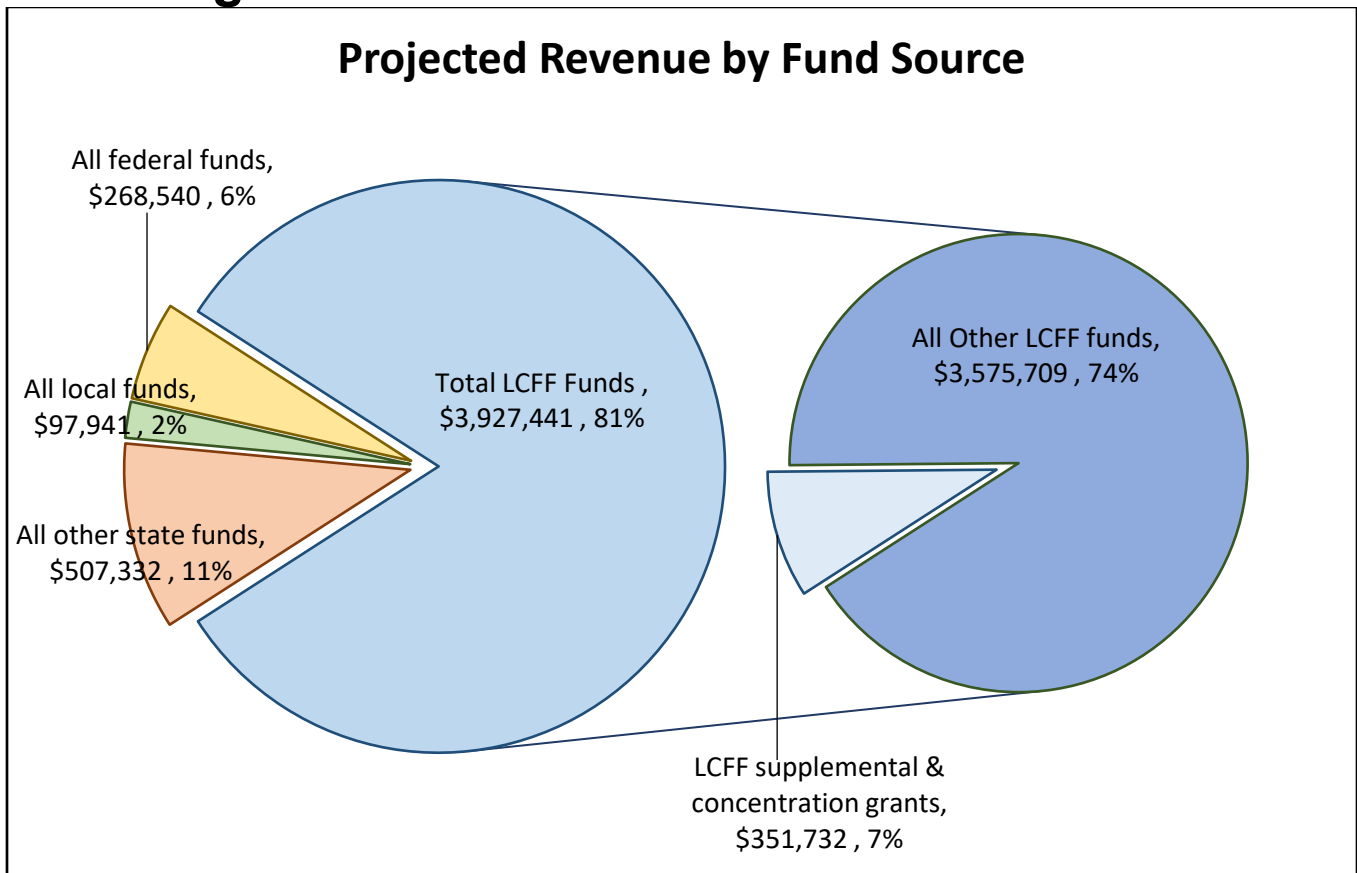


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Springville Union Elementary School District
CDS Code: 54-721320000000
School Year: 2024-25
LEA contact information:
Matthew Baxter
Superintendent/Principal
mbaxter@springvilleschool.org
559-539-2605

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

Budget Overview for the 2024-25 School Year

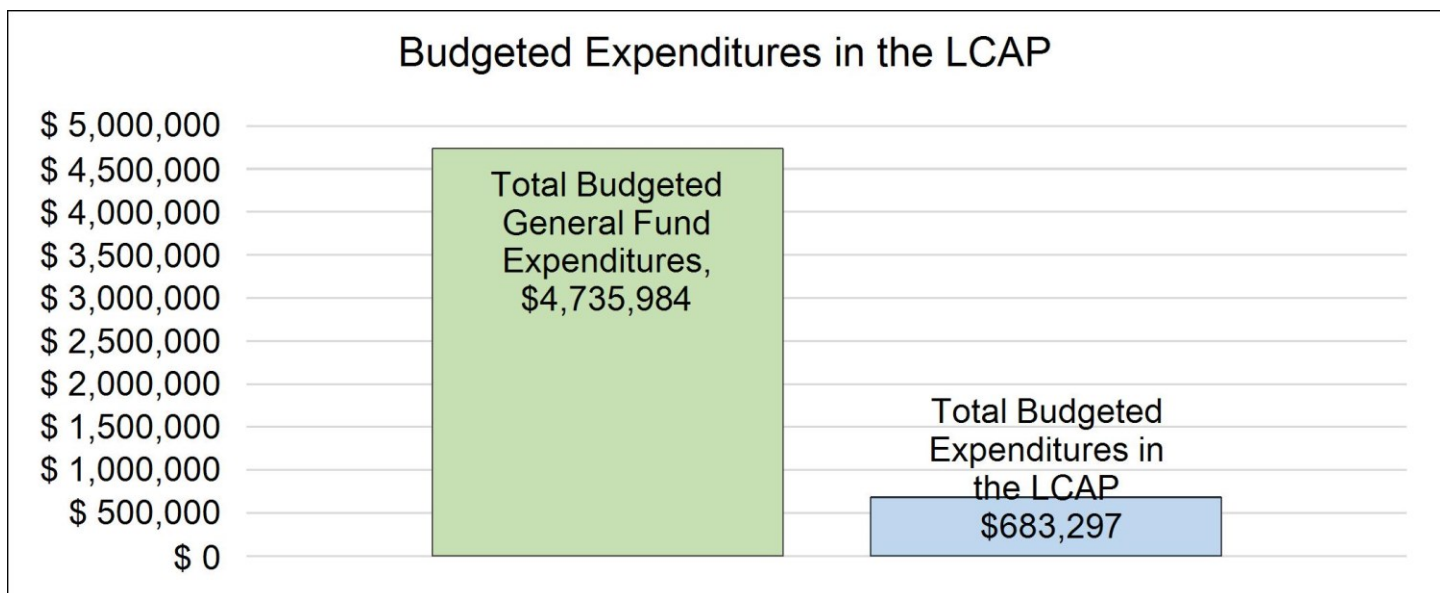


This chart shows the total general purpose revenue Springville Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Springville Union Elementary School District is \$4,801,254, of which \$3,927,441 is Local Control Funding Formula (LCFF), \$507,332 is other state funds, \$97,941 is local funds, and \$268,540 is federal funds. Of the \$3,927,441 in LCFF Funds, \$351,732 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 Springville Union 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: Springville Union Elementary School District plans to spend \$4,735,984 for the 2024-25 school year. Of that amount, \$683,297 is tied to actions/services in the LCAP and \$4,052,687 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

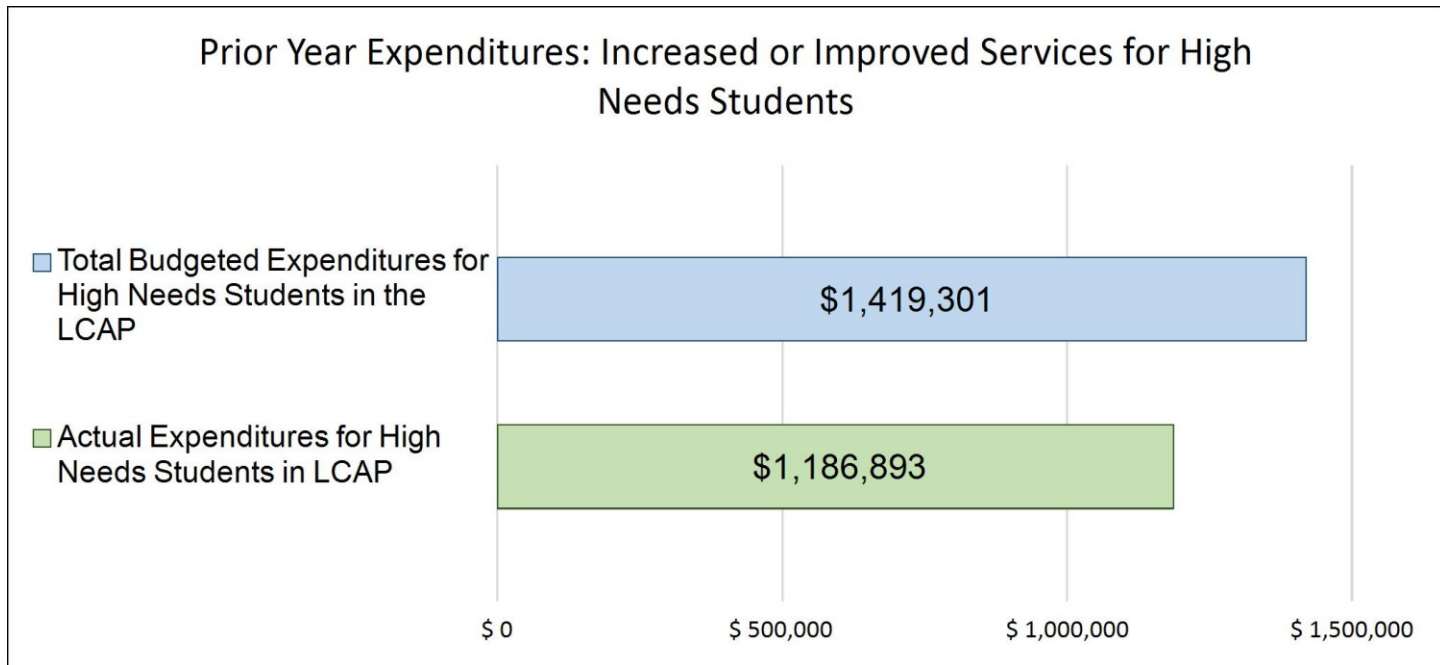
The budget expenditures not included in the LCAP will be utilized for employee salaries and benefits, district maintenance of facilities, and general overall costs related to the operations of the school district.

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

In 2024-25, Springville Union Elementary School District is projecting it will receive \$351,732 based on the enrollment of foster youth, English learner, and low-income students. Springville Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Springville Union Elementary School District plans to spend \$351,800 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 Springville Union 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 Springville Union 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, Springville Union Elementary School District's LCAP budgeted \$1,419,301 for planned actions to increase or improve services for high needs students. Springville Union Elementary School District actually spent \$1,186,893 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-232,408 had the following impact on Springville Union 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 irregardless 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
Springville Union Elementary School District	Matthew Baxter Superintendent/Principal	mbaxter@springvilleschool.org 559-539-2605

Goals and Actions

Goal

Goal #	Description
1	All students in all subgroups will receive rigorous research based instruction by Highly Qualified certificated staff, using state adopted curriculum, in combination with CCSS materials and resources to ensure that State Standards are met within the daily instruction of core curricular areas including English, Mathematics, Science, History, and Physical Education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1 - Access/Implementation of School wide State Adopted Subject Area Curriculum including ELD and CCSS standards	2020-2021 100% of all students receive State Adopted Material/Resources in all curricular areas including ELD and CCSS standards	2021-2022 100% of all students receive State Adopted Material/Resources in all curricular areas including ELD and CCSS standards	2022-2023 100% of all students receive State Adopted Material/Resources in all curricular areas including ELD and CCSS standards	100% of all students receive State Adopted Material/Resources in all curricular areas including ELD and CCSS standards. (2023-24)	100% of all students receive State Adopted Material/Resources in all curricular areas including ELD and CCSS standards
2- Professional Development for all staff in ELA/ELD and Mathematics	[2020/2021 50% of all Certificated/Classified staff to receive Professional Development in ELA/ELD and Mathematics provided through TCOE and/or Curriculum Publishers to stay current on strategies to meet student needs.	2021-2022 Due to lack of the availability of substitutes and release time, 21% of our staff received ELA/ELD training this year in Kindergarten, First, and Second Grade in ELD/SEL	2022-2023 96% of all Certificated/Classified Staff received Professional Development in Capturing Kids Hearts to provide staff support, tolerance of differences, self assessment, and strategies to strengthen student	98% of all Certificated/Classified Staff received Professional Development in Capturing Kids Hearts to provide staff support, tolerance of differences, self assessment, and strategies to strengthen student engagement in all	100% of all Certificated/Classified staff to receive Professional Development yearly

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			engagement in all subject areas inclusive of ELA/ELD and Mathematics	subject areas inclusive of ELA/ELD and Mathematics. (2023-24)	
3 - Access to technology and connectivity	2020-2021 2.5 days per week per yearly technology contract as measured by satisfaction survey for students and staff	2021-2022 2.5 days per week per yearly technology contract as measured by satisfaction survey for students and staff	2022-2023 2.5 days per week per yearly technology contract as measured by satisfaction survey for students and staff	2.5 days per week yearly technology contract as measured by satisfaction survey for students and staff. (2023-24)	2.5 days per week per yearly technology contract
4 - All students have access to a Broad course of study in all curricular areas including college/career, music, and visual and performing arts.	As measured by student enrollment in college/career, music, visual and performing arts classes in Kindergarten through Eighth grades. 38% enrolled in 2020/2021	As measured by student enrollment in college/career, music, visual and performing arts classes in Kindergarten through Eighth grades. 30% enrolled in 2021/2022	2022-2023 33% student participation as measured by student enrollment in opportunities for college/career, music, visual and performing arts classes in Kindergarten through Eighth grades	100% student participation as measured by student enrollment in opportunities for college/career, music, visual and performing arts classes in Kindergarten through Eighth grades. (2023-24)	100% of our students have access to enrollment in a broad course of study including college/career opportunities, music, and visual and performing arts in Kindergarten through Eighth grade.
5 - Hire and Retain Fully Credentialed Teachers	2020-2021 100% Fully Credentialed Teachers with no miss-assignments	100% Fully Credentialed Teachers with no miss-assignments 2021-2022	2022-2023 100% Fully Credentialed Teachers with no miss-assignments	100% Fully Credentialed Teachers with no miss-assignments.(2023-24)	100% Fully Credentialed Teachers with no miss-assignments

Goal Analysis

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

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

- Action 1.1 - The action was fully implemented with no challenges to implementation. All students received all necessary materials.
- Action 1.2 - There were no challenges to implementation and no differences from planned Action. The Action was fully implemented.
- Action 1.3 - The execution of this action was successfully completed without facing any difficulties. All students received an increase to connectivity services.
- Action 1.4 - The professional development component of this Action did not occur due to a change in focus. Support in Mathematics continued, with added resources to support all curricular areas.
- Action 1.5 - The implementation of this action proceeded smoothly without encountering any obstacles. Highly qualified teachers were maintained to deliver quality instruction in all content, for all students.

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

- Action 1.1 - Total funds planned were not expended as students received all necessary materials without the need for expenditure of all funding.
- Action 1.4 - No professional development occurred but materials were purchased resulting in a decrease in expenditures.

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

- Action 1.1 was completed and effective. All students received these materials as a routine service and this will continue, but the Action will no longer exist within the LCAP, as it is not necessary to include it in order to provide such materials for pupils.
- Action 1.2 was completed and effective in that teachers were able to incorporate learned strategies and practices to better support and accelerate the acquisition of English language skills for English Learners. This was further supported by the individual gains by English Learner students on state and local assessments.

- Action 1.3 was completed and effective. All students received the support with Technology and Connectivity Services. This Action will continue, with added resources to support all students in educational programs, as well as the addition of technology licensing and hardware.
- Action 1.4 was completed and effective. All students were routinely provided with these materials as part of standard service, and this practice will persist. However, the Action will be omitted from the LCAP, as its inclusion is deemed unnecessary to ensure ongoing provision of such materials to students.
- Action 1.5 was completed and effective in that highly qualified teachers were maintained in order to deliver to all students, quality instruction in all content areas. However, the Action will be excluded from the LCAP, as its incorporation is considered unnecessary to guarantee continued quality instruction to all students.

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

Goal 1 and Goal 3 in the 2023-24 LCAP provided many of the similar services within the Actions, and thus for the 2024-25 LCAP, these two Goals and some Actions under these Goals will be combined into a singular Goal. This will be new Goal 1 and will more effectively provide for the needs of students.

Per response in Prompt 3, Action 1.1 as it exists in this LCAP will be deleted. For Action 1.2 (which will be Action 1.1 in the 2024-25 LCAP), the district will add a writing component of support to the Action to further address an identified need of our English Learners.

Action 1.3 - This Action will continue, with added resources to support all students in educational programs, as well as the addition of technology licensing and hardware.

Action 1.4 - The Action will be excluded from the LCAP, as its inclusion is deemed unnecessary to ensure ongoing provision of such materials to students.

Action 1.5 - The Action will be excluded from the LCAP, as its incorporation is considered unnecessary to guarantee continued quality instruction to all students.

For the 2024-25 LCAP, Action 1.7 (Social Worker) will be added. There is a need to provide additional support to students to promote all-around student well-being to impact student academics and social success.

Metric 1 will be revised to "Implementation of Academic Content Standards" to better align with the metric requirement.

Metric 2 will be revised to, "Professional Development for all staff in ELA/ELD" exclude Mathematics from the measurement.

Metric 4 will be revised to, "Student Access to a Broad Course of Study, " to better align with the metric requirement.

Metric 5, "Hire and Retain Fully Credentialed Teachers," will be deleted, and a new metric, "Percentage of Fully Credentialed Teachers," will be included. This change will more accurately reflect the required metric to measure the percentage of teachers on staff holding either a Preliminary and/or Clear Credential.

The new metrics, "Access to educational software programs, " and "Percentage of Credentialed Teachers," will be added to Goal 1 for 2024-25

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

Goals and Actions

Goal

Goal #	Description
2	Students will benefit from a safe, clean, healthy environment, and improve average daily attendance as measured by Facility Inspection Sheets (FIT Reports), Educational Partners, Student Attendance, Graduation, and Suspension/Expulsion Rates.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1- Clean, safe, and Healthy learning environment	2020-2021 100% “Good” rating on Facilities Inspection per FIT report	2021-2022 100% “Good” rating on Facilities Inspection per FIT report	2022-2023 100% "Good" rating on Facilities Inspection per FIT Report	100% "Good" rating on Facilities Inspection per FIT Report. (2023-24)	100% “Good” rating on Facilities Inspection per FIT report
2 - Increase Student Attendance	2020/2021 94.47% Average Daily Attendance	2021-2022 93.64% Average Daily Attendance	2022-2023 92.63% Average Daily Attendance	94% Average Daily Attendance. (2023-24)	98% Average Daily Attendance
3 - Eighth Grade Graduation/Promotion	2020-2021 100% Graduation/Promotion	2021-2022 100% Graduation/Promotion	2022-2023 93% Graduation	100% Graduation/Promotion . (2023-24)	100% Graduation/Promotion Rate
4 - Suspension/Expulsion Rate	2019-2020 3.6% Suspension Rate 0.0% Expulsion Rate	2021-2022 1.8% Suspension Rate 0.0% Expulsion Rate	2022-2023 2.3% Suspension Rate 0.0% Expulsion Rate	3.0% Suspension Rate 0.0% Expulsion Rate (2023-24)	Eliminate Student Suspension/Expulsion

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5 - Middle School Dropout Rate	2020-2021 0% Middle School Dropout Rate	2021-2022 0% Middle School Dropout Rate	2022-2023 0% Middle School Dropout Rate	0% Middle School Dropout Rate. (2023-24)	Maintain 0% Middle School Dropout Rate

Goal Analysis

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

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

- Action 2.1 - There were no challenges to implementation and no differences from planned Action. The Action was fully implemented. Implementation success resulted in improved attendance this school year.
- Action 2.2 - This action was fully implemented with no challenges. Opportunities to engage parent around the importance of attendance resulted in attendance improvement.
- Action 2.3 - This action was fully implemented with no challenges. The district successfully completed its planned attendance recognition events during the school year. This Action also encompassed the need to transport three students to and from school to ensure their attendance and continued education.

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

Action 2.3 - Milage costs for transportation of students to and from school (3 students), to ensure attendance, resulted in over-expenditure.

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

- Action 2.1 was completed and effective. The district attendance percentage improved in 2023-24 and chronic absenteeism decreased this year, as well.
- Action 2.2 was completed and effective. The district experienced improved student attendance as a result of continued and focused engagement with parents related to the impact that attending school regularly has on academic success.
- Action 2.3 was completed and effective. Again, this recognition for attendance opportunities, coupled with the other focused efforts described in other Actions under this Goal, resulted in overall attendance improvement.

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

Action 2.2 has been moved to Goal 3 for 2024-25, and will be represented as Action 3.1. This best supports the Goal 3 focus.

Action 2.3 in the 2023-24 LCAP will be represented as Action 2.2 in the 2024-25 LCAP, because of the moving of current Action 2.2 into Goal 3 for 2024-25.

Metric 1 will be revised to, "Facilities in Good Repair," to better align with the metric requirement.

Metric 2 will be revised to, "Attendance Rate," to better align with the metric requirement.

Metric 3 from the 2023-24 LCAP will be deleted. It is not a metric tied to any Action in the LCAP.

Metric 4 will be revised to, "Suspension Rate," to better align with the metric requirement.

Metric 5 will be revised to, "Percentage of Fully Credentialed Teachers," to better align with the metric requirement.

The metric "Expulsion Rate," has been included as a stand-alone metric to provide clarity of understanding for the reader as to performance disaggregation.

The metric, "Chronic Absenteeism Rate, has been moved to Goal 2 in the 2024-25 LCAP from Goal 3 in the 2023-24 LCAP.

The metric, "Sense of School Safety and Connectedness" will be added under Goal 2 in the 2024-25 LCAP. This metric existed in Goal 4 in the 2023-24 LCAP.

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	Increase Student Achievement of all Students and Sub Groups, in all subject areas through Pupil Engagement and Collaboration, including the implementation of State Standards in all Subject areas inclusive of English, Mathematics, Science, History, and ELD.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1 - Growth in Proficiency Rate in ELA and Mathematics on CAASPP inclusive of (EL, SES, FY, and Exceptional Needs) to measure student progress towards Standard Met	Dashboard for 2019 ELA indicates students in Green at 5.3 points above standard (increase of 5 points) and Mathematics indicates students in Green at 18.1 points below standard (increase of 6.6 points) Individual student growth on CAASPP Assessments	2021-2022 Students scored slightly above the state average in ELA, however, overall student scores were lower in Mathematics according to CAASPP data	2022-2023 Dashboard for 2022 indicates there are student scores have increased, however, remain 22.6 points below standard in Overall Mathematics. Student scores have decreased 4%, however, remain 11.5 points below standard in Overall ELA. Student scores still remain above the state average in both ELA and Mathematics	ELA - 22.4 points below standard Math - 28.3 points below standard (2023 Dashboard)	Increase overall student scores in ELA and Mathematics, moving the Distance from Below Standard to Standard Met & Above
2 - EL Progress toward English Proficiency as measured by ELPAC	2019 83.3% EL Progress towards English Language Proficiency	2021-2022 ELPAC Scores indicate substantial growth in 5 of the 10 students assessed.	2022-2023 ELPAC Scores indicate positive growth towards	ELPAC Scores indicate positive growth towards reclassification for all	10% increase in progress towards English Language Proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			reclassification for all 12 students assessed. Due to the minimal number of EL students assessed, the Dashboard does not provide performance levels for our District.	9 students assessed. (2023-24)	
3- Increase EL Reclassification Rate as measured by ELPAC	2020-2021 Current EL data indicates students are at levels 2 & 3	2021-2022 Level 1 1 student Level 2 2 Students Level 3 6 Students Level 4 1 Student One student reached Reclassification Status this year	2022-2023 Level 1 2 students Level 2 2 students Level 3 8 students Level 4 1 student One student reached Reclassification Status this year which calculates to 7.7%.	Level 1 1 student Level 2 1 student Level 3 4 students Level 4 2 students Two students reached Reclassification Status this year which calculates to 25%. (2023-24)	EL student scores move from ELPAC level 3 to ELPAC level 4 and 10% of students achieve reclassification.
4 - Professional Development for all Certificated/Classified staff in ELA/ELD and Mathematics	2020/2021 50% of all Certificated and Classified staff to receive Professional Development in ELA/ELD and Mathematics provided through TCOE and/or Curriculum Publishers to stay current on	2021-2022 Less than 50% of all Certificated and Classified staff received Professional Development during the school year due to the lack of available substitutes for release time. Some staff have	2022-2023 96% of all Certificated/Classified Staff received Professional Development in Capturing Kids Hearts to provide staff support, tolerance of differences, self	98% of all Certificated/Classified Staff received Professional Development in Capturing Kids Hearts to provide staff support, tolerance of differences, self assessment, and	100% of Certificated/Classified staff to receive Professional Development yearly

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	strategies to support student needs.	scheduled for Professional Development during the Summer and prior to the start of the school year.	assessment, and strategies to strengthen student engagement in all subject areas inclusive of ELA/ELD and Mathematics	strategies to strengthen student engagement in all subject areas inclusive of ELA/ELD and Mathematics. (2023-24)	
5 - Chronic Absenteeism measured by % of students with 10% or more absenteeism	2019 Dashboard indicated Chronic Absenteeism was at 11.2%	2021 Dashboard Indicated Chronic Absenteeism was reduced to 10.8%	2022-2023 Dashboard indicates 19.9%, an increase in chronic absenteeism	23.6% (2023 Dashboard)	Reduce Chronic Absenteeism as reported on Dashboard

Goal Analysis

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

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

- Action 3.1 - This action was partially implemented. The hiring of staff to provide smaller class sizes occurred, but the addition of two behavioral intervention classes did not due to there not being a present need for such.
- Action 3.2 - This action was fully implemented with no challenges. A music teacher was hired for the current school year resulting in success in visual and performing arts opportunities for students.
- Action 3.3 - This action was fully implemented with no challenges. The social worker and bilingual aid provided access to additional support services for English learners.
- Action 3.4 - This action was fully implemented with no challenges. Services for this Action were provided through the county office of education's education resource consultants.

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

Action 3.1 - Temporary full-time teachers were converted to permanent status at a higher rate during the school year, thus resulting in over-expenditure of planned costs.

Action 3.2 - Additional classified positions were added resulting in higher costs.

Action 3.4 - This Action was funded through the TCOE Title III Consortium, so there were no costs incurred by the district.

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 in relation to class size reduction. Class size reduction provided the opportunities for small group instruction and intervention in the classroom, resulting in higher rates of in-class learning, as demonstrated on curriculum related assessments and STAR 360 results.
- Action 3.2 was completed and effective. There was a significant increase in student opportunities to participate in visual and performing arts activities. These included performing arts (school play), guitar, choir, band, and classroom music. This also had the impact of increasing student engagement and improving overall attendance,
- Action 3.3 was completed and effective. The school district has few English learners. The Action and the supports provided through this Action resulted in increased access to the classroom curriculum content for these students. The rate of Reclassification of the district English learners has increased as a result of these supports.
- Action 3.4 was completed and effective. As a result of these professional learning opportunities, site administration has observed a consistently increased use of effective strategies and practices in support of English learners in the classroom. Having the knowledge of why and how to accelerate the student acquisition of English language proficiency has accelerated the implementation of this learning into the classroom setting.

As our district continues to roll out of the impact that the COVID-19 pandemic had on the delivery of educational services and supports on students, we have begun to experience some regained traction in the impact of our Actions on student achievement. In analyzing results and the feedback from educational partners, the district is focusing on the most impactful components of each Action and their effectiveness. In making necessary changes (as shared in the next prompt), the district will focus on inclusion of these highly effective components as we look to continue with the evidenced progress of our learners.

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.

Components of Action 3.1 in the 2023-24 LCAP have been incorporated under Goal 1 and included into Action 1.3 in the 2024-25 LCAP.

Components of Action 3.2 in the 2023-24 LCAP have been incorporated under Goal 1 and included into Action 1.5 in the 2024-25 LCAP.

Components of Action 3.3 in the 2023-24 LCAP have been incorporated under Goal 1 and included into Actions 1.1 and 1.5 in the 2024-25 LCAP.

Components of Action 3.1 in the 2023-24 LCAP have been incorporated under Goal 1 and included into Action 1.1 and 1.4 in the 2024-25 LCAP.

These changes best align to the focus of Goal 1 and the services needed to ensure appropriate and needed supports are best delivered to students.

Metric 1 will be moved under Goal 1 and separated into two stand-alone metrics measuring CAASPP performance in ELA and Math.

Metric 3 will be revised to "EL Reclassification Rate," in the 2024-25 LCAP to better align with the metric requirement.

Metric 4 from the 2023-24 LCAP has been deleted, as Metric 2 under Goal 1 will measure professional development provided.

Metric 5 tied to chronic absenteeism has been moved to Goal 2 for 2024-25 and revised.

A new metric "CAASPP Science" will be added in the 2024-25 LCAP to measure student performance on the state science assessment.

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	Parent Involvement was deemed by educational partner and District input to be an area of priority for our District. The District will improve opportunities for Parents/Guardians/Community Educational Partners to be actively involved in the educational decision making, as well as, additional opportunities to participate in school activities and events both on and off campus.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1 - Parent Communication as measured by survey feedback	2020-2021 School to Parent communication/respo nse measured at 50% to e-mail and 50% phone response	2021-2022 Parent communication/respo nse measured at 55% as measured by parent response to surveys and phone response	2022-2023 Parent communication/respo nse measured at 60% as indicated by parent/guardian response to e-mail surveys, phone contacts, and in person communication	2023-2024 Parent communication/respo nse measured at 70% as indicated by parent/guardian response to e-mail surveys, phone contacts, and in person communication.	100% Parent Communication by e-mail
2 - Increase Parent participation for All students, inclusive of Unduplicated pupils and Students with Exceptional Needs through regularly offering and promoting Parent Engagement/Involvem	2020-2021 As measured by parent attendance at school events and activities. Baseline year % is not measurable due to COVID-19 School Closure	2021-2022 Parent attendance at school events/activities measured at 50% as based on audience attendance	2022-2023 66% parent/guardian attendance/participati on in events/activities based on audience attendance	75% parent/guardian attendance/participati on in events/activities based on audience attendance. (2023-24)	65% Parent Engagement/Involvem ent in available activities/events

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ent Opportunities, Activities, and Events					
3 - Parent Sense of School Safety and Connectedness	<p>___% of parent survey responses indicate the school provides a safe and secure environment.</p> <p>___% of parent survey responses indicate the school provides a welcoming and caring environment.</p>		New Metric for 2023-24. Baseline will be established with results of 2023-24 survey.	<p>82% of parent survey responses indicate the school provides a safe and secure environment.</p> <p>82% of parent survey responses indicate the school provides a welcoming and caring environment.</p> <p>(2023-24)</p>	<p>85% of parent survey responses indicate the school provides a safe and secure environment.</p> <p>85% of parent survey responses indicate the school provides a welcoming and caring environment.</p>
4 - Staff Sense of School Safety and Connectedness	<p>___% of staff survey responses indicate the school provides a safe and secure environment.</p> <p>___% of staff survey responses indicate the school provides a welcoming and caring environment.</p>		New Metric for 2023-24. Baseline will be established with results of 2023-24 survey.	<p>89% of staff survey responses indicate the school provides a safe and secure environment.</p> <p>96% of staff survey responses indicate the school provides a welcoming and caring environment.</p> <p>(2023-24)</p>	<p>90% of staff survey responses indicate the school provides a safe and secure environment.</p> <p>90% of staff survey responses indicate the school provides a welcoming and caring environment.</p>

Goal Analysis

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

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

- Action 4.1 - This action was fully implemented with no challenges. Communication services were improved for all families. Families reported via surveys that the increased communication was very helpful and appreciated.
- Action 4.2 - This action was fully implemented with no challenges. School events saw a large increase in parent participation for all families. Parent support has been positive and in large part due to the increase in the number of opportunities the district has provided through increased events tied to the student participation in site level activities. Communication did need to be purchased to ensure information to and from parents was efficient and timely.

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

Action 4.1 - The difference resulted from the need to purchase parent communication tools (Seesaw communication tool and Aeries communication add-on).

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 completed and effective. The district made a concerted and effective effort in maximizing ways of communication with parents. This included increased contact through email, phone calls, and hard copy documents. In addition, teachers utilized Class Dojo, Seesaw, Remind, emails, phone calls, and notices home. Response to the effectiveness of these increased efforts was evidenced in parent survey results, as they reported positively on the impact of this increased communication.
- Action 4.2 was completed and effective. The number of participants in opportunities for involvement in the school educational program evidenced a sizable increase, particularly in 2023-24. This was a result of many factors including increased effective communication w/parents, increased student-related events, and communication on the importance of parent participation in school decision-making.

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.

With the combining of Goal 3 and Goal 1 for the 2024-25 LCAP, the current Goal 4 in the 2023-24 LCAP and its Actions will now be Goal 3 in the 2024-25 LCAP.

Action 4.1 - This Action will continue, with added resources to support all families through a variety of communication options. This includes the addition of Parent Square as a major tool for district communication with parents. This Action will also now be represented as Action 3.1 in the 2024-25 LCAP.

Action 4.2 - This Action will continue, but with additional opportunities for all families to participate in the educational program, events, and activities of the district. This Action will also now be represented as Action 3.2 in the 2024-25 LCAP.

Metric 1 will be revised to "Parent Survey Response Rate (Input into decision-making)" to more accurately measure the level of response when seeking parent input.

Metric 2 will be revised to, "Parental participation in programs for Unduplicated Pupils and individuals with exceptional needs," to better align with metric requirement.

Metrics 3 and 4 in the 2023-24 LCAP will be combined into "Sense of school safety and connectedness" to best provide clarity of measurement and disaggregation of data by staff, parents, and student groups. It will be moved under Goal 2 as it aligns best to the focus of the Goal.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Springville Union Elementary School District	Matthew Baxter Superintendent/Principal	mbaxter@springvilleschool.org 559-539-2605

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.

Springville Union Elementary School is a K-8 single school district, nestled in a serene rural landscape, catering to 332 Transitional Kindergarten through Eighth-grade students. Our charming foothill community is dedicated to fostering an environment where students thrive and excel. The heartbeat of our school emanates from the unwavering support and collaboration of our community partners, including the Springville Mountain Lions, Springville Women’s Club, Springville Veterans of Foreign Wars, Springville Community Club, Tulare County Law Enforcement, CAL-Fire/Mountain Home, and Springville Boosters. Their continued support enriches the educational experiences of our students and empowers our staff.

At Springville Elementary, we prioritize the holistic development of our students. Our Highly Qualified Instructional & Support Staff deliver research-based instruction, supplemented by an array of expanded learning opportunities. From Project-Based Learning to Intervention and Enrichment activities, we strive to ignite a passion for learning in every student. Our commitment to academic excellence is underscored by the integration of State Adopted Standards across all grade levels. With a focus on individualized instruction, we ensure that each student's unique needs are met, paving the way for their academic success.

Technology plays a pivotal role in our educational landscape, with the installation and implementation of View Boards in every classroom. This advancement has revolutionized teaching and learning, equipping our students with 21st-century skills. Beyond academics, Springville students are encouraged to explore their passions and interests through a myriad of extracurricular activities. From sports to arts, music, and community service initiatives, there's something for every student to engage in and excel at. Our campus is not just a place of learning, but also a safe and nurturing environment where character development takes center stage. Through initiatives like Character Counts Assemblies, we instill values of integrity, compassion, and responsibility in our students.

Parental involvement is the cornerstone of our success, with numerous opportunities for parents to actively participate in their child's education journey. Together, we form a strong partnership dedicated to the growth and success of every student. As we continue to evolve and innovate, the implementation of ActVnet serves as a 21st-century safety net, ensuring the well-being of our students, staff, and

community. Springville Elementary is not just a school; it's a beacon of hope and opportunity, where every student is empowered to dream, discover, and succeed. Welcome to our vibrant learning community!

Reflections: Annual Performance

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

The district's socioeconomically disadvantaged (low-income) students performed at 29.0 points below standard in ELA per the results of the 2023 Dashboard. Even though the performance in points below standard level was better than the state average of 42.6 points below, the district had a decrease in performance of 6.3 points compared to the prior year while the state performance maintained when compared to the 2022 Dashboard. The districts decline in distance from standard resulted in a performance color of orange for the low-income group on the 2023 Dashboard. Other significant student groups also experienced declines in distance from standard in ELA. The White, Hispanic and All students groups' all had a decrease in performance of 9.7, 10.2. and 10.9 points respectively, from the prior year. Based on teacher input and local diagnostic ELA results, students are in need of increased literacy support. This is especially the case for our low-income students, as input from these students and their parents indicate a lack of literacy resources in the home and decreased access to individuals able to assist the students at home.

Even though the All Students, Hispanic, and Socioeconomically Disadvantaged (SED) student groups achieved at higher rates than like student groups versus the state average in math, the All Students, and Hispanic students groups experienced a decline in points from standard on the 2023 Dashboard compared to the 2022 Dashboard results. The All Students group performance was 28.3 points below standard, the Hispanic group achieved at 54 points below standard, and the White student group performance was 20.8 points below standard. The SED student group performance was 34.6 points below standard, but was the only significant student group increasing toward standard (3.6 point increase). Math continues to be a challenge area statewide and so for the district as well. The district will continue to take advantage of opportunities to strengthen instructional practices to accelerate achievement in this area.

Chronic absenteeism among low-income students remains a pressing concern, with 23.6% of all students falling into this category. This marks a 1% increase from the previous year and warrants a red performance designation on the California Dashboard. The state performance indicator color was yellow with a corresponding 7.5% decline in the level of Chronic Absenteeism by the low-income student group. The district's White, Hispanic, and the All Students groups also exhibited high levels of Chronic Absenteeism during the 2022-23 school year (2023 Dashboard). The White student group's Chronic Absenteeism rate was 24.4% with an increase of 5.2% over the prior year, resulting a red Dashboard indicator color. The Hispanic rate was 21.3 points, resulting in an orange performance color on the 2023 Dashboard and the All Students group had a 23.6% rate, which was an increase of 3.6% and resulted in a red performance indicator. Per data collected, transportation barriers are contributing to the issue. Parent input has also provided the district information that many absences by their children are due to lack of reliable transportation. Providing additional transportation options will help mitigate chronic absenteeism by ensuring that students have reliable and accessible means of getting to school. The district will implement strategies that foster greater student engagement and awareness related to attendance and elements that impact school-going rates.

The suspension rate among low-income students was 3.5% during the 2022-23 school year. Even though this is below the state average, the district did not reduce the rate from the prior year. This resulted in an orange Dashboard performance color. The district suspension rate among White students was 3.5 percent per the 2023 Dashboard, marking a 1.7% increase from the previous year. Additionally, the suspension rate for the entire student population was 3.9 percent, representing a 1.6% increase from the previous year and higher than the state average. The Hispanic student suspension rate was 5.2% and slightly increased from the previous year. These figures highlight a concerning upward trend in suspension rates across the board. There is a pressing need for intervention to address this rising trend among all students. Parents and staff shared that providing support services for students centered around well-being, character education, and relationships is instrumental in improving student decision-making related to school behavior. The district will implement actions, such as Capturing Kids Hearts to address the underlying issues contributing to increased suspension rates.

Over the past year, parent involvement and school/parent communication has increased and led to more effective outcomes, as has school spirit and culture. Music is an area of excellence. The district provides classroom music, band, choir, guitar. Drama is offered as one of the after school opportunities for students, resulting in the performance of a school play. This increases student engagement, attendance, and student feelings of connectedness to school and peers.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

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	Teacher participation in the LCAP development process was ongoing throughout the school year. Gaining input and feedback was pivotal to identifying areas of need and success. Teachers were engaged in LCAP development at regular staff meetings and through an annual survey administered in April. Possible LCAP goals and actions for 24/25 were shared for input and feedback.
School Site Council (SSC)	The process of involvement of the SSC in development of the LCAP was much like the process involving teachers. LCAP related development was discussed at all meetings. The SSC worked in reviewing current LCAP Actions to better inform on the development of the 2024-25 LCAP. Federal Title funding and their inclusion in the 2024-25 LCAP was discussed and the council approved all Title funding uses and Actions within the new LCAP document. The district held four SSC meetings (12/5/23, 1/31/24, 4/3/24, & 5/22/24).
Teacher Bargaining Unit (SITA)	The district consulted on development of the new 2024-25 LCAP including reviewing of current year LCAP Actions and possible changes for the new year. This engagement occurred over two meetings (12/5/23 & 4/15/24). Individuals on this bargaining unit leadership team also participated in the LCAP survey (April 2024).
Parents	Parent were engaged in LCAP development through the opportunity to provide input via a survey administered in April 2024. Through the survey, parents were able to give feedback related to the educational program of the school, school safety and connectedness, areas of

Educational Partner(s)	Process for Engagement
	need, their perceptions of engagement in school direction-setting and where the district and its students are encountering success.
Students	Engagement of students in providing input into LCAP development occurred via a student survey (April 2024) and through many informal input opportunities. Students freely shared what they felt were positives in school and areas where they felt could be improved. Their input provided a unique perspective which aided in identifying areas of opportunity.
Other School Staff	Classified Staff Meetings were held monthly during the school year. In April 2024 the meeting focused primarily on LCAP related topics. Current LCAP information was shared and input was collected related to on-going needs from the perspective of this group. This group also participated in the staff LCAP survey (April) and provided valuable feedback to support LCAP development for 2024-25.
Administrator	The district has one site Superintendent/Principal that led all educational partner LCAP consultation processes.
Springville Governing Board	Throughout the school year, the Superintendent updated the governing board on LCAP development progress and at the March 13, 2024 governing board meeting shared the possible 2024-25 LCAP Goals and Actions. This included updating the Board on educational partner engagement opportunities/meetings concluded and those planned. The Board was provided with opportunity for input on the LCAP at this meeting.
Parent Advisory Committee (PAC)	The Superintendent/Principal shared the 2024-25 LCAP with PAC for review and input on April 2, 2024. The group appreciated the information shared and had no particular questions for the Superintendent. The PAC also participated in the LCAP survey (April).

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

Educational partners, particularly parents and guardians, are enthusiastic about participating in the school activities and events that are part of our district's traditions. In alignment with the Eight State Priorities, feedback from educational partners, including parents, school staff, and community members, has highlighted the following as the most critical priorities for our district:

1. Ensuring that instructors are highly qualified (parents/guardians, staff)

2. Maintaining and/or creating a positive school climate (parents/guardians, staff, and students)
3. Increasing student achievement in all student subgroups (parents/guardians and staff)
4. Continued implementation of state-adopted standards (parents/guardians and staff)
5. Addressing chronic absenteeism (parents/guardians and staff)

Data collected from surveys, meetings, and informal conversations, including input from the School Site Council, Parent Advisory Committee (PAC), Springville Independent Teachers Association (Local Bargaining Unit), classified school personnel, parents/guardians, students, consistently supports the district and the progress made in these priority areas, as well as supporting a focus on challenges and areas of need.

Both written and verbal communication from educational partners have praised the district for its proactive approach to student achievement and intervention, campus activities, events that are open to parents and community members, opportunities for parental involvement, quality teaching/instruction, experienced staff, and the importance of additional instructional opportunities to foster growth and achievement for all students in all subgroups.

Furthermore, both parents/guardians and staff have expressed the need to upgrade some of the school facilities and playground areas. Educational Partners have also expressed appreciation for the strong connections between the school and the community, eagerly anticipating both school and community-based activities and events.

The 2024-25 LCAP addresses the five educational partner priorities listed above. Chronic Absenteeism concerns will be addressed in part through the services provided by the district Social Worker (Goal 1, Action 7). Action 1 under Goal 1 ensures that highly-qualified effective staff are maintained and that content standards are delivered through best practices and strategies, thus enabling maximization of learning opportunities for students. The Paideia program (Goal 1, Action 4) will address the building of student voice and engagement, thus leading to improved behavioral outcomes and increase in a positive school climate. To support increased learning opportunities to increase student achievement , the district will implement Action 3 under Goal 1.

The district anticipates success for students through implementation of these Actions and looks forward to measuring progress and impact.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will receive rigorous research-based instruction by Highly Qualified staff, using state adopted curriculum, state standard related materials and other resources, to ensure that daily instruction of core curricular areas leads to increased student achievement.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The district's low-income families struggle to afford home wireless services (per parent input) and wireless service to the community is not always reliable nor consistent. Many low-income students do not own a computer or laptop (per student survey) and rely on the district being able to provide a device for school and home use. Many students, not just Unduplicated, exhibit the same needs per data collected. The district student performance in ELA is nearly ten points lower than the state average. Students need increased learning scaffolding to support acceleration of skills acquisition to close the achievement gap between the district and state.

The district's socioeconomically disadvantaged (low-income) students performed at 29.0 points below standard in ELA per the results of the 2023 Dashboard. Even though the performance in points below standard level was better than the state average of 42.6 points below, the district had a decrease in performance of 6.3 points compared to the prior year while the state performance maintained when compared to the 2022 Dashboard. The districts decline in distance from standard resulted in a performance color of orange for the low-income group on the 2023 Dashboard. Other significant student groups also experienced declines in distance from standard in ELA. The White, Hispanic and All students groups' all had a decrease in performance of 9.7, 10.2. and 10.9 points respectively, from the prior year.

Based on teacher input and local diagnostic ELA results, students are in need of increased literacy support. This is especially the case for our low-income students, as input from these students and their parents indicate a lack of literacy resources in the home and decreased access to individuals able to assist the students at home.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Implementation of Academic Content Standards including English Learner Access to CCSS and ELD Standards (Source: Classroom Lesson Plans and Instruction Observations)	Percentage of Teachers Implementing all Grade Level Standards All Content Standards: _____% ELD Standards: _____% Baseline will be established in the 2024-25 school year.			TBD after establishment of Baseline information.	
1.2	Professional Development for Staff in ELA/ELD (Source: Local PD Records)	Percentage of Teachers Participating in ELA/ELD Professional Development 35% (Data Year: 2023-24)			100%	
1.3	Access to Technology (Source: Local Technology Logs)	Percentage of Students with 1:1 Access to Learning Devices 100% (Data Year: 2023-24)			100%	
1.4	Student Access to a Broad Course of Study Including Unduplicated	Percentage of Students Enrolled in or Access to			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Pupils and those with Exceptional Needs (Source: Student Master Schedule)	a Broad Course of Study 100% (Data Year: 2023-24)				
1.5	Fully Credentialed Teachers (Source: 2022-23 TAMO Report.)	Percentage of Teachers Possessing a Preliminary or Clear Credential 93.7% (Data Year: 2022-23)			100%	
1.6	Access to Educational Software Programs (Source: Local Technology Logs)	Percentage of Students with Access to Needed Educational Software 100% (Data Year: 2023-24)			100%	
1.7	Teacher Mis-assignments (Source: Use 2022-23 TAMO Report.)	Percentage of Teacher Mis-assignments 0% (Data Year: 2022-23)			0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	SBAC - ELA (Source: Dashboard)	Distance from Standard (points below or above Standard) All Students - 22.4 below Hispanic - 40.2 below Socioeconomically Disadvantaged - 29 below White - 19.1 below (Data Year - 2022-23)			Distance from Standard (points below or above Standard) All Students - 2.4 below Hispanic - 18.2 below Socioeconomically Disadvantaged - 9 below White - 1 above	
1.9	SBAC - Math (Source: Dashboard)	Distance from Standard (points below or above Standard) All Students - 28.3 below Hispanic - 54 below Socioeconomically Disadvantaged - 34.6below White - 20.8 below (Data Year - 2022-23)			Distance from Standard (points below or above Standard) All Students - 10.3 below Hispanic - 24 below Socioeconomically Disadvantaged - 12.6 below White - 5.8 below	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	SBAC - Science (Source: Dashboard)	TBD No definitive measure established at the state level at this time.			TBD	
1.11	Progress Towards English Language Proficiency (Source: ELPAC)	Percentage of Students Making Progress Toward English Language Proficiency Less than 11 students – Data not public to preserve privacy. Progress monitored individually. (Data Year - 2022-23)			Percentage of Students Making Progress Toward English Language Proficiency 100%	
1.12	EL Reclassification Rate (Source: CALPADS)	Percentage of English Learner Students Reclassified to Fluent English Proficient 25% (Data Year: 2023-24)			Percentage of English Learner Students Reclassified to Fluent English Proficient 25%	
1.13	Local Diagnostic Assessment	Percentage of Students Achieving Grade Level (3rd Trimester)			Percentage of Students Achieving Grade	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: STAR 360 ELA/Math)	ELA: TK - 86% K - 59% 1st Grade - 52% 2nd Grade - 71% 3rd Grade - 61% 4th Grade - 47% 5th Grade - 41% 6th Grade - 46% 7th Grade - 36% 8th Grade - 46% Math: TK - N/A K - N/A 1st Grade - 41% 2nd Grade - 69% 3rd Grade - 67% 4th Grade - 53% 5th Grade - 76% 6th Grade - 61% 7th Grade - 68% 8th Grade - 74% (Data Year: 2023-24)			Level (3rd Trimester) ELA: TK - <85% K - <70% 1st Grade - <70% 2nd Grade - <70% 3rd Grade - <70% 4th Grade - <60% 5th Grade - <60% 6th Grade - <60% 7th Grade - <60% 8th Grade - <60% Math: TK - N/A K - N/A 1st Grade - <70% 2nd Grade - <70% 3rd Grade - <70% 4th Grade - <70% 5th Grade - <70% 6th Grade - <70% 7th Grade - <70% 8th Grade - <70%	
1.14	Student Access to Standards Aligned Instructional Materials (Data Source: Williams Report)	Percentage of All Students with Access to Standards Aligned Instructional Materials 100%			Percentage of All Students with Access to Standards Aligned Instructional Materials	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Data Year: 2023-24)			100%	
1.15	Social Worker	This is a new Metric. Baseline will be established in the 2024-25 school year. # of referrals to site social worker			TBD after establishment of Baseline information	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Staff Professional Development	Professional Development related to ELA/ELD will be provided to support the implementation and continuance of effective strategies and practices within instruction to increase student access to instructional content in all curricular areas, particularly in writing.	\$28,687.50	No
1.2	Technology and Educational Program Services	Continue contract with technology coordinator for technology support to maintain reliable and accessible connectivity services to unduplicated students. Technology services will also include educational program licensing/contracts, student device replacement/repair and maintenance of technology infrastructure.	\$134,416.60	Yes
1.3	Support Increased Learning Opportunities	Maintain class sizes at lower levels to maximize staff-to-student learning opportunities to accelerate acquisition of grade level content and provide for needed scaffolding and additional supports.	\$120,000.00	Yes
1.4	Literacy and Student Voice	Implement supplemental reading program to support teacher literacy instruction. Provide opportunities to increase student voice and engagement through the Paideia program. Teachers will receive professional learning in effective use and implementation of this learning resource.	\$15,742.87	Yes
1.5	Student Support Services	Maintain intervention teacher and aide to provide additional student academic support. Teacher also oversees student assessments and provides behavior support. EL intervention provided through additional aide.	\$200,000.00	No
1.6	Intervention Resource Services	Availability of an Intervention Resource Classroom (IRC) and Community Day School will provide services to students to ensure that they all have the support they need to succeed academically, socially, and emotionally regardless of their individual challenges or learning styles.	\$65,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Social Worker	A Social worker will provide additional support to students to promote all around student well-being to impact student academics and social success.	\$50,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create a safe, supportive, and inclusive learning environment, where students feel connected, parents are actively engaged, and school facilities are adequately maintained to foster a school environment where every student can thrive academically, socially, and emotionally.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Chronic absenteeism among low-income students remains a pressing concern, with 24.7% of students falling into this category. This marks a 1% increase from the previous year and warrants a red performance designation on the California Dashboard. The state performance indicator color was yellow with a corresponding 7.5% decline in the level of Chronic Absenteeism by the low-income student group. Per data collected, transportation barriers are contributing to the issue. Parent input has also provided the district information that many absences by their children are due to lack of reliable transportation.

Parent input emphasized the significance of providing an inclusive environment that supports and encourages excellent attendance and also the importance of recognizing with their is an improvement and continued excellence.

The suspension rate among low-income students was 3.5% during the 2022-23 school year. Even though this is below the state average, the district did not reduce the rate from the prior year. This resulted in an orange Dashboard performance color. Students, parents, and staff shared that providing support services for students centered around well-being, character education, and relationships is instrumental in improving student decision-making related to school actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities Repair Status (Source: Facility Inspection Tool (FIT) Report)	Facility Repair Status of "Good" or better Good Repair Status (Data Year: 2023-24)			Facility Repair Status of "Good" or better Good Repair Status	
2.2	Average Daily Attendance Rate (Source: AERIES)	Yearly Student Attendance Percentage 94% (Data Year: 2023-24)			Yearly Student Attendance Percentage _____%	
2.3	Chronic Absenteeism Rate (Source: Dashboard)	Percentage of Students Absent 10% or more of the School Year All Students - 23.6% Hispanic - 21.3% Socioeconomically Disadvantaged - 24.4% White - 24.4% (Data Year - 2022-23)			Percentage of Students Absent 10% or more of the School Year All Students - < 6% Hispanic - < 6% Socioeconomically Disadvantaged - < 6% White - < 6%	
2.4	Suspension Rate (Source: Dashboard)	Percentage of Students Suspended at Least Once During the School Year			Percentage of Students Suspended at Least Once During the School Year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students - 3.9% Hispanic - 5.2% Socioeconomically Disadvantaged - 3.5% White - 3.5% (Data Year: 2022-23)			All Students - < 1% Hispanic - < 1% Socioeconomically Disadvantaged - < 1% White - < 1%	
2.5	Expulsion Rate (Source: Local Data)	Percentage of All Students Expelled from School All Students - 0% Hispanic - 0% Socioeconomically Disadvantaged - 0% White - 0% (Data Year: 2023-24)			Percentage of All Students Expelled from School All Students - 0% Hispanic - 0% Socioeconomically Disadvantaged - 0% White - 0%	
2.6	Middle School Dropout Rate (Source: Local Data)	Percentage of All Middle School Students Reported as Dropout from School All Students - 0% Hispanic - 0%			Percentage of All Middle School Students Reported as Dropout from School All Students - 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Socioeconomically Disadvantaged - 0%</p> <p>White - 0%</p> <p>(Data Year: 2023-24)</p>			<p>Hispanic - 0%</p> <p>Socioeconomically Disadvantaged - 0%</p> <p>White - 0%</p>	
2.7	<p>Sense of School Safety and Connectedness</p> <p>(Source: Local Survey)</p>	<p>Percentage of Respondents Reporting the School Provides a Safe Environment where Students also Feel Connected</p> <p>Sense of School Safety: Parents - 83% Staff - 90% Students - 90%</p> <p>Sense of Connectedness: Parents - 82% Staff - 93% Students - 82%</p> <p>(Data Year: 2023-24)</p>			<p>Percentage of Respondents Reporting the School Provides a Safe Environment where Students also Feel Connected</p> <p>Sense of School Safety: Parents - > 90% Staff - > 90% Students - > 90%</p> <p>Sense of Connectedness: Parents - > 90% Staff - > 90% Students - > 90%</p>	
2.8	<p>Capturing Kids Hearts (CKH)</p> <p>(Source: Local Data)</p>	<p>Percentage of site teachers consistently implementing CKH strategies and practices.</p>			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		75% (Data Year: 2023-24)				

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	Transportation	Student transportation is provided to assist with on time daily attendance and reduce student absenteeism.	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Student Engagement	<p>Encourage increased student attendance through awards recognition. Foster greater connectedness and peer relations through Character Counts education. Educate students on the importance and impact of attendance as it relates to student academic and social-emotional success.</p> <p>(This action also addresses the Dashboard red color results related to Chronic Absenteeism for the All Students, Socio-economically Disadvantaged and White student groups)</p>	\$2,600.00	Yes
2.3	Capturing Kids Hearts	Through experiential training, expert coaching, a character-based curriculum for students, and personalized support, Capturing Kids' Hearts equips our staff with transformational process focused on social-emotional wellbeing, relationship-driven campus culture, and student connectedness.	\$11,250.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The district will enhance avenues for all students and families to actively engage in educational decision-making, learning opportunities, and school activities/events.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

With the challenges of increased student chronic absenteeism, a slight decline in ELA and math performance, increases in student well-being needs, it is critical that parent-school communication is a priority. Educational partner input data shows a want and need for continued and increased methods of communication to support best outcomes in all areas of school for students. The district has identified the need to increase efforts in garnering parent participation in school level committees and groups. Even though these committees and groups are fully functioning, the district sees a need for increased engagement in decision-making.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Survey Response Rate (Input into decision-making) (Source: Local Survey)	Percentage of Survey Respondents Reporting "Well" or "Very Well" Relative to Parent Involvement in Decision-Making Process That Affect the Educational Program 47% (Data Year: 2023-24)			Percentage of Survey Respondents Reporting "Well" or "Very Well" Relative to Parent Involvement in Decision-Making Process That Affect the Educational Program 65%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Parental Participation in Programs for Unduplicated Pupils and Individuals with Exceptional Needs (Source: Conference Sign-in Sheets)	Percentage of Parents Attending Fall Parent/Teacher Conference 85% (Data Year: 2023-24)			Percentage of Parents Attending Fall Parent/Teacher Conference 100%	
3.4						

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 Communication	Improve communications to all families through a variety of communication options. Parent Square will be utilized to inform users of school events, safety related topics, student's attendance, and general information. Improving and increasing communication via other means (email, phone, flyers) will also be a focus.	\$5,100.00	No
3.2	Family Events	Enhance parental involvement in both school events and decision making/opportunities such as, School Site Council, Back-to School Night, Booster Club, Awards Ceremonies and Parent Teacher Conferences.	\$500.00	No
3.4				

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
\$351,732	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.342%	0.000%	\$0.00	10.342%

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>Action: Technology and Educational Program Services</p> <p>Need: The district's low-income families struggle to afford home wireless services (per parent input) and wireless service to the community is not always reliable nor consistent. Many low-income students do not own a computer or</p>	<p>Providing easily accessible technology devices and wireless access will ensure students' learning is not impeded due to technology issues and learning can continue at school and home. District personnel charged with the maintenance of technology systems will provide for seamless and always available learning systems to support instruction. The student and staff utilization of educational software platforms will support, strengthen, and accelerate student learning to</p>	<p>Metrics 1.3, 1.6. 1.8, 1.9, and 1.10</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>laptop (per student survey) and rely on the district being able to provide a device for school and home use. This means that the school must ensure that wireless technology and its infrastructure is provided. District low-income students are also performing below the district's All-Students and the White student groups in ELA and Math.</p> <p>Scope: LEA-wide</p>	<p>close achievement gaps and challenge students no matter their level of performance.</p> <p>Many students, not just Unduplicated, exhibit the same needs per data collected. The district student performance in ELA is nearly ten points lower than the state average. Students need increased learning scaffolding to support acceleration of skills acquisition to close the achievement gap between the district and state. Implementation of this Action on an LEA-wide basis ensures that these needs are met and no student is excluded from accessing these beneficial services.</p>	
1.3	<p>Action: Support Increased Learning Opportunities</p> <p>Need: The district's socioeconomically disadvantaged (low-income) students performed at 29.0 points below standard in ELA per the results of the 2023 Dashboard. Even though the performance in points below standard level was better than the state average of 42.6 points below, the district had a decrease in performance of 6.3 points compared to the prior year while the state performance maintained when compared to the 2022 Dashboard. The districts decline in distance from standard resulted in a performance color of orange for the low-income group on the 2023 Dashboard.</p> <p>Scope:</p>	<p>Lower class sizes will result in providing teachers with the ability to apportion more learning opportunities per student. This increased level of support and scaffolding will result in higher numbers of low-income students receiving more instances of one-to-one and/or small group instruction. This will also increase the intervention opportunities for these students to accelerate their learning rate toward meeting grade level standard, and thus increase the overall achievement levels for these students in not only ELA but other content areas, as well.</p> <p>Other significant student groups also experienced declines in distance from standard in ELA. The White, Hispanic and All students groups' all had a decrease in performance of 9.7, 10.2. and 10.9 points respectively, from the prior year. Implementing this Action on a district-wide basis ensures all students benefit from these services.</p>	Metrics 1.4, 1.8, 1.9, 1.10, and 1.12

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.4	<p>Action: Literacy and Student Voice</p> <p>Need: Based on teacher input and local diagnostic ELA results, students are in need of increased literacy support. This is especially the case for our low-income students, as input from these students and their parents indicate a lack of literacy resources in the home and decreased access to individuals able to assist the students at home.</p> <p>The district's socioeconomically disadvantaged (low-income) students performed at 29.0 points below standard in ELA per the results of the 2023 Dashboard. Even though the performance in points below standard level was better than the state average of 42.6 points below, the district had a decrease in performance of 6.3 points compared to the prior year while the state performance maintained when compared to the 2022 Dashboard. The districts decline in distance from standard resulted in a performance color of orange for the low-income group on the 2023 Dashboard.</p> <p>Scope: LEA-wide</p>	<p>This Action will address student needs by providing teachers with the necessary materials and training to successfully support the learning needs of low-income students, as it relates to literacy success.</p> <p>Successful implementation of the Paideia program will provide students with the ability to develop critical-thinking skills, engage in meaningful discussion opportunities where multiple viewpoints are explored. This will support increased engagement and success in the literacy programs of the district and foster critical and creative thinking skills.</p> <p>Other significant student groups also experienced declines in distance from standard in ELA. The White, Hispanic and All students groups' all had a decrease in performance of 9.7, 10.2. and 10.9 points respectively, from the prior year. Implementing this Action on a district-wide basis ensures all students benefit from these services, and provides the most efficient and effective delivery of Action service to Unduplicated Pupils.</p>	Metrics 1.2, 1.8, 1.19, and 1.10

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>1.7</p>	<p>Action: Social Worker</p> <p>Need: In exiting the impact of the COVID pandemic, the district observed that students continue to experience challenges with positively and successfully engaging in school learning and with peer relationships. Parents echoed the same information. Feedback gathered from educational partners indicated that low-income students, in particular, encounter challenges in accessing support resources to assist with managing and overcoming these challenges. This includes the ability to afford services and the means to get to and from service appointments. This impacts their ability to engage in school and thus impacts their ability to learn at their fullest potential.</p> <p>Scope: LEA-wide</p>	<p>This Action will ensure the providing of support to students and families in need of services to promote the all-around academic, social, and mental well-being of low-income students. The social worker will also provide information to parents/guardians related to community and county services that can support identified student needs. The services provided in this Action will enable students to focus on being successful in all school-related areas.</p> <p>Even though this Action is principally directed at addressing the needs of low-income students, it will be implemented site-wide to benefit all students, as many other students exhibited similar needs.</p>	<p>1.15, 2.2, 2.3, 2.4, 2.5, 2.6, and 2.7</p>
<p>2.1</p>	<p>Action: Transportation</p> <p>Need: Chronic absenteeism among low-income students remains a pressing concern, with 24.7% of students falling into this category. This marks a 1% increase from the previous year and warrants a red performance designation on the California Dashboard. The state performance indicator color was yellow with a corresponding 7.5% decline in the level</p>	<p>Providing additional transportation options will help mitigate chronic absenteeism by ensuring that students have reliable and accessible means of getting to school.</p> <p>The district's White, Hispanic, and the All Students groups also exhibited high levels of Chronic Absenteeism during the 2022-23 school year (2023 Dashboard). The White student group's Chronic Absenteeism rate was 24.4% with an increase of 5.2% over the prior year, resulting a red Dashboard indicator color. The Hispanic rate</p>	<p>Metrics 2.2 and 2.3</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>of Chronic Absenteeism by the low-income student group. Per data collected, transportation barriers are contributing to the issue. Parent input has also provided the district information that many absences by their children are due to lack of reliable transportation.</p> <p>Scope: LEA-wide</p>	<p>was 21.3 points, resulting in an orange performance color on the 2023 Dashboard and the All Students group had a 23.6% rate, which was an increase of 3.6% and resulted in a red performance indicator.</p> <p>For these other significant student groups, transportation issues is also a main reason for the high rates of school absenteeism. Providing this Action service on a LEA-wide basis will positively impact the school attendance rates for all students.</p>	
2.2	<p>Action: Student Engagement</p> <p>Need: Connected to Action 2.1 in addressing the Chronic Absenteeism rates of low-income students, it is essential to implement strategies that foster greater student engagement and awareness related to attendance and elements that impact school-going rates.</p> <p>Parent input emphasized the significance of providing an inclusive environment that supports and encourages excellent attendance and also the importance of recognizing when there is an improvement and continued excellence.</p> <p>The district proposes encouraging increased student attendance through awards recognition, which serves as positive reinforcement for consistent attendance habits</p>	<p>By emphasizing how attendance directly correlates with academic success and social-emotional well-being, the district will empower students to take ownership of their attendance habits and strive for improved outcomes.</p> <p>Additionally, implementing Character Counts education will foster greater connectedness and peer relations among students, creating a supportive and inclusive school environment.</p> <p>Providing this Action service on a district-wide basis will positively impact the school attendance rates for all students, as all significant student groups are in need of this Action service as absenteeism data shows.</p>	Metrics 2.2 and 2.7

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>and focusing efforts on character counts education to foster increased school connectedness and increased positive student peer relationships.</p> <p>Scope: LEA-wide</p>		
2.3	<p>Action: Capturing Kids Hearts</p> <p>Need: The suspension rate among low-income students was 3.5% during the 2022-23 school year. Even though this is below the state average, the district did not reduce the rate from the prior year. This resulted in an orange Dashboard performance color.</p> <p>Students, parents, and staff shared that providing support services for students centered around well-being, character education, and relationships is instrumental in improving student decision-making related to school actions.</p> <p>These figures highlight a concerning upward trend in suspension rates across the board. There is a pressing need for intervention to address this rising trend among all students. Implementing programs like Capturing Kids</p>	<p>Capturing Kids Hearts offers a researched-based and proven transformative approach aimed at enhancing social-emotional wellbeing, fostering a relationship-driven campus culture, and strengthening student connectedness. Implementing this program equips our staff with the necessary tools to address the root causes of behavioral issues and reduce suspension rates among low-income students and all other students as well.</p> <p>By focusing on social-emotional wellbeing, fostering positive relationships, and promoting student connectedness, Capturing Kids Hearts will help mitigate the factors leading to disciplinary actions and create a supportive environment conducive to learning.</p> <p>The district suspension rate among White students was 3.5 percent per the 2023 Dashboard, marking a 1.7% increase from the previous year. Additionally, the suspension rate for the entire</p>	Metrics 2.2, 2.3, 2.4, 2.5, 2.7 and 2.8

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>Hearts can play a crucial role in addressing the underlying issues contributing to increased suspension rates. By focusing on social-emotional wellbeing, fostering positive relationships, and promoting student connectedness, Capturing Kids Hearts can help mitigate the factors leading to disciplinary actions and create a supportive environment conducive to learning."</p> <p>Scope: LEA-wide</p>	<p>student population was 3.9 percent, representing a 1.6% increase from the previous year and higher than the state average. The Hispanic student suspension rate was 5.2% and slightly increased from the previous year. Therefore, this Action is being implemented district-wide, as all significant student groups demonstrate a need for this service.</p>	

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
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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.

The Springville Union School District does not receive Concentration Add-on (additional 15%) funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	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	\$3,400,979	351,732	10.342%	0.000%	10.342%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$417,300.00	\$0.00	\$0.00	\$265,996.97	\$683,296.97	\$523,687.50	\$159,609.47

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Staff Professional Development	All	No			All Schools		\$28,687.50	\$0.00				\$28,687.50	\$28,687.50	
1	1.2	Technology and Educational Program Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$60,000.00	\$74,416.60	\$111,000.00			\$23,416.60	\$134,416.60	
1	1.3	Support Increased Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$120,000.00	\$0.00	\$120,000.00				\$120,000.00	
1	1.4	Literacy and Student Voice	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$15,742.87	\$6,950.00			\$8,792.87	\$15,742.87	
1	1.5	Student Support Services	All	No			All Schools		\$200,000.00	\$0.00				\$200,000.00	\$200,000.00	
1	1.6	Intervention Resource Services	All Students with Disabilities	No			All Schools		\$65,000.00	\$0.00	\$65,000.00				\$65,000.00	
1	1.7	Social Worker	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$50,000.00	\$0.00	\$50,000.00				\$50,000.00	
2	2.1	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
2	2.2	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth			\$0.00	\$2,600.00	\$2,600.00				\$2,600.00	

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
						Low Income										
2	2.3	Capturing Kids Hearts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$11,250.00	\$11,250.00				\$11,250.00	
3	3.1	Parent Communication	All	No			All Schools		\$0.00	\$5,100.00				\$5,100.00	\$5,100.00	
3	3.2	Family Events	All	No			All Schools		\$0.00	\$500.00	\$500.00				\$500.00	

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
\$3,400,979	351,732	10.342%	0.000%	10.342%	\$351,800.00	0.000%	10.344 %	Total:	\$351,800.00
								LEA-wide Total:	\$351,800.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Technology and Educational Program Services	Yes	LEA-wide	English Learners Foster Youth Low Income		\$111,000.00	
1	1.3	Support Increased Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income		\$120,000.00	
1	1.4	Literacy and Student Voice	Yes	LEA-wide	English Learners Foster Youth Low Income		\$6,950.00	
1	1.7	Social Worker	Yes	LEA-wide	English Learners Foster Youth Low Income		\$50,000.00	
2	2.1	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income		\$50,000.00	
2	2.2	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income		\$2,600.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Capturing Kids Hearts	Yes	LEA-wide	English Learners Foster Youth Low Income		\$11,250.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,673,525.00	\$1,784,726.00

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	State Adopted Standards Based Curriculum	No	\$29,224.00	0.00
1	1.2	ELD Professional Development for certificated staff	No	\$34,500.00	34,500
1	1.3	Technology Contract for Services	Yes	\$52,435.00	52,435
1	1.4	On-going Professional Development/shared Instructional Practices	No	\$13,000.00	5,800
1	1.5	Providing Effective and Fully Credentialed Teachers	Yes	\$1,111,978.00	1,111,978
2	2.1	Student Attendance	Yes	\$230,000.00	230,000
2	2.2	Increase Parent Engagement Activities	Yes	\$500.00	500.00
2	2.3	Student Attendance Recognition for all students including EL, SES, and FY	No	\$2,500.00	12,765
3	3.1	Student Support/Achievement temporary fully credentialed staff	No	\$150,000.00	265,768
3	3.2	Hire additional Certificated/Classified Support Staff	No	\$25,000.00	44,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Provide additional EL Intervention, social/emotional wellness support, and measureable assessments	Yes	\$21,880.00	21,880
3	3.4	ELD Professional Development for classified staff	Yes	\$2,408.00	0.00
4	4.1	Parent Communication	No	\$0.00	5,000
4	4.2	Parent Engagement/Involvement through school Activities/Events	Yes	\$100.00	100.00

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)
349,929	\$1,419,301.00	\$1,186,893.00	\$232,408.00	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	1.3	Technology Contract for Services	Yes	\$52,435.00	52,435	leave this column blank	
1	1.5	Providing Effective and Fully Credentialed Teachers	Yes	\$1,111,978.00	1,111,978		
2	2.1	Student Attendance	Yes	\$230,000.00	0.00		
2	2.2	Increase Parent Engagement Activities	Yes	\$500.00	500.00		
3	3.3	Provide additional EL Intervention, social/emotional wellness support, and measureable assessments	Yes	\$21,880.00	21,880		
3	3.4	ELD Professional Development for classified staff	Yes	\$2,408.00	0.00		
4	4.2	Parent Engagement/Involvement through school Activities/Events	Yes	\$100.00	100.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$3,285,893	349,929	0.00%	10.649%	\$1,186,893.00	0.000%	36.121%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25.

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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