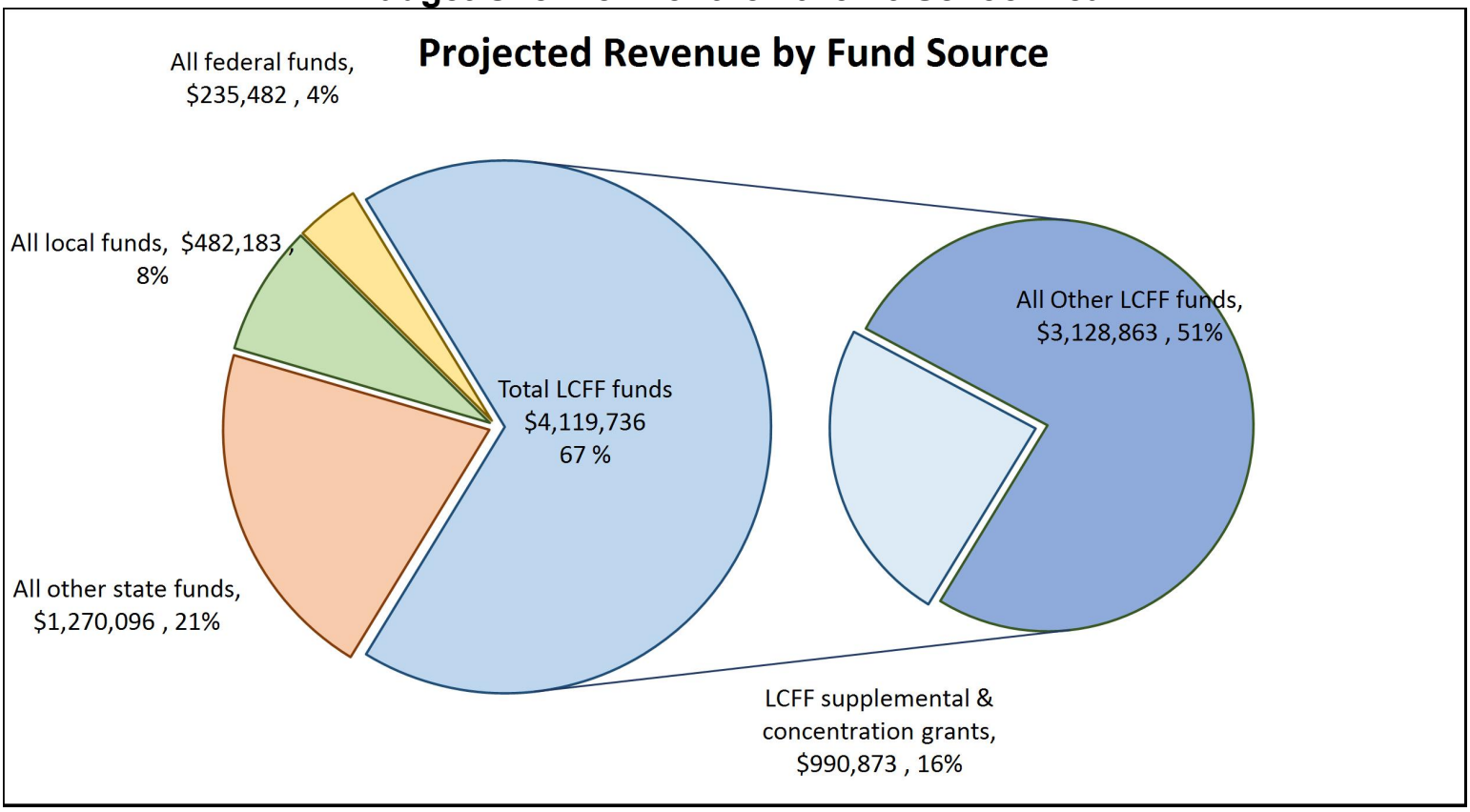
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Weed Union Elementary School District
CDS Code: 47-70482-0000000
School Year: 2025-26
LEA contact information:
Jon Ray
Superintendent
jray@weedelem.k12.ca.us
(530) 938-2715

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 2025-26 School Year

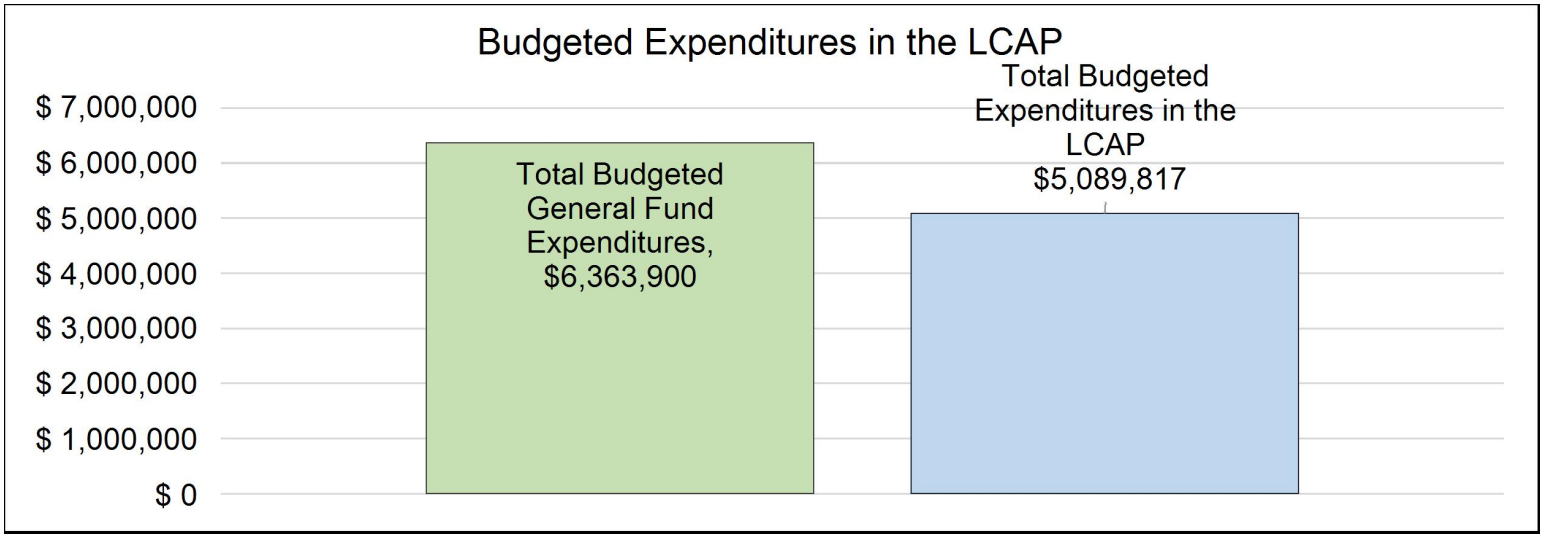


This chart shows the total general purpose revenue Weed Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Weed Union Elementary School District is $6,107,497, of which $4119736 is Local Control Funding Formula (LCFF), $1270096 is other state funds, $482183 is local funds, and $235482 is federal funds. Of the $4119736 in LCFF Funds, $990873 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 Weed Union Elementary School District plans to spend for 2025-26. 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: Weed Union Elementary School District plans to spend $6363900 for the 2025-26 school year. Of that amount, $5089817 is tied to actions/services in the LCAP and $1,274,083 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

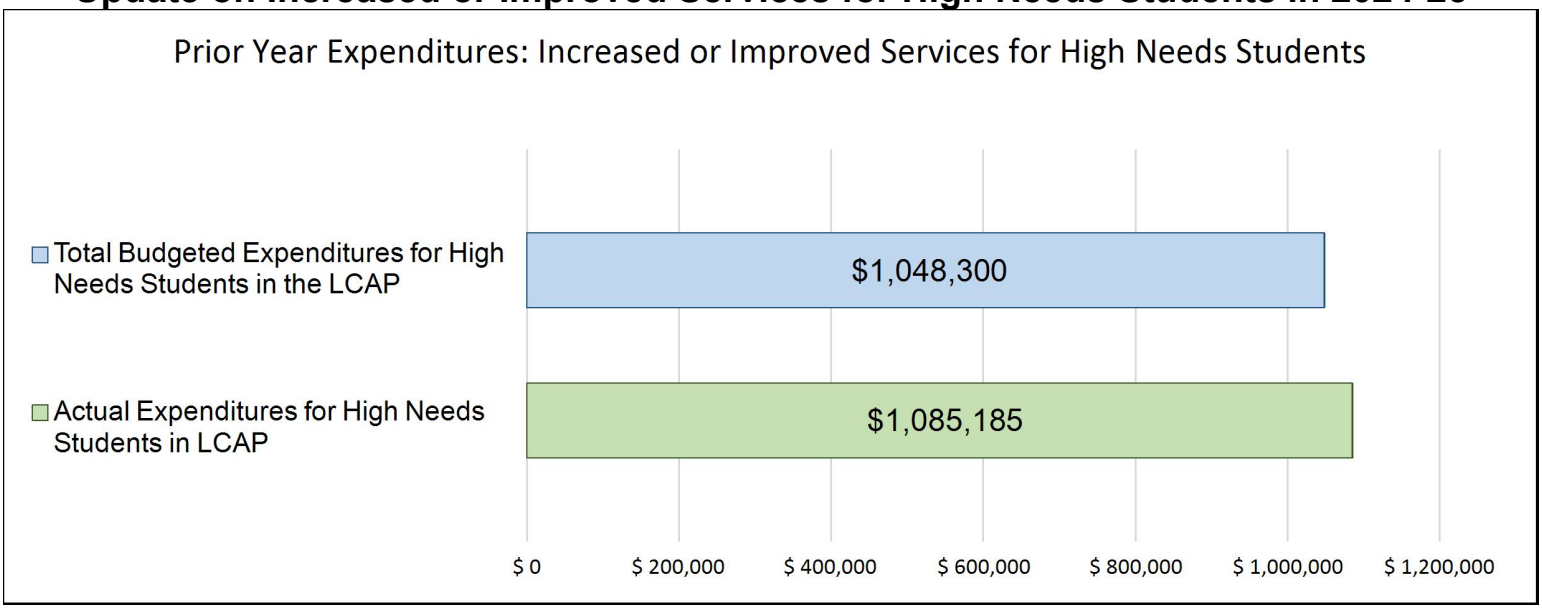
Utility costs (Water, sewer, electric, etc.), day-to-day supplies (paper, office supplies, drinking water, etc.), and mandated reserves for economic uncertainties.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Weed Union Elementary School District is projecting it will receive $990873 based on the enrollment of foster youth, English learner, and low-income students. Weed Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Weed Union Elementary School District plans to spend $1099816 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 2024-25



This chart compares what Weed 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 Weed 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 2024-25, Weed Union Elementary School District's LCAP budgeted $1048300 for planned actions to increase or improve services for high needs students. Weed Union Elementary School District actually spent $1085185 for actions to increase or improve services for high needs students in 2024-25.

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
Weed Union Elementary School District	Jon Ray Superintendent	jray@weedelem.k12.ca.us (530) 938-2715

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Weed Union Elementary School District has two schools with one main school, Weed Elementary, and one Community Day School, that was re-opened in 2024, to serve those students who need an appropriate placement; that school is Wyeka Vista Community Day School. However, Wyeka Vista is not anticipating students next year and therefore the district will not be receiving the Equity Multiplier funds. Weed Elementary does not have an Equity Multiplier, but Wyeka Vista received an Equity Multiplier in the 2024-25 school year.

Our main campus, Weed Elementary, serves transitional kindergarten through eighth grade, within a rural mountain community in Northern California. The school is used by many community businesses and non-profit agencies such as Weed Berean Church, Weed Family Resource Center, Weed Parks and Recreations, Girl Scouts, Mt. Elite and other AAU programs, and other community programs.

The District's mission is, "We, at Weed Elementary School, believe that it is our responsibility to provide quality educational programs which foster significant academic achievement for ALL students in a safe environment characterized by mutual respect and acceptance of the individual differences."

The student body consists of approximately 290 students and has an unduplicated count of 82% Low Income, 10% English Learner, and 1% Foster Youth students. Weed is a diverse district, with: 3% American Indian, 5% African Americans, 7% Asian, 20% Hispanic/Latino, 50% White and 15% Multi-racial students that makes up the District's student body population. The students served do not all have the same access to fee-based community clubs, teams, and lessons that other students have; so the school is dedicated to providing sports, art, science, enrichment clubs, career and culture fairs, along with other events and activities that are designed to enhance social, emotional and

academic balance in students' lives. The school offers small group instruction based on students' individual academic needs in ELA and math by continuing to support small class sizes and paraprofessionals. Our district also provides after-school tutoring to help support students and their learning growth. Weed Elementary School students have the same opportunity to high quality Common Core State instruction and materials; along with becoming skilled at using technology. All students have 1:1 technology.

Weed Elementary School has community partner meetings throughout the year to discuss ways the school can support success for this majority group using supplemental and concentration grant funds. Weed Elementary provides many opportunities for parent and community information and involvement by using Aeries Communication known as Parent Square, Facebook, school website, a weekly bulletin, and a marquee out front to inform parents of information and activities. The participation in School Site Council, parent workshops, parent/student counseling, parent group, Cub Power, and many other events and activities that take place on and off campus.

Student academic and social/emotional success is a priority for all district and site personnel, which creates a cohesive focus for the base program for students. The District's budget includes the expense of high quality teachers and administrators, our Wellness Program, safe and clean facilities, standards based instructional materials, instructional support, operational and human resources

Based on staff, parent and community input along with local and state data, the District will have the following three goals drive the LCAP and District's vision.
1. All students will receive high quality instruction that will enable at least a 5% increase with students meeting or exceeding standard district-wide according to multiple assessments that include California Assessment of Student Performance and Progress (CAASPP), Northwest Education Association's (NWEA) Measures of Academic Progress (MAP), and other teacher generated assessments.
2. All students will have the opportunity to learn in a socially, emotionally and physically safe environment which will enable our attendance rates to average at least a 95%. Our district will ensure that all students in grades 3-8 will feel connected at school as indicated in climate survey data, by conducting professional development in social and emotional learning (SEL) for all school staff and by increasing our Wellness Center Staff.
3. Increase program availability to 100% of students including but not limited to the arts, science, physical education, social studies, etc. Increase expanded learning opportunities in order for students to have access to participate in at least one after school activity. Increase communication and opportunities for our parents to participate in school activities and engage in the educational process by providing multiple opportunities throughout the year for parents to feel welcome on campus for an educational activity.

Reflections: Annual Performance

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

The Weed Union Elementary School District is built upon teamwork, collaboration, and an unwavering student-centered approach. Reflecting on success starts with the work that the staff puts in by coming together to make positive changes for our students and community. The staff at this district believe in the continuous cycle of improvement and continue to face challenges with solutions as a team. Successful examples of the district's positive collaboration are seen in the 100% participation rate in the district's Coordination of Program quarterly meetings, monthly Expert Groups, which focus on a problem of practice and develop small cycles of change, the district's leadership team, which is represented with teachers, classified staff, administrators, wellness team staff, office staff, and the "Task Force"

that includes parents and staff sharing ideas on how to make this district the best it can be. There are many other examples of collaboration beyond those listed which exemplify a positive staff culture that works together to progress a high-needs school population.

According to the 2023 California Dashboard, the following student groups within the LEA were lowest performing in the following indicators:
ELA: All students, Socioeconomically Disadvantaged, Students with Disabilities, and White.
Math: Socioeconomically Disadvantaged and Students with Disabilities.
Suspensions: Two or More Races

*The same applied for Weed Elementary School except the Suspensions indicator student group.

For the 2024/2025 LCAP, the LEA created action items to address the lowest performing student groups. Under goal one, two action Items were put into place to address the lowest performing groups in ELA and Math. One was Action Item 1.9: Academic Programs and Technology to support Low-Income Students, White Students, and Students with Disabilities (student groups indicated as "at risk" based on a red indicator on the California Dashboard) in both ELA and Math. The other was Action Item 1.14: Access to Reading Materials for Low Income Students, Students with Disabilities, and White student groups through a Literacy Lounge. Under goal two, one action item was put in place to specifically address the red indicator on the California Dashboard for suspension rates among the student group of two or more races. That action item was Action Item 2.12: A Suspension Data Task Force for students of two or more races that have been suspended one or more times (red indicator on the 2023 California Dashboard).

The District used the California Dashboard performance data from 2024 as well as local data to discuss the district's successes and challenges. This discussion took place with many different educational partner groups including; the School Site Council, Leadership, Community of Practice Leadership Group, PLC's (Expert Groups), Weed Elementary Task Force, and The English Learner Advisory Committee. One of the biggest celebrations for the Weed Union School District and educational partners was the academic growth in ELA and math indicated on the 2024 California Dashboard. English Langauge Arts increased 5.6 points moving the district from a red indicator to a yellow indicator. Math increased 5.9 points moving from an orange to yellow indicator. WUESD's local data for the 2024/2025 school year is also showing continued academic growth. Teacher generated assessments and report card data reveal an 8% increase in ELA and a 9% increase in math which exemplifies an increase in student academic performance in the classroom. Action items put in place that helped to stimulate this growth include the extended summer learning program (Action Item 3.12), small class sizes, intervention academic technology programs, after-school tutoring, and instructional materials, lessons, and instructional coaching all under action items in goal one. Educational partners and the district will continue these action items in order to continue the positive growth. Even with the academic growth over the last year, the district still sees academic growth in ELA and math as a challenge and a focus to improve upon. The 2024 California Dashboard shows that average student acheivement in ELA is still 67.1 points below standard and math is 84.7 points below standard. Through a needs assessment, focusing on student's achievement in math and ELA is still a top priority. One addition or change to this year's LCAP is Action Item 1.10. This action item represents our adopted ELA curriculum, which was the program Success for All. Educational partners expressed that the curriculum was not comprehensive enough and not meeting our students' needs. After piloting ELA curriculum in the 2024/2025 school year it was decided that new curriculum was needed and teachers and staff felt that the HMH Performance Suite ELA curriculum would be the best fit for academic growth in reading and writing. Also, Professional Development (Action Item 1.2) and Instructional Coaching (Action Item 1.3) will focus more on ELA and Math instruction and the use of the new curriculum. The district had only one student group with a red indicator ELA and that student group is "Students with Disabilities." The district will address this need also with

the new curriculum, which has a tailored intervention program included. This need will also be addressed through our Resource Program, Action Item 1.13.

The district's partners shared discussions about the success of the student social and emotional survey data. 74% of students feel that they have supportive teacher-student relationships, which is an increase of 7% from the previous year. Positive school climate has also increased by 2% and sense of belonging has increased by 1%. This local data from Panorama Social and Emotional surveys indicated a positive increase in students' feeling safe and happy at school, which shows that the district is making progress towards building a positive school culture. The district's educational partners contribute this success to the development of the "Wellness Center," (Action Item: 2.3). The district plans to continue and expand the Wellness Center as well as continue our work addressing students' social and emotional needs by increasing staff development in trauma-informed practices. Although school climate data is showing positive trends, our 2024 suspension data has increased from the previous year by 1.1% with 5.9% of the student body being suspended at least once during the school year. The district also has multiple student groups in the red indicator which include; English Learners, Homeless, Two or More Races, Socioeconomically Disadvantaged, and White. The District will continue to take a proactive approach and provide growth opportunities for these students and a task force that will track wellness updates and enrichment opportunities for these students (Action Item 2.12).

The district's educational partners also discussed the challenges of the district's chronic absenteeism rate, which maintained a 10.4% chronically absent rate according to the 2023 dashboard. However, our local data for the 2023/2024 school year indicates an increase in chronic absenteeism with a rate of approximately 30% of students chronically absent. The district plans to address this challenge by working with staff to build a systematic process for early identification and action for students and families who are chronically absent by enhancing the SARB process (Action Item: 2.11). The district also developed a summer school program for 2024 that teachers used as an intervention for chronically absent students to make up missed learning time in the summer. The summer school extended learning program is not just for intervention but is offered as an opportunity for all of our TK through 7th grade students to extend their learning over the summer (Action Item: 3.12) . The hope is to reduce summer learning regression, but also provide our students with positive opportunities throughout the summer and other intersession time throughout the 2025-2026 school year. The district had one-third of its students enroll in the summer school extended learning program showing a positive response from the school community.

We will maintain and build upon this success by continuing to:
1. Implement standards aligned curriculum in all grades and develop peer instructional coaching practices.
2. Continue providing extra support through the use of classroom aides to maintain smaller class size and FTE to student ratio.
3. Continue our mental wellness program to include an LMFT and 3 mental wellness coaches.
4. Provide staff with high-quality professional development for both academics and social and emotional wellness.
5. Provide extended learning opportunities through a summer program, intersession programs, and after-school tutoring.
6. Provide access to literacy materials and promote reading through a schoolwide initiative.

*The District has expended all LREBG funds, therefore no action item is listed for these funds (RS 7435).

Reflections: Technical Assistance

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

Weed Union Elementary School District was identified for Differentiated Assistance due to:

Student Group(s) Identified: English Learners, Hispanic, Homeless, SED, Two+ Races, and White

State Education Priority(s): Academics, Chronic Absenteeism, and Suspensions

A summary of the work underway as part of receiving technical assistance includes instructional coaching to support teachers in creating a positive classroom environment. The instructional coaches are expert teachers that focus on best teaching practices, student engagement, and behavior management. Classroom behavior incidents have decreased due to this work along with the district's behavior management system which involves the Wellness Center.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, Principals, Administrators, and Other School Personnel	Monthly Leadership Meetings where the district's data was reviewed and discussed in order to conduct a needs assessment and prioritize LCAP action items.
Teachers, Principals, Administrators, Other School Personnel, Parents, and Educational Partners	Monthly School Site Council Meetings. All educational partners, that included representatives from our SELPA and special needs group, were invited to all School Site Council (SSC) meetings (held monthly) scheduled throughout the school year. September to December of 2024, Administration began meeting with the SSC to review student data, LCAP goals, and action items. January to May 2025, the SSC began analyzing educational partners' input and prioritizing action items to meet State Priorities and the district's needs.
Teachers, Principals, Administrators, Other School Personnel, and Parents	November of 2024 and March of 2025, the ELAC Committee met and reviewed LCAP goals and action items and provided input on upcoming schoolwide needs assessment and ELAC participation. During the ELAC meeting discussion was focused on development of site plan for ELs and overall inclusion in LCAP goals.
Local Bargaining Units of the LEA (WCTA and CSEA)	Superintendent met with educational partners throughout the school year to review the budget, and describe the process to gather input and how coordinating the plan though SSC would allow for more influence on the plan.
Teachers, Principals, Administrators, Other School Personnel, Parents, and Educational Partners	The district shared a survey through Aeries Communication to all staff and families, and to Facebook to all educational partners to gather input on how to prioritize action items that align with the California State Priorities.

Educational Partner(s)	Process for Engagement
Teachers, Principals, Administrators, Other School Personnel, Parents, and Educational Partners	The district and administration hosted a "LCAP Advisory Meeting" in April of 2025 that allowed all community members to have input on our plan and LCAP development. The LCAP Advisory Committee consisted of our School Site Council members and other parents representing our Foster Youth, English Learner, Socioeconomically Disadvantaged, Students with Disability student groups, and parents of Wyeka Vista School students.
Teachers, Principals, Administrators, and Other School Personnel	The Community of Practice Leadership group met three times for two hours each to conduct a needs assessment and then decided to conduct empathy interviews with staff and parents. The Community of Practice Leadership Group devised an action plan to address the needs derived from our "Empahty Interviews."
Students (including Wyeka Vista Students)	Administration worked with Middle School Students in the Spring (meeting one time) and discussed the LCAP's goals and students' wants and needs aligned with those goals.
Students, Parents and Educational Partners	School Site Council had an input station at Open House, 5/14/25 soliciting from parents and students what the school needs to improve academics, student connectedness, and student opportunities, which aligns with the Districts' LCAP Goals.
Teachers, Principals, Administrators, Other School Personnel, Parents, and Educational Partners	LCAP Public Hearing - June 19,2025 LCAP Board Adoption - June 26, 2025

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

Administration met monthly with the School Site Council to develop the district's LCAP goals and then prioritize action items based on district data and state priorities. These ideas were shared monthly with the Leadership Team for further input. This input was also shared with the district's Professional Learning Communities, "Expert Groups," to assess areas of need and brainstorm district actions to address challenges. Administration also met with the local bargaining units of the district throughout the year to discuss the budget outlook and the wants and needs of those units. The English Learner Advisor held two ELAC meetings to present EL data and gather input from EL parents and other community members on how to best address the needs of our EL students. Administration met with middle school students to collect student feedback. Surveys were shared with staff, families, and community members to collect further input on LCAP priorities. A Community of Practice Leadership group that consisted of staff, teachers, and administration also met six times throughout the year to address areas of need for student groups with "red indicators" on the dashboard and discuss a direction for Differentiated Assistance to develop actions to address those needs. All of this input was synthesized into three main goals with prioritized action items and presented to an LCAP Advisory Committee and the School Site Council in May.

The district's LCAP was greatly influenced by the feedback provided by the educational partners and the process listed above. Specifically, the development of goals and the additions and adaptations to action items. For example, our Leadership Team and School Site Council agreed that a specific academic goal was necessary. These educational partner groups also agreed that continuing with the growth model of a goal to increase students who meet or exceed standard by 5% was an effective way to consistently achieve school improvement. Educational partners also shared that the Student Wellness goal was still a necessity as well as the Whole Child broad goal. However, the third, "Whole Child" goal was adapted to not only make families feel welcome but involve them more in the entire educational process based on educational partner feedback and input.

During the Leadership Team's Multiple Tiered Systems of Support assessment, discussion and input on increasing a supportive teaching coaching process and training all staff on trauma-informed practices were shared as district needs. Input also revealed the need to move in a different direction for a more comprehensive English Language Arts Program. These actions were supported by other educational partner groups and built into the LCAP action items and plans for the upcoming school year. Specfically, Action Item 1.2: Professional Development and Action Item 1.10: ELA Common Core State Standards Instructional materials, lessons, and instructional coaching using a new adopted curriculum. The educational partners felt that a stronger focus on a more comprehensive program would benefit out student population and academic improvement. The ELAC group encouraged the continuation of more teacher support, which has proved a valuable system to advancing our EL students' academic achievement (Action Item 1.8). The district's students and School Site Council members requested more art opportunities, which is built into the LCAP as our Proposition 28 action item (Action Item 3.4). Educational partners are pleased with the growth of the art program, but are still hoping for more music opportunities for our students, which the district is exploring with grant opportunities and partnering with the local community college for ELOP opportunities. The Community of Practice Leadership group which focused on student groups with "red indicators" on the dashboard determined that those student groups needed more of a systematic approach to attendance issues and focus on character traits that are explicitly taught in the classroom and incentivized through our student of the week assemblies (Action Item 3.9). This was echoed strongly by the district's "Expert Groups," and solidified by the School Site Council. This then became a new action in the LCAP and a planned initiative for the upcoming school year. Finally, all educational partners continued to strongly support and recognize the need for the Wellness Center, Action Item 2.3.

Facilities and the temporary campus also was discussed as an area of concern for many educational partners. The District plans to enhance the temporary campus through Extended Learning enhancement and extra staffing in the after-school program by creating a "campus beautification" club (Action Item 3.10).

Many other discussions and community survey feedback from educational partners influenced the priorities of action items included in the LCAP under the district's three goals. These priorities include but are not limited to;
1. A highly qualified teaching staff (Action Item 1.11)
2. High-quality professional development (Action Item 1.2)
3. Small group instruction with an emphasis on individualized instruction (Action Item 1.7)
4. Field trips and assemblies to promote learning opportunities outside of the classroom (Action Item 3.2 and Action Item 3.11)
5. Sports programs and club extracurricular opportunities offered to all students (Action Item 3.8 and Action Item 3.12)

Based on the feedback from the Wyeka Vista educational partners the focus is on increasing the attendance rate for those students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and math by increasing our schoolwide "meeting or exceeding" rate by at least 5% each school year according to multiple assessments that include California Assessment of Student Performance and Progress (CAASPP), Northwest Education Association's (NWEA) Measures of Academic Progress (MAP), and other teacher generated assessments.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. The district's previous LCAP cycle focused on getting half of the student population to met or exceeding on different academic measures. Through educational partners' input it was determined that an overall focus on growth by increasing scores by 5% would better serve our students and align with the California Dashboard.

The analysis of California Dashboard (Dashboard) data indicated a clear need to continue supporting English Language Arts and Math, specifically with Students with Disabilities as the highest target need. 20% of students in 3rd through 8th grade met or exceeded standards on the English Language Arts CAASPP State Testing, with 53% of students "not meeting" standards, and 27% of students "almost meeting" standards. This is a 2% increase of students meeting and exceeding standards from the prior year, showing an academic growth among WUESD students. However, the majority of the students (80%) are still not meeting standard and the student average is 67.1 points below standard.

Also, Students with Disabilities, Socioeconomically Disadvantaged, and White Student Groups received a "red indicator" due to declining or lack of progress toward meeting standards in English Language Arts during the 2023 school year. However, during the 2024 school year the Socioeconomically Disadvantaged received an "orange indicator," and the "White" student group received a yellow indicator which signifies growth among these student groups. The Students with Disabilities student group did still lack the progress needed to change the red indicator and the average ELA score for this student group is 112.4 points below standard.

17% of students in 3rd through 8th grade met or exceeded standards on the math CAASPP State Testing, with 57% of students "not meeting" standards, and 26% of students "almost meeting" standards. This is again a 2% increase of students "meeting and exceeding" compared to the data reported on the 2023 Dashboard. According to the 2024 Dashboard, no student groups received a red indicator in math compared to the prior year where the Socioeconomically Disadvantaged Students, and Students with Disabilities received a "red

indicator" due to declining or lack of progress towards meeting standard. Although the district sees progress in math academic growth, the majority of students are still far from meeting standard. The average student scores on math are 84.7 points below standard.

Although not as severe, this need is echoed in local benchmark assessments as described in the Measuring and Reporting Results below.

During the LCAP development process, educational partners identified the need for:

*Stronger academic programs and ongoing instructional support for ELA and math.
*Expanded learning opportunities for low-income students.
*Small Group Instruction and Small Class Sizes
*Academic Supports (ie. tutoring) for Students
*Access to reading materials for low-income and students with disabilities to be used at home.
*Highly qualified teachers
*Access to Common Core-aligned teaching materials and textbooks including a newly adopted ELA curriculum that is consistently used in the TK-8th grade classrooms.

The district plans to improve ELA and math performance each year by increasing students who meet or exceed standard by 5% through actions that support and improve student learning. The district's actions for this goal address state priorities 1,2,3, 4, 7, and 8, and will measure progress toward this goal using the metrics identified below. Priority 1: Basic (Conditions of Learning) is reflected in action items to have a highly qualified teaching staff and sufficient access to the standards-aligned instructional materials. Priority 2: State Standards (Conditions of Learning) is reflected in actions to implement state standards professional development and common core materials, lesson plans, and instructional coaching. It is also reflected in smaller class sizes (class size reduction), small group instruction, and the EL Program. Priority 3: Parental Involvement (Engagement) is addressed in actions that include our Aeries parent/stakeholder program that helps communicate student progress, the EL Program which includes the ELAC, and the resource program which promotes parental participation in programs for students with disabilities. Priority 4: Pupil Achievement (Pupil Outcomes) and Priority 9: Other Pupil Outcomes are reflected in actions that include reviewing student metrics (CAASPP, NWEA, and other teacher generated assessments) that are administered systematically. Priority 7: Course Access (Conditions of Learning) is addressed in actions that address our EL students in our EL Program and our students with disabilities in our resource program contribution.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	100% of Teachers Appropriately Credentialed	95% of teachers were appropriately credentialed and	90% of teachers were appropriately credentialed and assigned in the		100% of teachers are appropriately assigned and credentialed	5% Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	list/assignments (Priority 1A).	assigned in the 2023/2024 school year.	2024/2025 school year.			
1.2	CAASPP-ELA: 5% Growth of students meeting or exceeding each academic year (Priority 4A).	According to 2023 results, 18% of the 3rd through 8th graders were "Standard Met" or "Standard Exceeded" in English Language Arts ELA CAASPP Results: All Students - 17.83% Socioeconomically Disadvantaged - 14.19% Students with Disabilities - 8.33% White - 17.19%	According to 2024 results, 20% of the 3rd through 8th graders were "Standard Met" or "Standard Exceeded" in English Language Arts ELA CAASPP Results: All Students - 20% Socioeconomically Disadvantaged - 19.48% Students with Disabilities - 12.12% White - 20.64%		33% of the 3rd through 8th graders will receive "Standard Met" or "Standard Exceeded" in English Language Arts All Students - 33% Socioeconomically Disadvantaged - 29% Students with Disabilities - 23% White - 32%	2% Increase All Students - +2.17% Socioeconomically Disadvantaged - +5.81% Students with Disabilities - +3.79% White - +3.45%%
1.3	CAASPP-Math: 5% Growth of students meeting or exceeding each academic year. (Priority 4A)	According to 2023 results, 15% of the 3rd through 8th graders were "Standard Met" or "Standard Exceeded" in Math Math CAASPP Results: Socioeconomically Disadvantaged - 11.49% Students with Disabilities - 5.56%	According to 2024 results, 17% of the 3rd through 8th graders were "Standard Met" or "Standard Exceeded" in Math Math CAASPP Results: Socioeconomically Disadvantaged - 14.84%		30% of the 3rd through 8th graders will receive "Standard Met" or "Standard Exceeded" in Math Math CAASPP Results: Socioeconomically Disadvantaged - 16% Students with Disabilities - 15%	2% Increase Math CAASPP Results: Socioeconomically Disadvantaged - +3.65% Students with Disabilities - +0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities - 6.06%			
1.4	Northwest Education Association's (NWEA) Measures of Academic Progress (MAP), Reading and Language Usage: 5% Growth of students meeting or exceeding each academic year (Priority 8A).	Winter 2024 results, 43% of the TK - 8th graders were "Standard Met" or "Standard Exceeded" in ELA	Winter 2025 results, 44% of the TK - 8th graders were "Standard Met" or "Standard Exceeded" in ELA		58% of TK - 8th graders will receive "Standard Met" or "Standard Exceeded" in English Language Arts	1% Increase
1.5	Northwest Education Association's (NWEA) Measures of Academic Progress (MAP), Math: 5% Growth of students meeting or exceeding each academic year (Priority 8A).	Winter 2024 results, 38% of the TK-8th graders were "Standard Met" or "Standard Exceeded" in math	Winter 2025 results, 35% of the TK-8th graders were "Standard Met" or "Standard Exceeded" in math		53% TK - 8th graders will receive "Standard Met" or "Standard Exceeded" in English Language Arts	3% Decrease
1.6	Other teacher generated assessments-ELA: 5% Growth of students meeting or exceeding each academic year (Priority 8A).	According to our 2023-2024, 3rd Quarter report cards, 44% of the TK through 8th graders were "Standard Met" or "Standard Exceeded" in English Language Arts.	According to our 2024-2025, 3rd Quarter report cards, 44% of the TK through 8th graders were "Standard Met" or "Standard Exceeded" in English Language Arts.		59% TK - 8th graders will receive "Standard Met" or "Standard Exceeded" in English Language Arts	0%
1.7	Other teacher generated assessments-Math: 5% Growth of students	According to our 2023-2024, 3rd Quarter report cards, 44% of the	According to our 2024-2025, 3rd Quarter report		59% TK - 8th graders will receive "Standard	10% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meeting or exceeding each academic year (Priority 8A).	TK through 8th graders were "Standard Met" or "Standard Exceeded" in Math.	cards, 54% of the TK through 8th graders were "Standard Met" or "Standard Exceeded" in Math.		Met" or "Standard Exceeded" in English Language Arts	
1.8	100% of Teacher textbook checkout sheets indicated 100% of students have the appropriate instructional materials (Priority 1B).	According to our checkout sheets for the 2023-24 school year, 60% of our students had the appropriate instructional materials	According to our checkout sheets for the 2024-25 school year, 100% of our students had the appropriate instructional materials		All students will have access to Common Core Instructional Materials, including identified English Language Learners	40% Increase
1.9	ELPAC percentage increase towards proficiency (Priority 4E).	According to 2022/23 ELPAC results, 32% made progress towards EL proficiency	According to 2023/24 ELPAC results, 55% made progress towards EL proficiency		50% of the identified EL students will increase EL proficiency	23% Increase
1.10	100% of teachers will participate in Common Core instructional implementation professional development according to professional development records (Priority 2B).	According to our 2023-24 PD records, 100% of the teachers participated in staff development related to Common Core instructional implementation	According to our 2024-25 PD records, 100% of the teachers participated in staff development related to Common Core instructional implementation		Common Core State Standards will be implemented and evident in all classrooms	0%
1.11	EL Reclassification Rate of at least 10% during the academic year (Priority 4F).	7% of EL students were reclassifed in the 2023/2024 school year.	13% of EL students were reclassifed in the 2024/2025 school year.		10% of EL students will be reclassifed each academic year.	6% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	100% of teachers receive Common Core Lesson Plans and Classroom Observation Feedback each year. (Priority 1A, 2A, 2B).	20% of teachers were provided with classroom observation feedback (instructional coaching) during the 2023-2024 school year.	44% of teachers were provided with classroom observation feedback (instructional coaching) during the 2024-2025 school year.		100% of teachers are provided classroom observation feedback during the academic year.	24% Increase

Goal Analysis [2024-25]

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.

All planned actions and services under goal 1 were carried out and implemented. The district updated technology (Action 1.1) substantially during the prior school year by purchasing a bulk of brand new chromebooks, so there was not a need to do so this academic school year. All teachers and most staff participated in professional development opportunities (Action 1.2) both on and off site. Professional development served by outside sources focused primarily on trauma informed practices. The entire staff was invited to attend a professional development opportunity at the Museum of Tolerance in August. This experience was transformative for the 60% of staff who attended. The District also held 5 sessions of trauma informed practices led by the company, "SpearitWurx." Post surveys were conducted after the sessions which revealed a positive perception from staff. Both of these major professional development opportunities were paid through grant funding. Instructional materials (Action 1.3) were updated with state lottery funds, but the District also piloted a new social studies program for grade TK-8 and a new science program for TK - 5th. Instructional coaching was provided to novice teachers, however, this came out of the general fund and is not reflective in the expenditures for this action item. Paraprofessionals and aide support (Action 1.7) were hired and maintained to support small group instruction in all classrooms, however, there were challenges with maintaining consistency due to staff attendance. FTE Teachers (Action 1.4,1.5,1.6, 1.11, and 1.21) were hired to create smaller class sizes with the average class size for TK - 3rd being 16 students and the average class size for 4th - 8th being 21 students. The EL Program (Action 1.8) was continued with one credentialed teacher who served our EL student population. This is the EL teacher's second year in this role and the EL student progress indicators show tremendous growth. Academic programs (Action 1.9) were purchased and used for intervention along with the continuation of our systematic ELA program, "Success For All," (Action 1.10) in grades TK - 5th grade. However, there were challenges implementing Success For All with fidelity among some staff as the teachers felt they needed a more comprehensive program to meet students' needs in reading and writing. The District continued to use Aeries Communication for Parent/Stakeholder Communication (Action 1.12) and educational partner survey results indicated that 90% of responders agreed or strongly agreed that, "Weed Elementary School keeps us informed on issues, upcoming events, and encourages your involvement in school." The District hired a highly qualified resource teacher with the support of two instructional assistants to serve students with learning disabilities for the Resource Program Contribution (Action 1.13). The District also maintained two 0.4 FTE speech teachers to serve our students with speech IEPs. Although the Students with Disabilities group still received

a red indicator in the 2024 California Dashboard for ELA, that student group did move from red to orange in math for the 2024 school year. The District created a "Literacy Lounge," (Action 1.14) so that students had access to reading materials to take home and use in the classroom. The school site currently doesn't have a library or media center due to ongoing construction. Many of the materials in the Literacy Lounge were donated and new books were also purchased creating a robust collection for students to choose from. As indicated by a school schedule, 80% of classes in TK-8th grade made weekly visits to the Literacy Lounge. The Reading Promotion and Incentive Program (Action 1.15) was partially implemented. Accelerated Reader was purchased schoolwide and 80% of teachers used the Star Reading Assessment. 50% of teachers used an incentive program for the reading program, however, it was not embedded systematically schoolwide. After-School Tutoring (Action 1.17) was also partially implemented with approximately 30% of teachers leading their own tutoring sessions after-school. Tutoring was also held by the after-school program staff for the 35% of students that attend. The Technology Department (Action 1.18) helped to support the district's technology systems and teachers, and the Teacher's Materials (Action 1.19) budget increased to help support enrichment outside of the instructional day. The District had a full TK program (Action 1.20) with student to adult ratio remaining below 10:1.

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.

Material differences between budgeted expenditures and estimated actual expenditures are present in a few action items under goal one. In Action Item 1.1: Technology, $6,000 was budgeted, but $0 was spent. This was due to the prior school year multiple chrome books were replaced along with purchasing extra in case of the need to replace one mid-year. This excess in computers rolled into this school year, 2024-2025. There were enough technology resources still available from the previous year. There was also a material difference in Action Item 1.2: Professional Development. $25,000 was budgeted and approximately $10,000 was the estimated actual expenditure. The District planned on one large off site training or professional development opportunity and multiple onsite opportunities throughout the school year. Although the action of Professional Development did occur, the professional development that was conducted from outside sources that generally create cost were paid for through grant funding sources. In Action Item 1.3: Common Core State Standards Instructional Materials, Lessons, and Instructional Coaching, $25,000 was budgeted, but $6,400 was the estimated actual expenditure. This cost was generated from replacing math materials only and not the normal adopted social studies materials as well. The District decided to pilot a social studies curriculum this year and the limited cost associated with this pilot did not come out of this restricted fund source (lottery funds) that is reserved for adopted curriculum. Instructional coaching was also an extra cost to the district that was implemented for novice teachers, however, it is not reflected in this action item's expenditures because again this action item is labeled as the restricted fund source for adopted curriculum only. The instructional coaching was paid for from the general budget and was covered from the savings in the previous listed action items. There was about a $1,800 material difference in Action Item 1.6: Class Size Reduction in grades 1-3. This action item supports staffing needs and the materials difference was caused due to getting more Title 5 funds than what was budgeted for. The material difference went towards staffing costs. The EL Program, Action Item: 1.8 had a material difference of $124,000 budgeted, but only $95,500 as an estimated actual expenditure. The action item was carried out by employing a credentialed teacher to support the district's EL student population. However, the teacher also led the art program with some of her compensation coming from the Prop 28 funding source lessening the burden on the EL Program. The teacher also had funds budgeted to lead professional development and purchase student materials to support EL's in the classroom. The teacher did not need as much materials that were budgeted for. The material difference in Action Item 1.9: Academic Programs and Technology to support at risk student groups is approximately $5,600. This difference between the budgeted amount and estimated actual expenditure is because one of the major technology programs (IXL) was purchased the previous Spring, which created a discrepency in the planned budgeted amount. Some of the contract fee was paid the prior year causing the cost for

this school year to be less than anticipated. There was also a small material difference budgeted for Action Item 1.10: Success For All Language Arts Curriculum. $15,200 was budgeted and only approximately $11,000 was used. Most of the expected cost is generated from the company's instructional lead's visits to the school site. This year, due to lack of needing full in person support and through teacher input, the company's instructional lead only visited in person twice and conducted the other two visits virtually which created a cost savings for the district. Action Item 1.14: Access to Reading Materials and Action Item 1.15: Reading Promotion and Incentive Program were both new action items for the school year to address low ELA scores among different student groups. Educational Partners wanted a healthy amount to get the program started successfully. However, many of the materials for the Literacy Lounge were donated which created a material difference of $10,000 budgeted and only about $1,600 as an estimated actual expenditure. The Reading Promotion and Incentive Program was not fully implemented systematically schoolwide. Being that it was the first year of implementation only 30% of teachers tapped into the resources provided to support their students with promoting reading with incentives creating a material difference of $5,000 budgeted and approximately $1,700 as an estimated actual expenditure. Another action item that shows a lower expenditure amount compared to what was budgeted for is Action Item 1.17: After-School Tutoring. Through the LCAP planning process, the goal was to budget for tutoring as if every teacher would take advantage of the extra earnings from providing after-school tutoring. However, based on contracts, teachers can only be asked to do this voluntarily. Although the budgeted amount for this action item represents 100% of teachers participating, in reality only 30% participated which explains the material difference of the budgeted amount of approximately $90,000 compared to the estimated actual expenditure of approximately $23,000. Finally, an action item that shows that the district budgeted more than what was spent is in Action Item 1.19: Teacher Materials. Each teacher has a budgeted amount to use on materials for their classroom and students. However, not all teachers use their full amount throughout the year. Material differences listed above that show an excess in what was budgeted versus what was spent went towards material differences for staffing changes which caused an increase in what was budgeted for. For example, Action Item 1.13: Resource Program Contribution was budgeted at approximately $235,000 but around $329,000 was the estimated actual expenditure. This was due in part to the increased cost for additional SELPA expenses with a smaller contribution coming back directly to the district to employ our own resource and speech teachers. Finally, another large material difference that was over the original budgeted amount is in Action Item 1.21: Class Size Reduction. Due to staffing changes towards the beginning of the year and maintaining smaller class sizes and class size reduction another teacher needed to be hired. This created a material difference amount for Action Item 1.21 of $490,000 budgeted and $585,000 being the estimated actual expenditure.

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

Based on academic data and student measures, there is a definite need to continue with smaller class sizes, small group instruction, professional development, and a highly qualified teaching staff in order to meet students' academic needs. The district is still not reaching its academic goal of increasing ELA and math measures by 5% of students meeting or exceeding standard in ELA and math. However, the district sees its actions making progress towards the goal. Comparing the 2023 to the 2024 California Dashboard data, students who met or exceeded standard increased by 2% in both math and ELA. There was also a 1% increase in ELA scores according to the district's local benchmark, NWEA MAP Growth. However, there was a 3% decrease on the math measure from NWEA Map Growth. Although it should be noted that through teacher generated assessments, students increased their math scores by 10% overall.

Action 1.3 – Ensure Math Instructional Materials are Adequate
This action has been effective. Current math instructional materials are aligned to California State Standards and have been reviewed by staff as sufficient to support daily instruction. Teachers report that the adopted curriculum provides the necessary structure, resources, and

assessments to guide student learning and improve outcomes. Supplemental resources have been used where appropriate, but the core materials are considered comprehensive and adequate.

Action 1.10 – Adopt a New Comprehensive ELA Program
Progress on this action has been ineffective to date, as the adoption of a comprehensive new ELA program has not yet occurred. The existing program is outdated and lacks alignment with current best practices and state standards, resulting in gaps in instructional consistency and student achievement. Staff feedback and assessment data indicate a clear need to move forward with the planned adoption of a new program to ensure students have access to rigorous, standards-based literacy instruction across all grade levels.

Action 1.19 – Ensure Teacher Materials Budget Supports Supplemental Instruction
This action has been effective. The teacher materials budget has provided adequate funding to support supplemental instructional needs. Teachers have been able to purchase necessary materials to enhance lessons, provide intervention supports, and differentiate instruction based on student needs. Feedback from staff indicates that the flexibility and accessibility of these funds have been crucial in maintaining instructional quality and meeting student learning goals.

Students need updated technology for learning and learning programs (Action Item 1.1) and staff to address teachers and students technology needs through the technology department (Action Item 1.18). Action 1.1 and 1.8, Technology, were effective as measured by Metric 1.8 increasing by 40%, allowing students to access digital standards-aligned instructional material. Community partners and the district believe that our best resource to address the area of growth is human resources. It is important that the human resources provided are expertly trained and are provided professional development opportunities (Action Item 1.2). Providing the students more opportunities to work with an adult in a smaller setting will allow for more one on one attention and will help make progress towards our academic goals. Many of the items listed in goal one serve this purpose (Item 1.4: Class Size Reduction and Teacher Assistant Support. Item 1.5 and 1.6: Class Size Reduction. Item 1.7: Small Group Instruction. Item 1.11: Appropriately Credentialed and Assigned Teachers. Item 1.13: Resource Program. Item 1.16: Concentration Grant Add-On. Item 1.21 Class Size Reduction). These actions were effective as measured by metrics 1.2, 1.3, 1.4, and 1.7 increasing students' academic achievement scores in ELA and math using different measures. As mentioned above, we will also continue with item 1.17: After-School Tutoring in order to support our students' academic needs. Educational partners did express the need for a more comprehensive English Language Arts program (Action Item 1.10) that meets the student populations' needs. This comprehensive program will not only help serve our classroom population, but also small group instruction, the resource and intervention programs, and the after-school support. This action item is specific to English Language Arts, but the students also require math common core state standards instructional materials, which is Action 1.3. Along with adopted programs, the LEA takes an individualized student learning path approach. This approach requires supplemental technology programs that help align students' learning paths to their academic needs. This is especially important for our lowest performing student groups to help fill learning gaps while still exposing students to grade level standards. The technology programs are Action Item 1.9, which are to support all students but specifically Students with Disabilities (student groups indicated as "at risk" based on a red indicator on the the California Dashboard in ELA). Action Item 1.9 shows effectiveness through metrics 1.2,1.3,1.4, and 1.7 with an increase in students' academic achievement scores in both math and ELA. The students with disabilities group increased their math CAASPP scores from 2023 to 2024 showing effectiveness of the above-mentioned action items and went from a red indicator to an orange indicator on the California Dashboard. Students and families also need to be provided feedback on learning and learning outcomes as well as expectations which is through the District's Aeries communication system (Action Item 1.12). Action Item 1.12 shows effectiveness through a 10% increase in teacher generated assessments in math. Families and students' ability to check Aeries and grades along with the communication sent through Aeries has created an accountability

system for students to perform better in the classroom. Last year, educational partners put two specific action items in place to address the lowest performing student groups in ELA by providing access to reading materials (Action Item 1.14) and implementing a reading promotion program (Action Item 1.15). Both of these action items placed emphasis on developing reading skills and habits among the student population. Educational partners felt strongly about continuing with these actions for the upcoming school year. Local benchmark data showed an overall increase in student's reading levels at a higher rate then the previous year without this emphasis.

Our EL Program, (Item 1.8) also continues to show effectiveness towards making progress on our academic goal. With a strong EL Program, which includes an ELD teacher, ELAC committee, and professional development, the district continues to increase its reclassification rates as seen in metric 1.11. The district increased its reclassified or RFEP rate by 6%, surpassing the goal of 10% by 3%. According to 2023/24 ELPAC results, 55% made progress towards EL proficiency, increasing the previous year's rate by 3% and surpassing the goal by 5% as seen in metric 1.9. The district continues to make progress towards employing a staff of fully credentialed and appropriately assigned teachers (Action Item 1.11). The steps the district has taken to employ highly qualified and expert teachers are working with the master schedule and appropriately placing teachers. Also, offering a competitive salary and benefit package has helped us hire teacher professionals with experience. Also, providing teachers with a healthy materials budget (Action Item 1.19) to address their students' needs within the classroom throughout the year is an important teacher retention strategy that educational partners support. Lastly, the action item to have a compliant adult to student ratio in transitional kindergarten (Action Item 1.20) is necessary to running a safe and successful TK program. This adult to student ratio of 1:10 starts students' educational journey positively and retains students and families. The district's local benchmark data continually shows the majority of students in TK meeting or exceeding standards which shows the effectiveness of this action item.

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.

Through educational input opportunities, the academic goal will remain the same for the next school year. The metrics and target outcomes will also remain the same. Input did guide a few changes to the actions for the coming year. Educational partners shared that the systems and human resources that are in place are helping to make academic gains for our students. However, there was strong input that the instructional materials and adopted curriculum needs to be more comprehensive and aligned consistently through all grade levels to support the students' diverse academic needs. Based on this input the district has changed Action Item 1.10 from Success for All Curriculum to ELA Common Core State Standards instructional materials, lessons, and instructional coaching using Houghton Mifflin Harcourt's program. Action Item 1:9: Academic Programs and Technology to support all students, but specifically Students with Disabilities (student groups indicated as "at risk" based on a red indicator on the California Dashboard) in ELA has also been modified. The prior year the district used IXL as an academic support program. Now, to specifically target Students with Disabilities, but to use with all students, the district will use the Performance Suite program through Houghton Mifflin Harcourt that aligns not only to the adopted ELA curriculum, but also aligns with individual student scores from the NWEA Map Growth benchmark assessments. The goal is to continue to meet students' needs so that academic growth increases. The district's ability to meet students' individual needs was noted as a strength through the problem of practice leadership group's empathy interview process. The leadership group was created to address differentiated assistance and work on a change action to address the district's needs. Through empathy interviews with staff members, parents, and community members, it was a common theme to continue to support students through differentiated instruction. In order to do this effectively with a newly adopted curriculum, the

district hopes to partner with the county office of education and create an MOU to receive the DA funding for specific instructional coaching to support teachers and learning (Action Item 1.22).

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Technology	1.1 Maintain and replace student computers and accessories as needed.	$8,850.00	No
1.2	Professional Development	1.2 Provide high quality professional development and collaboration for staff through Professional Learning Communities and expert committees.	$30,293.00	Yes
1.3	Math Common Core State Standards instructional materials.	1.3 Provide all students with Math Core State Standards instructional materials, lessons, and instructional coaching.	$8,000.00	No
1.4	Class Size Reduction	1.4 Use Title 1 funds to support maintaining average class sizes at 12:1 TK, 18:1 K, 1st-3rd 20:1, 4th-8th Core, 24:1 or less. Resource 3010	$149,364.00	No
1.5	Class size reduction in grades 1-3.	1.5 Use Title 2 funds to support maintaining average class sizes at 20:1 or less in grades 1-3.	$13,860.00	No
1.6	Class Size Reduction in grades 1-3.	1.6 Use Title 5 funds to support maintaining average class sizes at 20:1 or less in grades 1-3. Resource Code 4126	$10,211.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Small Group Instruction-Supplemental Concentration	Provide Teacher Aide support for small group instruction targeting Students with Disabilities, EL, Homeless, Foster Youth and Lower socio-economic status students.	$181,649.00	Yes
1.8	EL Program	The District will hire one credentialed teacher in order to increase EL Development services for those identified students. The EL Program will also facilitate EL parent involvement through an ELAC committee and provide professional development activities specific to English Learners.	$95,617.00	Yes
1.9	Academic Programs and Technology to support all students, but specifically Students with Disabilities (student groups indicated as "at risk" based on a red indicator on the California Dashboard) in ELA	Purchase technology to support all students, but also Students with Disabilities in both ELA and math: Accelerated Reader, HMH Performance Suite, Read Naturally, NWEA and ST Math (Mind Institute)	$32,141.00	Yes
1.10	ELA Common Core State Standards instructional materials, lessons, and instructional coaching.	ELA Common Core State Standards instructional materials, lessons, and instructional coaching. (HMH)	$32,364.00	No
1.11	Appropriately Credentialed and Assigned Teachers	Employ teachers that are appropriately credentialed and assigned.	$718,891.00	No
1.12	Parent/Stakeholder Communication	Staff will keep Aeries grades current for student feedback and parent communication. Use Aeries Communications to share districtwide/school wide events and news.	$7,500.00	No

Action #	Title	Description	Total Funds	Contributing
1.13	Resource Program Contribution	Employ one FTE resource teacher, 0.8 FTE speech teacher, and continue two resource teacher assistant time to support the current student population of struggling learners within classrooms along with supporting special education students on their CAASPP test.	$328,789.00	No
1.14	Access to Reading Materials for through a Literacy Lounge.	Access to Reading Materials for All Students through a Literacy Lounge.	$2,000.00	No
1.15	Reading Promotion and Incentive Program	Schoolwide reading and promotion program to support struggling student groups in reading	$2,000.00	No
1.16	Concentration Grant Add-On (15%)	Use concentration grant add on funds to maintain FTE to student ratio.	$116,055.00	Yes
1.17	After-School Academic Tutoring - ELOP	Provide after-school tutoring and after-school enrichment curriculum to support the after-school program and provide students with expanded learning opportunities.	$75,000.00	No
1.18	Technology Department	Provide 1 Computer Tech person and 1 Computer Lab Assistant to support technology use (hardware and software) district wide, including materials.	$95,146.00	No
1.19	Teacher Materials	Teacher materials for additional services for students	$34,200.00	No
1.20	Transitional Kindergarten Adult to Student Ratio Compliance	Provide staffing support in our Transitional Kindergarten to keep a 10:1 ratio (students to adults)	$45,845.00	No

Action #	Title	Description	Total Funds	Contributing
1.21	Class Size Reduction	Provide certificated FTEs for class size reduction to address the needs of EL, Low-Socio-Economic Status, and Foster Youth student groups.	$622,203.00	Yes
1.22	Instructional Coaching - Action to Address Technical Assistance.	Instructional Coaching - Action to Address Technical Assistance. Weed Union Elementary School District was identified for Differentiated Assistance due to: Student Group(s) Identified: English Learners, Hispanic, Homeless, SED, Two+ Races, and White. State Education Priority(s): Academics, Chronic Absenteeism, and Suspensions	$25,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will have the opportunity to learn in a socially, emotionally and physically safe environment which will enable our attendance rates to average at least a 95%. Our district will ensure that all students in grades 3-8 will feel connected at school as indicated in climate survey data, by conducting professional development in social and emotional learning (SEL) for all school staff and by increasing our Wellness Center Staff.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The district and educational partners feel that student safety and well-being is a top priority and will create a cohesive focus for the base program for students. COVID-19 and the additional trauma tsunami triggers and ripple effects have created significant increase in traumatic emotional and social wellness struggles for parents, students, teachers, and staff.

According the metrics listed below, it is clear that student attendance needs to be a focus for the district to not only address well-being but also academics. Although the district predicts that the chronic absenteeism rate has decreased by 9% the rate is still very high at 28%. Also, the overall attendance rate has decreased this year compared to the prior year by 1.5%. Different teams (leadership, school site council, and expert groups) conducted a root cause analysis to determine the causes for higher rates of chronic absenteeism and lower attendance rates. It was determined that attendance needs to be addressed systematically and consistently because it will require a culture change from prior practices with both parents, students, and staff.

Both California Healthy Kids Survey data and local climate survey data indicate that students sense of belonging has increased by 2% and the district's overall averages are different topics such as; optimism, and quality of life are above the state average. However, there is still work to do to make students feel safe and connected. Only 60% of students in grades 3–8 feel connected at school, which is a 3% increase from the previous year. However, students perception of school saftey has increased by 10%. Sense of belonging and connectedness is going in the right direction as the disrict continues to prioritize students' social and emotional learning. Input shows that the Wellness Center is a top priority to continue this positive work with the district's students. To ensure that students grow and are prepared for college and careers, the culture and climate of schools must be conducive to learning and promote a sense of connection and belonging. Through professional development in SEL (trauma-informed practices) for all school staff as well as increasing access to the Wellness Center, we expect students to feel more connected to school.

Other survey and input data points to the facilties as part of the lower feeling of school safety as the district continues to occupy a "temporary campus." The temporary campus has created safety challenges that are starting to wear on students, staff, and parents alike.

The district plans to provide the opportunity for all students to learn in a socially, emotionally, and physically safe environment increasing attendance rates and providing support for all students. The district's actions for this goal address state priorities 1,5, and 6 and will measure progress toward this goal using the metrics identified below. Priority 1: Basic (Conditions of Learning) is reflected in action items to have safe and properly functioning facilities. Priority 5: Pupil Engagement (Engagement) is addressed in action items meant to increase attendance rates and decrease chronic absenteeism rates and middle school dropout rates. These actions include Professional Learning Community Meetings and Coordination of Programs, The Wellness Center, Office Administrative Support, Social Emotional Wellness Supplies, Home To School Transportation Contribution, and School Attendance Review Board (SARB). Priority 6: School Climate (Engagement) is addressed in action items to have Professional Learning Community Meetings and Coordination of Programs, the Wellness Center, Office Administrative Support, and Social Emotional Wellness Supplies.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	95% Attendance Rate (Priority 5A)	Attendance rate = 93% for the 2023/2024 School Year.	Attendance rate = 91.5% for the 2024/2025 School Year.		Attendance rates will average at least 95%	1.5% Decrease
2.2	Chronic Absenteeism Rate of 5% or less (Priority 5B)	According to the 2023-2024 California Dashboard, the chronic absenteeism rate was 37.3%	According to an Aeries report from the 2024/2025 school year, the chronic absenteeism rate was 28.3%		A Chronic Absenteeism Rate of 5% or less	9% Decrease
2.3	Suspension Rates at 1.5% for all groups, especially those students representing two or more races (Priority 6A)	According to the 2023-2024 California Dashboard, the suspension rate = 5.8% Two or More Races: 6.9%	According to an Aeries report from the 2024/2025 school year, the suspension rate = 5.5% Two or More Races: 13.7%		1.5% or less of all students will be suspended within the academic year. Two or More Races: 1.5%	0.3% Decrease Two or More Races = +6.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Facilities Inspection Tool (FIT), 100% of FIT reports will receive at least a "good" (Priority 1C)	During the 2023/2024 school year, temporary facilities have been constructed and have received a "Good" rating according to the FIT for those facilities that have black mold. The newly constructed Cafeteria have received a "Great" rating according to FIT. The Primary Wing is still occupied and has been classified as "Seismically Compromised."	During the 2024/2025 school year, temporary facilities have been constructed and have received a "Good" rating according to the FIT for those facilities that have black mold. The newly constructed Cafeteria have received a "Great" rating according to FIT. The Primary Wing is still occupied and has been classified as "Seismically Compromised."		All facilities will be safe and well maintained as measured by a 'GOOD' or better rating	0% Change
2.5	California Healthy Kids Survey and / or Panorama SEL Surveys, 100% of students will respond favorably, specifically in students feeling safe and connected at school. (Priority 6C).	Based on CHKS 2023-2024 results, only 64% of the 6th and 7th graders feel connected to school and 64% perceive school as very safe or safe. According to our local Panorama SEL surveys conducted in spring of 2024, 55% of students in 3rd through 8th grade answered favorably to questions regarding a sense of belonging at	Based on CHKS 2024-2025 results, 63% of the 6th through 8th graders feel connected to school and 74% perceive school as very safe or safe. According to our local Panorama SEL surveys conducted in spring of 2025, 57% of students in		100% of students surveyed with CHKS and Panorama will respond favorably to feeling safe and connected to school.	1% Decrease in School Connectedness 10% Increase in School Safety 2% Increase in Sense of Belonging

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school, 63% responded favorably regarding school safety, and 61% responded favorably regarding school climate.	3rd through 8th grade answered favorably to questions regarding a sense of belonging at school, 52% responded favorably regarding school safety, and 60% responded favorably regarding school climate.			
2.6	Expulsion Rate (Priority 6B).	0 students were expelled in the 2023/2024 school year.	0 students were expelled in the 2024/2025 school year.		0 expelled students	0% Change
2.7	Middle School Dropout Rate (Priority 5C).	The middle school dropout rate for the 2023/2024 school year was 0.	The middle school dropout rate for the 2024/2025 school year was 0.		0 middle school dropout	0% Change

Goal Analysis [2024-25]

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.

Most planned actions were implemented throughout the 2024-2025 school year. The District continued its work with Professional Learning Community Meetings (PLCs) and quarterly Coordination of Program Meetings (Co-Ops) Action Item 2.1. This collaborative work focused on student data to address academic, behavior, attendance, and social and emotional needs of each student. PLCs were implemented as "Expert Groups" monthly and Co-Ops were implemented quarterly throughout the school year. The Wellness Center (Action Item 2.3) continued to expand to provide comprehensive support to students and families. The Wellness Center was fully staffed with five wellness coaches, three part-time therapists, one licensed school nurse, and a CEO. The Office Administrative Support (Action Item 2.4) was also fully staffed to help support students and families. With these support systems in place, the District saw positive trends in SEL survey data for

students feeling connected and safe at school. The District also saw a slight decrease (1.5%) in the suspension rate and a healthy decrease in chronic absenteeism rate (9%). These results and data indicate that students' feelings towards school are improving overall. This is not only due to the actions items listed above, but also the other fully implemented action items under this goal including; Cafeteria Contribution (Action Item 2.5), Social and Emotional Wellness Supplies (Action Item 2.6), Home to School Transportation (Action Item 2.7), and Maintenance Department (Action Item 2.9). The Community Day School (Action Item 2.10), was fully implemented for the 2024-2025 school year with one certified FTE Teacher and one classified employee. This extension to the Weed Elementary School District serves at-risk students who need an alternative placement. Action Items that were partially implemented under this goal include; Action Item 2.8: Reconstruct School Facilities, Action Item 2.11: School Attendance Review Board, and Action Item: 2.12: Suspension Data Task Force. Although the district continues to allocate funds towards the Certificate of Participation payment and meets its financial obligation towards the reconstruction project, the District was unable to proceed with construction of facilities due to the bond measure not passing in the community. The District continues to be housed in a "temporary campus," which creates significant challenges for both students and staff. The School Attendance Review Board (SARB) Action Item 2.11, was successful with the first initial phases of meeting with students and families due to attendance concerns through the SART process. However, action was not taken with partnering with other community agencies to review, discuss, and support students with chronic absenteeism. This challenge will need to be addressed in the upcoming school year. Finally, Action Item 2.12: Suspension Data Task Force did review behavior data on students of two or more races and ensured that students in that group were receiving "tier two" coaching from the Wellness Team and also were involved in different school functions and activities. However, a more consistent approach would be more effective moving forward.

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.

One material difference between budgeted expenditures and estimated actual expenditures is in Item 2.1: Professional Learning Community Meetings and Coordination of Programs. $15,000 was budgeted and only $1,924 was spent. These quarterly meetings to evaluate student data as a team still took place as planned. Teachers joined the team for 45 minutes to discuss their class and their students' data four times in the year. The budgeted cost was set aside to provide substitute teachers to cover while the classroom teacher attended the meeting. However, due to lack of available substitutes and employing a highly qualified classified staff, the District used their own staff for coverage a lot of the time and did not accrue an extra cost. Another material difference is seen in Action Item 2.4: Office Administrative Support. $831,625 was budgeted, but the estimated actual expenditure was $817,000. This is due to the clerk/typist position being reduced to 20% with the other 80% of the position being moved to the after-school director position. The Cafeteria Contribution (Action Item: 2.5) was budgeted at approximately $92,000, but the estimated actual expenditure was approximately $52,000. The material difference is the result of the District being awarded the Schools Food Best Practices grant and the Supply Chain Assistance award, which helped to cover the contribution costs needed to run the food program. There was a material difference of roughly $5,000 in what was budgeted for Action Item 2.6: Social Emotional Wellness Supplies because the school nurse did not need to purchase equipment during the year. The equipment was purchased the previous year to conduct CPR classes and also provide an AED in the other part of the campus, so updates to Wellness supplies were not needed for this year. Some of the excess of funds mentioned above from budgeted expenditures supported the overage of costs seen in the material difference of Action Item 2.7: Home to School Transportation. $138,416 was budgeted, however, $145, 877 was the estimated actual expenditure. This overage was due to additional supplies, higher fuel costs, and extra unanticipated bus maintenance. An overage of the budgeted amount versus the estimated actual expenditure is also in Action Item 2.9: Maintenance Department. Approximately $303,000 was budgeted and $311,000 was the estimated actual expenditure. Extra janitorial help was needed at the district in the interim. Increasing staffing in this department caused a material difference. Another material difference is evident in Action Item 2.10:

Community Day School. The anticipated costs of providing supplies for a new school site was over the actual amount needed. The budgeted amount for the Community Day school was $271,219 and estimated actual expenditure was $242,238. The approximate $30,000 difference went towards general operating expenses and staffing increases at the Weed Elementary School site. Finally, the last material difference between budgeted expenditures and estimated actual expenditures is in Item 2.11: School Attendance Review Board (SARB). The difference is that $1,500 was budgeted and only approximately $0 was spent. The $1,500 was budgeted to provide substitutes and lunch for community agencies in the event that a SARB meeting took place on site. Although the district did conduct SART meetings through the family support team meeting process, no SARB meetings were held throughout the year.

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

The District is making progress towards meeting the goal, "All students will have the opportunity to learn in a socially, emotionally and physically safe environment which will enable our attendance rates to average at least a 95%. Our district will ensure that all students in grades 3-8 will feel connected at school as indicated in climate survey data, by conducting professional development in social and emotional learning (SEL) for all school staff and by increasing our Wellness Center Staff." The progress is evident in data that shows a decrease in suspensions and an increase in our positive outcomes from the social and emotional survey data. Students are feeling more connected to school and learning and student behavior incidents are decreasing. This is due to effective action items such as; Action Item 2.1: PLCs and Co-Ops that is a student-centered collaborative process that leads to action for students' individual needs. Action Item 2.1: PLC Meetings, was effective as measured by Metric 2.2, Chronic Absenteeism decreasing by 9% and by Metric 2.3, Suspensions decreasing by 0.3%. The District also created a team to specifically focus on the student groups with the highest suspension rates to address specifically meeting their needs and providing positive interventions (Action Item 2.12) also showing effectiveness through metric 2.3, Suspensions decreasing by 0.3%. These teams consisted of administration, Wellness Team members, and teachers. The Wellness Center (Action Item 2.3) is also a major factor in providing positive outcomes to improve students social and emotional health and well-being. The is action item is effective by increasing our students' perception of safety at school by 10% and increasing students' sense of belonging by 2% indicated in metric 2.5. The Wellness Center not only served students this school year, but also provided ongoing professional development in social and emotional learning for all school staff as stated in the goal. This professional development helped build a stronger sense of belonging and school connectedness for our students and staff. The Wellness Center also is supported with Action Item 2.6: Social Emotional Wellness Supplies. This action item allows the Wellness Team to carry different training and support for both students and staff. The Office Administration Support (Action Item 2.4) is the central hub for running an effective school. The office administration helps with attendance and behavior record keeping and system tracking for student support. Action Item 2.4 was effective as measured by 2.2, Chronic Absenteeism decreasing by 9% and metric 2.3, Suspensions decreasing by 0.3%. The school providing meals (Action Item: 2.5) and transportation (Action Item: 2.7) also increase student connectedness and sense of belonging (metric 2.5). The decrease in suspension rates is also due to the effectiveness of the Action Item: 2.10. Providing an alternative education program for at risk students and supporting them in an educational environment catered to their specific needs is essential. Although the district sees an increase in student connectedness, the overall attendance rate has decreased. Action Items will need to shift to an overall attendance focus in order to be effective in making progress towards achieving an average of at least 95% attendance rate. Action Item 2.11: School Attendance Review Board will need to be implemented systematically and consistently in order to be effective in changing attendance rates. The PLCs/Co-Ops will move forward with a laser focus on attendance to also increase attendance rates school wide especially for the six student groups listed under Action Item 2.1. Following the Deferred Maintenance Plan (Action Item 2.2) and the Maintenance Department (Action Item 2.9) allows the District to maintain a safe and functioning campus which are effective actions measured by metric 2.5, increasing students' sense of safety by 10%. However, the district is housed in a temporary campus due the original campus being contaminated with black mold. Action Item 2.8: Reconstructing school facilities is

necessary for the safety of the District's students and staff. The temporary campus is a short term solution to creating a safe environment for the District.

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.

The goal, metrics and target outcomes will remain the same for goal two, "All students will have the opportunity to learn in a socially, emotionally and physically safe environment which will enable our attendance rates to average at least a 95%. Our district will ensure that all students in grades 3-8 will feel connected at school as indicated in climate survey data, by conducting professional development in social and emotional learning (SEL) for all school staff and by increasing our Wellness Center Staff." The progress the District is seeing in the students' social and emotional well-being is promising. However, a few of the action items have changed to focus on English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups that received a red indicator on the 2024 dashboard for chronic absenteeism. Action Item 2.1: Professional Learning Community Meetings and Coordination of Programs and Action Item 2.11: School Attendance Review Board will need to be the focus of many collaborative conversations for the upcoming school year so that small change acts can be put in place systematically to address attendance and chronic absenteeism.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Learning Community Meetings and Coordination of Programs for English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups that received a red indicator on the 2024 dashboard for chronic absenteeism.	Through Professional Learning Community meetings, staff will collaborate in the areas of social and emotional, academics, discipline and attendance on data. Students' attendance, behavior, and academic data will be discussed to provide program support in areas of need.	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Follow deferred maintenance plan and school-wide safety plan - Contribution	On going maintenance and on going safety.	$10,000.00	No
2.3	Wellness Center	Licensed consulting firm and Wellness Coaches will provide social and emotional support to our students, nursing services, parent outreach, and enrichment opportunities for our students systematically.	$673,626.00	Yes
2.4	Office Administrative Support	A school office is an administrative functional unit of the school and district. It is a centralized place from which essential administrative staff administrate duties and roles with the help of clerical and other support staff. Additionally, schools use the help of office staff to manage other essential administrative duties, such as answering calls and correspondence, ordering supplies and handling information. Schools also rely on a friendly representative of the school who helps to create a positive learning environment. The office administration helps with attendance and behavior record keeping and system tracking for student support. Superintendent/Principal, Assistant Principal, Chief Business Official, Human Resource Director, 2 Administrative Assistants and .625 Clerk/Typist	$629,324.00	No
2.5	Cafeteria Contribution	Ensure every student receives breakfast and lunch, and supper for those in our afterschool program. The food program contributes to a positive school climate, pupil engagement, and basic learning conditions. These expenditures include all food, commodities and personnel (2 cafeteria assistants and 1 manager).	$53,831.00	No
2.6	Social Emotional Wellness Supplies	Nursing Supplies	$5,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Home To School Transportation Contribution	Ensuring every student has home to school transportation by having a Transportation Department. This department has a Director and a .5 driver. Additionally we currently have 2 diesel buses and 1 electric bus that need maintenance and fuel/electricity.	$103,126.00	No
2.8	Reconstruct school facilities that have failed according to Office of Public School Construction's (OPSC) Guidelines	Complete facility reconstruction $33M based off of seismic reports, structural reports and mold reports. According to OPSC's Guidelines, if a building has been determined unsafe, it must be repaired. If the estimated repairs exceed 50% of the estimated value it must be replaced. Under the new construction guidelines, the District must match the State 50/50 of the costs. If the District has exceeded its bonding/borrowing capacity, the District qualifies for Financial Hardship. Accordingly, the State will be responsible for both matches under the Financial Hardship guidelines. The District has issued a Certificate of Participation (COP) for $3.2M and will pay an estimated $195,000 per year (LCFF, general funds) towards that debt until 2046. 21-22 $6.8 million construction expenditures 22-24 $18 million construction expenditures 24-25 $8.2 million construction expenditures	$196,269.00	No
2.9	Maintenance Department Contribution	The District will maintain 1 Director of Maintenance and 2 custodians plus supplies to ensure a safe and clean campus for students health and learning enviornment.	$299,788.00	No
2.10	Community Day School (Action on Hold, To Be Determined Based on Funding)	Siskiyou County Office of Education currently offers no community day school program serving pupils in grades K through 8 at which the District could place pupils who have been expelled or could otherwise be referred to such a program. Therefore, the Board hereby declares its intention to reopen and reestablish the Wyeka Vista Community Day School as a facility of the Weed Union Elementary School District, to serve pupils in grades K through 8 who are expelled or otherwise meet the criteria for	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		involuntary transfer to a community day school. This community day school within the District qualifies as a “necessary small school” for purposes of state funding (Educ. Code, §42283). This will help provide support for struggling students and create a safe and positive space for all students at both Weed Elementary School and Wyeka Vista. (Action on Hold, To Be Determined Based on Funding)		
2.11	School Attendance Review Board (SARB) for English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups that received a red indicator on the 2024 dashboard for chronic absenteeism.	The district will form and coordinate a SART and SARB committees and partner with other community agencies to review, discuss, and support students with chronic absenteeism.	$1,500.00	No
2.12	Suspension Data Task Force for English Learners Students of two or more races and White Students that have been suspended one or more times (red indicator on the 2024 California Dashboard).	A professional learning community task force group will track students of two or more races Panorama Survey data and behavior data throughout the year. The goal of the task force is to identify wellness coaching needs, and provide these students with enrichment opportunities of interest.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase program availability to 100% of students including but not limited to the arts, science, physical education, social studies, etc. Increase expanded learning opportunities in order for students to have access to participate in at least one after school activity. Increase communication and opportunities for our parents to participate in school activities and engage in the educational process by providing multiple opportunities throughout the year for parents to feel welcome on campus for an educational activity.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (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.

Child development should inspire lifelong learning across different spaces and communities. Research suggests that "whole child development," not routine or standardized classroom-based learning, empowers children as creative and engaged citizens who can strengthen the wellbeing of a whole society.

During the district's educational partner engagement process, families suggested that providing students with more opportunities outside of the classroom and academic setting would help them grow into a "whole child." Many of these opportunities for extra programs and expanded learning opportunities were not present in school during COVID and the Pandemic. Educational partners discussed the importance of these opportunities for children's growth, development, and learning. The district is also located in a rural community with limited community resources. For the students to have choices and options of expanded interests and expanded opportunities, the district must help to provide these opportunities through expanded programs, arts, sports, clubs, etc., (Priority 7: Course Access).

Local LCAP Priority Survey data indicates that educational partners feel that "extracurricular activities" are a top priority for, "Pupil Engagement, State Priority 5." The survey also indicated that "connecting classroom learning to real-world experiences," was a top priority for "Other Student Outcomes, State Priority 8," with 65% of survey respondents stating this as their top priority. This data indicates a desire from our educational partners to provide a variety of learning experiences for our students. Our students have lacked arts education, a

robust science program, clubs, and offsite field trip experiences that help to engage students, and build positive school culture, and connectedness to students and their families which aligns with state priority 6: School Climate (Engagement).

The California Science Test, which is given to our 5th and 8th grade students indicates that our students are performing lower than average. According to the 2024 California Dashboard, 16% of 5th and 8th grade students were meeting or exceeding standards in Science (Priority 4: Pupil Achievement). Although this is a 3% increase from the previous year, there is still a pertinent need to increase access to science education and experiences.

To ensure that students grow as a "whole child" and are prepared for college, careers, and the world, the culture and climate of schools must be conducive to learning, expansion of interests, and to promote a sense of connection and belonging. The more positive experiences our students have at school, the more connected students are to the school and to learning, which leads to a stronger connection with families and community members. That positive partnership is essential to successful learning and growth for all. Through an increase in program and expanded learning availability and an increase in opportunities to partner with families, we expect students to feel more connected to the school. With expanded opportunities provided for students and family support, we also expect students to grow in all learning areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	A 20% increase in student participation in clubs and activities as seen in rosters/enrollment Sheets (Priority 6C).	40% of TK-8th Grade Students Participate in an onsite club or activity provided by the school according to activity rosters from the 2023/2024 school year.	47% of TK-8th Grade Students Participate in an onsite club or activity provided by the school according to activity rosters from the 2024/2025 school year.		100% of TK-8th Grade Students Participate in an onsite club or activity provided by the school.	7% Increase
3.2	Class schedules in PE, arts, science and social studies indicate 100% of TK-8th students have a broad course of study. (Priority 1B and 7A, 7B, 7C).	Class schedules from the 2023/2024 academic year reflect TK-8th having 100% participation in PE, science, and social studies. 46% of class	Class schedules from the 2024/2025 academic year reflect TK-8th having 100% participation in PE,		Class schedules will reflect all students (100%), TK-8, participating in learning opportunities appropriate for	0% Increase in participation rates in PE, science, and social studies. 54% Increase in participation in the arts.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		schedules reflct TK-8th participate in the arts.	science, and social studies. 100% of class schedules reflct TK-8th participate in the arts.		their grade in PE, visual and performing arts, science and music.	
3.3	Classroom Rosters for Student Recognition with Family Outreach indicate that 100% of the students are being recognized throughout the year (Priority 6C).	80% of students were recognized for SOW or other sports and academic achievements during the 2023/2024 academic year.	90% of students were recognized for SOW or other sports and academic achievements during the 2024/2025 academic year.		100% of the student body will be recognized througout the year.	10% Increase
3.4	Teacher/Parent Conference Logs (Priority 3A, 3B, and, 6C) indicate 100% participation rates.	According to teacher logs, 90% of parents participated in a parent conference during the 2023/2024 academic year.	According to teacher logs, 84% of parents participated in a parent conference during the 2024/2025 academic year.		100% of the parents/guardians, including parents of students with disabilities, will participate in at least one parent/teacher conference.	6% Decrease
3.5	Increase Parent Survey Responses by 20 participants for all of the surveys provided (i.e. LCAP, CHKS, Panorama) (Priority 3A, and 6C).	An average of 24 Responses collected from surveys distributed during the 2023/2024 academic year.	An average of 40 Responses collected from surveys distributed during the 2024/2025 academic year.		100 Responses	An Increase of 16 Responses
3.6	Increase 5th and 8th Grade CST Student Scores meeting or exceeding standard by	According to the 2022-2023 CST, 13% of 5th and 8th grade students met or exceeded the California Science Test.	According to the 2023-2024 CST, 16% of 5th and 8th grade students met or exceeded		30% of 5th and 8th grade students will meet or exceed standard on the	3% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5% each academic year. (Priority 4A, and 8A).		the California Science Test.		California Science Test (CST).	
3.7	Back to School Night and Open House School Event Attendance at 100% (Priority 5A).	An average of a 60% Attendance Rate during the 2023/2024 academic year.	An average of a 56% Attendance Rate during the 2024/2025 academic year.		100% of Families in Attendance.	4% Decrease
3.8	Increase WE Parent Academy Participation Rate by 5 participants. (Priority 3A, 3B, and 3C).	An average of 8 parent/guardian participation rate during the 2023/2024 academic year.	WE Parent Academy Paritcpation Rate = 0% - No Classes Offered during the 2024/2025 academic year.		An average of 20 parent/guardian participation rate during the academic year.	A Decrease of 8 participants

Goal Analysis [2024-25]

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.

Goal three, "Increase program availability to 100% of students including but not limited to the arts, science, physical education, social studies, etc. Increase expanded learning opportunities in order for students to have access to participate in at least one after school activity. Increase communication and opportunities for our parents to participate in school activities and engage in the educational process by providing multiple opportunities throughout the year for parents to feel welcome on campus for an educational activity," was carried out as planned. As the District created many opportunities for students to engage in many different enriching activities, the community was kept up to date through social media outreach (Action Item 3.1) and the school website (Action Item 3.6). The students were provided multiple assemblies throughout the year (Action Item 3.2), including assemblies that featured different cultures such as; Mexican-American, Native Americans, and Black History. It was a challenge planning assemblies from agencies that come from out of the area. Scheduling and costs for assemblies in rural areas proved to be difficult to arrange. The District provided Community Relations Outreach Events (Action Item 3.3) throughout the year. However, it was a challenge to provide an community event before the academic year started like done in years past. This was because the staff participated in an offsite professional development opportunity which left little time for planning a community event before the start of school. The District and educational partners would like to increase the amount of community events that take place throughout the year. However, one of the District's outreach events, "Open House," featured an art gallery showcasing students' art from the year led by the art teacher appointed from Action Item 3.4: Prop 28 - Art Program. This action item was a huge gain for the District and students, increasing art opportunities for students by 54%. However, based on educational partner input adding music instruction is still highly regarded as a need. Through the Prop 28 - Art Program, it is a challenge to address this need along with providing visual and performing art to all students. 100% of students were provided a Physical Education program (Action Item 3.5) and athletics were supported

(Action Item 3.8) by paying athletic league dues, stipends, supplies, transportation and uniforms. Students also experienced offsite opportunities through field trips (Action Item: 3.11) and engaged in enrichment through the District's after-school program (Action Item 3.10). However, there was a challenge to accommodate all field trip requests due to transportation issues and lack of availability using the bus. Students' achievements were celebrated throughout the year by providing "Student of the Week," assemblies with a 10% increase of students' being recognized this school year compared to last school year. Finally, the District's first Summer School and Intersession Extended Learning Program was implemented with 21% of students participating during the summer of 2024. The District will continue the summer program for summer 2025 with a 30% participation rate, increasing last year's rate by 10%.

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.

Material differences in Action Item 3.1: School Brochures / Social Media Outreach are due to a $140 increase in the purchase price for the brochures this year that was not anticipated. There is also a $4,000 material difference in what was budgeted for Assemblies (Action Item 3.2) and the actual expenditure. The action item was carried out and implemented, however, all the assemblies that took place were of no cost. There was an end of the year assembly planned associated with a cost, but the company canceled due to a scheduling conflict. Action Item 3.5: Physical Education Program was budgeted at $3,000 but only $1,000 was spent. The District prefers to create a healthy budget to support physical education, however, not all of the funds were expended because supplies were already updated. The District also values supporting athletics, Action Item: 3.8. The budgeted amount was $60,000 to cover coaching stipends, uniform updates, athletic dues etc. Only $22,162 was expended from the budgeted $60,000. This excess amount went towards general expenses and staffing changes, but also to help with the material difference in Action Item 3.7: Purchase Science Curriculum. The budgeted amount was $9,156, but the estimated actual expenditure was $29,183. The District ended up adopting a new curriculum at the beginning of the school year for grades TK-5th (Discovery Education). The science curriculum in the lower grades had not been updated since 2007 and this change to curriculum was needed to improve our students' knowledge of science and improve science scores on the state CST. There is a $1,000 material difference in Action Item 3.9: Provide Incentives because the supplies were sufficient without spending the entire budgeted amount. The budgeted amount for the SAFE Contribution (Action Item 3.10) way exceeded what the estimated actual expenditure. The budgeted amount for the after-school contribution was $80,000 based on previous years, however, with increased attendance in our SAFE program and a change to the funding formula, the estimated actual expenditure that came from the general budget was only $35,000. Finally, there is an approximate $35,000 material difference between the budgeted amount for Action Item 3.4: Prop 28 - Art Program. $105,000 was budgeted and $70,000 was the estimated actual expenditure amount. This amount covers a .5 FTE for an art teacher/program coordinator and art supplies. The material difference is the result of the funds rolling over from the previous year as a restricted fund. The excess amount will move into the budget for next year's art program action item.

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

The District is making progress in enhancing enrichment opportunities and providing home and school connections with families and the community. There was a 7% increase with student involvement in an activity or club from the prior year as seen in metric 3.1. This is tied to Action Items: 3.8, Supporting Athletics, Action Item: 3.10, SAFE After-School Program, Action Item: 3.12: Summer School and Expanded Learning Program and Action Item 3.11: Field Trips. The District continues to offer a wide range of opportunities for students to participate in something associated with the school, but outside of the classroom walls. Students were able to access a broad course of study with different enrichment choices including a Physical Education Program, which increased student awareness of multiple career opportunities. Action Item: 3.5, and a comprehensive Science Program, Action Item: 3.7. These actions items (3.5 and 3.7) show effectiveness by

increasing students CST scores by 3% indicated in metric 3.6. This school year students were offered a baking club, a sewing club, the skate club, and ski/snowboard club which was possible due to Action Item: 3.10, SAFE After-School Program. Students in grades TK-5 were provided bi-weekly art lessons aligned to California Art Standards and taught by a credentialed teacher under Action Item 3.4: Prop 28 - Art Program. Action 3.4 was effective in increasing the broad course of study, specifically the arts by 54%, as measured in metric 3.2. All students had the opportunity to participate in a winter holiday musical performance that took place at the local community college under the art program, Action Item 3.4 as well. The District also piloted a new social studies curriculum that was adopted at the end of the 2024/2025 school year becoming a new action item, Action Item: 3.13. Parent survey participation also increased by an average of 16 respondents measured in metric 3.5. These surveys indicated overall satisfaction of the District's ability to communicate and provide a welcoming environment which was possible through Action Item 3.1: School Outreach, Action Item 3.6: School Website, and Action Item 3.3: Community Relations Events. In fact, 85% of respondents agree or strongly agreed that the school creates a welcoming environment for families. This is also in part due to the weekly Student of the Week Assemblies and Weekly Incentive Program, Action Item: 3.9. 90% of the student body was positively recognized throughout the year and during each assembly the student who was being recognized had the opportunity for their families to be personally invited to attend. Action 3.9, Weekly Incentives, was effective as measured by metric 3.3, positive recognition rates increasing by 10%. All actions are effective in making progress toward the goal, however, the District would like to increase the number of outreach events that occur. Action 3.2 - effective based on Metric 3.6, Increase 5th and 8th Grade CST Student Scores meeting or exceeding standard by 5% each academic year, increasing by 3%.

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.

The planned goal, metrics, and target outcomes for goal three will remain the same. However, there are a few modifications and additions to action items under this goal. One action item that will be modified for the upcoming school year is Action Item 3.9: Weekly Incentives. Through educational partner input on how to address red indicators for student groups in both chronic absenteeism and suspension rates input was provided to make the weekly incentives more focused on specific character traits similar to a Character Counts program. Each month the District will focus on one character trait that will be taught in the classroom, promoted visibly across campus, and be the basis for choosing the student of the week from each classroom to celebrate during an all school assembly. One addition to action items under goal three is Action Item 3.13: Social Studies Curriculum. During the 2024-2025 school year, teachers piloted state approved and California standards aligned curriculum. This process led to the board adopted social studies curriculum for grades TK through 8th grade for the entire district. This new curriculum will enhance students' broad course of study and provide more consistent opportunities for students to learn about the world around them. The last addition to action items under goal three is Action Item 3.14: After-School Support and Enrichment Aides. This action item will be funded through ELOP as a way to positively enhance the after-school program for students. During the 2024-2025 school year, the after-school teachers were also teacher's assistants during the regular school day. The after-school teachers were left little time to plan enrichment and academic opportunities for students because the transition from the regular school day to the after-school program did not allow time for planning. This action item will increase staffing for the after-school program. This increased staffing will be for the after-school program only with embedded time to plan and deliver enhanced enrichment opportunities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School Brochures / Social Media School Outreach	Create and update school brochures in both English and Spanish to share in the community. Keep the community up to date with school happenings and events through social media.	$378.00	No
3.2	Assemblies	Schoolwide assemblies provided by outside guest speakers or community resource groups to expose our students to other opportunities. These will include multicultural assemblies.	$4,000.00	No
3.3	Community Relations Outreach Events - ELOP	Provide Community relations outreach events. For example, but not limited to; Science Fair, Back to School Dinner, Quarterly Dessert Award Assemblies, Summer Staff/Family Sundae Social. Kindergarten Round Up and Graduation, Volunteer Tea Dessert, Open House Dinner, Year End Athletic Celebration.	$2,500.00	No
3.4	Prop 28 - Art Program	Provide an art coodinator to coordinate and deliver art lessons and experiences in all 5 art domains; Visual Arts, Media Arts, Dance, Music and Theater.	$82,275.00	No
3.5	Physical Education Program	Provide all students with an opportunity to be physically active on a regular basis including at least 200 minutes of researched based physical education every 10 school days. The budgeted money is allocated towards PE supplies.	$3,000.00	No
3.6	School Website	Create and maintain a parent resource page on school website.	$660.00	No
3.7	Purchase Science Curriculum	Purchase and implement TWIG Science (6-8) and Mystery Science and Adopt Curriculum for TK-5th	$2,615.00	No

Action #	Title	Description	Total Funds	Contributing
3.8	Support Athletics - ELOP	Support athletics by paying athletic league dues, stipends, supplies, transportation and uniforms.	$50,000.00	No
3.9	Provide Weekly incentives for academics, behavior, and attendance focused of positive character traits for English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups that received a red indicator on the 2024 dashboard for chronic absenteeism. Also, for English Learners Students of two or more races and White Students that have been suspended one or more times (red indicator on the 2024 California Dashboard).	Weekly incentives for student of the week and cub character in order to build a sense of belonging for students and promote positive habits. Incentives are awarded during the weekly assembly celebrations where families can attend and engage in the educational process with students and staff.	$6,000.00	No
3.10	SAFE Contribution - ELOP	Provide a safe after school program for our students that includes physical activities and enrichment by our Safe Coordinator, Teacher's Aides and supporting curriculum	$51,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.11	Field Trips	Fully support all students to have the opportunity to experience at least one field trip to an educationally appropriate activity.	$15,000.00	No
3.12	Summer School and Intersession Extended Learning Program - ELOP	Provide 30 full academic days during summer break and other intersession times throughout the school year.	$63,747.00	No
3.13	Social Studies Curriculum	Social Studies Curriculum (TCI in Grades 4th-8th and Studies Weekly in Grades TK-3rd).	$20,570.00	No
3.14	After-School Support and Enrichment Aides - ELOP	Increase staffing in the after-school program to provide more supervision support and enrichment opportunities and clubs.	$114,495.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$990,873	$116,055

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
32.210%	0.000%	$0.00	32.210%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Professional Development **Need:** 80% of students in ELA and 83% of students in Math are not meeting standard according to the 2024 CAASPP Testing **Scope:**	Professional development using the PSDA cycle for continuous improvement will help create systematic changes to help all student groups succeed with a focus on our Low-Income students, Foster Youth, and English Learners. This is provided on an LEA-wide basis to involve all district staff in aligning and creating a consistent learning pathway for all learners.	CAASPP Data, NWEA MAP Data, Professional Development Log.

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		
1.7	**Action:** Small Group Instruction-Supplemental Concentration **Need:** 80% of students in ELA and 83% of students in Math are not meeting standard according to the 2023 CAASPP Testing **Scope:** Schoolwide	Small group instruction increases the connections between teacher and students, which allows learning gaps to be closed more effectively and efficiently. It is provided schoolwide because the majority of our students are exhibiting learning gaps according to state and local academic data.	CAASPP Data, NWEA MAP Data, Teacher generated data, and ELPAC results.
1.8	**Action:** EL Program **Need:** 13% of EL students were reclassified as English Proficient. By providing strong support and interventon for our EL students in order to reclassify our EL students as English Proficient and to decrease the number of Long Term EL (LTEL) and EL students "at risk" of becoming LTEL students. The program will support EL students beyond the required ELD instruction in the mainstream classroom by providing an ELD instructor/teacher to support EL students with more focused designated ELD instruction. **Scope:** LEA-wide	The EL Program will provide English Language Development instruction (ELD) for our EL students by increasing services with a specific ELD teacher that provides more direct services to EL students. The ELD teacher will also assist in providing continuous professional development of ELD instruction for our staff, and lead an English Language Advisory Committee (ELAC) to engage and support EL families.	50% of the identified EL students will increase EL proficiency 10% of EL students will be reclassified as English Proficient.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.9	**Action:** Academic Programs and Technology to support all students, but specifically Students with Disabilities (student groups indicated as "at risk" based on a red indicator on the California Dashboard) in ELA **Need:** The Students with Disabilities student group had a red indicator on the 2024 California Dashboard indicating this student group is below grade level and not making enough progress towards grade level. However, all students are showing low achievement with only 20% meeting or exceeding standards in ELA and 17% meeting or exceeding standards in math. **Scope:** LEA-wide	These academic technology programs will tailor an instructional path based on students' academic data levels. This will help students close learning gaps at a quicker pace than with just classroom instruction alone.	CAASPP Data, NWEA MAP Data, and Teacher generated data.
1.16	**Action:** Concentration Grant Add-On (15%) **Need:** Use the Concentration Grant Add-On to hire a highly qualified teacher to reduce class size in a grade level with higher student numbers. **Scope:** Schoolwide	English Learners, Foster Youth, and Low-Income students benefit academically, socially, and emotionally from a smaller class size.	CAASPP Data, NWEA MAP Data, Teacher generated data, EL progress data, and RFEP percentage data.
1.21	**Action:** Class Size Reduction	This action is given to all students, it will specifically address the needs of narrowing the achievement gaps of unduplicated pupils. English	CAASPP Data, NWEA MAP Data, Teacher generated data, EL

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Provide more highly qualified teachers to reduce class sizes and create a smaller adult to student ratio. Unduplicated pupils are on average 70 points below standard in ELA and 90 points below standard in math requiring more comprehensive and concentrated instruction in a smaller setting. **Scope:** Schoolwide	Learners, Foster Youth, and Low-Income students benefit academically, socially, and emotionally from a smaller class size. However, providing to all students is a more inclusive practice that benefits all.	progress data, and RFEP percentage data.
2.1	**Action:** Professional Learning Community Meetings and Coordination of Programs for English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups that received a red indicator on the 2024 dashboard for chronic absenteeism. **Need:** Using the "Wellness Center's" data of parent outreach to build connections with struggling students, 95% of those students are also represented in the low income student group, Foster youth, or English Learner Group. **Scope:** Schoolwide	To address this need for our Unduplicated Pupils, we will continue to support their academic, attendance, and social and emotional needs through our Professional Learning Committees that meet quarterly to discuss programs needed for each individual student. The professional learning community meetings help build systems schoolwide and allow program leads to collaborate consistently on how to best meet the needs of these students and their families. While this action is prnicipall directed towards unduplicated students, it will also provide support for all students that need support in academics, SEL, and/or attendance.	Attendance data, chronic absenteeism data, and suspension and explusion data.
2.3	**Action:** Wellness Center **Need:**	The Wellness Center provides students with access to SEL coaching, therapy, nursing services, clubs, and enrichment opportunities. They also conduct parent outreach services and	Suspension Data, Social and Emotional Wellness Survey Data (Panorama), and Attendance Data

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
	Using the "Wellness Center's" data log of parent outreach to build connections with struggling students, 95% of those students are also represented in the Englisher Learners, Foster Youth, and/or Low Income Student Group. **Scope:** LEA-wide Schoolwide	WE Parent Education Nights to help strengthen the school-family relationship. While this action is principally directed towards unduplicated students, it will alos provide support for all students that need support in behavior management, social/emotional support, parent engagement, or access to enrichment opportunities.	
2.6	**Action:** Social Emotional Wellness Supplies **Need:** Using the "Wellness Center's" data log of parent outreach to build connections with struggling students, 95% of those students are also represented in the Englisher Learners, Foster Youth, and/or Low Income Student Group. **Scope:** Schoolwide	The social and emotional survey program, Panorama, not only includes surveys to monitor students' overall well-being, but also provides a playbook of SEL lessons that address all of the SEL competencies. These lessons are generated based on student data to provide students with needed social and emotional skills. While this action is principally directed towards unduplicated students, it will also provide support for all students that need support in access to health education, and compentencies in social and emotional learning.	Panorama SEL Survey Data

Limited Actions

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

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

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

There are no Limited Actions in the LCAP.

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.

This is addressed in Goal 1: Action Item: 1.16. The district will use the Concentration Grant Add-On to hire a highly qualified teacher to reduce class size in a grade level with higher student numbers. English Learners, Foster Youth, and Low-Income students benefit academically, socially, and emotionally from a smaller class size.

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		Classified staff = 18. Students = 281. 15.86%
Staff-to-student ratio of certificated staff providing direct services to students		Certificated Staff = 18.6. Students = 281. 15.11%

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,076,290	990,873	32.210%	0.000%	32.210%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,436,392.00	$1,443,172.00	$25,000.00	$185,253.00	$5,089,817.00	$3,686,501.00	$1,403,316.00

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	Technology	All	No			Specific Schools: Weed Elementary School	2025-2026	$0.00	$8,850.00	$8,850.00				$8,850.00	
1	1.2	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Weed Elementary School	2025-2026	$6,223.00	$24,070.00	$30,293.00				$30,293.00	
1	1.3	Math Common Core State Standards instructional materials.	All	No			Specific Schools: Weed Elementary School	2025-2026	$0.00	$8,000.00		$8,000.00			$8,000.00	
1	1.4	Class Size Reduction	All	No			Specific Schools: Weed Elementary School	2025-2026	$139,864.00	$9,500.00				$149,364.00	$149,364.00	
1	1.5	Class size reduction in grades 1-3.	All	No			Specific Schools: Weed Elementary School Grades 1 - 3	2025-2026	$13,860.00	$0.00				$13,860.00	$13,860.00	
1	1.6	Class Size Reduction in grades 1-3.	All	No			Specific Schools: Weed Elementary School Grades 1-3	2025-2026	$10,211.00	$0.00				$10,211.00	$10,211.00	

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	1.7	Small Group Instruction-Supplemental Concentration	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Weed Elementary School	2025-2026	$181,649.00	$0.00	$181,649.00				$181,649.00	
1	1.8	EL Program	English Learners	Yes	LEA-wide	English Learners	Specific Schools: Weed Elementary SchoolWeed Elementary School	2025-2026	$94,117.00	$1,500.00	$95,617.00				$95,617.00	
1	1.9	Academic Programs and Technology to support all students, but specifically Students with Disabilities (student groups indicated as "at risk" based on a red indicator on the California Dashboard) in ELA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Weed Elementary School	2025-2026	$0.00	$32,141.00	$32,141.00				$32,141.00	
1	1.10	ELA Common Core State Standards instructional materials, lessons, and instructional coaching.	All	No			Specific Schools: Weed Elementary School TK through 8th Grade	2025-2026	$0.00	$32,364.00		$32,364.00			$32,364.00	
1	1.11	Appropriately Credentialed and Assigned Teachers	All	No			Specific Schools: Weed Elementary School	2025-2026	$718,891.00	$0.00	$620,832.00	$98,059.00			$718,891.00	
1	1.12	Parent/Stakeholder Communication	All	No			Specific Schools: Weed Elementary School	2025-2026	$0.00	$7,500.00	$7,500.00				$7,500.00	
1	1.13	Resource Program Contribution	Students with Disabilities	No			Specific Schools: Weed Elementary School	2025-2026	$254,387.00	$74,402.00	$328,789.00				$328,789.00	

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	1.14	Access to Reading Materials for through a Literacy Lounge.	All	No				2025-2026	$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.15	Reading Promotion and Incentive Program	All	No			Specific Schools: Weed Elementary School	2025-2026	$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.16	Concentration Grant Add-On (15%)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Weed Elementary School	2025-2026	$116,055.00	$0.00	$116,055.00				$116,055.00	
1	1.17	After-School Academic Tutoring - ELOP	All	No			Specific Schools: Weed Elementary School	2025-2026	$36,490.00	$38,510.00		$75,000.00			$75,000.00	
1	1.18	Technology Department	All	No			Specific Schools: Weed Elementary School	2025-2026	$85,146.00	$10,000.00	$83,328.00			$11,818.00	$95,146.00	
1	1.19	Teacher Materials	All	No			Specific Schools: Weed Elementary School	2025-2026	$0.00	$34,200.00		$34,200.00			$34,200.00	
1	1.20	Transitional Kindergarten Adult to Student Ratio Compliance	All	No			Specific Schools: Weed Elementary School Transitional Kindergarten	2025-2026	$45,845.00	$0.00	$45,845.00				$45,845.00	
1	1.21	Class Size Reduction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Weed Elementary School	2025-2026	$622,203.00	$0.00	$622,203.00				$622,203.00	
1	1.22	Instructional Coaching - Action to Address Technical Assistance.	English Learners, Hispanic, Homeless, SED, Two+ Races and White.	No			All Schools		$0.00	$25,000.00			$25,000.00		$25,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.1**	Professional Learning Community Meetings and Coordination of Programs for English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups that received a red indicator on the 2024 dashboard for chronic absenteeism.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Weed Elementary School	2025-2026	$13,023.00	$1,977.00	$15,000.00				$15,000.00	
2	**2.2**	Follow deferred maintenance plan and school-wide safety plan - Contribution	All	No			Specific Schools: Weed Elementary School	2025-2026	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	**2.3**	Wellness Center	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	Specific Schools: Weed Elementary School	2025-2026	$0.00	$673,626.00	$1,258.00	$672,368.00			$673,626.00	
2	**2.4**	Office Administrative Support	All	No			Specific Schools: Weed Elementary School	2025-2026	$629,324.00	$0.00	$543,880.00	$85,444.00			$629,324.00	
2	**2.5**	Cafeteria Contribution	All	No			All Schools	2025-2026	$53,831.00	$0.00	$53,831.00				$53,831.00	
2	**2.6**	Social Emotional Wellness Supplies	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Weed Elementary School	2025-2026	$0.00	$5,600.00	$5,600.00				$5,600.00	
2	**2.7**	Home To School Transportation Contribution	All	No			Specific Schools: Weed Elementary School	2025-2026	$73,312.00	$29,814.00	$103,126.00				$103,126.00	
2	**2.8**	Reconstruct school facilities that have failed according to Office of Public School Construction's (OPSC) Guidelines	All	No			Specific Schools: Weed Elementary School	2025-2026	$0.00	$196,269.00	$196,269.00				$196,269.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.9	Maintenance Department Contribution	All	No			Specific Schools: Weed Elementary School	2025-2026	$240,188.00	$59,600.00	$299,788.00				$299,788.00	
2	2.10	Community Day School (Action on Hold, To Be Determined Based on Funding)	All	No			Specific Schools: Wyeka Vista Community Day School	2025-2026	$0.00	$0.00	$0.00				$0.00	
2	2.11	School Attendance Review Board (SARB) for English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups that received a red indicator on the 2024 dashboard for chronic absenteeism.	All	No			Specific Schools: Weed Elementary School	2025-2026	$1,246.00	$254.00	$1,500.00				$1,500.00	
2	2.12	Suspension Data Task Force for English Learners Students of two or more races and White Students that have been suspended one or more times (red indicator on the 2024 California Dashboard).	Students of Two or More Races	No			Specific Schools: Weed Elementary School	2025-2026	$0.00	$0.00	$0.00				$0.00	
3	3.1	School Brochures / Social Media School Outreach	All	No			Specific Schools: Weed Elementary School	2025-2026	$0.00	$378.00	$378.00				$378.00	
3	3.2	Assemblies	All	No			Specific Schools: Weed Elementary Schools	2025-2026	$0.00	$4,000.00	$4,000.00				$4,000.00	
3	3.3	Community Relations Outreach Events -ELOP	All	No			Specific Schools: Weed Elementary School	2025-2026	$0.00	$2,500.00		$2,500.00			$2,500.00	

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
3	3.4	Prop 28 - Art Program	All	No			Specific Schools: Weed Elementary School Program	2025-2026	$54,974.00	$27,301.00		$82,275.00			$82,275.00	
3	3.5	Physical Education Program	All	No			Specific Schools: Weed Elementary School	2025-2026	$0.00	$3,000.00	$3,000.00				$3,000.00	
3	3.6	School Website	All	No			Specific Schools: Weed Elementary School	2025-2026	$0.00	$660.00	$660.00				$660.00	
3	3.7	Purchase Science Curriculum	All	No			Specific Schools: Weed Elementary School	2025-2026	$0.00	$2,615.00		$2,615.00			$2,615.00	
3	3.8	Support Athletics - ELOP	All	No			Specific Schools: Weed Elementary School 5th - 8th Grade	2025-2026	$25,885.00	$24,115.00		$50,000.00			$50,000.00	
3	3.9	Provide Weekly incentives for academics, behavior, and attendance focused of positive character traits for English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups that received a red indicator on the 2024 dashboard for chronic absenteeism. Also, for English Learners Students of two or more races and White Students that have been suspended one or more times (red indicator on the 2024 California Dashboard).	All	No			Specific Schools: Weed Elementary School	2025-2026	$0.00	$6,000.00	$6,000.00				$6,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.10	SAFE Contribution - ELOP	All	No			Specific Schools: Weed Elementary School	2025-2026	$51,000.00	$0.00		$51,000.00			$51,000.00	
3	3.11	Field Trips	All	No			Specific Schools: Weed Elementary School	2025-2026	$0.00	$15,000.00	$15,000.00				$15,000.00	
3	3.12	Summer School and Intersession Extended Learning Program - ELOP	All	No			Specific Schools: Weed Elementary School	2025-2026	$53,747.00	$10,000.00		$63,747.00			$63,747.00	
3	3.13	Social Studies Curriculum	All	No			All Schools	2025-2026	$0.00	$20,570.00		$20,570.00			$20,570.00	
3	3.14	After-School Support and Enrichment Aides - ELOP	All	No			Specific Schools: Weed Elementary School	2025-2026	$114,495.00	$0.00		$114,495.00			$114,495.00	
4	4.1	Attendance Tracking and Engagement	All	No			Specific Schools: Wyeka Vista School	2025-2026	$50,535.00	$0.00		$50,535.00			$50,535.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,076,290	990,873	32.210%	0.000%	32.210%	$1,099,816.00	0.000%	35.751 %	**Total:**	$1,099,816.00
								LEA-wide Total:	$159,309.00
								Limited Total:	$0.00
								Schoolwide Total:	$941,765.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Weed Elementary School	$30,293.00	
1	**1.7**	Small Group Instruction-Supplemental Concentration	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Weed Elementary School	$181,649.00	
1	**1.8**	EL Program	Yes	LEA-wide	English Learners	Specific Schools: Weed Elementary School	$95,617.00	
1	**1.9**	Academic Programs and Technology to support all students, but specifically Students with Disabilities (student groups indicated as "at risk" based on a red indicator on the California Dashboard) in ELA	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Weed Elementary School	$32,141.00	
1	**1.16**	Concentration Grant Add-On (15%)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Weed Elementary School	$116,055.00	

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	1.21	Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Weed Elementary School	$622,203.00	
2	2.1	Professional Learning Community Meetings and Coordination of Programs for English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups that received a red indicator on the 2024 dashboard for chronic absenteeism.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Weed Elementary School	$15,000.00	
2	2.3	Wellness Center	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Weed Elementary School	$1,258.00	
2	2.6	Social Emotional Wellness Supplies	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Weed Elementary School	$5,600.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,808,862.00	$5,641,964.00

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**	Technology	No	$6,000.00	$0.00
1	**1.2**	Professional Development	Yes	$25,000.00	$9,745.00
1	**1.3**	Common Core State Standards instructional materials, lessons, and instructional coaching.	No	$25,000.00	$6,394.00
1	**1.4**	Class Size Reduction	No	$168,257.00	$170,449.00
1	**1.5**	Class size reduction in grades 1-3.	No	$17,441.00	$16,801.00
1	**1.6**	Class Size Reduction in grades 1-3.	No	$9,686.00	$11,488.00
1	**1.7**	Small Group Instruction-Supplemental Concentration	Yes	$225,129.00	$230,069.00
1	**1.8**	EL Program	Yes	$124,407.00	$95,494.00
1	**1.9**	Academic Programs and Technology to support Low-Income Students, White Students, and Students with Disabilities (student groups indicated as "at risk" based on a red indicator on the California Dashboard) in both ELA and Math	Yes	$31,838.00	$26,162.00

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	1.10	Success for All Curriculum Language Arts Curriculum	No	$15,200.00	$11,110.00
1	1.11	Appropriately Credentialed and Assigned Teachers	No	$865,016.00	$860,365.00
1	1.12	Parent/Stakeholder Communication	No	$7,000.00	$7,134.00
1	1.13	Resource Program Contribution	No	$234,982.00	$328,789.00
1	1.14	Access to Reading Materials for Low-Income Students, Students with Disabilities, and White student groups through a Literacy Lounge.	No	$10,000.00	$1,568.00
1	1.15	Reading Promotion and Incentive Program	No	$5,000.00	$1,690.00
1	1.16	Concentration Grant Add-On (15%)	Yes	$117,243.00	122,839.00
1	1.17	After-School Academic Tutoring - ELOP	No	$90,811.00	$22,730.00
1	1.18	Technology Department	No	$87,830.00	$88,196.00
1	1.19	Teacher Materials	No	$37,200.00	$26,156.00
1	1.20	Transitional Kindergarten Adult to Student Ratio Compliance	No	$48,736.00	$45,909.00
1	1.21	Class Size Reduction	Yes	$490,825.00	$584,855.00
2	2.1	Professional Learning Community Meetings and Coordination of Programs.	Yes	$15,000.00	$1,924.00

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)
2	2.2	Follow deferred maintenance plan and school-wide safety plan - Contribution	No	$10,000.00	$10,000.00
2	2.3	Wellness Center	Yes	$987,000.00	$987,000.00
2	2.4	Office Administrative Support	No	$831,625.00	$817,000.00
2	2.5	Cafeteria Contribution	No	$92,011.00	$52,011.00
2	2.6	Social Emotional Wellness Supplies	Yes	$17,600.00	$12,839.00
2	2.7	Home To School Transportation Contribution	No	$138,416.00	$145,877.00
2	2.8	Reconstruct school facilities that have failed according to Office of Public School Construction's (OPSC) Guidelines	No	$197,675.00	$197,676.00
2	2.9	Maintenance Department Contribution	No	$303,691.00	$311,167.00
2	2.10	Community Day School	No	$271,219.00	$242,238.00
2	2.11	School Attendance Review Board (SARB)	No	$1,500.00	$0.00
2	2.12	Suspension Data Task Force for students of two or more races that have been suspended one or more times (red indicator on the 2023 California Dashboard).	No	$0.00	$0.00
3	3.1	School Brochures / Social Media School Outreach	No	$220.00	$360.00
3	3.2	Assemblies	No	$4,000.00	$0.00

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)
3	3.3	Community Relations Outreach Events -ELOP	No	$2,500.00	$2,500.00
3	3.4	Prop 28 - Art Program	No	$105,796.00	$70,494.00
3	3.5	Physical Education Program	No	$3,000.00	$1,005.00
3	3.6	School Website	No	$660.00	$660.00
3	3.7	Purchase Science Curriculum	No	$9,156.00	$29,183.00
3	3.8	Support Athletics - ELOP	No	$60,000.00	$22,162.00
3	3.9	Provide weekly incentives for academic and attendance.	No	$3,000.00	$2,000.00
3	3.10	SAFE Contribution - ELOP	No	$80,000.00	$35,000.00
3	3.11	Field Trips	No	$16,000.00	$16,000.00
3	3.12	Summer School and Intersession Extended Learning Program - ELOP	No	$16,192.00	$16,925.00

2024-25 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)
1,062,052	$1,048,300.00	$1,085,185.00	($36,885.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Professional Development	Yes	$25,000.00	9,745.00		
1	1.7	Small Group Instruction-Supplemental Concentration	Yes	$225,129.00	230,069.00		
1	1.8	EL Program	Yes	$124,407.00	95,494.00		
1	1.9	Academic Programs and Technology to support Low-Income Students, White Students, and Students with Disabilities (student groups indicated as "at risk" based on a red indicator on the California Dashboard) in both ELA and Math	Yes	$31,838.00	26,162.00		
1	1.16	Concentration Grant Add-On (15%)	Yes	$117,243.00	122,839.00		
1	1.21	Class Size Reduction	Yes	$490,825.00	584,855.00		
2	2.1	Professional Learning Community Meetings and Coordination of Programs.	Yes	$15,000.00	1,924.00		
2	2.3	Wellness Center	Yes	$1,258.00	1,258.00		
2	2.6	Social Emotional Wellness Supplies	Yes	$17,600.00	12,839.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,265763	1,062,052	.367	32.888%	$1,085,185.00	0.000%	33.229%	$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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

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

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

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

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

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