academic progress. Additionally, since Hot Springs is a one-school district in a wilderness environment at the base of the Sierra Nevada, providing safe and clean facilities is paramount for a learning atmosphere to exist.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Properly assigned teachers	100% properly assigned teachers in the 2023-24 school year.			CBEDs data, as reported to CALPADS, will identify that 100% of our teachers will	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					be properly assigned.	
1.2	Properly credentialed teachers	100% properly credentialed teachers in the 2023-24 school year.			CBEDs data, as reported to CALPADS, will identify that 100% of our teachers will be properly credentialed.	
1.3	Professional development	Training was completed as planned but no documentation of number of hours or days was maintained during the 2023-24 school year. A baseline will be established during the 2024-25 school year.			Staff will have the opportunity to participate in 2 days per year of training outside the classroom.	
1.4	Facilities Condition	100% of areas at the school site were maintained as safe and clean facilities. This was demonstrated by a FIT (Facilities Inspection Tool) score of "good" or higher in all areas in the inspection during the 2023-24 school year.			100% of areas at the school site will maintain safe and clean facilities as demonstrated by a FIT score of "good" or higher.	
1.5	CAASPP ELA (grades 3-8)	The 11 students who completed testing in 2023-2024 had an average Distance From Standard (DFS) of -14 for ELA.			Students will show an average growth in ELA of at least 5 points DFS per year. Due to the small population	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					and the volatility encountered from even one student coming into the test group or leaving the test group, students will be compared to themselves over the course of the three years using actual test score data from CAASPP.	
1.6	CAASPP Math (grades 3--8)	The 10 students who completed testing in 2023-2024 had an average Distance from Standard (DFS) of -53 for MATH.			Students will show an average growth in MATH of at least 5 points DFS per year. Due to the small population and the volatility encountered from even one student coming into the test group or leaving the test group, students will be compared to themselves over the course of the three years using actual test score data from CAASPP.	
1.7	ELA Proficiency-CAASPP	In 2023-2024, 27.3% of 11 students taking the CAASPP ELA test			At least 50% of the students taking the CAASPP ELA test	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		scored at "Standard Met" or above			will score at "Standard Met" or above	
1.8	MATH Proficiency-CAASPP	In 2023-2024, 20.0% of 10 students taking the CAASPP MATH test scored at "Standard Met" or above			At least 50% of the students taking the CAASPP MATH test will score at "Standard Met" or above	
1.9	California State Dashboard local indicator "Implementation of Academic Standards"	As reported in the 2023 California School Dashboard, the standard is MET. There were no ELD students enrolled in the previous year.			As reported in the California State Dashboard, standard will be MET for all students including ELD students if any enroll.	
1.10	Broad course of study	100% Percent of students including Unduplicated Pupils and those with exceptional needs are enrolled in a broad course of study during the 2023-2024 school year based on a review of enrollment, class assignments, and weekly teacher classroom plans by school administration. We had no Long Term English Learners (LTELs) enrolled during the 2023-3034 school year.			100% Percent of students including Unduplicated Pupils and those with exceptional needs will be enrolled in a broad course of study based on review of enrollment, class assignments, and weekly teacher classroom plans by school administration. This will include Long Term English Learners (LTELs) if any enroll during this time.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Parent/guardian and learning partner input	All learning partners, including parents/guardians of unduplicated pupils and individuals with exceptional needs (if present in our school population), are participating at a 98% level based on the 2023 annual survey and meeting documentation.			All learning partners, including parents/guardians of unduplicated pupils and individuals with exceptional needs (if present in our school population), will maintain a participation rate of 98% or higher, based on the annual survey and meeting documentation.	

## 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	Maintenance	The maintenance department will continue to complete routine maintenance and repairs to ensure district facilities are kept clean, safe and in good repair to promote learning.	\$0.00	No
1.2	Supplemental Instructional Materials	The district will purchase supplemental materials to support the Common Core/state standard instructional materials and the implementation of course study for all grades in all content areas, as needed.	\$15,000.00	Yes
1.3	Supplemental Online Materials	The district will continue to purchase supplemental online materials to support teaching state standards. This will include the purchase of Lexia. These materials will be above and beyond the state adopted core materials.	\$8,500.00	Yes
1.4	Professional Development	All teaching staff will receive training through Tulare County Office of Education in Common Core standards for English language arts and mathematics and will implement these Common Core standards in the classroom instruction.	\$3,900.00	Yes
1.5	Staffing	The district will employ one aide and one retired teacher to support and provide intervention to students in math and English Language Arts.	\$46,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Support all students in reaching their academic potential by providing engaging coursework across all core subjects areas English language arts, math, science, social studies, and physical education. Ensure that all students develop 21st Century learning skills and are academically prepared for high school success and college and career pathways.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)            Priority 4: Pupil Achievement (Pupil Outcomes)</p>
---

An explanation of why the LEA has developed this goal.

All educational partner groups agreed that the district should continue with the Goals, Actions and Services in the current year LCAP as local data indicated that progress was being made toward this goal. Among the things educational partners mentioned in surveys and face to face meetings were that the highest priority is a warm and welcoming environment where students can achieve their highest levels of academic success. Included in this was providing engaging coursework across all core subject areas. Our education partners agree that it needs to be a top priority. The educational program services provided here are designed to increase academic outcomes for students.

Because Hot Springs Elementary School District is so small, we cannot look at California School Dashboard information to drive our goals. Instead, we need to look at local data for the students we actually have. To address the needs of our students (most all who are socioeconomically disadvantaged) and because the small number of enrolled students, there is no Dashboard performance data. The district develops an individual learning plan for each student based on their assessed academic level needs. This is also the case for any English Learner who may enroll in the district. Also, educational partners provided favorable input to keeping in place the current actions and services provided in the LCAP.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Sufficient instructional materials	100% of all students had sufficient instruction materials, based on board resolution following a public			100% of all students will have sufficient instruction materials, based	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		hearing prior to the 8th week of school in the 2023-2024 school year.			on board resolution following a public hearing prior to the 8th week of school each school year.	
2.2	Teacher assessment of computer skills.	Baseline will be determined in the 2024-25 school year through a teacher given assessment of computer skills.			Students will demonstrate an average 20% growth over the next two years through a teacher given assessment of computer skills.	
2.3	English Learner Reclassification Rate	No baseline available as there are no English Learners enrolled in the school during the 2023-24 school year. Baseline will be established upon enrollment of any English Learner students.			Should any English Learner students enroll, our goal will be to have 100% reclassified within 6 years of their initial enrollment in a California public school.	
2.4	Progress toward English Proficiency	No baseline available as there are no English Learners enrolled in the school during the 2023-24 school year. Baseline will be established upon enrollment of any English Learner students.			Should any English Learner students enroll, our goal will be to have 100% of our English Learner students making progress toward English Proficiency by year 3.	
2.5	CAASPP ELA (grades 3-8)	The 11 students who completed testing in			Students will show an average growth	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023-2024 had an average Distance From Standard (DFS) of -14 for ELA.			in ELA of at least 5 points DFS per year. Due to the small population and the volatility encountered from even one student coming into the test group or leaving the test group, students will be compared to themselves over the course of the three years using actual test score data from CAASPP.	
2.6	ELA Proficiency-CAASPP	In 2023-2024, 27.3% of 11 students taking the CAASPP ELA test scored at "Standard Met" or above			At least 50% of the students taking the CAASPP ELA test will score at "Standard Met" or above	

## 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	Online and Computer based support materials	The district will review, purchase and utilize web based apps and/or supplemental programs to support student learning of state standards in core subject areas; for use by student in preparation for state testing. (Renaissance STAR ELA and Math, Accelerated Reader)	\$6,700.00	Yes
2.2	Technology Support	The district will contract with Tulare County Office of Education to provide maintenance of iPads, computers, and all school technology	\$10,000.00	Yes
2.3	Instructional Technology	Staff will be trained locally to develop technology mastery standards with a focus on each grade level to best utilize instructional technology to support student learning.	\$5,000.00	Yes
2.4	Balanced Literacy for ELA	Implement a Balanced Literacy program that reflects and supports the ELA framework and the use of formative assessments to meet the needs of underperforming students.	\$3,000.00	Yes
2.5	Additional Student Support	SRSA grant funds will be utilized for the hiring of an instructional aide and provide for additional teacher time to support the needs of students who require learning acceleration, have exceptional needs, and receive Special Education services.	\$17,600.00	No

Action #	Title	Description	Total Funds	Contributing
		The district will also ensure that updated technology is available to students including on-line learning resources and local materials to support access to Standards.		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Create and maintain a positive and safe learning environment that will ensure that all students, parents, and community members are engaged as partners in the achievement of academically successful outcomes for all students. Improve student attendance.	Broad Goal

State Priorities addressed by this goal.

<ul style="list-style-type: none"> <li>Priority 3: Parental Involvement (Engagement)</li> <li>Priority 5: Pupil Engagement (Engagement)</li> <li>Priority 6: School Climate (Engagement)</li> <li>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</li> </ul>
--

An explanation of why the LEA has developed this goal.

Attendance is critical to student academic progress. Ensuring a supportive, safe, and positive environment exists will enable students to engage and focus on learning. The 2023 California School Dashboard shows that we had 71.4% chronic absenteeism that year. While local data shows it improved in the 2023-24 school year, it is still very high and educational partners have identified it as an area of continued concern. Parents/guardians play crucial rolls in supporting the education of their children and these educational partners have identified through a local survey the importance of building the bond between them and the school. Providing avenues in which the parents/guardians can become involved, have a voice, and assist in guiding the direction of the school will help to build relationships and partnerships that impact student attendance and will help engage the whole family in school and school related activities.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate	Local attendance data shows that our attendance rate for 2023-24 was 84.2%.			Local attendance data will show that our attendance rate is 90.0% or higher.	
3.2	Chronic Absenteeism	California 2023 Dashboard reports that 71.4% of our students were chronically absent			California Dashboard data will show that 50% or less of our	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		in the 2023-24 school year.			students are chronically absent.	
3.3	Suspension rate	Local data shows that our suspension rate for 2023-24 was 0.			Local data will show that our suspension rate is 0.	
3.4	Expulsions	Local data shows that our expulsion rate for 2023-24 was 0.			Local data will show that our expulsion rate is 0.	
3.5	Middle School Dropout Rate	Local data shows that our middle school dropout rate for 2023-24 was 0.			Local data will show that our middle school dropout rate is 0.	
3.6	Parent nights	Local data shows that the District held three parent nights during the 2023-24 school year.			Local data will show that the District held three parent nights during the school year.	
3.7	Parent participation in family events	Local data shows that 99% of parents attended at least two events during the 2023-24 school year.			Local data will show that 99% of parents attended at least two events during the school year.	
3.8	Science events	Local data shows that the district held three science events during the 2023-24 school year.			Local data will show that the district held three science events during the school year.	
3.9	Sense of safety and school connectedness	*Student sense of school safety (97% - spring 2024 survey) *Student sense of positive connectedness			*Student sense of school safety (97% or more - spring survey)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>to school (97% - spring 2024 survey)</p> <p>*Parent sense that school is a safe place (100% - spring 2024 survey)</p> <p>*Parent sense of positive student connectedness to school (94% - spring 2024 survey)</p> <p>*Staff sense of the school as a safe place (100% - spring 2024 survey)</p> <p>*Staff sense of positive student connectedness to school (100% - spring 2024 survey)</p>			<p>*Student sense of positive connectedness to school (97% or more - spring survey)</p> <p>*Parent sense that school is a safe place (100% - spring survey)</p> <p>*Parent sense of positive student connectedness to school (94% or more - spring survey)</p> <p>*Staff sense of the school as a safe place (100% - spring survey)</p> <p>*Staff sense of positive student connectedness to school (100% - 2024 survey)</p>	
3.10	Bullying prevention	*Students that felt that bullying was taking place (12% - spring 2024 survey)			*Student that felt that bullying was taking place (less than 5% - spring survey)	

# 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	Parent Involvement	The District will hold three parent education nights each year.	\$1,000.00	Yes
3.2	Suspension, Expulsion, and Middle School Dropout Rates	The District will continue to monitor suspension, expulsion, and middle school dropout rates to ensure they are less than 10% suspension, 2% expulsion, and 2% middle school dropout rates per year (including all subgroups)	\$0.00	No
3.3	Attendance Improvement	Provide trimester incentives for students with perfect attendance, including perfect attendance certificates.	\$800.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	All Students, including low income and those with exceptional needs, will be offered at least 1 field trip opportunity tied to state curriculum standards on a yearly basis.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Educational Partners felt strongly about this goal since students live in a remote mountain community and some do not get to experience trips to educational site due to long distance. They want to keep this going as it was cancelled during the pandemic and then for several years after that due to extreme weather events when the activity was scheduled. The staff, education partners, and administration felt that it was academically beneficial when it was completed in the past and all wanted to see these field trips continue as documented in surveys in the spring as well as individual conversations throughout the school year.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	In-county Field Trips	During the 2023-24 school year, the district provided 2 in-county field trips that supported student learning tied to state curriculum standards, per local records.			During the school year, the district will provide at least 2 in-county field trips that support student learning tied to state curriculum standards, per local records.	
4.2	SCICON Field Trips (5th and 6th Grade)	During the 2023-24 school year, all eligible 5th and 6th grade students participated in the SCICON field trip			During the school year, all eligible 5th and 6th grade students will participate in the SCICON field trip	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		for their grade level, per local records.			for their grade level, per local records.	
4.3	Out-of-County Field trips	During the 2023-24 school year, the district provided 2 out-of-county field trips that focused on state standards, per local records.			During the school year, the district will provide at least 2 out-of-county field trips that focus on state standards, per local records.	
4.4	Supplemental Science Materials/Science assembly	During the 2023-24 school year, one Science Dipity assembly was held, per local records.			During the year, at least one Science Dipity (or an equivalent) assembly will be held, per local records.	

## 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	In-County Academic Trip	Students and staff will attend field trips in-county to enrich state standards art, music, history, science, etc.	\$1,000.00	Yes
4.2	SCICON	All 5th and 6th grade students (who are eligible) will attend TCOE's SCICON events for their grade level	\$800.00	Yes
4.3	Out-of-County Field Trips	Out-of-county field trips will be scheduled for students to attend LA museums, Monterey Bay, California Missions, etc. reflecting grade common core standards. Budget includes admission fees and charter bus transportation. Two per year.	\$18,000.00	Yes
4.4	Supplemental Science Materials/Science assembly	Purchase of supplemental science materials for enrichment K-8th science program and inclusion of Science Dipity assembly.	\$8,250.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	In order to provided students with increased learning opportunities, the district will increase staffing to ensure adequate, appropriate, and effective academic supports are available. The district seeks to further support staff instruction and student needs through the availability of sufficient and connected resources that scaffold learning and encourage student attendance.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement)
---

An explanation of why the LEA has developed this goal.

Educational partners believed, as expressed in the annual survey conducted in the spring as well as through personal interaction throughout the year, that the academic success of our students is one of our highest priorities. While the California School Dashboard does not report on our academic achievement due to a low student population, internal data supported the belief that academic achievement needed to improve. This was verified when results of state testing were reviewed at the end of the year showing that only 1 in 4 or 5 of our students performed at "Standard Met" or higher on this year's CAASPP assessments. This goal was established to better reach any student who is not meeting grade level standards and would benefit from additional support and to provide some additional support materials that would help support instruction. This would be above and beyond what the district is already doing.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CAASPP ELA (grades 3-8)	The 11 students who completed testing in 2023-2024 had an average Distance From Standard (DFS) of -14 for ELA.			Students will show an average growth in ELA of at least 5 points DFS per year. Due to the small population and the volatility encountered from even one student coming into the test group or	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					leaving the test group, students will be compared to themselves over the course of the three years using actual test score data from CAASPP.	
5.2	CAASPP Math (grades 3--8)	The 10 students who completed testing in 2023-2024 had an average Distance from Standard (DFS) of -53 for MATH.			Students will show an average growth in MATH of at least 5 points DFS per year. Due to the small population and the volatility encountered from even one student coming into the test group or leaving the test group, students will be compared to themselves over the course of the three years using actual test score data from CAASPP.	
5.3	ELA Proficiency-CAASPP	In 2023-2024, 27.3% of 11 students taking the CAASPP ELA test scored at "Standard Met" or above			At least 50% of the students taking the CAASPP MATH test will score at "Standard Met" or above	
5.4	MATH Proficiency-CAASPP	In 2023-2024, 20.0% of 10 students taking the			At least 50% of the students taking the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CAASPP MATH test scored at "Standard Met" or above			CAASPP MATH test will score at "Standard Met" or above	
5.5	Attendance Rate	Local attendance data shows that our attendance rate for 2023-24 was 84.2%.			Local attendance data will show that our attendance rate is 90.0% or higher.	

## 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
<b>5.1</b>	Instructional Aide	An instructional aide will be hired to provide students with increased learning opportunities to ensure adequate, appropriate, and effective academic supports are available.	\$35,000.00	No
<b>5.2</b>	Supplemental Instructional Materials	Supplemental instructional materials will be purchased to support staff and students with the necessary resources to ensure that the most effective resources are utilized in supporting the academic needs of students performing at the lowest levels of achievement.	\$15,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$69,537	\$9,279

## 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
25.042%	14.900%	\$41,650.12	39.942%

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
1.2	<p><b>Action:</b> Supplemental Instructional Materials</p> <p><b>Need:</b> Educational partners have identified academics as one of their highest priorities. Based on the latest CAASPP information, 70% or more of our students failed to meet the standard for ELA and MATH. Educational partners, as shown in surveys and face to face meetings, agree that it is important to provide</p>	<p>The use of supplemental instructional materials in our district is essential to address the educational needs of our unduplicated students. The use of these supplemental materials is designed to provide students with resources to make state standards more accessible and better understood. By using supplemental instructional materials, we can enhance the academic progress of socioeconomically disadvantaged students, English learners (if enrolled), and foster youth which will in turn foster a more equitable and</p>	<p>1.5 CAASPP ELA (grades 3-8) 1.6 CAASPP Math (grades 3--8) 1.7 ELA Proficiency-CAASPP 1.8 MATH Proficiency-CAASPP 1.9 California State Dashboard local indicator</p>

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
	<p>supplemental instructional materials to help all students meet the standards.</p> <p><b>Scope:</b> LEA-wide</p>	<p>effective learning environment. Providing appropriate supplemental instructional materials supports the needs of our unduplicated students to meet the standard for ELA and MATH by giving additional resources for students to gain additional knowledge.</p> <p>Implementing this action on an LEA-wide basis ensures that all students benefit from the improved educational outcomes associated with supports providing better access and student comprehension. This will enhance literacy and numeracy scores by providing a more thorough understanding of the state standards. This approach supports not only our unduplicated students but all students across the district, creating a more inclusive and supportive educational environment.</p>	<p>"Implementation of Academic Standards" 1.10 Broad course of study</p>
<p><b>1.3</b></p>	<p><b>Action:</b> Supplemental Online Materials</p> <p><b>Need:</b> Educational partners have identified academics as one of their highest priorities. Based on the latest CAASPP information, 70% or more of our students failed to meet the standard for ELA and MATH. Educational partners, as shown in surveys and face to face meetings, agree that it is important to provide supplemental online materials to help all students meet the standards.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The integration of supplemental online materials in our district is essential to address the educational needs of our unduplicated students. The use of this online technology is designed to provide consistent assessments that reveal gaps in learning, offering actionable insights for personalized instruction for unduplicated students. Adaptive learning tools cater to varied learning paces and proficiency levels, ensuring that each unduplicated student's needs are effectively addressed. By using supplemental online materials in our instructional systems, we can enhance the academic progress of socioeconomically disadvantaged students, English learners (if enrolled), and foster youth, fostering a more equitable and effective learning environment.</p>	<p>1.5 CAASPP ELA (grades 3-8) 1.6 CAASPP Math (grades 3--8) 1.7 ELA Proficiency-CAASPP 1.8 MATH Proficiency-CAASPP 1.9 California State Dashboard local indicator "Implementation of Academic Standards" 1.10 Broad course of study</p>

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
		<p>Implementing this action on an LEA-wide basis ensures that all students benefit from the improved educational outcomes associated with technology-integrated classrooms. These classrooms enhance literacy and numeracy scores by providing personalized learning paths tailored to each student's unique needs. This comprehensive approach supports not only our unduplicated students but all students across the district, creating a more inclusive and supportive educational environment.</p>	
<p><b>1.4</b></p>	<p><b>Action:</b> Professional Development</p> <p><b>Need:</b> Educational partners have identified academics as one of their highest priorities. Based on the latest CAASPP information, 70% or more of our students failed to meet the standard for ELA and MATH. Educational partners agree that having staff trained to be able to provide competent instruction is necessary for our students to improve their academic performance. All staff need to keep current with Common Core standards and in how to most effectively utilize the adopted curriculum.</p> <p><b>Scope:</b> LEA-wide</p>	<p>We have a student population of less than 20. Because this population can change with just one family moving in or out, the demographics can change greatly over the course of the year and from year to year. The California School Dashboard reports (2023 data) that our student population was 92.3% Economically Disadvantaged, 0% English Learner, and 0% Foster Youth, meaning one student was not included in the unduplicated count. Today, with the change of a couple of families, our student population is 100% Economically Disadvantaged, 0% English Learner, and 20% Foster Youth (based on local data), meaning all of our students will be in the unduplicated count for the 2024-25 school year.</p> <p>All staff need to keep current with Common Core standards and in how to most effectively utilize the adopted curriculum. Providing professional development to our staff supports the needs of our unduplicated students, which as of the time of this writing, is 100% of our students. If a family moves</p>	<p>1.3 Professional development</p>

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
		<p>into our school with students who would not be included in the unduplicated population, the need for professional development would not change and the benefits of the professional development would impact all students in the classroom.</p>	
<p><b>1.5</b></p>	<p><b>Action:</b> Staffing</p> <p><b>Need:</b> Hot Springs Elementary School District has one school with students in grades TK through 8th. While it is possible to teach all grades in one classroom, educational partners have indicated, through survey and personal conversation, that splitting the students into two classes with a smaller range of grades is highly desirable. Having an instructional aide to help work with the students by grade level or common need is also highly desirable.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The district will provide a teacher for each of the grade span levels and an instructional aide for students that are socioeconomically disadvantaged, English learners (if enrolled), and foster youth.</p> <p>Having a lower teacher-to=student ratio will allow teachers to have more one-on-one instructional time with students to target individual needs, allows for a calmer learning environment which helps students feel safe. As students receive more targeted instruction and have increased time with the teacher and instructional aide, skill and concept gaps may be addressed fostering deeper levels of learning. Furthermore, the staff and student will have more time to develop necessary rapport that supports a healthy learning environment. Under the guidance of the classroom teacher, the instructional aide(s) will also work with students to provide personalized support such as goal setting, study skills, and small group academic skills practice. With this support, the identified students will have more opportunities to increase academic and social-emotional progress. The additional services provided are designed to meet the specific academic needs unique to the unduplicated student population, and are designed to provide targeted intervention, differentiation, and increased opportunities to strengthen literacy and math skills.</p>	<p>1.1 Properly assigned teachers 1.2 Properly credentialed teachers</p>

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
		<p>Implementing this action on an LEA-wide basis ensures that all students benefit from the improved educational outcomes associated with the additional support. This will enhance literacy and numeracy scores by providing personalized learning paths tailored to each student's unique needs. This approach supports not only our unduplicated students but all students across the district, creating a more inclusive and supportive educational environment and support other students with similar needs. Because we expect that all students may benefit from additional staff, this action is available to all students throughout the district. The intended outcome is for our unduplicated students to improve their academic growth as measured by state and local assessments.</p>	
<p><b>2.1</b></p>	<p><b>Action:</b> Online and Computer based support materials</p> <p><b>Need:</b> Educational partners have identified computer skills and computer literacy as one of their priorities. To function in today's world, all students will need to become competent in web-based apps and other computer-based programs.</p> <p>Based on the latest CAASPP information, 70% or more of our students failed to meet the standard for ELA and MATH. Educational partners, as shown in surveys and face to face meetings, agree that it is important to provide supplemental online and computer based</p>	<p>The integration of online and computer based support materials in our district is essential to address the educational needs of our unduplicated students. The use of this this online and computer based technology is designed to provide consistent assessments that reveal gaps in learning, offering actionable insights for personalized instruction for unduplicated students. Adaptive learning tools cater to varied learning paces and proficiency levels, ensuring that each unduplicated student's needs are effectively addressed. By using supplemental online materials in our instructional systems, we can enhance the academic progress of socioeconomically disadvantaged students, English learners (if present), and foster youth,</p>	<p>2.1 Online and Computer based support materials 2.2 Teacher assessment of computer skills</p>

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
	<p>materials to help all students meet the standards.</p> <p><b>Scope:</b> LEA-wide</p>	<p>fostering a more equitable and effective learning environment.</p> <p>Training our students to become competent in web-based apps and other computer-based programs on an LEA-wide basis ensures that all students benefit from the improved educational outcomes associated with technology-integrated classrooms. These classrooms enhance literacy and numeracy scores by providing personalized learning paths tailored to each student's unique needs. This comprehensive approach supports not only our unduplicated students but all students across the district, creating a more inclusive and supportive educational environment.</p>	
<p><b>2.2</b></p>	<p><b>Action:</b> Technology Support</p> <p><b>Need:</b> Educational partners have identified computer skills and computer literacy as one of their priorities. To function in today's world, all students will need to become competent in web-based apps and other computer-based programs.</p> <p>The district and school are small and the budget is very limited. Because of this, it is more efficient to contract with the County Office of Education for computer support.</p> <p><b>Scope:</b> LEA-wide</p>	<p>We have a student population of less than 20. Because this population can change with just one family moving in or out, the demographics can change greatly over the course of the year and from year to year. The California School Dashboard reports (2023 data) that our student population was 92.3% Economically Disadvantaged, 0% English Learner, and 0% Foster Youth, meaning one student was not included in the unduplicated count. Today, with the change of a couple of families, our student population is 100% Economically Disadvantaged, 0% English Learner, and 20% Foster Youth (based on local data), meaning all of our students will be in the unduplicated count for the 2024-25 school year.</p> <p>The County computer Tech Support will be available to monitor and address all computer technical and operation needs and will monitor our</p>	<p>2.1 Online and Computer based support materials 2.2 Teacher assessment of computer skills</p>

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
		<p>firewall to assure compliance with Federal laws that limit student access to inappropriate sites. This process supports the needs of our unduplicated students to have appropriate computer access. At the time of this writing 100% of our students are unduplicated. If a family moves into our school with students who would not be included in the unduplicated population, the need for these services would not change and the benefits of them would impact all students in the classroom.</p>	
<p><b>2.3</b></p>	<p><b>Action:</b> Instructional Technology</p> <p><b>Need:</b> Educational partners have identified computer skills and computer literacy as one of their priorities. To function in today's world, all students will need to become competent in web-based apps and other computer-based programs. For students to do so, staff must be trained to develop a focus on each grade level on how to best utilize instructional technology to support student learning.</p> <p><b>Scope:</b> LEA-wide</p>	<p>We have a student population of less than 20. Because this population can change with just one family moving in or out, the demographics can change greatly over the course of the year and from year to year. The California School Dashboard reports (2023 data) that our student population was 92.3% Economically Disadvantaged, 0% English Learner, and 0% Foster Youth, meaning one student was not included in the unduplicated count. Today, with the change of a couple of families, our student population is 100% Economically Disadvantaged, 0% English Learner, and 20% Foster Youth (based on local data), meaning all of our students will be in the unduplicated count for the 2024-25 school year.</p> <p>Staff must be trained to be able to know how to best utilize instructional technology to support learning. This process supports the needs of our unduplicated students to have proper computer access. At the time of this writing 100% of our students are unduplicated. If a family moves into our school with students who would not be</p>	<p>2.1 Online and Computer based support materials 2.2 Teacher assessment of computer skills</p>

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
		<p>included in the unduplicated population, the need for the teachers to be trained would not change and the benefits of that training would impact all students in the classroom.</p>	
<p><b>2.4</b></p>	<p><b>Action:</b> Balanced Literacy for ELA</p> <p><b>Need:</b> Educational partners have identified academics as one of their highest priorities. Based on the latest CAASPP information, 70% or more of our students failed to meet the standard for ELA and MATH. Educational partners, as shown in surveys and face to face meetings, agree that it is important to provide a balanced literacy program to help all students meet the standards.</p> <p><b>Scope:</b> LEA-wide</p>	<p>We have a student population of less than 20. Because this population can change with just one family moving in or out, the demographics can change greatly over the course of the year and from year to year. The California School Dashboard reports (2023 data) that our student population was 92.3% Economically Disadvantaged, 0% English Learner, and 0% Foster Youth, meaning one student was not included in the unduplicated count. Today, with the change of a couple of families, our student population is 100% Economically Disadvantaged, 0% English Learner, and 20% Foster Youth (based on local data), meaning all of our students will be in the unduplicated count for the 2024-25 school year.</p> <p>Implementing a balanced literacy program that reflects and supports the ELA framework and the use of formative assessments will meet the needs of unduplicated students who are underperforming. At the time of this writing 100% of our students are unduplicated. If a family moves into our school with students who would not be included in the unduplicated population, the need for a balanced literacy program would not change and the benefits of that program would impact all students in the classroom.</p>	<p>2.1 Online and Computer based support materials 2.2 Teacher assessment of computer skills</p>
<p><b>3.1</b></p>	<p><b>Action:</b> Parent Involvement</p>	<p>Having a school that has a warm and welcoming environment during the school day and a</p>	<p>3.6 Parent nights</p>

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
	<p><b>Need:</b> Hot Springs Elementary School District covers 534 square miles of rugged wilderness. Much of the area is National Forest and cattle grazing land. All of our students live miles away from the school, scattered through this area. The town of California Hot Springs, where the school is located, has a population (2022 latest data) of 20 and the only other building used for community events is the Community Center which was the original Hot Springs School building until its use was discontinued due to the inability to meet earthquake standards. The next nearest town of Pine Flat, where many of our students live, has a population of 181 (2022 latest data). The only commercial buildings in town are the community church, convenience store, and a fire station (California Division of Forestry). The remoteness of our community precludes families from things others may take for granted (i.e. shopping at a mall or shopping center, going to the movies, attending art and athletic events, etc.).</p> <p>Hot Springs Elementary School is in a small rural community. There are very few options for community gathering, and the school family looks to the school site to provide a warm and welcoming environment to our students during the day and to our community for after school events. This has been repeatedly pointed out in surveys with education partners as well as in face to face communication with our community members. All agree that there is a</p>	<p>comfortable place to hold after school and evening events is critical to our school and community.</p> <p>With the lack of other social activities, parent nights and school events become the social events for the community, and having a safe and welcoming environment is of paramount importance to not only the school but to the community as a whole. The parents and community want to be involved in the school. Our parent nights and family events draw in many from the area and create a safe, common ground to meet on. In a small community, the school becomes more than just the place to educate our children, it becomes a haven where all can gather and be a part of the bigger community.</p> <p>Providing three parent nights during the school year will support the needs of our unduplicated students and their families by providing community experiences they may not be able to get anywhere else. Including all students and families from across the district creates a more inclusive and supportive educational environment for all of our students.</p>	<p>3.7 Parent participation in family events 3.8 Science events</p>

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
	<p>need to continue to involve parents/guardians in their students' learning.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>3.3</b></p>	<p><b>Action:</b> Attendance Improvement</p> <p><b>Need:</b> The 2023 California School Dashboard shows that we had 71.4% chronic absenteeism that year. While local data shows it improved to 63.2% in the 2023-24 school year, it is still very high and educational partners have identified it as an area of continued concern.</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action is designed to improve attendance rates and reduce chronic absenteeism rates specifically for foster and McKinney-Vento youth, English learners (if enrolled), and socioeconomically disadvantaged students and is essential to addressing their unique needs through a comprehensive, data-driven strategy. School staff play a pivotal role in overseeing this strategy, with a specific focus on unduplicated student groups. By coordinating efforts, we can ensure that interventions are culturally responsive and precisely targeted, including incentives for good attendance. Utilizing a weekly review of each student's attendance, we can provide real-time tracking of attendance patterns and centralize student data, and respond accordingly. This approach, driven by accurate data and coordinated efforts, is crucial for improving attendance and fostering a supportive school environment for all students, with a particular emphasis on supporting the district's unduplicated students.</p> <p>The action is being provided on an LEA-wide basis to benefit all students because attendance is critical to student academic progress. Attendance incentives for any student can encourage student attendance in all groups, and supports the needs of our unduplicated students. Coordinated</p>	<p>3.1 Attendance Rate 3.2 Chronic Absenteeism 3.9 Sense of safety and school connectedness 3.10 Bullying prevention</p>

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
		<p>interventions, including attendance incentives, led by knowledgeable staff, are proven to reduce chronic absenteeism and foster a positive school culture, which benefits all students by creating a more stable and engaging learning environment.</p>	
<p><b>4.1</b></p>	<p><b>Action:</b> In-County Academic Trip</p> <p><b>Need:</b> Hot Springs Elementary School is in a small rural community in a remote location. There are a few options locally for students to visit educational sites that can reinforce learning. There are more options within the county at larger cities (Porterville/Visalia), that while an hour to hour and a half away are still in-county. With 100% of our students being socioeconomically disadvantaged, many families are unable to provide these experiences to their children. Through surveys with education partners as well as in face to face communication with our community members, it has been agreed on that it is important for our students to be able to experience these trips to in-county educational sites.</p> <p><b>Scope:</b> LEA-wide</p>	<p>By addressing the needs of unduplicated students with in-county field trip programs, the district aims to broaden the unduplicated students' current limited access because of financial constraints and remote location and to close significant gaps in access and opportunity. This commitment to equitable access ensures that unduplicated students are not only engaged in their education but are also prepared for future success in an increasingly digital and connected world. Through this action, the district is transforming the educational landscape, fostering a more inclusive community where every student has the chance to thrive. This action is designed to provide life-changing educational opportunities for unduplicated students in grades TK-8, focusing on foster youth, English language learners (if enrolled), and socioeconomically disadvantaged students. The integration of field trips with the Common Core State Standards addresses the identified needs of unduplicated students by aligning these experiences with curriculum standards to reinforce academic concepts and provide real-world applications. This approach is particularly beneficial for English language learners (if enrolled), who thrive through immersive learning, although all students learn through immersive learning on these field trips.</p>	<p>4.1 In-county field trips</p>

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
		<p>The action of providing educational field trips on an LEA-wide basis benefits all students by closing opportunity gaps through exposure to new environments, ideas, and career paths, directly impacting their aspirations and academic performance. The district believes immersive learning experiences significantly improve the retention of academic concepts, enhancing overall student engagement and understanding. By offering these enriching experiences district-wide, we support the academic and social development of every student, fostering a more inclusive and equitable educational environment.</p>	
<p><b>4.2</b></p>	<p><b>Action:</b> SCICON</p> <p><b>Need:</b> Based on the latest CAASPP information, 100% of our students failed to meet the standard for SCIENCE. By participating in the field trip to SCICON, students are able to have hands-on experiences that cover many of the science standards.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Fifth grade students (if enrolled) participate in a field trip to the county science conservation camp, SCICON. Students are led by experienced trail guides on one of the SCICON trails to experience nature firsthand and to be introduced to important science concepts. Lessons that focus on the natural resources of trees or water are presented. The lessons are designed to support the fifth-grade science standards, as well as encourage a sense of excitement and discovery.</p> <p>Sixth grade students (if enrolled) will go to SCICON for a week of outdoor education. There, they are introduced to the beauty of nature and the importance of caring for and conserving our natural resources. The majority of the instruction takes place "on the trail" as students study animal and plant life, geology, astronomy, Native American and pioneer history, as well as the interdependence of all living things. Learning is firsthand and experiential as students use dip nets to search for aquatic insects in the stream, visit the</p>	<p>4.2 SCICON Field Trips</p>

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
		<p>quartz mine to search for quartz crystals or view the heavens through the large SCICON telescope. The SCICON curriculum is an important part of our students' education supplementing the curriculum of the California State Department of Education. Their learning is expanded in the 1100-acre outdoor classroom at SCICON. Mixed in with this environmental education curriculum are many important social and experiential activities. Night hikes, campfire programs, hiking the Sky Trail and skit night are just some of the many activities which make SCICON an unforgettable experience, one that will go with our students throughout the remainder of their school education and life.</p> <p>The action of providing educational field trips on an LEA-wide basis benefits all students by closing opportunity gaps through exposure to new environments, ideas, and career paths, directly impacting their aspirations and academic performance. The district believes immersive learning experiences significantly improve the retention of academic concepts, enhancing overall student engagement and understanding. By offering these enriching experiences district-wide, we support the academic and social development of every student, fostering a more inclusive and equitable educational environment.</p>	
4.3	<p><b>Action:</b> Out-of-County Field Trips</p> <p><b>Need:</b> Hot Springs Elementary School is in a small rural community in a remote location. There are a few options locally for students to visit</p>	By addressing the needs of unduplicated students with out-of-county field trip programs, the district aims to broaden the unduplicated students' current limited access because of financial constraints and remote location and to close significant gaps in access and opportunity. This commitment to equitable access ensures that unduplicated	4.3 Out of County Field trips

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
	<p>educational sites that can reinforce learning. While there are more options within the county at larger cities (Porterville/Visalia), there are many interesting options outside of our county. With 100% of our students being socioeconomically disadvantaged, many families are unable to provide these experiences to their children. Through surveys with education partners as well as in face to face communication with our community members, it has been agreed on that it is important for our students to be able to experience these trips to out-of-county educational sites.</p> <p><b>Scope:</b> LEA-wide</p>	<p>students are not only engaged in their education but are also prepared for future success in an increasingly digital and connected world. Through this action, the district is transforming the educational landscape, fostering a more inclusive community where every student has the chance to thrive. This action is designed to provide life-changing educational opportunities for unduplicated students in grades TK-8, focusing on foster youth, English language learners (if enrolled), and socioeconomically disadvantaged students. The integration of field trips with the Common Core State Standards addresses the identified needs of unduplicated students by aligning these experiences with curriculum standards to reinforce academic concepts and provide real-world applications. This approach is particularly beneficial for English language learners (if enrolled), who thrive through immersive learning, although all students learn through immersive learning on these field trips.</p> <p>The action of providing educational field trips on an LEA-wide basis benefits all students by closing opportunity gaps through exposure to new environments, ideas, and career paths, directly impacting their aspirations and academic performance. The district believes immersive learning experiences significantly improve the retention of academic concepts, enhancing overall student engagement and understanding. By offering these enriching experiences district-wide, we support the academic and social development of every student, fostering a more inclusive and equitable educational environment.</p>	

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
4.4	<p><b>Action:</b> Supplemental Science Materials/Science assembly</p> <p><b>Need:</b> Educational partners have identified academics as one of their highest priorities. Based on the latest CAASPP information, 100% of our students failed to meet the standard for SCIENCE. Educational partners, as shown in surveys and face to face meetings, agree that it is important to provide supplemental science materials and science assemblies to help all students meet the standards. Even though it is only tested in 5th and 8th grade, all students need this support as it builds knowledge through the years.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The Purpose of Science-Dipity is to make science concepts easier for students to comprehend. This is done through students directly handling the materials involved. The activities provided are chosen because they pinpoint science concepts in a fun way. This helps to develop science literacy in children, along with the ability to use that knowledge to problem-solve-and make our world a better place. Using this program with our foster and McKinney-Vento youth, English learners (if enrolled), and socioeconomically disadvantaged students not only expands their knowledge of science, but helps them build a greater interest in science which will help them to become better students not only in science, but also ELA and MATH as they utilize the language to learn and math skills to compute the things they are learning about.</p> <p>The action of providing supplemental science materials and a science assembly on an LEA-wide basis benefits all students by closing opportunity gaps through exposure to new concepts, ideas, and career paths, directly impacting their aspirations and academic performance.</p>	4.4 Supplemental Science Materials/Science assembly

### Limited Actions

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

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

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

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.

Hot Springs will utilize the additional Concentration Add-on funding to maintain a part-time instructional employee providing direct services to students. Hot Springs received \$7,821 in Concentration Add-on funding. The majority of this funding will be used to support an instructional aid in Action 1.5.

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

# 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	277,676	\$69,537	25.042%	14.900%	39.942%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$127,250.00	\$50,000.00	\$0.00	\$18,300.00	\$195,550.00	\$64,300.00	\$131,250.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Maintenance	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.2	Supplemental Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
1	1.3	Supplemental Online Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$8,500.00	\$8,500.00				\$8,500.00	
1	1.4	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$700.00	\$3,200.00	\$3,200.00			\$700.00	\$3,900.00	
1	1.5	Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$46,000.00	\$0.00	\$46,000.00				\$46,000.00	
2	2.1	Online and Computer based support materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$6,700.00	\$6,700.00				\$6,700.00	
2	2.2	Technology Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
2	2.3	Instructional Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	

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	2.4	Balanced Literacy for ELA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
2	2.5	Additional Student Support	All	No			All Schools		\$17,600.00	\$0.00				\$17,600.00	\$17,600.00	
3	3.1	Parent Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
3	3.2	Suspension, Expulsion, and Middle School Dropout Rates	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.3	Attendance Improvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$800.00	\$800.00	\$0.00	\$0.00	\$0.00	\$800.00	
4	4.1	In-County Academic Trip	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
4	4.2	SCICON	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$800.00	\$800.00				\$800.00	
4	4.3	Out-of-County Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$18,000.00	\$18,000.00				\$18,000.00	
4	4.4	Supplemental Science Materials/Science assembly	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$8,250.00	\$8,250.00				\$8,250.00	
5	5.1	Instructional Aide	All Students at the lowest levels of academic performance	No			All Schools		\$0.00	\$35,000.00		\$35,000.00			\$35,000.00	
5	5.2	Supplemental Instructional Materials	All	No			All Schools		\$0.00	\$15,000.00		\$15,000.00			\$15,000.00	

# 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
277,676	\$69,537	25.042%	14.900%	39.942%	\$127,250.00	0.000%	45.827 %	<b>Total:</b>	\$127,250.00
								<b>LEA-wide Total:</b>	\$127,250.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Supplemental Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
1	1.3	Supplemental Online Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,500.00	
1	1.4	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,200.00	
1	1.5	Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$46,000.00	
2	2.1	Online and Computer based support materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,700.00	
2	2.2	Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.3	Instructional Technology	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$5,000.00	

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 (%)
					Low Income			
2	2.4	Balanced Literacy for ELA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
3	3.1	Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
3	3.3	Attendance Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$800.00	
4	4.1	In-County Academic Trip	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
4	4.2	SCICON	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$800.00	
4	4.3	Out-of-County Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,000.00	
4	4.4	Supplemental Science Materials/Science assembly	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,250.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$127,470.00	\$65,687.00

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	Maintain a FIT Score of "good" or better	No	\$0.00	0.00
1	1.2	Instructional Common Core and State Standards Materials	Yes	\$12,000.00	1,200
1	1.3	ELA Math Science Social Studies	Yes	\$8,500.00	0.00
1	1.4	Staff Training	Yes	\$3,140.00	0.00
1	1.5	Instructional Aide	Yes	\$45,691.00	40,677
2	2.1	Online and Computer based support materials	Yes	\$3,900.00	1,616
2	2.2	Technology Support	Yes	\$8,300.00	8,300
2	2.3	Instructional Technology	Yes	\$500.00	4,980
2	2.4	Balanced Literacy for ELA	Yes	\$2,000.00	0.00
2	2.5	Additional Student Support	No	\$17,569.00	1,930
3	3.1	Parent Involvement	Yes	\$400.00	350

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Suspension and Expulsion	No	\$0.00	0.00
3	3.3	Attendance Improvement	Yes	\$100.00	0.00
4	4.1	In County Academic Trip	Yes	\$800.00	0.00
4	4.2	SCICON	Yes	\$320.00	700.00
4	4.3	Out of County Field Trip	Yes	\$18,000.00	5,434
4	4.4	Supplemental Science Material	Yes	\$6,250.00	500.00

# 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)
71,317	\$109,201.00	\$63,797.00	\$45,404.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Instructional Common Core and State Standards Materials	Yes	\$12,000.00	1,200		
1	1.3	ELA Math Science Social Studies	Yes	\$8,500.00	0.00		
1	1.4	Staff Training	Yes	\$2,440.00	0.00		
1	1.5	Instructional Aide	Yes	\$45,691.00	40,677		
2	2.1	Online and Computer based support materials	Yes	\$3,900.00	1,616		
2	2.2	Technology Support	Yes	\$8,300.00	8,300		
2	2.3	Instructional Technology	Yes	\$500.00	4,980		
2	2.4	Balanced Literacy for ELA	Yes	\$2,000.00	0.00		
3	3.1	Parent Involvement	Yes	\$400.00	350		
3	3.3	Attendance Improvement	Yes	\$100.00	0.00		
4	4.1	In County Academic Trip	Yes	\$800.00	0.00		
4	4.2	SCICON	Yes	\$320.00	740		
4	4.3	Out of County Field Trip	Yes	\$18,000.00	5,434		

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)
4	4.4	Supplemental Science Material	Yes	\$6,250.00	500		

# 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)
279,526	71,317	12.21	37.724%	\$63,797.00	0.000%	22.823%	\$41,650.12	14.900%

# 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](mailto:LCFF@cde.ca.gov).

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

### **Comprehensive Support and Improvement**

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

#### *Schools Identified*

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

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

#### *Support for Identified Schools*

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

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

#### *Monitoring and Evaluating Effectiveness*

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

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

## **Engaging Educational Partners**

### **Purpose**

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

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

### **Requirements**

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

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

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

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

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

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

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

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

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

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

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

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

**Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

**Description**

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

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

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

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

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

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

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

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

### Year 2 Outcome

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

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

## Total Funds

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

## Contributing

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

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

## Required Actions

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

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

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

### Purpose

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

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

### Statutory Requirements

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

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

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

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

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

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

### **Contributing Actions Annual Update Table**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **LCFF Carryover Table**

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

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

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

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

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

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

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

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

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