



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cascade Union Elementary School District

CDS Code: 45699140000000

School Year: 2024-25

LEA contact information:

Jason Provence

Superintendent

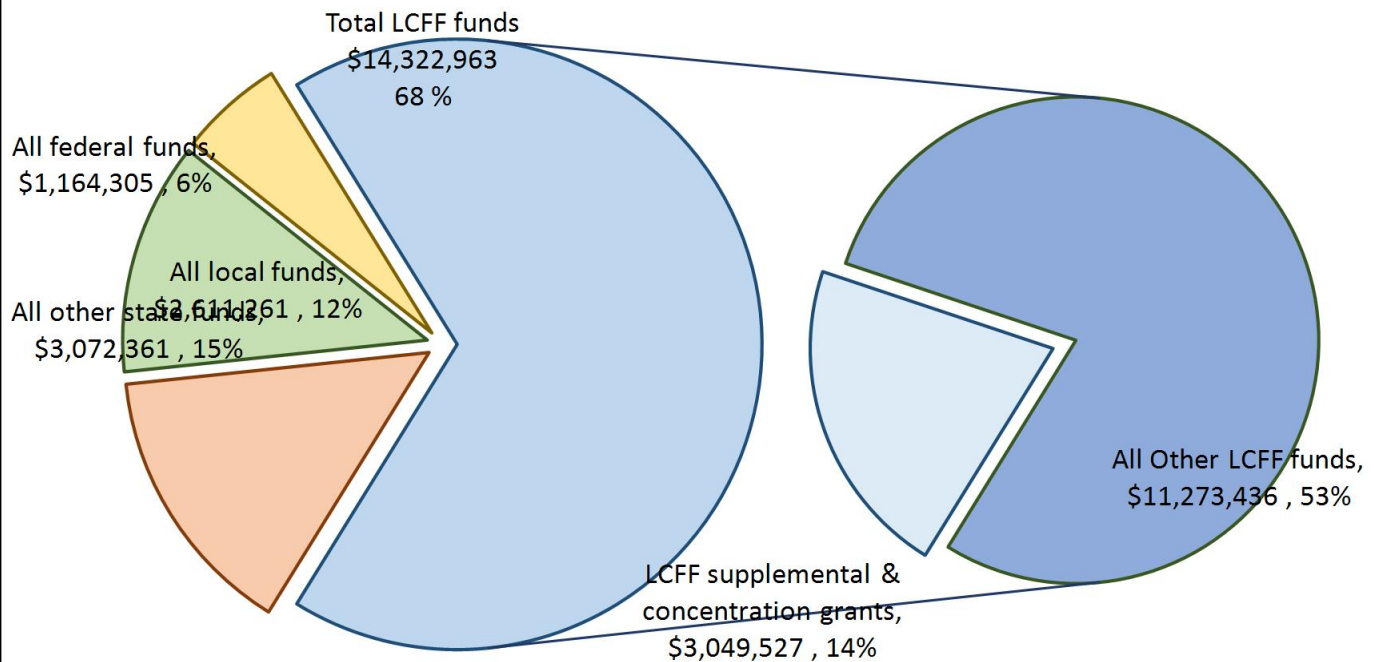
jason.provence@cuesd.com

5303787000

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

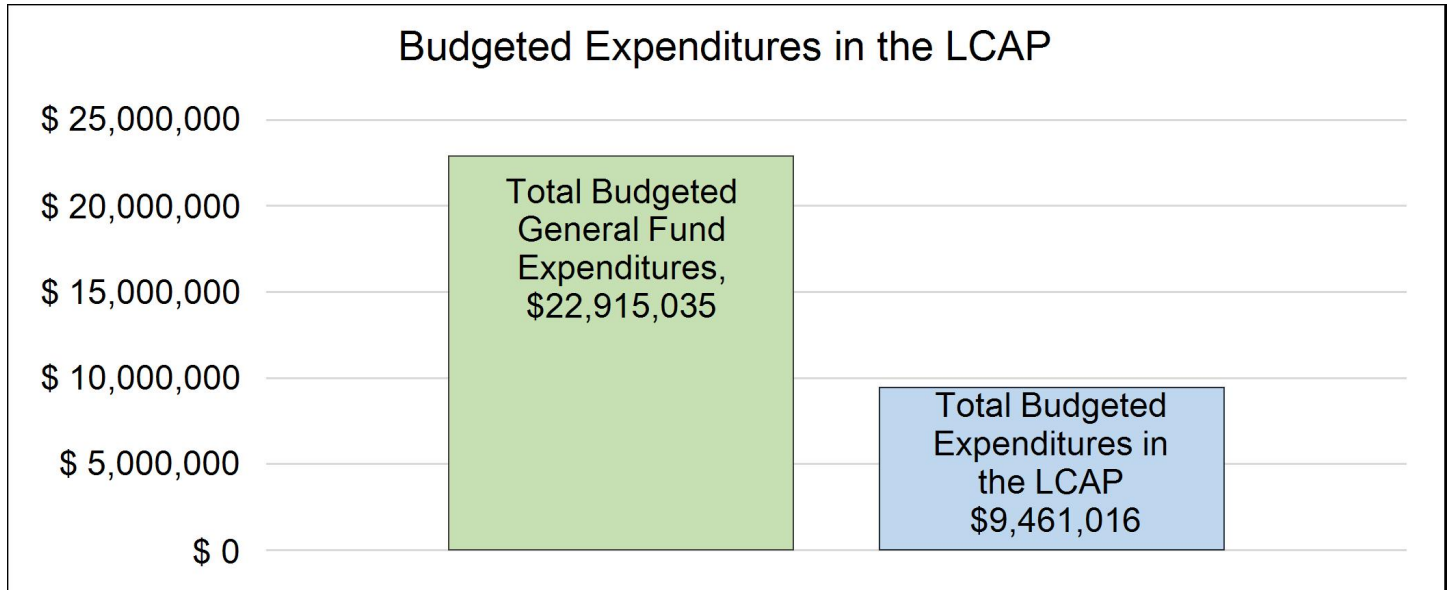


This chart shows the total general purpose revenue Cascade Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cascade Union Elementary School District is \$21,170,890, of which \$14,322,963 is Local Control Funding Formula (LCFF), \$3,072,361 is other state funds, \$2,611,261 is local funds, and \$1,164,305 is federal funds. Of the \$14,322,963 in LCFF Funds, \$3,049,527 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 Cascade 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: Cascade Union Elementary School District plans to spend \$22,915,035 for the 2024-25 school year. Of that amount, \$9,461,016 is tied to actions/services in the LCAP and \$13,454,019 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

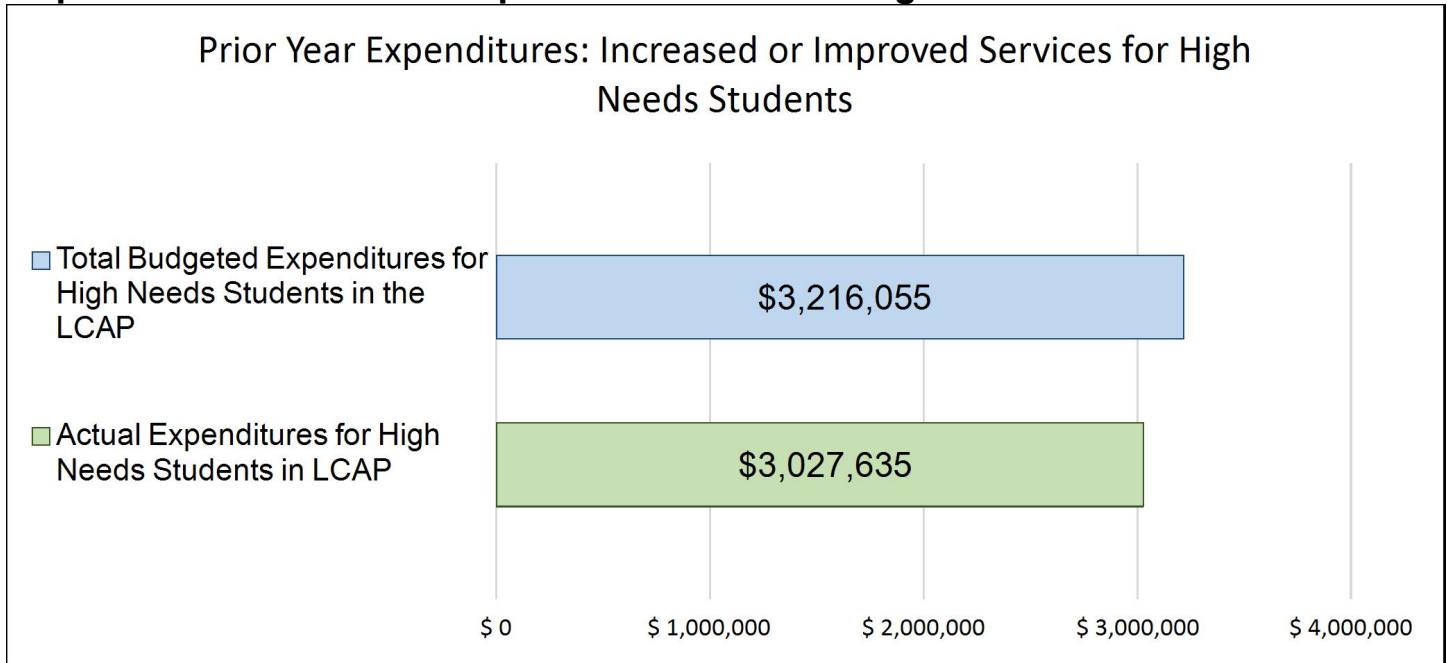
Most regular operating and instructional costs, including maintenance, core instructional programs, etc.

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

In 2024-25, Cascade Union Elementary School District is projecting it will receive \$3,049,527 based on the enrollment of foster youth, English learner, and low-income students. Cascade Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cascade Union Elementary School District plans to spend \$3,254,265 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

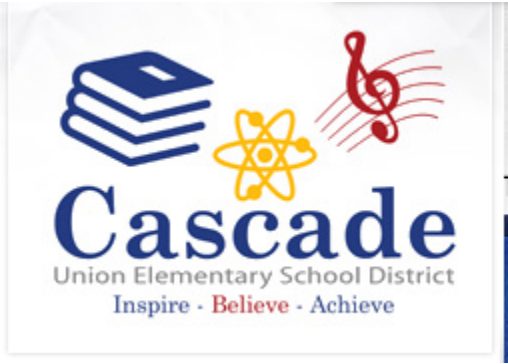


This chart compares what Cascade Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Cascade Union Elementary School District estimates it has spent on actions and services that 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, Cascade Union Elementary School District's LCAP budgeted \$3216055 for planned actions to increase or improve services for high needs students. Cascade Union Elementary School District actually spent \$3027635 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$188,420 had the following impact on Cascade Union Elementary School District's ability to increase or improve services for high needs students:

The difference was mostly due to utilizing other funding sources, such as Learning Recovery Block Grant funds. The actual services were generally maintained as planned.



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
Cascade Union Elementary School District	Jason Provence Superintendent	Jason.provence@cuesd.com 5303787000

Goals and Actions

Goal

Goal #	Description
1	<p>Goal #1 - INSPIRE. CHALLENGING CLASSROOM DISCOURSE and ENGAGING STRATEGIES leading to ACADEMIC SUCCESS. The skilled staff in the Cascade Union Elementary School District welcome, include, and serve all students from across our community - creating a culture of excellence; challenging them to be successful, continuous learners, academically, socially, and emotionally. This goal and the associated actions support State Priorities Conditions of Learning (Priorities 1, 2, 3, 4, 7).</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard Academic Indicator	ORANGE performance level in English language arts	The CA School Dashboard was not published for the 2020-2021 school year.	Low performance level in English language arts 51.3 points below standard	CA School Dashboard Yellow progress indicator 48.1 points below standard Increased 3.2 Points	BLUE performance level in English language arts
CA School Dashboard Academic Indicator	YELLOW performance level in mathematics	The CA School Dashboard was not published for the 2020-2021 school year.	Low performance level in mathematics 77.4 points below standard	CA School Dashboard Yellow progress indicator 70.1 points below standard Increased 7.4 Points	BLUE performance level in mathematics
State Indicator Smarter Balanced Assessments	40.4% students met or exceeded standards in English language arts	31.38% students met or exceeded standards in English language arts	31.35% students met or exceeded standards in English language arts	30.81% students met or exceeded standard for ELA CA School Dashboard	75% students met or exceeded standards in English language arts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Student group performance levels</p> <p>Students with disabilities ORANGE 110.3 points below standard</p> <p>American Indian ORANGE 73.2 points below standard</p> <p>English learners ORANGE 67.4 points below standard</p> <p>Socioeconomically Disadvantage YELLOW 61.1 points below standard</p> <p>White YELLOW 51.2 points below standard</p> <p>Hispanic YELLOW 70.8 points below standard</p>	<p>The CA School Dashboard was not published for the 2020-2021 school year.</p>	<p>CA School Dashboard</p> <p>Student group performance levels</p> <p>All students are 51.3 points below standard in English language arts</p> <p>Students with disabilities 107.1 points below standard</p> <p>American Indian 52.4 points below standard</p> <p>Asian 21.2 points below standard</p> <p>English learners 46.3 points below standard</p> <p>Socioeconomically Disadvantage 60.1 points below standard</p> <p>Two or more races 79.9 points below standard</p> <p>White 49.9 points below standard</p> <p>Hispanic 60 points below standard</p> <p>Homeless 143.3 points below standard</p> <p>The following student groups less than 11 students - data not displayed for privacy: African American</p>	<p>Student group performance levels</p> <p>All students are points below standard in mathematics</p> <p>Students with disabilities 92.1 points below standard</p> <p>American Indian 55.3 points below standard</p> <p>Asian 25.2 points below standard</p> <p>English learners 55.1 points below standard</p> <p>Socioeconomically Disadvantage 53.8 points below standard</p> <p>Two or more races 63.1 points below standard</p> <p>White points 53.7 below standard</p> <p>Hispanic 36.2 points below standard</p> <p>Homeless points below standard</p> <p>The following student groups less than 11 students - data not displayed for privacy: African American Filipino Foster Youth Pacific Islander</p>	<p>All students in GREEN and BLUE performance level and 10 points above standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Filipino Foster Youth Pacific Islander		
State Indicator Smarter Balanced Assessments	<p>59.7% students met or exceeded standards in mathematics</p> <p>Student group performance levels Students with disabilities RED 101.6 points below standard American Indian ORANGE 60.4 points below standard English learners ORANGE 40.3 points below standard Socioeconomically Disadvantage ORANGE 42.6 points below standard White ORANGE 35.9 points below standard Hispanic YELLOW 40.3 points below standard</p>	<p>25.37% students met or exceeded standards in mathematics</p> <p>The CA School Dashboard was not published for the 2020-2021 school year.</p>	<p>22.74% students met or exceeded standards in mathematics</p> <p>CA School Dashboard Student group performance levels All students are 77.4 points below standard in mathematics Students with disabilities 136.2 points below standard American Indian 73.1 points below standard Asian 43.5 points below standard English learners 74.8 points below standard Socioeconomically Disadvantage 85.7 points below standard Two or more races 74.3 points below standard White 79.5 points below standard Hispanic 85.1 points below standard</p>	<p>26.30% students met or exceeded standard for mathematics</p> <p>CA School Dashboard Student group performance levels All students are 70.1 points below standard in mathematics Students with disabilities 116.2 points below standard American Indian 67.3 points below standard Asian 55.7 points below standard English learners 98.9 points below standard Socioeconomically Disadvantage 76.4 points below standard Two or more races 89.7 points below standard White 71.2 points below standard Hispanic 69.6 points below standard</p>	<p>75% students met or exceeded standards in mathematics All students in GREEN and BLUE performance level and 10 points above standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>Homeless 151.2 points below standard</p> <p>The following student groups less than 11 students - data not displayed for privacy: African American Filipino Foster Youth Pacific Islander</p>	<p>Homeless 122.2 points below standard</p> <p>The following student groups less than 11 students - data not displayed for privacy: African American Filipino Foster Youth Pacific Islander</p>	
Local Outcome Data	<p>Percentage of students are fluent readers using the Aimsweb reading assessment (WINTER)</p> <p>Anderson Heights First grade 12% Second grade 24% Third grade 33% Fourth grade 29%</p> <p>Meadow Lane Grade 1 Far Below Average = 17% Approaching = 23% Average to above = 57%</p>	<p>Percentage of students are fluent readers using the Aimsweb reading assessment (WINTER)</p> <p>Anderson Heights First grade 45% Second grade 41% Third grade 57% Fourth grade 54% Fifth Grade 43%</p> <p>Meadow Lane Grade 1 Far Below Average = 48% Average = 41% Above Average = 10%</p> <p>Grade 2</p>	The metric is now captured in the box below.	The metric is now captured in the box below.	The metric is now captured in the box below.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Grade 2 Far Below Average = 40% Approaching = 20% Average to above = 40%</p> <p>Grade 3 Far Below Average = 18% Approaching = 21% Average to above = 63%</p> <p>Grade 4 Far Below Average = 24% Average = 51% Above Average = 24%</p> <p>Grade 5 Far Below Average = 29% Average = 48% Above Average = 21%</p>	<p>Far Below Average = 45% Average = 45% Above Average = 5%</p> <p>Grade 3 Far Below Average = 56% Average = 42% Above Average = 1%</p> <p>Grade 4 Far Below Average = 42% Average = 50% Above Average = 7%</p> <p>Grade 5 Far Below Average = 52% Average = 43% Above Average = 3%</p>			
Local Outcome Data Writing assessment scores for grades 6-8	Winter 2020/2021 6th grade- 45% scored at level or advanced on the rubric	Winter 2021/2022 Anderson Middle School 6th grade- 63% scored at level or	Winter 2022/2023 Anderson Middle School 6th Grade: 25% at 3% above	Winter 2022/2023 Anderson Middle School Writing Assessments 6th Grade Writing	Winter 2024 6th grade- 80% scored at level or advanced on the rubric

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	7th grade- 44% scored at level or advanced on the rubric 8th grade- 45% scored at level or advanced on the rubric	advanced on the rubric 7th grade- 56% scored at level or advanced on the rubric 8th grade- 50% scored at level or advanced on the rubric	7th Grade: 21% at 15% above 8th Grade: 23% at 16% above	8% Above grade level (average of 4 rubric areas) 9/102 students 19% At grade level (average of 4 rubric areas) 29/102 student- 7th Grade: 23% Above grade level 21/92 14% At grade level 13/92 8Th Grade: 20% Above grade level 15/74 27% At grade level 20/74	7th grade- 80% scored at level or advanced on the rubric 8th grade- 80% scored at level or advanced on the rubric
Local Outcome Data iReady English Language Arts & Mathematics	READING (Window 3 collection) Meadow Lane (READING) 23% Mid or above grade level 22% Early on grade level 37% One grade level below 10% Two grade levels below	READING (Window 3 collection) Meadow Lane (READING) 15% Mid or above grade level 22% Early on grade level 33% One grade level below 19% Two grade levels below 11% Third grade levels below	This past summer, we made the decision to eliminate iReady and use our local assessments and CRLP assessments to measure our students progress. Meadow Lane (2nd Trimester) Transitional Kindergarten met or	AIMS Web Fluency/Accuracy Student Percentages Meeting Average Benchmark or Higher Anderson Heights Kindergarten 52% First grade 47% Second grade 45% Third grade 54% Fourth grade 70% Fifth grade 48% Meadow Lane	AIMS Web Fluency/Accuracy Student Percentages Meeting Average Benchmark or Higher Anderson Heights Kindergarten 80% First grade 80% Second grade 80% Third grade 80% Fourth grade 780% Fifth grade 80% Meadow Lane

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>7% Third grade levels below</p> <p>Kindergarten 36%Mid or above grade level 33%Early on grade level 31%One grade level below 0%Two grade levels below 0%Third grade levels below</p> <p>First Grade 21% Mid or above grade level 21% Early on grade level 55% One grade level below 3% Two grade levels below 0% Third grade levels below</p> <p>Second Grade 20% Mid or above grade level 19% Early on grade level 45% One grade level below</p>	<p>Kindergarten & First Grade (We did not use IReady this year...instead we used district assessments.)</p> <p>Second Grade 14% Mid or above grade level 18% Early on grade level 39% One grade level below 29% Two grade levels below 0% Third grade levels below</p> <p>Third Grade 19% Mid or above grade level 21% Early on grade level 29% One grade level below 19% Two grade levels below 13% Third grade levels below</p> <p>Fourth Grade 16% Mid or above grade level</p>	<p>exceeded benchmark (average score) Upper Case Letter Naming 22.9 Lower Case Letter Naming 22 Letter Sound 22 Sight Words 15.5 Lexia Level 11% within grade level & 88% above grade level</p> <p>Kindergartener's met or exceeded benchmark (average score) Letter Naming Fluency 38 Letter Sound Fluency 18.8 Sight Words 24 Lexia Level 90% working within grade level</p> <p>First grader's met or exceeded benchmark (average score) Phonemic Awareness 24 BPST 59.7 Aims Fluency 45.2 Aims Accuracy 87% Sight Words 155.9</p>	<p>Kindergarten 77% First grade 68% Second grade 64% Third grade 68% Fourth grade 60% Fifth grade 65%</p> <p>Anderson Middle School 6th Grade 61% 7th Grade 57% 8th Grade 62%</p>	<p>Kindergarten 80% First grade 80% Second grade 80% Third grade 80% Fourth grade 80% Fifth grade 65%</p> <p>Anderson Middle School 6th Grade 80% 7th Grade 80% 8th Grade 80%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>16% Two grade levels below 0% Third grade levels below</p> <p>Third Grade 23% Mid or above grade level 23% Early on grade level 27% One grade level below 18% Two grade levels below 9% Third grade levels below</p> <p>Fourth Grade 27% Mid or above grade level 17% Early on grade level 34% One grade level below 12% Two grade levels below 10% Third grade levels below</p> <p>Fifth Grade 12% Mid or above grade level 22% Early on grade level</p>	<p>29% Early on grade level 32% One grade level below 5% Two grade levels below 18% Third grade levels below</p> <p>Fifth Grade 12% Mid or above grade level 19% Early on grade level 28% One grade level below 26% Two grade levels below 16% Third grade levels below</p> <p>Anderson Heights (Reading) 29% At or above grade level (Tier 1) 42% One grade level below (Tier 2) 29% Two grade or three grade levels below (Tier 3)</p> <p>Kindergarten (We did not use IReady this year...we used district assessments instead.)</p>	<p>STAR 1.7 Lexia Level 39% working within grade level material</p> <p>Second grader's met or exceeded benchmark (average score) BPST 72.2 Aims Fluency 76.8 Aims Accuracy 91.6 Sight Words 267 STAR 2.6 grade level Lexia Level 38% working within grade level material</p> <p>Third grader's met or exceeded benchmark (average score) BPST 84.9 Aims Fluency 86.3 Aims Accuracy 91% STAR 3.4 grade level</p> <p>Fourth grader's met or exceeded benchmark (average score) Aims Fluency 121.8 Aims Accuracy 96% STAR 4.4 grade level</p> <p>Fifth grader's met or exceeded benchmark</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>28%One grade level below 12% Two grade levels below 26% Third grade levels below</p> <p>Anderson Heights (Reading) 28% At or above grade level (Tier 1) 34% One grade level below (Tier 2) 38% Two grade or three grade levels below (Tier3)</p> <p>Kindergarten 55%At or above grade level (Tier 1) 45% One grade level below (Tier 2) 0% Two grade or three grade levels below (Tier3)</p> <p>First Grade 31%At or above grade level (Tier 1) 60%One grade level below (Tier 2) 9%Two grade or three grade levels below (Tier3)</p>	<p>First Grade 31%At or above grade level (Tier 1) 69%One grade level below (Tier 2) 0%Two grade or three grade levels below (Tier 3)</p> <p>Second Grade 18% At or above grade level (Tier 1) 50% One grade level below (Tier 2) 32% Two grade or three grade levels below (Tier 3)</p> <p>Third Grade 42% At or above grade level (Tier 1) 25% One grade level below (Tier 2) 33% Two grade or three grade levels below (Tier 3)</p> <p>Fourth Grade 32% At or above grade level (Tier 1) 32% One grade level below (Tier 2)</p>	<p>(average score) Aims Fluency 34 Aims Accuracy 98% STAR 5.3 grade level</p> <p>Anderson Heights (2nd Trimester) Transitional Kindergarten met or exceeded benchmark (average score) Upper Case Letter Naming 20 Lower Case Letter Naming 17 Letter Sound 10 Sight Words 2 Lexia Level 35% within grade level 65% above grade level</p> <p>Kindergartener's met or exceeded benchmark (average score) Letter Naming Fluency 33 Letter Sound Fluency 23.8 Sight Words 21.5 Lexia Level 94% working within grade level material</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Second Grade 17% At or above grade level (Tier 1) 54% One grade level below (Tier 2) 29% Two grade or three grade levels below (Tier3)</p> <p>Third Grade 42% At or above grade level (Tier 1) 13% One grade level below (Tier 2) 45% Two grade or three grade levels below (Tier3)</p> <p>Fourth Grade 22% At or above grade level (Tier 1) 34% One grade level below (Tier 2) 44% Two grade or three grade levels below (Tier3)</p> <p>Fifth Grade 20% At or above grade level (Tier 1) 15% One grade level below (Tier 2) 66% Two grade or three grade levels below (Tier3)</p>	<p>36% Two grade or three grade levels below (Tier 3)</p> <p>Fifth Grade 23% At or above grade level (Tier 1) 32% One grade level below (Tier 2) 45% Two grade or three grade levels below (Tier 3)</p> <p>MATHEMATICS (Window 3 collection) Meadow Lane 13% Mid or above grade level 16% Early on grade level 43% One grade level below 19% Two grade levels below- 9% Third grade levels below</p> <p>Kindergarten & First Grade (We did not use IReady this year...we used district assessments instead.)</p> <p>Second Grade</p>	<p>First grader's met or exceeded benchmark (average score) Phonemic Awareness 22.9 BPST 53.9 Aims Fluency 34 Aims Accuracy 81.5% Sight Words 131 STAR 1.0 Lexia Level 50% working within grade level material</p> <p>Second grader's met or exceeded benchmark (average score) BPST 67.5 Aims Fluency 57 Aims Accuracy 74.5% Sight Words 261 STAR 2.3 Lexia Level 10% working within grade level material</p> <p>Third grader's met or exceeded benchmark (average score) BPST 81 Aims Fluency 99.9 Aims Accuracy 92.5 STAR 3.3</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>MATHEMATICS (Window 3 collection) Meadow Lane 40% students at or above grade level in math at Meadow Lane Kindergarten 44% Mid or above grade level 18% Early on grade level 38% One grade level below 0% Two grade levels below 0% Third grade levels below</p> <p>First Grade 19% Mid or above grade level 7% Early on grade level 70% One grade level below 4% Two grade levels below 0% Third grade levels below</p> <p>Second Grade 21% Mid or above grade level</p>	<p>9% Mid or above grade level 13% Early on grade level 50% One grade level below 29% Two grade levels below 0% Third grade levels below</p> <p>Third Grade 11% Mid or above grade level 19% Early on grade level 49% One grade level below 13% Two grade levels below 8% Third grade levels below</p> <p>Fourth Grade 18% Mid or above grade level 20% Early on grade level 29% One grade level below 18% Two grade levels below 16% Third grade levels below</p>	<p>Fourth grader's met or exceeded benchmark (average score) Aims Fluency 104.4 Aims Accuracy 90.6% STAR 3.8</p> <p>Fifth grader's met or exceeded benchmark (average score) Aims Fluency 127 Aims Accuracy 91.5% STAR 5.1</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>11% Early on grade level 51% One grade level below 14% Two grade levels below 3% Third grade levels below</p> <p>Third Grade 17% Mid or above grade level 17% Early on grade level 36% One grade level below 14% Two grade levels below 14% Third grade levels below</p> <p>Fourth Grade 29% Mid or above grade level 22% Early on grade level 25% One grade level below 14% Two grade levels below 10% Third grade levels below</p> <p>Fifth Grade</p>	<p>Fifth Grade 18% Mid or above grade level 14% Early on grade level 35% One grade level below 21% Two grade levels below 12% Third grade levels below</p> <p>Anderson Heights Math 21% At or above grade level (Tier 1) 50% One grade level below (Tier 2) 29% Two grade or three grade levels below (Tier3)</p> <p>Kindergarten (We did not use IReady this year...we used district assessments instead.) %At or above grade level (Tier 1) % One grade level below (Tier 2) % Two grade or three grade levels below (Tier3)</p> <p>First Grade</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>19% Mid or above grade level 19% Early on grade level 32% One grade level below 14% Two grade levels below 16% Third grade levels below</p> <p>Anderson Heights Math 19% At or above grade level (Tier 1) 47% One grade level below (Tier 2) 34% Two grade or three grade levels below (Tier 3)</p> <p>Kindergarten 67% At or above grade level (Tier 1) 33% One grade level below (Tier 2) 0% Two grade or three grade levels below (Tier 3)</p> <p>First Grade 34% At or above grade level (Tier 1) 65% One grade level below (Tier 2)</p>	<p>21% At or above grade level (Tier 1) 50% One grade level below (Tier 2) 29% Two grade or three grade levels below (Tier 3) Second Grade 10% At or above grade level (Tier 1) 56% One grade level below (Tier 2) 34% Two grade or three grade levels below (Tier 3)</p> <p>Third Grade 14% At or above grade level (Tier 1) 58% One grade level below (Tier 2) 28% Two grade or three grade levels below (Tier 3)</p> <p>Fourth Grade 33% At or above grade level (Tier 1) 26% One grade level below (Tier 2) 42% Two grade or three grade levels below (Tier 3)</p> <p>Fifth Grade</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>12% Two grade or three grade levels below (Tier3)</p> <p>Second Grade 19% At or above grade level (Tier 1) 48% One grade level below (Tier 2) 33% Two grade or three grade levels below (Tier3)</p> <p>Third Grade 17% At or above grade level (Tier 1) 53% One grade level below (Tier 2) 30% Two grade or three grade levels below (Tier3)</p> <p>Fourth Grade 18% At or above grade level (Tier 1) 38% One grade level below (Tier 2) 44% Two grade or three grade levels below (Tier3)</p> <p>Fifth Grade 5% At or above grade level (Tier 1)</p>	<p>26% At or above grade level (Tier 1) 37% One grade level below (Tier 2) 37% Two grade or three grade levels below (Tier 3)</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	43% One grade level below (Tier 2) 52% Two grade or three grade levels below (Tier3)				
English Learner Progress Indicator English Learner Proficiency	53.6% of English Learner students are proficient in English ELs who decreased at least one ELPI level 15.9% ELs who maintained ELPI Levels 1, 2L,2H, 3L, 3H 30.4% ELs who maintained ELPI Level 4 0% ELs who progressed at least one ELPI level 53.6%	33% of English Learner students are proficient in English	41.9% of English Learner students are proficient in English	44.2% making progress Increased 2.3%	85% of English Learner students are proficient in
English Learner Progress Indicator Observation Protocol for Teachers of English Learners (OPTEL) Local Protocol	4.3% of reclassified English Learner students	17% of reclassified English Learner students	21% of reclassified English Learner students	3.5% of reclassified English Learner students	85% of reclassified English Learner students

Goal Analysis

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

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

All actions were implemented in this goal. There were no substantive differences in planned actions and implementation.

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 1.6 - Program expanded beyond original budgeted scope due to increased ELOP funding.

Action 1.21 - Additional invoiced costs of program

Action 1.26 - Home School downsized due to decreased need.

Action 1.29 - North State Aspire-We had difficulty fully staffing our Community Day School this year.

Action 1.32 - Utilization of additional ARP-HCY funds

Action 1.35 - Additional Opportunity Classroom added after LCAP adoption

Other smaller changes based on updated cost estimates since LCAP adoption

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

Although we have yellow performance indicators on the CA School Dashboard for our academic indicators, not all of our student groups are making academic progress and are significantly below standard in English language arts and math. We plan to completely overhaul our LCAP for the next three years by reducing the number of goals to 2 and consolidating or eliminating actions.

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

We will use our mission statement for goal 1 and add an equity multiplier goal for goal 2 as a requirement for receiving Equity Multiplier Funding. We will eliminate goal 3 altogether. We have eliminated actions 1.1, 1.2 and 1.338 as it is reported in the Local Indicator Report that accompanies the LCAP. We eliminated action 1.3 as we are no longer have schools that are identified for Comprehensive Support and Improvement. We eliminated action 1.5 as it was already in another action. We moved action 1.6, 1.17, and 1.20 to the Expanded Learning Opportunity Plan so it is no longer captured in the LCAP. We eliminated several positions like the TOSA, 1 FTE Assistant Principal, 1 FTE librarian, in preparation for the state budget deficits. We consolidated actions 1.8, 1.9, 1.10, 1.12, 1.15, 1.18, 1.19, 1.21 into a Broad Course of Study action. We kept actions regarding professional development, interventions, transitional kindergarten, librarians, educational technology specialists, Saturday School Program, English learner aide/interpreter, foster youth, homeless youth, Community Day School

Program, Independent Study Program, supporting unduplicated pupil actions, positive relationships/communication/behavior management, and parent engagement. We eliminated actions 1.26, 1.28, 1.30, and 1.31 due to budget deficits.

We moved the survey metric data to the Local Indicator Report that accompanies the LCAP to reduce the length of the LCAP and to ensure all 8 state priorities are addressed.

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	<p>Goal #2 - BELIEVE. ACADEMIC SUCCESS, ENGAGING STRATEGIES, and SUPPORTIVE RELATIONSHIPS Highly skilled teachers using student-centered curriculum and collaboratively-developed engaging instruction, enhanced with cutting-edge technology, supported by professional development, our staff provides positive and safe classrooms that focus on the whole child for future college and career readiness.</p> <p>This goal and the associated actions support the state priorities of Pupil Outcomes (Priorities 4, 8) and Conditions of Learning (Priorities 1, 2, 7).</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Staff Survey	100% teachers trained in State Standards implementation.	100% teachers trained in State Standards implementation.	100% teachers trained in State Standards implementation.	100% teachers trained in State Standards implementation.	100% teachers trained in State Standards implementation.
Local Indicator Credential Teachers	81% teachers are highly effective.	81% teachers are highly effective.	81% teachers are highly effective.	80% appropriately credentialed teachers with 20% misassignments	100% teachers are highly effective.
Local Indicator Standards Aligned Curriculum	<p>100% standards aligned curriculum</p> <p>100% Williams Quarterly reports will show that all students have access to instructional materials.</p>	<p>100% standards aligned curriculum</p> <p>100% Williams Quarterly reports will show that all students have access to instructional materials.</p>	<p>100% standards aligned curriculum</p> <p>100% Williams Quarterly reports will show that all students have access to instructional materials.</p>	<p>100% standards aligned curriculum</p> <p>100% Williams Quarterly reports will show that all students have access to instructional materials.</p>	<p>100% standards aligned curriculum</p> <p>100% Williams Quarterly reports will show that all students have access to instructional materials.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Broad Course of Study Survey	100% of students have access to a broad course of study	100% of students have access to a broad course of study	100% of students have access to a broad course of study	100% of students have access to a broad course of study	100% of students have access to a broad course of study
Local Indicator Facilities Inspection Tools	100% facilities in good condition as measured by the Facilities Inspection Tool	100% facilities in good condition as measured by the Facilities Inspection Tool	100% facilities in good condition as measured by the Facilities Inspection Tool	100% facilities in excellent condition as measured by the Facilities Inspection Tool	100% facilities in excellent condition as measured by the Facilities Inspection Tool

Goal Analysis

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

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

All actions were implemented in this goal. There were no substantive differences in planned actions and implementation.

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 2.6 - Additional Technology Equipment purchases beyond original estimate
Action 2.10 - Additional counseling personnel added during the year due to need

Other differences due to updated cost estimates following original adoption.

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

We were effective at making progress towards this goal with the exception of teacher credentialing. Credentialing has been a challenge over the last few years. We have many interns that are working on their credentials. We continue to hire college students that are working towards a full credential. We will move the credentialing reporting to the Local Indicator Report that accompanies the LCAP.

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

We will change this goal to an Equity Goal as we are required by the state to have a goal for our low income student group as we receive Equity Multiplier Funding. The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to schoolsites with prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. [EC Section 42238.024\(b\)\(1\)](#)^{External link opens in new window or tab.} 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.

Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier school sites 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).

We will eliminate or move the actions to goal 1. We eliminated actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.14 due to either funding drying up or funding being eliminated due to state budget deficits. We moved the following actions to goal one to streamline our plan: Counseling, interventions, and Special Education. We moved UPK actions to the UPK plan as it does not need to be captured in the 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	<p>Goal #3 - ACHIEVE.</p> <p>TYING IT ALL TOGETHER: STUDENT ENGAGEMENT, PARENTAL ENGAGEMENT, AND COMMUNITY ENGAGEMENT: RESPONSIBLE BEHAVIORS WITH ENGAGING STRATEGIES LEADING TO ACADEMIC SUCCESS</p> <p>With students, families, and community as equal partners, we are dedicated to preparing confident, healthy, respectful, and responsible students who can succeed and be productive tomorrow, next year, in high school, and in their post-graduation college and/or work careers.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Parent Survey	100% of parents may participate in local decision making via School Site Council, LCAP feedback meetings, ELAC committee, Parent Club, meetings with principal, etc.	100% of parents may participate in local decision making via School Site Council, LCAP feedback meetings, ELAC committee, Parent Club, meetings with principal, etc.	100% of parents may participate in local decision making via School Site Council, LCAP feedback meetings, ELAC committee, Parent Club, meetings with principal, etc.	100% of parents may participate in local decision making via School Site Council, LCAP feedback meetings, ELAC committee, Parent Club, meetings with principal, etc.	100% of parents may participate in local decision making via School Site Council, LCAP feedback meetings, ELAC committee, Parent Club, meetings with principal, etc.
Local Indicator Parent Surveys	<p>We queried parents to find out their perception in several areas.</p> <p>Average response data is indicated. 93.4% feel welcome at school.</p>	<p>We queried parents to find out their perception in several areas. We broke them down by school this year instead of averaging the results for the district.</p>	<p>We have made changes in our surveys. We now use the Capturing Kids Hearts survey data.</p>	<p>We have made changes in our surveys. We now use the Capturing Kids Hearts survey data.</p>	<p>We have made changes in our surveys. We now use the Capturing Kids Hearts survey data.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>83.4% said the amount of communication is just right.</p> <p>65.8% said their child has made academic gains this year.</p> <p>67.6% said their child has made social-emotional gains this year.</p> <p>71.1% were successful when we had to transition to Distance Learning.</p> <p>81.7% agree that the school facility is well maintained.</p> <p>85.7% feel their child is safe at school.</p> <p>89.6% said their child likes going to this school.</p>	<p>Anderson Middle School</p> <p>95.1% stated that this year, my child attends school in-person.</p> <p>70.4% stated the school staff is always respectful to me when I call or come to the school.</p> <p>48.1% stated when I call or visit the school office, the staff always answers my questions to my satisfaction in an appropriate amount of time.</p> <p>74.1% stated school communication is just right.</p> <p>2.5% stated school communication is too much.</p> <p>23.5% stated school communication is too little.</p> <p>39.5% stated I am always able to navigate the school/district website to find information I am seeking.</p> <p>8.4% I don't use the website to obtain information</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>70.4% stated I always know how to get help from the school when my student needs it.</p> <p>65.4% stated I always feel like my child is welcome at school (whether in Independent Study, Home School, or In-Person).</p> <p>35.8% stated that my child always enjoys attending this school.</p> <p>92.6% stated my child and I understand the expected behaviors of the school.</p> <p>32.1% agree or strongly agree the discipline expectations of the school provide a safe learning environment for all students.</p> <p>61.8% agree or strongly agree my child has made academic gains this year.</p> <p>87.7% agree my child has adequate technology resources to participate in class (whether in person,</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>independent study, or home school) 6.4% agree the school staff holds high expectations for my child's learning. 61.8% agree or strongly agree the school facilities are well maintained.</p> <p>Meadow Lane Elementary 93.8% stated that this year, my child attends school in-person. 83.5% stated the school staff is always respectful to me when I call or come to the school. 75.3% stated when I call or visit the school office, the staff always answers my questions to my satisfaction in an appropriate amount of time. 82.5% stated school communication is just right. 7.2% stated school communication is too much.</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>10.3% stated school communication is too little.</p> <p>46.4% stated I am always able to navigate the school/district website to find information I am seeking.</p> <p>15.5%I don't use the website to obtain information</p> <p>86.6% stated I always know how to get help from the school when my student needs it.</p> <p>86.6% stated I always feel like my child is welcome at school (whether in Independent Study, Home School, or In-Person).</p> <p>67% stated that my child always enjoys attending this school.</p> <p>99% stated my child and I understand the expected behaviors of the school.</p> <p>86.6% agree or strongly agree the discipline expectations of the school provide a safe learning</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>environment for all students. 90.7% agree or strongly agree my child has made academic gains this year. 92.8% agree my child has adequate technology resources to participate in class (whether in person, independent study, or home school) 85.6% agree the school staff holds high expectations for my child's learning. 81.4% agree or strongly agree the school facilities are well maintained.</p> <p>Anderson Heights Elementary 90.3% stated that this year, my child attends school in-person. 83.9% stated the school staff is always respectful to me when I call or come to the school. 77.4% stated when I call or visit the school</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>office, the staff always answers my questions to my satisfaction in an appropriate amount of time.</p> <p>77.4% stated school communication is just right.</p> <p>77.4% stated school communication is too much.</p> <p>9.7% stated school communication is too little.</p> <p>38.7% stated I am always able to navigate the school/district website to find information I am seeking.</p> <p>19.4% I don't use the website to obtain information</p> <p>58.1% stated I always know how to get help from the school when my student needs it.</p> <p>80.6% stated I always feel like my child is welcome at school (whether in Independent Study, Home School, or In-Person).</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>61.3% stated that my child always enjoys attending this school.</p> <p>90.3% stated my child and I understand the expected behaviors of the school.</p> <p>83.8% agree or strongly agree the discipline expectations of the school provide a safe learning environment for all students.</p> <p>77.4% agree or strongly agree my child has made academic gains this year.</p> <p>80.6% agree my child has adequate technology resources to participate in class (whether in person, independent study, or home school)</p> <p>77.4% agree the school staff holds high expectations for my child's learning.</p> <p>100% agree or strongly agree the school facilities are well maintained.</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard Chronic Absenteeism Indicator	<p>YELLOW performance level on chronic absenteeism</p> <p>All Students 14.5% Low income 15.8% Homeless Youth 26.7% Foster Youth 17.2% English Learners 6.9% SWD 14.3% White 15.5% American Indian 12.4% Asian 7.1% African American 9.5% Filipino 0% Hispanic/Latino 13.4% Pacific Islander 0% Two or more races 20%</p>	<p>No performance level on chronic absenteeism (Data as of April 30th)</p> <p>All Students 32.3% Low income 35.60% Homeless Youth 50% Foster Youth 4% English Learners 33.30% SWD 31.50% White 32.10% American Indian 33.30% Asian 14.60% African American 28.60% Filipino 0% Hispanic/Latino 36% Pacific Islander 40% Two or more races 36.50%</p>	<p>Very high level in chronic absenteeism</p> <p>All Students 41.4% Low income 45.5% Homeless Youth 56.8% Foster Youth 37% English Learners 34.9% SWD 45.8% White 41.1% American Indian 46.5% Asian 24.5% African American 37.5% Filipino Less than 6 students Hispanic/Latino 45.3% Pacific Islander Less than 8 students Two or more races 43%</p>	<p>As of November, our chronic absenteeism rate as per Aeries:</p> <p>All Students 37% Low income 40% Homeless Youth 48% Foster Youth 31% English Learners 29% SWD 45% White 37% American Indian 44% Asian 7% African American 31% Filipino 0% Hispanic/Latino 39% Pacific Islander 20% Two or more races 45%</p> <p>As of November 17, 2023</p> <p>Anderson Heights Elementary Attendance Rate 91.93%</p> <p>Meadow Lane Elementary Attendance Rate 93.97%</p> <p>Anderson Middle School Attendance Rate 92.66%</p>	<p>BLUE performance level on chronic absenteeism We wish to cut the chronic absenteeism rate by 50% in the following student groups:</p> <p>All Students 7.25% Low income 7.9% Homeless Youth 13.35% Foster Youth 8.6% English Learners 3.45% SWD 7.15% White 7.75% American Indian 6.2% Asian 3.55% African American 4.75% Filipino 0% Hispanic/Latino 6.7% Pacific Islander 0% Two or more races 10%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				District Attendance Rate 93% As of November 17, 2023 Districtwide Chronic Absenteeism Rate 21.5% Anderson Heights Elementary Chronic Absenteeism Rate 25.7% Meadow Lane Elementary Chronic Absenteeism Rate 19.1% Anderson Middle School Chronic Absenteeism Rate 23.2%	
CA School Dashboard Suspension rate	YELLOW performance level on suspension rate indicator 5.3% suspension rate	22% suspension rate (As of May 2, 2022)	Very high level on the CA School Dashboard 11.5% students were suspended at least one day	7% Suspension Rate	BLUE performance level on suspension rate indicator Less than 1% suspension rate
Local Indicator Expulsion rate	0% expulsion rate	0% expulsion rate	Less than 1% expulsion rate	0% expulsion rate	0% expulsion rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Middle School Drop Out Rate	0% of students dropped out of middle school	0% of students dropped out of middle school	0% of students dropped out of middle school	0% of students dropped out of middle school	0% of students dropped out of middle school
Local Indicator Student Survey	<p>Student survey data showed: 94.3% feel safe at school. 97% said their teacher encourages them. 96.1% said their teacher recognizes them when they do good work. 89.6% indicated they know how to access help when they need it. 97.6% feel respected at school. 94.4% feel the rules are fair and discipline is equitable.</p>	<p>We refined the student survey questions this year.</p> <p>Anderson Middle School Student survey data showed: 40.1% always feel safe at school. 64.5% always doing my best work is important to me. 65.6% said my teacher encourages me to do my best. 37.3 % said my teachers notice and tell me when I am doing a good job. 83.8% indicated I know how to get extra help when I need it. 52.4% said the adults at my school treat me with respect. 17.1% stated the students at my school treat each other with respect</p>	<p>We have made changes in our surveys. We now use the Capturing Kids Hearts survey data.</p>	<p>We have made changes in our surveys. We now use the Capturing Kids Hearts survey data.</p>	<p>We have made changes in our surveys. We now use the Capturing Kids Hearts survey data.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>34.6% stated I know how to work out disagreements with other students.</p> <p>37.5% feel the rules and consequences at this school are applied fairly.</p> <p>69.7% stated my teacher cares about me.</p> <p>59.6% agree or strongly agree that mistakes help me learn.</p> <p>56.8% agree or strongly agree when things are difficult, I keep trying until I succeed.</p> <p>46.3% agree or strongly agree at my school, effort is more valued than grades.</p> <p>Meadow Lane School Student survey data showed:</p> <p>55.2% always feel safe at school.</p> <p>80.6% always doing my best work is important to me.</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>82.6% said my teacher encourages me to do my best.</p> <p>44.8% said my teachers notice and tell me when I am doing a good job.</p> <p>91% indicated I know how to get extra help when I need it.</p> <p>66.2% said the adults at my school treat me with respect.</p> <p>22.9% stated the students at my school treat each other with respect</p> <p>33.8% stated I know how to work out disagreements with other students.</p> <p>67.7% feel the rules and consequences at this school are applied fairly.</p> <p>87.6% stated my teacher cares about me.</p> <p>Anderson Heights School Student survey data showed:</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>56.3% always feel safe at school.</p> <p>69.6% always doing my best work is important to me.</p> <p>80.4% said my teacher encourages me to do my best.</p> <p>40.2% said my teachers notice and tell me when I am doing a good job.</p> <p>92% indicated I know how to get extra help when I need it.</p> <p>67.9% said the adults at my school treat me with respect.</p> <p>69.6% stated the students at my school treat each other with respect</p> <p>25.9% stated I know how to work out disagreements with other students.</p> <p>60.7% feel the rules and consequences at this school are applied fairly.</p> <p>87.5% stated my teacher cares about me.</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Staff Survey	<p>Staff survey data showed:</p> <p>92.3% are proud of the work they do here.</p> <p>85.5% said their site is clean, especially with regard to COVID.</p> <p>91.6% indicated they feel safe at school.</p> <p>96.7% said the students are safe at school.</p> <p>88.6% feel valued as a member of the team.</p> <p>90.5% have the tools they need to do their work.</p> <p>91.6% look forward to coming to work.</p> <p>85.5% said administration promotes a culture that is respectful and encouraging.</p> <p>69.7% said administration provides them with helpful feedback.</p> <p>74.4% feel administration recognizes a job well done.</p>	<p>We refined our climate survey this year.</p> <p>Staff survey data showed:</p> <p>88.5% are proud of the work they do here.</p> <p>78.7% said their site is clean, especially with regard to COVID.</p> <p>90.2% indicated they feel safe at school.</p> <p>86.9% said the students are safe at school.</p> <p>75.4% feel valued by my school/department staff.</p> <p>80.4% feel respected by the students.</p> <p>62.3% believe students are well-behaved.</p> <p>85.2% believe we provide outstanding customer service to our parents/families.</p> <p>47.5% believe students respect their teachers at school.</p> <p>45.9% believe students at this school</p>	We have made changes in our surveys. We now use the Capturing Kids Hearts survey data.	We have made changes in our surveys. We now use the Capturing Kids Hearts survey data.	We have made changes in our surveys. We now use the Capturing Kids Hearts survey data.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>74.1% agree that administration encourages creativity.</p> <p>62% feel administration communicates effectively.</p>	<p>care about their learning.</p> <p>75.5% believe our staff have high expectations of all students.</p> <p>47.6% believe students in this school respect each other's differences (for example, gender, race, culture, etc.)</p> <p>59% believe students at this school are encouraged to think critically.</p> <p>75.4% have the tools they need to do their work.</p> <p>77.1% look forward to coming to work.</p> <p>76.1% I am satisfied with my compensation for my work.</p> <p>72.1% said administration promotes a culture that is respectful and encouraging.</p> <p>59% said administration provides them with helpful feedback on my work.</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>63.9% feel administration recognizes a job well done.</p> <p>64% agree that administration encourages creativity and leadership in the staff.</p> <p>77.1% agree school administrators follow through on commitments.</p> <p>59.1% agree school administrators involve staff in decision-making and problem-solving.</p> <p>52.5% agree school administrators and staff communicate with each other effectively.</p> <p>49.2% agree school administrators are aware of what goes on in my work realm.</p>			
Attendance Rates	District Attendance Rate 87.35% Anderson Heights Elementary 84.19%	District Attendance Rate 86.28%	71.30% district attendance rate as of May 1st	District Attendance Rate 81% Anderson Heights Elementary 82%	District Attendance Rate 98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Meadow lane Elementary 91.92% Anderson Middle School 91.29 % North State Aspire Academy 82%			Meadow Lane Elementary 85% Anderson Middle School 85% North State Aspire Academy 73%	

Goal Analysis

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

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

All actions were implemented in this goal. There were no substantive differences in planned actions and implementation.

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 3.5 - Additional behavioral aides added during the year due to need

Action 3.7 - Purchase of bus added after initial LCAP adoption.

Action 3.13 - Additional personnel expense for psychologists

Action 3.19 - Additional nursing personnel added due to need.

Other smaller changes due to updated cost estimates following LCAP adoption.

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

Most of these actions were ineffective at meeting our goal as we had high rates of chronic absenteeism and low attendance rates with many of our student groups. We did not meet our desired outcomes. Our parent survey data indicated that the parent outreach was effective.

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

We will eliminate this goal altogether and consolidate the actions into the Broad Goal or the Equity Goal based on the action. We have decided to make the plan more engaging for our educational partners by streamlining it by making a "through line" in one goal.

We plan to move the following actions to goal 1: 3.1, 3.2, 3.3, 3.5, 3.7, 3.8, 3.9, 3.10, 3.11. We moved action 3.3 to the Local Indicator Report that accompanies the LCAP. We eliminated actions 3.6, 3.12, 3.13, 3.15, 3.16, 3.18, 3.19 as they were not effective at meeting our goal or did not need to be reported in the 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.

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.

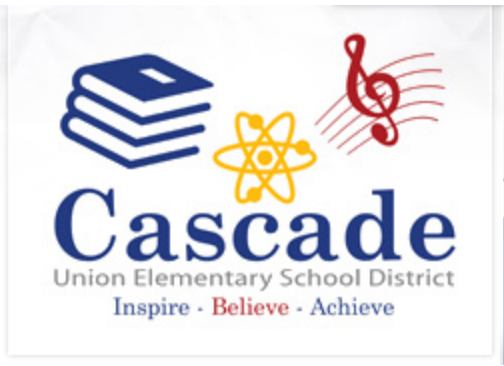
An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- 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
Cascade Union Elementary School District	Jason Provence Superintendent	Jason.provence@cuesd.com 5303787000

Plan Summary [2024-25]

General Information

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

The Cascade Union Elementary School District (CUESD) serves approximately 1,100 students, in General Education and Special Education, from Pre-K through 8th grade. The community served is 78.1% socioeconomically disadvantaged, 5.8% English Learners, 0.9% Foster Youth, and a Special Education population of approximately 21%. The Cascade School District includes Anderson Middle School, Anderson Heights Elementary School, Meadow Lane Elementary School, and North State Aspire Academy. The Anderson Heights Elementary School and North State Aspire Academy receive equity multiplier funding due to their stability rate and concentration of high-poverty students.

The Anderson community at large is made up of approximately 11,386 residents. The current economy is strong in the Anderson area and new housing development is growing. The City of Anderson is promoting retail growth and other infrastructure endeavors that will play into the population growth of the area and should result in increases in enrollment for the District. The fair weather allows for year-round youth sports and enjoyment of community parks, Anderson River Park, and Volante Park. The city has also opened the Splash Pad, a new water feature at Anderson River Park, and is considering adding fields for activities, a dog park, and more child-centered activities.

CUESD provides students with outstanding programs: Bright Start, pre-school (birth to age 5), general education, special education, GATE, extra-curricular activities, before- and after-school programs, coding, performing arts, physical education, digital citizenship, field trips, Music, and both independent study and home school options, ELOP (Adventure Camps) and encourages participation in community events. Our

district focuses on building strong relationships with students, their families, and our community to strengthen the educational experience, including first-hand community volunteerism, civil endeavors, and a sense of buy-in. Our district will expend bond money over the next few years to improve district facilities. Meadow Lane Elementary School has completed construction on a new Administration and Multi-Purpose Facility. Anderson Heights has 2 new general education classrooms built and finished. Other district sites have recently seen improvements in roofing, paving, the addition of filtered drinking water fountains, HVAC, classroom improvements, and furnishings using bond funds, developer fees, and Proposition 39 energy savings funds.

Programs and opportunities to recognize in CUESD include Project Share (our after-school program), our middle school band program, 1:1 technology for students, Cascade Adventure Camps, and the many opportunities in technology for students (coding & robotics), middle school athletics, middle and elementary leadership and community volunteering options (classes), highly qualified teachers, Gifted and Talented Education (GATE), before-and after-school clubs, Meadow Lane's SOAR program in English/Language Arts, Community Eligibility Program (all students may eat breakfast and lunch without charge), engaging curricula in Math (Everyday Math K-5 & College Preparatory Math in 6-8), English/Language Arts (Wonders, K-5 and Engage New York, 6-8), Social Studies (K-5 uses Studies Weekly and 6-8 uses McGraw Hill, and NGSS Science using FOSS TK-8).

CUESD serves students at North State Aspire Academy (NSAA). This school utilizes the ERICS program for students who struggle with behaviors, and the staff works closely in small classes to address the special needs of these students. NSAA has enjoyed outstanding success and has received accolades throughout Shasta County, and looks forward to continued success with these students in need.

Other notable and new implementations in Cascade are our focus on AVID (Advancement via Individual Determination), PBIS (Positive Behavior Intervention Support), and CKH (Capturing Kids Hearts). Each of these three programs will help our rigor in academics, behaviors, and relationships, district-wide.

The Mission: Inspire Believe Achieve

Our vision: The staff of the Cascade Union Elementary School District includes and serves all students from across our community. We create a culture of excellence; challenging students to be successful, continuous learners - academically, socially, and emotionally. Using student-centered curriculum, engaging instruction, and cutting-edge technology, we provide positive and safe classrooms that focus on the whole child. With students, families, and the community as equal partners, we are dedicated to preparing confident, healthy, respectful, and responsible students who can succeed and be productive today, next year, in high school, in college, and in their future careers. Students, staff, families, and community; Together, we are proud to be the Cascade Union Elementary School District.

Our values: We come to school committed and prepared to do our best, demonstrating high and consistent expectations for ourselves and others. We recognize and value everyone's unique talents, skills, abilities, and potential. We accept responsibility for our learning and behavior while supporting the growth and development of others through our actions and words. We communicate with others in kind, patient, respectful, and inclusive ways. We value and build caring and compassionate relationships with others, actively listening to understand. We address challenges using collaborative problem-solving methods that focus on clear and measurable outcomes.

CUESD is focused on Cascade CARES:

C - Challenging classroom discourse

A - Academic Success

R - Responsible Behaviors
E - Engaging Strategies
S - Supportive Relationships

Reflections: Annual Performance

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

After reviewing the CA School Dashboard Data, we have made some progress in English Language Arts (3.2 point increase) and mathematics (7.4 increase). We will concentrate our efforts in best first instruction and supplement instruction through targeted interventions as it is our goal to have all of our students at or above standard in math and English language arts. We will identify and target students using data to drive instruction and believe this will result in overall growth for our students

Chronic absenteeism continues to be a byproduct of the pandemic. We have made a concerted effort to target students and families to identify areas of support to ensure students are coming to school. Our Community Schools Coordinators, at each school site, work weekly with students and their families to set attendance goals. While we have seen a decline of 9.3%, it is our goal to decrease the 32.1% of chronically absent students to less than 5% next year and less than 1% in year three of the plan. Educating students and families on the importance of attending school will continue to be a specific goal in our LCAP the next three years.

Suspension data indicates the need to seek alternatives to suspension as we are in the yellow performance level. 9.5% of all students have been suspended at least one day and has declined by 2% from the prior year.

The principal, staff and behaviorist have refined the protocols and tiered support for students that commit suspendable offenses and believe these changes will decrease the suspension rate and keep students learning.

We are using this newly adopted State Board of Education LCAP template as an opportunity to completely revise the actions and goals in our plan. We will streamline our plan and have one broad goal and one equity multiplier goal. Our mission statement will become our broad goal and our equity multiplier goal will focus on a goal to improve outcomes for students at Anderson Heights School and North State Aspire Academy. We will eliminate any unnecessary metrics or metrics that are reported in the local indicator report. The latest iteration of the LCAP template is at least the sixth in the past nine years. The state board designed the LCAP both as a strategic plan for district improvement and as an accountability tool to verify that districts are directing the \$13 billion in supplemental and concentration funding to students for whom it was intended. With every LCAP template change, the LCAP has become cumbersome, complex, unbearably long, and not user friendly. We have decided to make the plan more engaging for our educational partners by streamlining it by showing the "through line" in our broad goal and equity multiplier focus on student groups who are in the red performance level on the CA School Dashboard

Red Performance Level Student Group(s): We have two student groups in the red performance level for the Suspension Indicator. 10.7% of American Indians have been suspended at least one day which increased by 2.2% over the prior year. 11.2% of students with disabilities have been suspended at least one day which increased 1.9% over the prior year.

We received additional funding to support our schools that have at least a 25% instability rate and 70% low income demographics. Using the Equity Multiplier Funding, we will focus on attendance and alternatives to suspension in goal 2 for the students at North State Aspire Academy and Anderson Heights Elementary School.

Cascade Elementary School District Red Performance Level

Suspensions
American Indian students 10.70%
Students with disabilities 11.20%

English Learner Progress
English language learners 98.9 points below standard in mathematics

Schools Red Performance Groups
Anderson Heights Elementary
Suspensions
All students 6.50%
Hispanic students 8%
Low income students 7.10%
White students 6.60%

Chronic Absenteeism
Two or more students 42.10%

Anderson Middle School
Suspensions
Students with disabilities 21.90%

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

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	<p>We received feedback through staff surveys, School Site Council, LCAP Committee meetings, and brainstorm sessions. We reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities.</p> <p>Annual presentation of the CA School Dashboard results and the CAASPP results.</p> <p>Monthly meetings were held with the staff to identify and refine areas of need to support students both academically and behaviorally and keep the overall school systems running efficiently and effectively.</p> <p>Feedback is solicited to make continuous improvements in our plan. Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners.</p>
Principals and Administrators	<p>We received feedback through staff surveys, School Site Council, LCAP Committee meetings, and brainstorm sessions. Additionally, we reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities.</p> <p>Annual presentation of the CA School Dashboard results and the CAASPP results to staff and community.</p>

Educational Partner(s)	Process for Engagement
	<p>We eliminated multiple goals and streamlined the LCAP to include one broad goal using our mission statement and an equity multiplier goal. We eliminated ineffective actions and consolidated actions. We included all required metrics and moved our survey results to the local indicator report.</p> <p>Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners.</p> <p>Administrators met weekly to discuss all 8 state priorities and the actions/strategies in the LCAP. School administrators aligned the School Plan for Student Achievement with the district goals.</p> <p>Met monthly with the Special Ed Director & the Shasta County SELPA administrator to determine specific actions for students with disabilities that are included in the LCAP. This included: reviewing job descriptions, programs offered and programs needed, transportation logistics, staff openings, policy, procedures, staff concerns and student IEPs to identify areas of challenge, root causes, and specific needs.</p> <p>We moved all student, staff and parent survey data results to the Local Indicator Report that accompanies the LCAP. This has significantly streamlined our plan</p>
Other school personnel	<p>We received feedback through staff surveys, School Site Council, LCAP Committee meetings, and brainstorm sessions. Additionally, we reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities.</p> <p>Annual presentation of the CA School Dashboard results and the CAASPP results.</p> <p>Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners.</p>

Educational Partner(s)	Process for Engagement
	<p>We engage regularly with local organizations to connect our families to local resources. Collaborative efforts have included joint events, resource sharing, and leveraging our networks to reach a wider audience.</p>
District bargaining units	<p>We received feedback through staff, student and parent/community surveys. We also received feedback from School Site Council , LCAP Committee meetings, and staff meetings.</p> <p>We reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities.</p> <p>Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners.</p>
Parents/Community	<p>We received feedback through parent/community surveys, School Site Council, English Learner Parent Advisory Committee, the LCAP Committee and brainstorm sessions. Sending periodic surveys and questionnaires is a simple yet effective way to gather input and feedback from our community. These surveys focus on various topics including the 8 state priorities. The results guide the board's actions and decisions.</p> <p>We reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities.</p> <p>Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners.</p>
Students	<p>Using student surveys, School Site Council, and brainstorm sessions during Student Advisory we were provided feedback to refine and add actions to the plan.</p>

Educational Partner(s)	Process for Engagement
SELPA	<p>Met monthly with the Special Ed Director & the Shasta County SELPA administrator to determine specific actions for students with disabilities that are included in the LCAP. This included: reviewing job descriptions, programs offered and programs needed, transportation logistics, staff openings, policy, procedures, staff concerns and student IEPs to identify areas of challenge, root causes, and specific needs.</p> <p>We submitted our plan to the SELPA for review and feedback.</p>
Governing Board/Public	<p>The Governing Board reviewed data from surveys, local and state data, feedback from educational partners, and the draft LCAP. and reviewed past actions and goals to refine the plan based on the 8 state priorities.</p> <p>Year-round: Monthly presentation to the Board on LCAP actions/services that have been implemented for the past month and will be implemented in the coming months.</p> <p>Annual presentation of the CA School Dashboard results and the CAASPP results.</p> <p>Annual presentation to the Governing Board at the regular meeting on Dashboard Local Indicators and survey results.</p> <p>Sending periodic surveys and questionnaires has been a simple yet effective way to gather input and feedback from our community, staff and students. The surveys have focused on everything from curriculum, extra-curricular activities to staff and/or administrative decisions. Surveys on professional development effectiveness have also been administered.</p> <p>Acknowledged and celebrated the successes and achievement of students, teachers, and the community throughout the year. Recognizing these accomplishments has reinforced the idea that community members, staff and students are essential partners in the educational process.</p>

Educational Partner(s)	Process for Engagement
	Annual presentation to the Governing Board, at a regularly scheduled meeting, and to the classified/certificated staff on the LCAP development process. A public hearing was held on June 12, 2024 to review the plan, the local indicator report and the Budget Overview for Parents. The Governing Board approved the final plan on June 13, 2024.
Equity Multiplier Funding Anderson Heights staff and North State Aspire staff	<p>April 8th: Administration worked with the joint Anderson Heights/North State Aspire School Site Council to develop one goal and identified metrics to support students that generated the additional Equity Multiplier funds. School Site Council represents the community/parents, students, classified/certificated staff (bargaining unit members) and administration. Using the CA School Dashboard data, we reviewed the data for the students that were in red at the Community School and the district level. The team completed a needs analysis to identify actions within goal 2.</p> <p>Administration met with the staff from the District Program and Community Day School to identify actions and metrics for our Equity Multiplier Goal.</p>

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

The adopted LCAP was influenced by the following feedback:

Teachers-Professional development will be provided based on survey data.

Administrators-After much discussion, the district decided to have one comprehensive goal to address the 8 state priorities. Using our school's mission with supporting actions and metrics, we believe it will streamline the plan and be easier to implement. Our educational partners reviewed our past actions and eliminated actions that were not helping us improve student outcomes.

We are using this newly adopted State Board of Education LCAP template as an opportunity to completely revise the actions and goals in our plan. We will streamline our plan and have one broad goal. Our mission statement will become our one goal. We will eliminate any unnecessary metrics or metrics that are reported in the local indicator report. The latest iteration of the LCAP template is at least the sixth in the past nine years. The state board designed the LCAP both as a strategic plan for district improvement and as an accountability tool to verify that districts are directing the \$13 billion in supplemental and concentration funding to students for whom it was intended. With every

LCAP template change, the LCAP has become cumbersome, complex, unbearably long, and not user friendly. We have decided to make the plan more engaging for our educational partners by streamlining it by showing the "through line" in one goal.

Before the State Board of Education voted on the new 3 year LCAP template, they heard repeated warnings from dozens of superintendents and school district administrators throughout California that piling on more extensive documentation would make districts' three-year LCAP unbearably long and unreadable. In smaller school districts, where time and resources are already significantly limited, the current requirements of the LCAP add an undue burden. Every addition of a new table or box or check box or prompt to the LCAP makes it less and less useful as the tool to promote equity-focused, locally informed strategic resource allocation. We agreed to make the LCAP document useful for informing and engaging educational partners by streamlining the actions and reducing the goals to reduce the length and complexity. Student achievement in California has not rebounded after the precipitous declines of the pandemic, with English language arts (ELA) and math scores remaining well below pre pandemic levels. Student attendance has declined dramatically, and trauma and time away from school have led to mental health challenges, delays in social development, and behavioral issues among students and a decline in academic achievement. Our actions in the new 3 year template are a result of discussions between staff, students and the community.

We have also added actions to support our students in the red performance level as required by ED Code.

Other school personnel- Professional development in de-escalation strategies, PBIS, and restorative practices.

District bargaining units- No new actions were added to the LCAP.

Parents/Community-Resources to support discipline, school engagement, and academic supports (Some of these actions can be found in our Expanded Learning Opportunity Plan instead of the LCAP)

Students-no actions were added to the LCAP.

* SELPA-the plan was submitted to the SELPA but no changes were requested.

Governing Board/Public-After feedback from the staff and principals, the Governing Board, Chief Business Officer, and Superintendent met to discuss positions and programs to be cut due to the state budget deficit and the reduction of ESSER/COVID funding. This caused us to eliminate and prioritize actions in the LCAP.

Schools receiving Equity Multiplier Funding-The team decided to add the following actions within Goal 2 based on the review of the needs analysis: The staff indicated they did not have combo classes, to keep class sizes small, have a full time counselor, and a full time PE teacher, if possible.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Inspire - to give someone the desire, the confidence, and the enthusiasm to do something well. Believe - to trust someone and be confident they will be successful. Achieve - to successfully accomplish something by courage, effort, or skill.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

<p>Our vision:</p> <p>The staff of the Cascade Union Elementary School District include and serve all students from across our community.</p> <p>We create a culture of excellence; challenging students to be successful, continuous learners - academically, socially, and emotionally.</p> <p>Using student-centered curriculum, engaging instruction, and cutting-edge technology, we provide positive and safe classrooms that focus on the whole child.</p> <p>With students, families, and community as equal partners, we are dedicated to preparing confident, healthy, respectful, and responsible students who can succeed and be productive today, next year, in high school, in college and their future career.</p> <p>Students, Staff, Families, Community. Together, we are proud to be the Cascade Union Elementary School District.</p> <p>After much discussion, the district decided to have one broad goal and one equity multiplier goal to address the 8 state priorities. Using our school's mission with supporting actions and metrics, we believe it will streamline the plan and be easier to implement. Our educational partners reviewed our past actions and eliminated actions that were not helping us improve student outcomes.</p> <p>Our values:</p>
--

We come to school committed and prepared to do our best, demonstrating high and consistent expectations for ourselves and others.

We recognize and value everyone's unique talents, skills, abilities, and potential.

We accept responsibility for our own learning and behavior, while supporting the growth and development of others through our actions and words.

We communicate with others in kind, patient, respectful, and inclusive ways.

We value and build caring and compassionate relationships with others, actively listening to understand.

We address challenges using collaborative problem-solving methods that focus on clear and measurable outcomes.

Before the State Board of Education voted on the new 3 year LCAP template, they heard repeated warnings from dozens of superintendents and school district administrators throughout California that piling on more extensive documentation would make districts' three-year LCAP unbearably long and unreadable. In smaller school districts, where time and resources are already significantly limited, the current requirements of the LCAP add an undue burden. Every addition of a new table or box or check box or prompt to the LCAP makes it less and less useful as the tool to promote equity-focused, locally informed strategic resource allocation. We agreed to make the LCAP document useful for informing and engaging educational partners by streamlining the actions and reducing the goals to reduce the length and complexity. Student achievement in California has not rebounded after the precipitous declines of the pandemic, with English language arts (ELA) and math scores remaining well below pre pandemic levels. Student attendance has declined dramatically, and trauma and time away from school have led to mental health challenges, delays in social development, and behavioral issues among students and a decline in academic achievement.

Our English Learners and Hispanic student groups are in the red performance level in English language arts. Teachers will identify these students and work with each of them to set targeted goals in literacy. A Literacy Coach will also work one-on-one with these students.

Chronic absenteeism continues to be a byproduct of the pandemic. However, we have been able to bounce back quickly as compared to other schools in the state. Our families value education and understand that there is a link between good attendance and student achievement. We have made a concerted effort to target students and families to identify areas of support to ensure students are coming to school. Our Chronic Absenteeism Coordinator works weekly with students and their families to set attendance goals. While we have seen a decline of 1.9% from 17.3%, it is our goal to decrease the chronically absent students to less than 1% next year.

Low income, students with disabilities, and homeless students are at the red performance level with chronic absenteeism. Our Community School Coordinator will identify these students and work directly with them and their families to identify barriers that are keeping them from attending school. Goal setting and incentives will also be used to decrease the chronic absenteeism rates with these student groups.

Suspension data indicates that 7.6% of all students have been suspended at least once. The following student groups are in the red performance level for suspension: Two or more races (10.2% suspended at least one day), Low Income (10.2% suspended at least one day) White (10.2% suspended at least one day)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student performance- CAASPP English Language Arts	2022-2023 30.81% students met or exceeded standard for ELA CA School Dashboard Yellow progress indicator 48.1 points below standard Increased 3.2 Points California Assessment of Student Progress and Performance (CAASPP) English language arts 3rd grade-39.25% 4th grade-32.72% 5th grade-30.19% 6th grade-17.15% 7th grade-26.37% 8th grade-38.89%			50% students met or exceeded standard for ELA CA School Dashboard Blue progress indicator California Assessment of Student Progress and Performance (CAASPP) English language arts 75% of students met or exceeded standard 3rd grade-75% 4th grade-75% 5th grade-75% 6th grade-75% 7th grade-75% 8th grade-75%	
1.2	Student performance- CAASPP Mathematics	2022-2023 26.30% students met or exceeded standard for mathematics			50% students met or exceeded standard for mathematics	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CA School Dashboard Yellow progress indicator 70.1 points below standard Increased 7.4 Points California Assessment of Student Progress and Performance (CAASPP) mathematics 3rd grade-40.19% 4th grade-32.73% 5th grade-16.67% 6th grade-19.63% 7th grade-22.52% 8th grade-26.17%			CA School Dashboard Blue progress indicator California Assessment of Student Progress and Performance (CAASPP) mathematics 75% of students met or exceeded standard 3rd grade-75% 4th grade-75% 5th grade-75% 6th grade-75% 7th grade-75% 8th grade-75%	
1.3	Student performance-CAASPP Science	2022-2023 21.86% students met or exceeded standard for science			75% students met or exceeded standard for science	
1.4	Student performance-English Learner Proficiency Indicator ELPAC	2022-2023 CA School Dashboard 44.2% making progress Increased 2.3% Yellow performance indicator			CA School Dashboard 75% making progress Blue performance indicator	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		21.4% ELs who decreased at least one ELPI level 33.3% ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H 0% ELs who maintained ELPI Level 4 45.2% ELs who progressed at least one ELPI Level			0% ELs who decreased at least one ELPI level 5% ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H 20% ELs who maintained ELPI Level 4 75% ELs who progressed at least one ELPI Level	
1.5	Student performance-ELPAC Reclassification Rate	2022-2023 Districtwide 3.5% Anderson Heights 0.4% Anderson Middle School 6.4% Meadow Lane 0.9% North State Aspire 0.0%			Districtwide 20% Anderson Heights 20% Anderson Middle School 20% Meadow Lane 20% North State Aspire 0.0%	
1.6	Student Attendance Rates	2023-2024 90.53% attendance rate as of March 2024			99% attendance rate as of March 2027	
1.7	Student Chronic Absenteeism Rate	2022-2023 15.4% of all students are chronically absent Increased by 1.9% CA School Dashboard			Less than 3% of all students are chronically absent CA School Dashboard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Orange performance indicator Anderson Heights Elementary Chronic Absenteeism Two or more students 42.10%			Blue performance indicator Anderson Heights Elementary Chronic Absenteeism Two or more students 5%	
1.8	Middle School Drop Out Rate	2022-2023 0% middle school drop outs			Maintain 0% middle school drop outs	
1.9	Student Suspension Rates	2022-2023 7.6% of all students have been suspended at least once American Indian 10.7% suspended at least one day Increased 2.2% Students with Disabilities 11.2% suspended at least one day Increased 1.9% CA School Dashboard Red Performance Level Anderson Heights Hispanic 8% Socioeconomically disadvantaged 7.1% White 6.6%			Less than 3% of all students have been suspended at least once Blue performance student groups: American Indian Less than 3% suspended at least one day Students with Disabilities Less than 3% suspended at least one day	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Student Expulsion Rates	2022-2023 0% expulsions			Maintain 0% expulsions	
1.11	Red Performance CAASPP Math	2022-2023 CA School Dashboard Red Performance Mathematics English Learners 98.9 points below standard Declined 24.1 Points Number of Students: 44 CAASPP Mathematics 26.30% English learners are at or above standard			CA School Dashboard Blue Performance Mathematics Increase English Learners mathematics CAASPP scores CAASPP Mathematics 50% English learners are at or above standard	
1.12	Red Performance Suspension Rate	2022-2023 CA School Dashboard District Red Performance Suspension rate American Indian 10.7% suspended at least one day Increased 2.2% Number of Students: 75 Students with Disabilities 11.2% suspended at least one day Increased 1.9%			CA School Dashboard Blue Performance Suspension rate American Indian Less than 3% suspended at least one day Students with Disabilities Less than 3% suspended at least one day Anderson Heights Elementary	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Number of Students: 269</p> <p>Anderson Heights Elementary Suspensions All students 6.50% Hispanic students 8% Low income students 7.10% White students 6.60%</p> <p>Anderson Middle School Suspensions Students with disabilities 21.90%</p>			<p>Suspensions All students less than 3% Hispanic students less than 3% Low income students less than 3% White students less than 3%</p> <p>Anderson Middle School Suspensions Students with disabilities less than 3%%</p>	
1.13	Teacher Credentialing (This is also reported in the Local Indicator Report that accompanies the LCAP and the SARC)	<p>2023-2024 66 Clear Credential 10 Interns 18 Ineffective 1 Out of field 4 incomplete</p>			100% of staff with clear credentials	
1.14	Facilities (This is also reported in the Local Indicator Report Priority 1 that accompanies the LCAP and the SARC)	100% facilities in "good" repair.			100% facilities in "good" repair.	
1.15	State Priorities 1, 2, 3, 7, and 8 are reported in the Local Indicator Report that accompanies the LCAP. (These include the results of the student, parent and staff					

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	surveys as well as staff credentialing, facilities, standards aligned instructional materials, parent engagement, etc.)					

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	English Learners & Long Term English Learners	English Learner Aide/Interpreter ELPAC Coordinator Translate for students and families Provide English Learners with small group instruction with purposeful English development.	\$47,633.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Encourage English learners and Long Term English Learners to use language to interact meaningfully in school and beyond.</p> <p>Language development will occur in and through subject matter learning and is integrated across the curriculum, including integrated English Language Development and designated English Language Development using the English Language Arts/English Learner Standards.</p> <p>Monitor English Learner students and Long Term English Learners frequently to adjust instruction based on identified needs.</p> <p>ELAC/DELAC meeting three times per year.</p> <p>English learners will be reclassified based on our district protocol.</p>		
1.2	Professional Development	<p>Content areas</p> <p>Social & Emotional learning</p> <p>Capturing Kids Hearts</p> <p>Positive Behavior Intervention and Supports</p> <p>Behavioral Training for Para Professionals</p>	\$34,909.00	No
1.3	Interventions	<p>Interventions will address the students who are below proficiency for their grade level in English language arts and mathematics, across all grades.</p> <p>Success Center-Support (AMS) students that are at-risk of failing before school, after school and lunch time.</p>	\$252,641.00	Yes
1.4	Engaging Student in Learning Broad Course of Study	<p>Elective classes students in grades 6-8 will have access to elective classes.</p> <p>Maintain a 6-8 grade certificated Band Teacher and maintain an additional 1.0 FTE music teacher for 3-5 grade students to enhance learning and build language proficiency, and reasoning skills.</p> <p>Music supplies</p> <p>Elementary schools-Art lessons</p> <p>Middle school-WEB</p>	\$571,670.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Maintain existing 2 FTE PE teachers to serve students in regular PE and adaptive PE, and add 2 FTE PE teachers to provide PE for students in grades TK-8 to build discipline and coordination.</p> <p>Elementary PE teachers will enable smaller and more targeted intervention groups.</p> <p>Field trips, 2 per grade level</p> <p>STEAM</p> <p>Assemblies</p> <p>Daily, weekly, monthly, and yearly rewards and awards.</p> <p>Maintain athletics for grades 2-8 to engage students and build coordination and self-esteem.</p> <p>5th Grade Outdoor Education Camp</p>		
1.5	Transitional Kindergarten	Maintain Transitional Kindergarten for students who qualify and work towards universal UPK.	\$273,737.00	Yes
1.6	Literacy/Librarians	Maintain 2.00 FTE librarians to provide regular library services at all schools to build a love of reading in all students	\$139,044.00	Yes
1.7	Educational Technology	Maintain additional Educational Technology Specialists at 2.875 FTE to assist staff, parents, and students with technology and connectivity issues to ensure continuity with learning.	\$224,243.00	Yes
1.8	Saturday School Program	Saturday School Program	\$3,793.00	Yes
1.9	Short Term & Long Term Independent Study	Continue Independent Study Program in order to provide options to parents, increase academics, and recoup funding for students who are absent.	\$10,520.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Community Day School North State Aspire	Continue to provide Community Day School as an option for our students. Small group instruction	\$556,651.00	Yes
1.11	Foster Youth/Homeless Youth	<p>Designated homeless liaison at each school</p> <p>We provide the following support for Foster and Homeless Youth:</p> <p>Coordinate with the case worker and attendance staff.</p> <p>Ensure that transportation is not a barrier.</p> <p>Assign a mentor (youth or adult) to provide guidance, encouragement, and assistance.</p> <p>Help them to find a quiet and supportive place to work and study.</p> <p>Intervene early when they are missing a lot of school.</p> <p>Provide them with community resources such as:</p> <p>Clothing closets</p> <p>Food banks</p> <p>Health clinics</p> <p>Laundry services</p> <p>Hygiene kits</p> <p>Annually train our classified and certificated staff to have an understanding of homelessness and Foster Youth rights and specific needs.</p> <p>Refer students to before/after-school intervention activities, etc.</p> <p>Coordinate with the Homeless and Foster Youth liaison in the district.</p> <p>Reach out to homeless families on a continuous basis.</p> <p>Make sure that the student is enrolled in a free and reduced meal program.</p> <p>Assign students a “buddy” to help them learn their way around school.</p> <p>Give the student necessary school supplies, to take home.</p> <p>Keep some nutritional snacks for those students who might need additional nutrition.</p> <p>We see parents as critical partners in their child’s education and provide parent outreach with our families on an ongoing basis.</p>	\$10,450.00	Yes
1.12	Support to Foster Youth, English	<p>Provide communication about the week-Monday Memo from each principal</p> <p>Maintain 2.0 FTE Opportunity Classroom Teacher to provide an alternative to suspension (Anderson Middle School & AH)</p>	\$586,592.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Learners & Low Income	Maintain 1.0 FTE Director of Curriculum and Instruction Offer a Refocus Class as a Tier 2 intervention (Anderson Middle School)) Provide incentives and accolades about good things taking place Coaching model to improve instructional practices Parent Resource HubPartner with Shasta County Health Services * SIPPS reading intervention * Lexia reading intervention * Implement AVID * Attend AVID Conference		
1.13	Alternatives to Suspension/Positive Relations	1.0 FTE Assistant Principal at Anderson Middle School to meet with students exhibiting behavior concerns and to enhance relationships through parent communication, connecting them to appropriate resources.	\$139,849.00	Yes
1.14	Counseling	2 FTE marriage and family counselor to support our at-risk families and students; Contributions from Psychologist Staff	\$483,825.00	Yes
1.15	Transportation	Transportation is provided to all students in grades k-6 to ensure safe transit to and from school as mandated by the state. Encroachment costs. Maintain a late Van for students who are consistently truant.	\$373,703.00	Yes
1.16	Special Education	1 FTE Special Education Director Special Education Teachers General and special educators work together to implement programs and services that enable students with disabilities to access the state academic content standards. Special Education students are provided with Tier 1, 2 , and 3 supports both academically and socially. Staff meet regularly to adjust goals and discuss each individual student's needs.	\$4,326,008.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Special Education staff will ensure Individualized Education Plans (IEP) are implemented and that each student understands the goals that they are working towards.</p> <p>Progress monitoring</p> <p>Alternatives to suspension including a structured day and restorative chats/projects.</p> <p>Students with disabilities that have committed a suspendable offense will be redirected through the Behaviorist, provided access to the refocus room and a structured day. They will also receive one on one support from staff members.</p>		
1.17	Behavior Interventions	<p>Positive Behavior Intervention and Supports (PBIS)</p> <p>Continue refining and implementing a system of behavior expectations, discipline procedures, and behavior interventions.</p> <p>1 full time Behavior Intervention Specialists guide students to responsible behaviors.</p> <p>6 Behavior Aides to provide alternatives to suspension and engage students in restorative chats.</p> <p>Review and revise Behavior Matrices/Positive Behavior Support Systems with behavior team</p> <p>Continue to train all staff and students on expected behaviors in all areas of our schools.</p> <p>Student incentives/rewards reinforce desired behaviors.</p> <p>Behavior matrices describe desired behaviors and alert students to consequences for poor choices</p>	\$347,866.00	Yes
1.18	Attendance/Chronically Absent Students	<p>School Attendance Review Team (SART) Meetings</p> <p>SART process (meetings)-SCOE MOU/Fee</p> <p>3 FTE Attendance Clerks-The Attendance Clerks, in coordination with the Principals and Community Schools Coordinators, we will target our students that need targeted support to attend school.</p>	\$198,502.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.19	Boys Council/Girls Circle	Boys Council/Girls Circle at Anderson Middle School	\$13,330.00	Yes
1.20	Parent Outreach/Engagement	<p>Maintain parent outreach to provide the school with parent input in making decisions for the school district and individual school sites by involving parents in District Leadership Team, parent surveys personal contact with Community Liaison, and public input activities.</p> <p>Provide opportunities for parents to participate in programs including students with exceptional needs and unduplicated pupils.</p> <p>All parents are encouraged to make decisions for the district and school through serving on Site Council, the District LCAP committee, and providing feedback through Board meetings and surveys.</p> <p>Parents of unduplicated students and individuals with exceptional needs are reached out to through teachers, support staff, counselors, Community School Coordinators, English learner parent liaison, and administration to encourage their participation in their children's education.</p> <p>Bright Start supports birth to 5 years old-Meets twice a month to provide parenting skills to support students with literacy, fine motor skills, and social skills. Parents are taught eligibility skills for preschool</p>	\$300,908.00	Yes
1.21	Safety & Supervision	<p>Campus Supervision</p> <p>Maintain duty aides to ensure student safety throughout the campus.</p> <p>.5 FTE noon duty or after school aide to all sites to help with redirect students and suspension alternatives</p> <p>Morning and noon duty for all sites.</p>	\$159,421.00	No
1.22	Student groups in red performance at Anderson Heights, Anderson Middle School	<p>Alternatives to suspension</p> <p>Refocus room</p> <p>Structured day</p> <p>Restorative practices and chats</p>		Yes

Action #	Title	Description	Total Funds	Contributing
1.23	Student groups in red performance level English Learners	<p>Additional support for English learners in mathematics</p> <p>Professional development for staff in English Learner strategies and math engagement strategies</p> <p>All students struggling in mathematics. Small group support. Using data, we will identify and target students that need additional support.</p>	\$0.00	No
1.24	Students in red performance level Anderson Heights Elementary	<p>Anderson Heights Elementary has a high chronic absenteeism rate</p> <p>Community School Coordinator will target students who are at-risk of becoming chronically absent by engaging with their families to determine barriers from their students attending school</p> <p>Reduce barriers by connecting family to community resources</p> <p>Goal set with students and provide small incentives when they have met their goal(s)</p> <p>Provide engaging opportunities for student who are chronically absent</p> <p>Home visits as needed</p>	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	By the spring of 2025, students at North State Aspire and Anderson Heights will increase their attendance and decrease their suspension rates as measured by the metrics below.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Administration worked with the joint Anderson Heights/North State Aspire School Site Council to develop a focus goal and actions to support students that generated the additional Equity Multiplier funds. School Site Council represents the community/parents, students, classified/certificated staff (bargaining unit members) and administration.

There are approximately 18 students enrolled in North State Aspire so the CA School Dashboard does not show performance colors. However, 48.1% of students are chronically absent and 20.7% students have been suspended at least one day. The English language arts and math results are not available due to privacy concerns with the small enrollment size. However, educational partners discussed the need to focus efforts on behavior and attendance and believe student academics will increase as a result of this focus.

After reviewing the 2022-2023 CA School Dashboard, Anderson Heights shows a yellow performance indicator on the chronic absenteeism indicator, a red performance on the suspension rate indicator, a yellow performance indicator on the English language progress, an orange performance indicator on the mathematics progress, and no performance color for the English Language Progress Indicator. The CA School Dashboard indicates that our students are 53.5 points below standard in English language arts, the math indicator shows students 75.8 below standards. Although there is no performance indicator for the English Language Progress it shows that 53.3% students are making progress. Moreover, 37.85% of students are chronically absent with two or more races student group in the red performance level due to 42.1% being chronically absent. We will use targeted support for individual students that are struggling academically, with attendance and/or with suspensions. We will provide alternatives to suspension and work with families to address barriers that are keeping their students from attending school.

We have struggled this year to maintain staffing at Anderson Heights and North State Aspire. There have been Special Education positions that have been difficult to fill and there have been a series of retirements, resignations and employee illness that has made staffing a challenge. We are beginning our recruiting and hiring events early in order to get qualified candidates that are willing to serve in a high poverty school.

Anderson Heights- 6 of the 11 teachers are substitutes for the 2023-2024 school year.

North State Aspire- 1 credentialed teacher and 1 substitute for the 2023-2024 school year. This has been an extra difficult school to staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic absenteeism rate	<p>2022-2023 North State Aspire- 48.1% of all students are chronically absent Anderson Heights- 37.8% of students are chronically absent</p> <p>The following student group is in the Red Performance level: Two or more races student group in the red performance level due to 42.1% being chronically absent.</p>			<p>North State Aspire- Decrease the chronic absenteeism rate to less than 3% Anderson Heights- Decrease the chronic absenteeism rate to less than 3%</p> <p>Decrease the chronic absenteeism rate to less than 3% with students that identify as two or more races.</p>	
2.2	Suspension rate	<p>2022-2023 North State Aspire- 20.7% all students have been suspended at least one day Anderson Heights- 6.5% all students have been</p>			<p>North State Aspire- Decrease the suspension rate to less than 3% Anderson Heights- Decrease the</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>suspended at least one day</p> <p>The following student groups are in the Red Performance level:</p> <p>Hispanic-8% suspended at least one day</p> <p>Low Income-7.1% suspended at least one day</p> <p>White-6.6% suspended at least one day</p>			<p>suspension rate to less than 3%</p> <p>Decrease the suspension rate in the following student groups:</p> <p>Hispanic</p> <p>Low Income</p> <p>White</p>	
2.3	Credentialing	<p>2023-2024</p> <p>North State Aspire-1 teacher, 1 substitute</p> <p>Anderson Heights- 6 teachers, 6 substitutes</p> <p>2023-2024 District Total</p> <p>66 Clear Credential</p> <p>10 Interns</p> <p>18 Ineffective</p> <p>1 Out of field</p> <p>4 incomplete</p>			100% of staff are appropriately credentialed	
2.4	Retention Rate	<p>2023-2024</p> <p>North State Aspire-0%</p> <p>Anderson Heights-50%</p>			<p>North State Aspire-100%</p> <p>Anderson Heights-90%</p>	

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	Chronic Absenteeism	Additional 1.0 FTE Counselor (Mautz) Community Liaison works with parents to identify and reduce barriers from learning.	\$144,679.00	No
2.2	Alternatives to Suspension	Behaviorist, Structured Days, Refocus Room (alternative seating), Good behavior MONTHLY field trips (NSAA), Restorative Justice Projects, student behavior contracts, Check In/Check Out System, School Mentor program (Elevate Youth-grant funds CCSPP Columbia) Professional development in Structured Day & Restorative Practices After School Clubs (Maker's Space, Interactive Magnet Wall, Garden Club, etc.)	\$14,344.00	No

Action #	Title	Description	Total Funds	Contributing
		Counseling (see above for expenditure) 2 FTE instructional aide in every classroom 10% of FTE (Ross) to support NSAA students		
2.3	Credentialing	Ensure teachers are credentialed appropriately. Reduce the number of substitutes at North State Aspire and Anderson Heights.	\$0.00	No
2.4	Teacher Retention	Administration will work with the union towards ensuring there is consistent staff in these programs. The administration will move stable teachers from one site to Anderson Heights. Human Resources and Administration are recruiting early. Phil Boydt school climate coaching Provide a district mentor for teachers new to Anderson Heights and North State Aspire Academy. Curriculum Director to meet monthly with teachers new to Anderson Heights and North State Aspire Academy.	\$0.00	No
2.5	Literacy & Math	Curriculum-math Freckle program Learning Lab Getting Reading Right professional development 1.0 FTE Librarian shared 45/45/10 by AMS, AH and NSAA respectively. AH and NSAA portions supported with LCFF Equity Multiplier funds.	\$26,737.00	No
2.6	Academic Interventions	No Combination classes (AH) (3 FTE certificated teachers) Additional teacher to reduce class sizes at Anderson Heights Elementary School and North State Aspire Additional Resource teacher (60% AH & 40% NSAA) to manage caseloads for students on IEPs with behaviors.	\$219,961.00	No

Action #	Title	Description	Total Funds	Contributing

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
\$3049527	\$329397

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
27.968%	0.000%	\$0.00	27.968%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: English Learners & Long Term English Learners</p> <p>Need:</p> <p>Scope: LEA-wide</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
1.3	<p>Action: Interventions</p> <p>Need: Support to students that are struggling academically or need additional support.</p> <p>Scope:</p>	This actions aligns with our Multi-Tiered System of Support. This is a Tier 2 and 3 support. We use data to identify students that need additional support.	CAASPP English language arts CAASPP mathematics STAR Reading STAR Math AIMS Web IXL BPST West Ed. Writing ESGI
1.4	<p>Action: Engaging Student in Learning Broad Course of Study</p> <p>Need: Increase student engagement</p> <p>Scope: LEA-wide</p>	A Broad Course of Study engages students in school and provides them exposure to new opportunities and disciplines. This is part of our district wide Tier 1 supports.	Attendance rate
1.5	<p>Action: Transitional Kindergarten</p> <p>Need: Support students at an early age to develop academic skills, social skills and instill a love for learning.</p> <p>Scope: LEA-wide</p>	Transition Kindergarten engages students in school and provides them exposure to new opportunities and disciplines. This is part of our district wide Tier 1 supports and provide students with a head start for school.	Attendance rates

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
1.6	Action: Literacy/Librarians Need: Increase literacy Scope: LEA-wide	This action supports our need to develop all students as reader district wide. Tier 1 Multi-Tiered System of Support	CAASPP English language arts
1.7	Action: Educational Technology Need: Technology to enhance learning Scope: LEA-wide	Specialist to provide tech support for all students and staff districtwide to support learning in school and at home.	CAASPP English language arts CAASPP Mathematics CAST
1.8	Action: Saturday School Program Need: Recoup funding for students who are absent Increase student learning Scope: LEA-wide	To increase learning and reduce chronic absenteeism district wide and at Anderson Heights	Attendance rate Chronic absenteeism rate Increase in budget with increase of ADA CAASPP English language arts CAASPP math
1.10	Action: Community Day School North State Aspire	Provide added support for our at-risk students in the community day school.	CAASPP English language arts CAASPP mathematics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Support students who are at-risk academically and behaviorally.</p> <p>Scope: Schoolwide</p>		Suspension rates
1.12	<p>Action: Support to Foster Youth, English Learners & Low Income</p> <p>Need: We need to bring consistency to academic and social emotional supports at all schools. Academic support for all students using consistent teaching practices and academic standards. Support students social emotional growth using a social emotional strategies and embedded supports.</p> <p>Scope: LEA-wide</p>	Consistency with curriculum, interventions, assessments and behavior procedures/protocols with our at-risk students	Implementation of state standards using the Local Indicator Report that accompanies the LCAP. Staff and student surveys that are reported in the Local Indicator Report that accompanies the LCAP.
1.13	<p>Action: Alternatives to Suspension/Positive Relations</p> <p>Need: Alternatives to suspension Suspensions rates need to decrease for the following students groups districtwide American Indian students 10.70% Students with disabilities 11.20%</p>	The State Board of Education and legislatures has directed schools to find alternatives to suspension. We review data to target intervention support using a multi-tiered system of support for all students based on their individual needs.	Suspension rate indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.14	Action: Counseling Need: Support students with at-risk behavior and provide them with strategies to solve problems and regulate emotions. Scope: LEA-wide	The State Board of Education and legislatures has directed schools to find alternatives to suspension. We review data to target intervention support using a multi-tiered system of support for all students based on their individual needs.	Suspension rate indicator
1.15	Action: Transportation Need: Maintain a late Van for students who are consistently truant. Encroachment of transportation cost for low income students and students that have limited transportation to and from school. Scope: LEA-wide	This allows us to transport students that may not otherwise have a ride to and from school. Van is used to pick up students that are truant. All students in the district have access to transportation services.	Attendance rate Chronic absenteeism rate
1.17	Action: Behavior Interventions Need: Alternatives to suspension	Provide students with skills to make good choices and regulate emotions. These actions are essential for a safe school, a good school climate, academic growth, and social emotional growth.	Suspension rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.18	Action: Attendance/Chronically Absent Students Need: Meet with families that are struggling to send their child or children to school. Scope: LEA-wide	Remove barriers and provide support to families that are struggling to send their children to school. This will reduce our students who are chronically absent. This is offered to all students in the district based on data and individual needs. This is a Tier 2 and 3 level support for our students who are truant.	Chronic Absenteeism Indicator Local Indicator survey data from students
1.19	Action: Boys Council/Girls Circle Need: Teach at-risk students skills to be successful in and outside of school Scope: LEA-wide	We want to produce students who are engaged in school and provide them with experiences that help them communicate well with others even when they become frustrated.	Suspension rate
1.20	Action: Parent Outreach/Engagement Need: Unduplicated student's families tend to be reluctant to join school events and provide feedback through surveys and decision making bodies like LCAP Committee, DELAC, ELAC, and School Site Council. Scope:	Engage parents of our unduplicated student group through offer an incentive to complete surveys and other necessary forms. Encourage parents to voice their opinion by attending LCAP committees DELAC, ELAC, and School Site Council. Encourage families to attend family engagement events through making individual connections using our Community School Coordinators and English Learner Parent Liaison/Translator (Title III) at each site. (Coordinators are paid for out of a separate grant)	Local Indicator Report on Parent Survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.22	<p>Action: Student groups in red performance at Anderson Heights, Anderson Middle School</p> <p>Need: We have a high rate of suspensions districtwide Districtwide Suspensions American Indian students 10.70% Students with disabilities 11.20%</p> <p>Anderson Heights Elementary Suspensions All students 6.50% Hispanic students 8% Low income students 7.10% White students 6.60%</p> <p>Anderson Middle School Suspensions Students with disabilities 21.90%</p> <p>Scope:</p>	Suspensions need to be reduced districtwide. Alternatives to suspension are needed to reduce suspensions	Suspension rates

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	Action: English Learners & Long Term English Learners Need: Increase language proficiency Scope: Limited to Unduplicated Student Group(s)	We review data to target intervention support using a multi-tiered system of support for all students based on their individual needs.	English language proficiency indicator English language reclassification rate CAASPP-English learner progress in mathematics
1.3	Action: Interventions Need: Academic Intervention Scope: Limited to Unduplicated Student Group(s)	Set-asides of regular classroom time	CAASPP Scores and other measures
1.11	Action: Foster Youth/Homeless Youth Need: Our homeless and foster youth students need additional assistance with academics and behavior supports. These supports will provide students with skills to reduce suspensions and chronic absenteeism. Being at school will increase students literacy and math skills. Removing barriers to learning will increase	Academic, attendance and behavior supports in a small group setting Remove barriers to learning	CAASPP English language arts CAASPP mathematics Chronic absenteeism rate indicator Suspension rate indicator

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	academics, increase attendance and decrease behavior incidences and chronic absenteeism. Scope: Limited to Unduplicated Student Group(s)		
1.22	Action: Student groups in red performance at Anderson Heights, Anderson Middle School Need: Reducing Suspension Rates Scope: Limited to Unduplicated Student Group(s)	Incentives, alternatives offered	Actual Suspension Rates

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

Additional Concentration Grant Funding

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

Concentration grant add-on funds have been used to retain and/or hire the following positions:
Opportunity Teacher
Behavioral Intervention Aides
TK Teacher
Additional Library Aide
Behavioral Intervention Specialist

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:11.5
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:13.4

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	10903533	3049527	27.968%	0.000%	27.968%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,254,950.00	\$2,982,959.00	\$280,113.00	\$942,994.00	\$9,461,016.00	\$8,071,464.00	\$1,389,552.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	English Learners & Long Term English Learners	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	\$47,133.00	\$500.00	\$34,685.00			\$12,948.00	\$47,633.00	
1	1.2	Professional Development	All	No			All Schools	On-going	\$0.00	\$34,909.00		\$26,909.00		\$8,000.00	\$34,909.00	
1	1.3	Interventions	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	On going	\$252,641.00	\$0.00				\$252,641.00	\$252,641.00	3.35
1	1.4	Engaging Student in Learning Broad Course of Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$440,765.00	\$130,905.00	\$491,030.00	\$80,640.00			\$571,670.00	
1	1.5	Transitional Kindergarten	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	On-going	\$273,737.00	\$0.00	\$180,181.00	\$93,556.00			\$273,737.00	
1	1.6	Literacy/Librarians	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$139,044.00	\$0.00	\$139,044.00				\$139,044.00	
1	1.7	Educational Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$224,243.00	\$0.00	\$224,243.00				\$224,243.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Saturday School Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$3,793.00	\$0.00	\$3,793.00				\$3,793.00	
1	1.9	Short Term & Long Term Independent Study	All	No			All Schools	On-going	\$10,520.00	\$0.00	\$10,520.00				\$10,520.00	
1	1.10	Community Day School North State Aspire	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: North State Aspire TK-5	On-going	\$524,601.00	\$32,050.00	\$427,182.00	\$123,394.00		\$6,075.00	\$556,651.00	
1	1.11	Foster Youth/Homeless Youth	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	On-going	\$3,450.00	\$7,000.00	\$3,450.00			\$7,000.00	\$10,450.00	
1	1.12	Support to Foster Youth, English Learners & Low Income	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$472,590.00	\$114,002.00	\$377,833.00	\$10,000.00		\$198,759.00	\$586,592.00	
1	1.13	Alternatives to Suspension/Positive Relations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$139,849.00	\$0.00	\$139,849.00				\$139,849.00	
1	1.14	Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$482,325.00	\$1,500.00	\$353,198.00	\$129,627.00	\$1,000.00		\$483,825.00	
1	1.15	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$75,146.00	\$298,557.00	\$373,703.00				\$373,703.00	
1	1.16	Special Education	Students with Disabilities	No			All Schools	On-going	\$3,619,533.00	\$706,475.00	\$1,830,744.00	\$2,113,112.00		\$382,152.00	\$4,326,008.00	
1	1.17	Behavior Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$347,866.00	\$0.00	\$272,447.00			\$75,419.00	\$347,866.00	
1	1.18	Attendance/Chronically Absent Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	On-going	\$176,052.00	\$22,450.00	\$198,502.00				\$198,502.00	

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										
1	1.19	Boys Council/Girls Circle	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$13,330.00	\$13,330.00				\$13,330.00	
1	1.20	Parent Outreach/Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$280,163.00	\$20,745.00	\$21,795.00		\$279,113.00		\$300,908.00	
1	1.21	Safety & Supervision	All	No			All Schools	On-going	\$159,421.00	\$0.00	\$159,421.00				\$159,421.00	
1	1.22	Student groups in red performance at Anderson Heights, Anderson Middle School	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	2024-2025								0.142
1	1.23	Student groups in red performance level English Learners	All English Learners	No			All Schools	2024-2025	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.24	Students in red performance level Anderson Heights Elementary	All	No			Specific Schools: Anderson Heights Elementary School	2024-2025	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.1	Chronic Absenteeism	Two or more races	No			Specific Schools: North State Aspire & Anderson Heights	2024-2025	\$144,679.00	\$0.00		\$144,679.00			\$144,679.00	
2	2.2	Alternatives to Suspension	Hispanic, Low Income, White	No			Specific Schools: North State Aspire & Anderson Heights	2024-2025	\$14,344.00	\$0.00		\$14,344.00			\$14,344.00	
2	2.3	Credentialing	All	No			Specific Schools: North State Aspire & Anderson	2024-2025	\$0.00	\$0.00		\$0.00			\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Heights									
2	2.4	Teacher Retention	All	No			Specific Schools: North State Aspire & Anderson Heights	2024-2025	\$0.00	\$0.00		\$0.00			\$0.00	
2	2.5	Literacy & Math	All	No			Specific Schools: North State Aspire & Anderson Heights		\$26,737.00	\$0.00		\$26,737.00			\$26,737.00	
2	2.6	Academic Interventions	All	No			Specific Schools: North State Aspire & Anderson Heights	2024-2025	\$212,832.00	\$7,129.00		\$219,961.00			\$219,961.00	
2	2.7															

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
10903533	3049527	27.968%	0.000%	27.968%	\$3,254,265.00	3.492%	33.338 %	Total:	\$3,254,265.00
								LEA-wide Total:	\$2,823,633.00
								Limited Total:	\$38,135.00
								Schoolwide Total:	\$427,182.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	English Learners & Long Term English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$34,685.00	
1	1.3	Interventions	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		3.35
1	1.4	Engaging Student in Learning Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$491,030.00	
1	1.5	Transitional Kindergarten	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$180,181.00	
1	1.6	Literacy/Librarians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$139,044.00	
1	1.7	Educational Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$224,243.00	
1	1.8	Saturday School Program	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$3,793.00	

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	1.10	Community Day School North State Aspire	Yes	Schoolwide	Low Income Foster Youth Low Income	Specific Schools: North State Aspire TK-5	\$427,182.00	
1	1.11	Foster Youth/Homeless Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$3,450.00	
1	1.12	Support to Foster Youth, English Learners & Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$377,833.00	
1	1.13	Alternatives to Suspension/Positive Relations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$139,849.00	
1	1.14	Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$353,198.00	
1	1.15	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$373,703.00	
1	1.17	Behavior Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$272,447.00	
1	1.18	Attendance/Chronically Absent Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$198,502.00	
1	1.19	Boys Council/Girls Circle	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,330.00	
1	1.20	Parent Outreach/Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,795.00	
1	1.22	Student groups in red performance at Anderson Heights, Anderson Middle School	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		0.142

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,652,032.00	\$8,983,035.00

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	Appropriately Credentialed Teachers	No	\$0.00	0
1	1.2	Standards-aligned curriculum is used in all subjects at all grade levels.	No	\$0.00	0
1	1.3	Additional Teacher	No	\$83,468.00	91167
1	1.4	Professional Development in other content areas and social emotional learning	No	\$43,026.00	54092
1	1.5	Broad Course of Study	No	\$0.00	0
1	1.6	After School Enrichment	No	\$586,750.00	1161266
1	1.7	Interventions	No	\$193,896.00	207885
1	1.8	Elective classes/Broad Course of Study	No	\$0.00	0
1	1.9	Band/Music Teachers/Broad Course of Study	Yes	\$183,016.00	183031
1	1.10	PE Teachers/Broad Course of Study	Yes	\$183,969.00	177745
1	1.11	Transitional Kindergarten	Yes	\$289,473.00	271081

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	1.12	Choir/Drama/Broad Course of Study	Yes	\$10,895.00	10895
1	1.13	Librarians	Yes	\$178,413.00	146075
1	1.14	Educational Technology Specialist	Yes	\$208,961.00	216111
1	1.15	Music Supplies/Broad Course of Study	Yes	\$32,650.00	38025
1	1.16	Class size reduction for Meadow Lane	No	\$118,064.00	115007
1	1.17	Expanded Learning Opportunities	Yes	\$21,766.00	21715
1	1.18	Field Trips/Broad Course of Study	Yes	\$44,000.00	46000
1	1.19	Athletics	Yes	\$67,209.00	79366
1	1.20	Before and after school tutoring	No	\$0.00	0
1	1.21	5th Grade Outdoor Education Camp	Yes	\$14,000.00	20691
1	1.23	Saturday School Program	Yes	\$3,809.00	3809
1	1.24	English Learner Aide/Interpreter-English Learner Engagement	Yes	\$41,688.00	42343
1	1.25	Parent Engagement English Learners	Yes	\$3,600.00	5845

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	1.26	Home School Program	Yes	\$277,647.00	142996
1	1.27	Independent Study Program	No	\$7,436.00	11149
1	1.28	Home & Hospital Program	No	\$623.00	623
1	1.29	Community Day School Program at North State Aspire Academy	Yes	\$382,956.00	248117
1	1.30	ERICS Program at North State Aspire Academy	No	\$0.00	0
1	1.31	Tiered interventions in math and English language arts-Staff	Yes	\$391,559.00	389101
1	1.32	Foster Youth and Homeless Youth	Yes	\$5,418.00	23729
1	1.35	Supporting Unduplicated Pupils	Yes	\$443,167.00	643354
1	1.38	Teachers will augment instruction with enriching supplements/programs makes learning fun.	No	\$50,200.00	66000
1	1.40	Discipline and Communication	Yes	\$255,512.00	265448
2	2.1	Staff Development Days	No	\$0.00	0
2	2.2	Professional Development	No	\$0.00	0
2	2.3	LCSPPP Native American Grant for Student Success	Yes	\$1,938.00	0
2	2.4	Consulting Services	No	\$35,000.00	35000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Curriculum to combat learning loss	No	\$10,000.00	0
2	2.6	Technology	No	\$197,754.00	254667
2	2.7	Standards aligned assessments	No	\$0.00	0
2	2.8	Safe Campuses, Safe Students	No	\$0.00	0
2	2.10	Counseling x 3	Yes	\$358,244.00	510088
2	2.12	Interventions	No	\$0.00	0
2	2.14	UPK Plan	No	\$0.00	0
3	3.1	Boys Council/Girls Circle	Yes	\$20,830.00	20830
3	3.2	Parent Outreach/Engagement	Yes	\$13,604.00	21791
3	3.3	Campus Supervision	No	\$192,212.00	184745
3	3.4	Facilities	No	0	0
3	3.5	Behavior Interventions	Yes	\$471,385.00	589262
3	3.6	Safety	No	\$0.00	0

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	3.7	Transportation	Yes	\$398,210.00	610435
3	3.8	Behavior Matrices/Positive Behavior Support Systems	No	0	0
3	3.9	School Attendance Review Team (SART) Meetings	Yes	\$2,000.00	2000
3	3.10	Community Engagement	No	\$0.00	0
3	3.11	Attendance Clerks	Yes	\$175,165.00	177051
3	3.12	Homeless Liaison	No	\$0.00	0
3	3.13	Psychologists	No	\$530,098.00	616760
3	3.15	Speech Pathologists	No	\$548,276.00	556751
3	3.16	Target Chronically Absent Students	No	\$0.00	0
3	3.18	Mountain Valley Education Consortium of School Districts	No	\$20,490.00	20490
3	3.19	Nursing Services	No	\$553,655.00	700499

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)
3020856	\$3,216,055.00	\$3,027,635.00	\$188,420.00	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	1.9	Band/Music Teachers/Broad Course of Study	Yes	\$183,016.00	87095		
1	1.10	PE Teachers/Broad Course of Study	Yes	\$183,969.00	177745		
1	1.11	Transitional Kindergarten	Yes	\$289,473.00	162030		
1	1.12	Choir/Drama/Broad Course of Study	Yes	\$10,895.00	10895		
1	1.13	Librarians	Yes	\$178,413.00	146075		
1	1.14	Educational Technology Specialist	Yes	\$208,961.00	216111		
1	1.15	Music Supplies/Broad Course of Study	Yes	\$32,650.00	38025		
1	1.17	Expanded Learning Opportunities	Yes	\$21,766.00	21715		
1	1.18	Field Trips/Broad Course of Study	Yes	\$44,000.00	46000		
1	1.19	Athletics	Yes	\$67,209.00	79366		
1	1.21	5th Grade Outdoor Education Camp	Yes	\$14,000.00	20691		
1	1.23	Saturday School Program	Yes	\$3,809.00	3809		
1	1.24	English Learner Aide/Interpreter- English Learner Engagement	Yes	\$29,239.00	29904		

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	1.25	Parent Engagement English Learners	Yes	\$3,600.00	6345		
1	1.26	Home School Program	Yes	\$277,647.00	142996		
1	1.29	Community Day School Program at North State Aspire Academy	Yes	\$344,172.00	241469		
1	1.31	Tiered interventions in math and English language arts-Staff	Yes	\$36,402.00	3103		
1	1.32	Foster Youth and Homeless Youth	Yes	\$3,418.00	3418		
1	1.35	Supporting Unduplicated Pupils	Yes	\$405,061.00	409647		
1	1.40	Discipline and Communication	Yes	\$191,886.00	197327		
2	2.3	LCSP Native American Grant for Student Success	Yes	\$1,938.00	0		
2	2.10	Counseling x 3	Yes	\$200.00	78782		
3	3.1	Boys Council/Girls Circle	Yes	\$20,830.00	20830		
3	3.2	Parent Outreach/Engagement	Yes	\$13,604.00	21791		
3	3.5	Behavior Interventions	Yes	\$74,522.00	55280		
3	3.7	Transportation	Yes	\$398,210.00	607685		
3	3.9	School Attendance Review Team (SART) Meetings	Yes	\$2,000.00	2000		
3	3.11	Attendance Clerks	Yes	\$175,165.00	197501		

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)
10788063	3020856	0	28.002%	\$3,027,635.00	0.000%	28.065%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023