



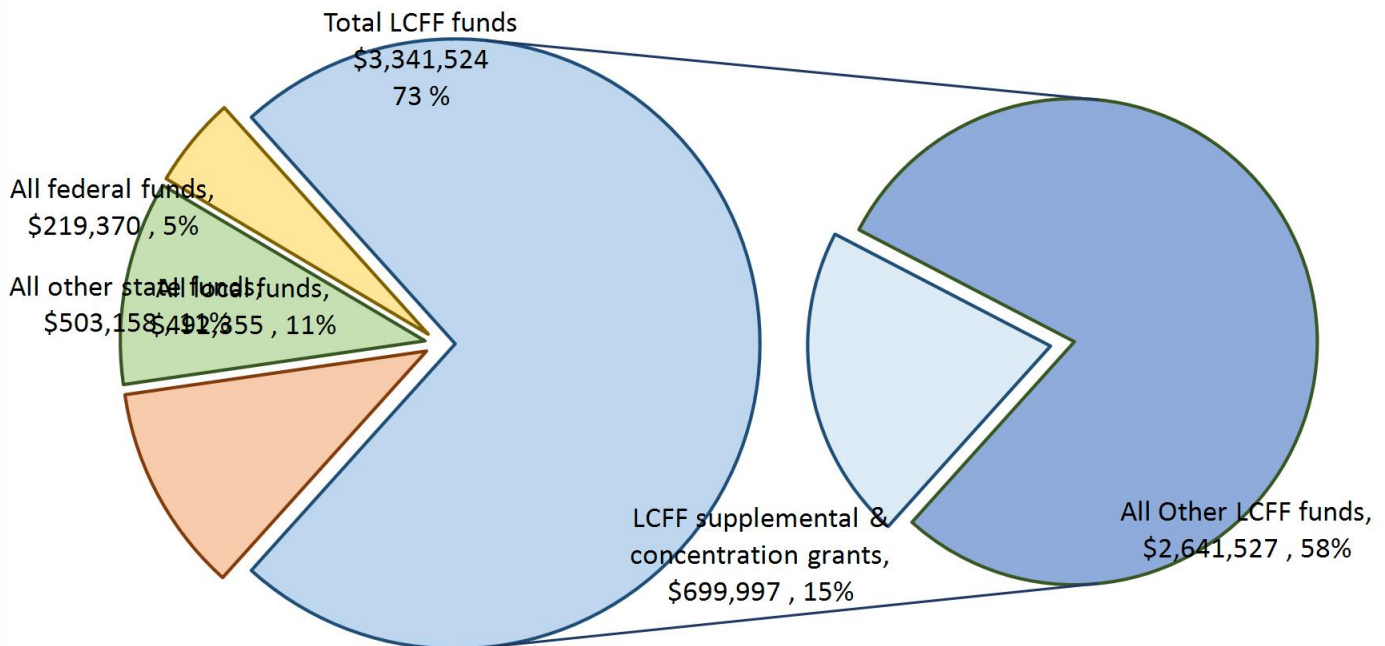
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Black Butte Union Elementary School District
CDS Code: 45-69880-0000000
School Year: 2024-25
LEA contact information:
Tyler Simon
Superintendent
tsimon@blackbutteschool.org
(530) 474-3125

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

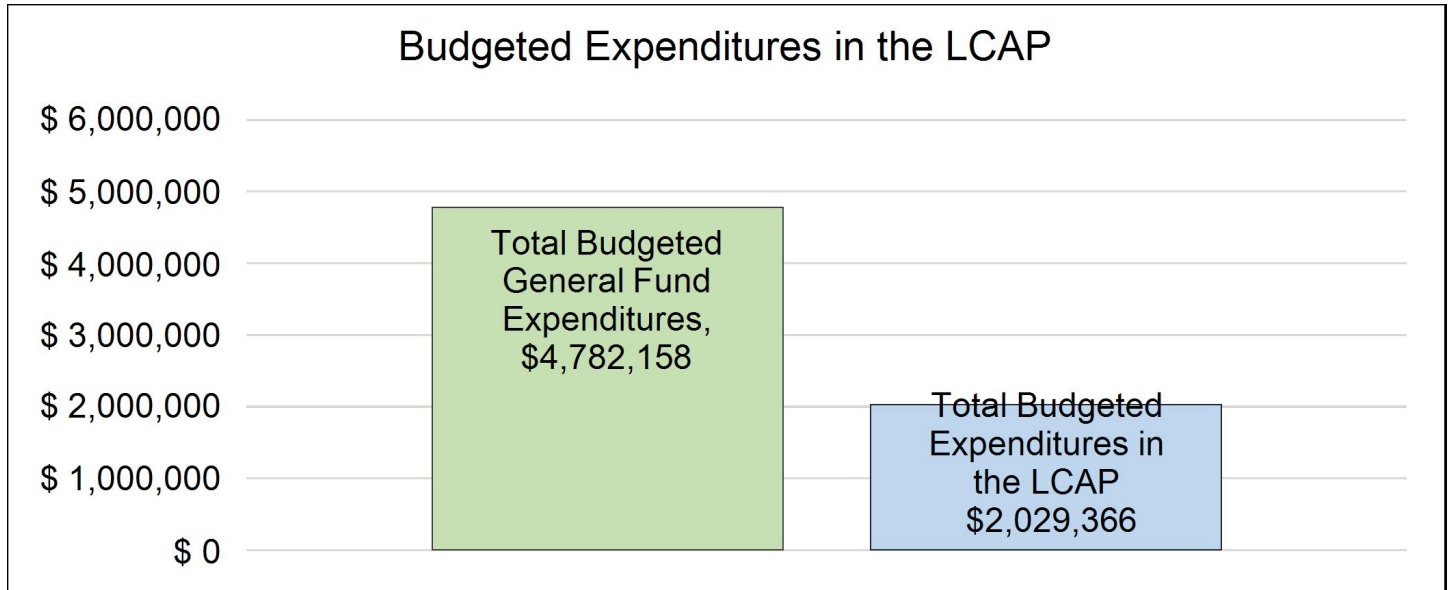


This chart shows the total general purpose revenue Black Butte Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Black Butte Union Elementary School District is \$4,556,407, of which \$334,1524 is Local Control Funding Formula (LCFF), \$503,158 is other state funds, \$492,355 is local funds, and \$219,370 is federal funds. Of the \$334,1524 in LCFF Funds, \$699,997 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 Black Butte Union Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Black Butte Union Elementary School District plans to spend \$4782158 for the 2024-25 school year. Of that amount, \$2029366 is tied to actions/services in the LCAP and \$2,752,792 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

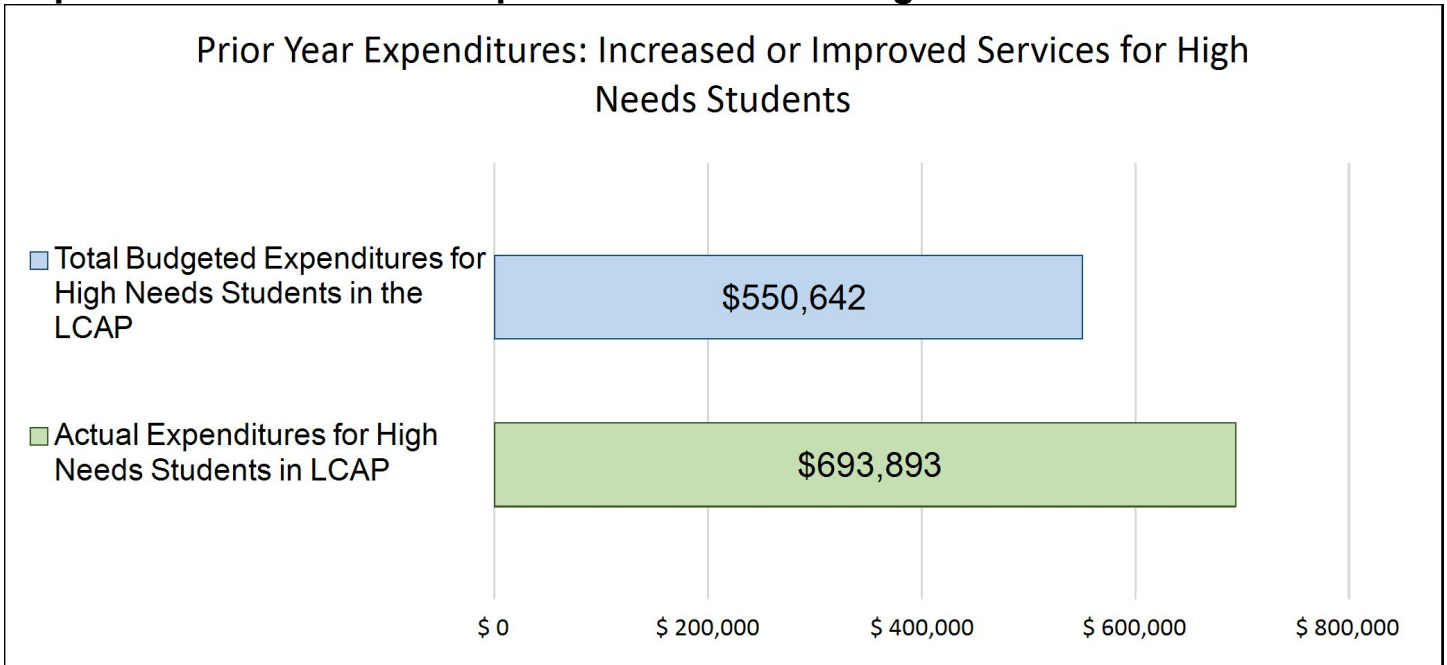
General Educational Programs - teachers & aides salaries and benefits, district and support staff salaries and benefits.

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

In 2024-25, Black Butte Union Elementary School District is projecting it will receive \$699997 based on the enrollment of foster youth, English learner, and low-income students. Black Butte Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Black Butte Union Elementary School District plans to spend \$733183 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Black Butte 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 Black Butte Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Black Butte Union Elementary School District's LCAP budgeted \$550642 for planned actions to increase or improve services for high needs students. Black Butte Union Elementary School District actually spent \$693893 for actions to increase or improve services for high needs students in 2023-24.



Black Butte

ELEMENTARY SCHOOL DISTRICT

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Black Butte Union Elementary School District	Tyler Simon Superintendent	tsimon@blackbutteschool.org (530) 474-3125

Goals and Actions

Goal

Goal #	Description
1	Black Butte Elementary School District will promote academic growth and ensure equitable opportunities for every student.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Teacher Credentialing	100% teachers are credentialed	85% teachers are credentialed	100% teachers are credentialed	92% teachers are highly effective	100% teachers are credentialed
State Indicator Smarter Balanced Assessments Mathematics	2018-19 Smarter Balanced Assessments Mathematics 39.73% of all students met or exceeded standards	2021 Mathematics Black Butte did not administer the Smarter Balanced Assessments last spring. Instead Black Butte administered local iReady assessments.	2022 California Assessment of Student Progress and Performance (CAASPP) mathematics 13.95% students met or exceeded standards 21.05% of 3rd graders at or above standards 21.74% of 4th graders at or above standards 13.3% of 5th graders at or above standards 17.39% of 6th graders at or above standards 4.55% of 7th graders at or above standards 0% of 8th graders at or above standards	2023 California Assessment of Student Progress and Performance (CAASPP) mathematics 19.25% students met or exceeded standard for math 33.3% of 3rd graders at or above standards 13.05% of 4th graders at or above standards 10.00% of 5th graders at or above standards 25.81% of 6th graders at or above standards 19.04% of 7th graders at or above standards 8.70% of 8th graders at or above standards	Smarter Balanced Assessments Mathematics 75% of all students met or exceeded standards 75% of 3rd graders at or above standards 75% of 4th graders at or above standards 75% of 5th graders at or above standards 75% of 6th graders at or above standards 75% of 7th graders at or above standards 75% of 8th graders at or above standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Indicator Smarter Balanced Assessments English language arts	2018-19 Smarter Balanced Assessments English language arts 51.1% of all students met or exceeded standards	2021 English language arts Black Butte did not administer the Smarter Balanced Assessments last spring. Instead Black Butte administered local iReady assessments.	2022 California Assessment of Student Progress and Performance (CAASPP) in English language arts 15.63% students met or exceeded standards 15.79% of 3rd graders at or above standards 4.55% of 4th graders at or above standards 20% of 5th graders at or above standards 13.04% of 6th graders at or above standards 27.28% of 7th graders at or above standards 8.33% of 8th graders at or above standards	2023 California Assessment of Student Progress and Performance (CAASPP) English language arts 27.33% students met or exceeded standard for ELA 36.36% of 3rd graders at or above standards 17.40% of 4th graders at or above standards 26.66% of 5th graders at or above standards 22.58% of 6th graders at or above standards 23.81% of 7th graders at or above standards 34.79% of 8th graders at or above standards	Smarter Balanced Assessments English language arts 75% of all students met or exceeded standards 75% of 3rd graders at or above standards 75% of 4th graders at or above standards 75% of 5th graders at or above standards 75% of 6th graders at or above standards 75% of 7th graders at or above standards 75% of 8th graders at or above standards
CA School Dashboard Academic Indicator- Mathematics	ORANGE performance indicator All students are 46.9 points below standard	The CA School Dashboard was not published due to COVID.	Low performance indicator in mathematics 86.9 points below standard	Mathematics Yellow progress indicator 73.8 points below standard Increased 13.1 Points	BLUE performance indicator 10 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard Academic Indicator- English language arts	ORANGE performance indicator All students are 30.8 points below standard	The CA School Dashboard was not published due to COVID.	Very low performance indicator in English language arts 75.4 points below standard	English Language Arts Yellow progress indicator 53.4 points below standard Increased 22 Points	BLUE performance indicator 10 points above standard
Local Indicators Standards aligned materials	100% standards aligned materials 100% Williams Quarterly reports will show that all students have access to instructional materials.	100% standards aligned materials 100% Williams Quarterly reports will show that all students have access to instructional materials.	100% standards aligned materials 100% Williams Quarterly reports will show that all students have access to instructional materials.	100% standards aligned materials 100% Williams Quarterly reports will show that all students have access to instructional materials.	100% standards aligned materials 100% Williams Quarterly reports will show that all students have access to instructional materials.
CA School Dashboard English Learner Progress Indicators Proficiency	We had 0 English Learners	We currently have less than 10 English learners. We cannot publish scores due to privacy concerns.	We currently have less than 10 English learners. We cannot publish scores due to privacy concerns.	No Performance Color Less than 11 students - data not displayed for privacy	80% making progress towards English language proficiency
CA School Dashboard English Learner Progress Indicators Reclassification	We had 0 English Learners	We currently have less than 10 English learners. We cannot publish scores due to privacy concerns.	We currently have less than 10 English learners. We cannot publish scores due to privacy concerns.	We currently have less than 10 English learners. We cannot publish scores due to privacy concerns.	50% English learners reclassified
Local Indicator Other Student Outcomes Local Assessments	AIMSweb The percentage of students reading at grade level per:	We no longer use AIMSweb to measure student progress. We	We no longer use AIMSweb to measure student progress. We	We no longer use AIMSweb.	We no longer use AIMSweb to measure student progress. We

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AIMSweb	Kindergarten is 37.5%, 1st grade is 28.0%, 2nd grade is 50%, 3rd grade is 56%, 4th grade is 72.7%, and 5th grade is 78.9%. (Data reported on 3/2/2021).	use other formative assessments.	use other formative assessments.		use other formative assessments.
Local Indicator Other Student Outcomes Local Assessments iReady	iReady MATHEMATICS 17% of all students are at or above grade level. 52% of students are one grade level below. 19% of students are two grade levels below. 11% of students are three grade levels below. Kindergarten 20% of students are at or above grade level. 80% of students are one grade level below. 0% of students are two grade levels below.	iReady Second Trimester MATHEMATICS 16% of all students are at or above grade level. 51% of students are one grade level below. 17% of students are two grade levels below. 16% of students are three grade levels below. Kindergarten 42% of students are at or above grade level. 58% of students are one grade level below.	iReady Second Trimester MATHEMATICS 17% of all students are at or above grade level. 54% of students are one grade level below. 15% of students are two grade levels below. 14% of students are three grade levels below. Kindergarten 42% of students are at or above grade level. 58% of students are one grade level below.	iReady (December Mid Year Report) MATHEMATICS 16% of all students are at or above grade level. 52% of students are one grade level below. 16% of students are two grade levels below. 17% of students are three grade levels below. Kindergarten 35% of all students are at or above grade level. 64% of students are one grade level below.	iReady MATHEMATICS 90% of all students are at or above grade level. 10% of students are one grade level below. 0% of students are two grade levels below. 0% of students are three grade levels below. Kindergarten 90% of all students are at or above grade level. 10% of students are one grade level below.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>0% of students are three grade levels below.</p> <p>First Grade 12% of students are at or above grade level. 72% of students are one grade level below. 16% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>Second Grade 15% of students are at or above grade level. 75% of students are one grade level below. 5% of students are two grade levels below. 5% of students are three grade levels below.</p> <p>Third Grade 8% of students are at or above grade level. 62% of students are one grade level below.</p>	<p>0% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>First Grade 0% of students are at or above grade level. 74% of students are one grade level below. 26% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>Second Grade 19% of students are at or above grade level. 63% of students are one grade level below. 19% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>Third Grade 6% of students are at or above grade level.</p>	<p>0% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>First Grade 16% of students are at or above grade level. 84% of students are one grade level below. 0% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>Second Grade 4% of students are at or above grade level. 70% of students are one grade level below. 26% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>Third Grade 29% of students are at or above grade level.</p>	<p>0% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>First Grade 0% of all students are at or above grade level. 100% of students are one grade level below. 0% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>Second Grade 16% of all students are at or above grade level. 64% of students are one grade level below. 20% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>Third Grade</p>	<p>0% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>First Grade 90% of all students are at or above grade level. 10% of students are one grade level below. 0% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>Second Grade 90% of all students are at or above grade level. 10% of students are one grade level below. 0% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>Third Grade</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>27% of students are two grade levels below. 4% of students are three grade levels below.</p> <p>Fourth Grade 34% of students are at or above grade level. 33% of students are one grade level below. 33% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>Fifth Grade 27% of students are at or above grade level. 27% of students are one grade level below. 32% of students are two grade levels below. 14% of students are three grade levels below.</p> <p>Sixth Grade 24% of students are at or above grade level.</p>	<p>53% of students are one grade level below. 29% of students are two grade levels below. 12% of students are three grade levels below.</p> <p>Fourth Grade 5% of students are at or above grade level. 32% of students are one grade level below. 11% of students are two grade levels below. 53% of students are three grade levels below.</p> <p>Fifth Grade 21% of students are at or above grade level. 33% of students are one grade level below. 25% of students are two grade levels below. 21% of students are three grade levels below.</p> <p>Sixth Grade</p>	<p>61% of students are one grade level below. 10% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>Fourth Grade 8% of students are at or above grade level. 42% of students are one grade level below. 29% of students are two grade levels below. 21% of students are three grade levels below.</p> <p>Fifth Grade 6% of students are at or above grade level. 48% of students are one grade level below. 19% of students are two grade levels below. 26% of students are three grade levels below.</p> <p>Sixth Grade</p>	<p>6% of all students are at or above grade level. 59% of students are one grade level below. 29% of students are two grade levels below. 6% of students are three grade levels below.</p> <p>Fourth Grade 6% of all students are at or above grade level. 35% of students are one grade level below. 6% of students are two grade levels below. 53% of students are three grade levels below.</p> <p>Fifth Grade 23% of all students are at or above grade level. 32% of students are one grade level below. 27% of students are two grade levels below.</p>	<p>90% of all students are at or above grade level. 10% of students are one grade level below. 0% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>Fourth Grade 90% of all students are at or above grade level. 10% of students are one grade level below. 0% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>Fifth Grade 90% of all students are at or above grade level. 10% of students are one grade level below. 0% of students are two grade levels below.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>48% of students are one grade level below. 7% of students are two grade levels below. 21% of students are three grade levels below.</p> <p>Seventh Grade 0% of students are at or above grade level. 50% of students are one grade level below. 38% of students are two grade levels below. 13% of students are three grade levels below.</p> <p>Eighth Grade 12% of students are at or above grade level. 32% of students are one grade level below. 24% of students are two grade levels below. 32% of students are three grade levels below.</p> <p>iReady READING</p>	<p>27% of students are at or above grade level. 55% of students are one grade level below. 14% of students are two grade levels below. 5% of students are three grade levels below.</p> <p>Seventh Grade 15% of students are at or above grade level. 30% of students are one grade level below. 20% of students are two grade levels below. 35% of students are three grade levels below.</p> <p>Eighth Grade 0% of students are at or above grade level. 60% of students are one grade level below. 0% of students are two grade levels below. 40% of students are three grade levels below.</p>	<p>21% of students are at or above grade level. 41% of students are one grade level below. 15% of students are two grade levels below. 24% of students are three grade levels below.</p> <p>Seventh Grade 21% of students are at or above grade level. 39% of students are one grade level below. 17% of students are two grade levels below. 22% of students are three grade levels below.</p> <p>Eighth Grade 14% of students are at or above grade level. 45% of students are one grade level below. 14% of students are two grade levels below. 27% of students are three grade levels below.</p>	<p>18% of students are three grade levels below.</p> <p>Sixth Grade 27% of all students are at or above grade level. 55% of students are one grade level below. 14% of students are two grade levels below. 5% of students are three grade levels below.</p> <p>Seventh Grade 11% of all students are at or above grade level. 32% of students are one grade level below. 21% of students are two grade levels below. 37% of students are three grade levels below.</p> <p>Eighth Grade 0% of all students are at or above grade level.</p>	<p>0% of students are three grade levels below.</p> <p>Sixth Grade 90% of all students are at or above grade level. 10% of students are one grade level below. 0% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>Seventh Grade 90% of all students are at or above grade level. 10% of students are one grade level below. 0% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>Eighth Grade 90% of all students are at or above grade level.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>25% of all students are at or above grade level. 41% of students are one grade level below. 16% of students are two grade levels below. 17% of students are three grade levels below.</p> <p>Kindergarten 25% of all students are at or above grade level. 75% of students are one grade level below. 0% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>First Grade 8% of all students are at or above grade level. 85% of students are one grade level below. 0% of students are two grade levels below.</p>	<p>iReady READING 22% of all students are at or above grade level. 38% of students are one grade level below. 19% of students are two grade levels below. 21% of students are three grade levels below.</p> <p>Kindergarten 69% of all students are at or above grade level. 32% of students are one grade level below. 0% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>First Grade 5% of all students are at or above grade level. 70% of students are one grade level below.</p>	<p>iReady READING 29% of students are at or above grade level. 30% of students are one grade level below. 18% of students are two grade levels below. 22% of students are three grade levels below.</p> <p>Kindergarten 59% of students are at or above grade level. 42% of students are one grade level below. 0% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>First Grade 37% of students are at or above grade level. 63% of students are one grade level below. 0% of students are two grade levels below.</p>	<p>67% of students are one grade level below. 0% of students are two grade levels below. 33% of students are three grade levels below.</p> <p>iReady Overall READING (December Mid Year Report) 23% of all students are at or above grade level. 37% of students are one grade level below. 19% of students are two grade levels below. 21% of students are three grade levels below.</p> <p>Kindergarten 68% of all students are at or above grade level. 31% of students are one grade level below. 0% of students are two grade levels below.</p>	<p>10% of students are one grade level below. 0% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>iReady READING 90% of all students are at or above grade level. 10% of students are one grade level below. 0% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>Kindergarten 90% of all students are at or above grade level. 10% of students are one grade level below. 0% of students are two grade levels below. 0% of students are three grade levels below.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>0% of students are three grade levels below.</p> <p>Second Grade 19% of all students are at or above grade level. 48% of students are one grade level below. 29% of students are two grade levels below. 5% of students are three grade levels below.</p> <p>Third Grade 42% of all students are at or above grade level. 15% of students are one grade level below. 31% of students are two grade levels below. 12% of students are three grade levels below.</p> <p>Fourth Grade 20% of all students are at or above grade level.</p>	<p>25% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>Second Grade 15% of all students are at or above grade level. 52% of students are one grade level below. 33% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>Third Grade 30% of all students are at or above grade level. 0% of students are one grade level below. 30% of students are two grade levels below. 40% of students are three grade levels below.</p>	<p>0% of students are three grade levels below.</p> <p>Second Grade 14% of students are at or above grade level. 41% of students are one grade level below. 44% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>Third Grade 51% of students are at or above grade level. 16% of students are one grade level below. 23% of students are two grade levels below. 10% of students are three grade levels below.</p> <p>Fourth Grade 8% of students are at or above grade level. 42% of students are one grade level below.</p>	<p>0% of students are three grade levels below.</p> <p>First Grade 8% of all students are at or above grade level. 69% of students are one grade level below. 23% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>Second Grade 16% of all students are at or above grade level. 54% of students are one grade level below. 31% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>Third Grade 30% of all students are at or above grade level.</p>	<p>First Grade 90% of all students are at or above grade level. 10% of students are one grade level below. 0% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>Second Grade 90% of all students are at or above grade level. 10% of students are one grade level below. 0% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>Third Grade 90% of all students are at or above grade level. 10% of students are one grade level below.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>50% of students are one grade level below. 30% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>Fifth Grade 0% of all students are at or above grade level. 55% of students are one grade level below. 27% of students are two grade levels below. 18% of students are three grade levels below.</p> <p>Sixth Grade 34% of all students are at or above grade level. 30% of students are one grade level below. 10% of students are two grade levels below. 27% of students are three grade levels below.</p>	<p>Fourth Grade 14% of all students are at or above grade level. 32% of students are one grade level below. 5% of students are two grade levels below. 50% of students are three grade levels below.</p> <p>Fifth Grade 21% of all students are at or above grade level. 33% of students are one grade level below. 38% of students are two grade levels below. 8% of students are three grade levels below.</p> <p>Sixth Grade 10% of all students are at or above grade level. 48% of students are one grade level below.</p>	<p>25% of students are two grade levels below. 25% of students are three grade levels below.</p> <p>Fifth Grade 17% of students are at or above grade level. 20% of students are one grade level below. 27% of students are two grade levels below. 27% of students are three grade levels below.</p> <p>Sixth Grade 24% of students are at or above grade level. 18% of students are one grade level below. 21% of students are two grade levels below. 36% of students are three grade levels below.</p> <p>Seventh Grade 21% of students are at or above grade level.</p>	<p>0% of students are one grade level below. 30% of students are two grade levels below. 40% of students are three grade levels below.</p> <p>Fourth Grade 15% of all students are at or above grade level. 30% of students are one grade level below. 5% of students are two grade levels below. 50% of students are three grade levels below.</p> <p>Fifth Grade 23% of all students are at or above grade level. 32% of students are one grade level below. 41% of students are two grade levels below. 5% of students are three grade levels below.</p>	<p>0% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>Fourth Grade 90% of all students are at or above grade level. 10% of students are one grade level below. 0% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>Fifth Grade 90% of all students are at or above grade level. 10% of students are one grade level below. 0% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>Sixth Grade</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Seventh Grade 44% of all students are at or above grade level. 11% of students are one grade level below. 0% of students are two grade levels below. 44% of students are three grade levels below.</p> <p>Eighth Grade 32% of all students are at or above grade level. 5% of students are one grade level below. 14% of students are two grade levels below. 50% of students are three grade levels below.</p>	<p>14% of students are two grade levels below. 29% of students are three grade levels below.</p> <p>Seventh Grade 32% of all students are at or above grade level. 11% of students are one grade level below. 11% of students are two grade levels below. 42% of students are three grade levels below.</p> <p>Eighth Grade 25% of all students are at or above grade level. 25% of students are one grade level below. 0% of students are two grade levels below. 50% of students are three grade levels below.</p>	<p>30% of students are one grade level below. 9% of students are two grade levels below. 39% of students are three grade levels below.</p> <p>Eighth Grade 36% of students are at or above grade level. 18% of students are one grade level below. 0% of students are two grade levels below. 45% of students are three grade levels below.</p>	<p>Sixth Grade 6% of all students are at or above grade level. 53% of students are one grade level below. 12% of students are two grade levels below. 29% of students are three grade levels below.</p> <p>Seventh Grade 30% of all students are at or above grade level. 18% of students are one grade level below. 12% of students are two grade levels below. 41% of students are three grade levels below.</p> <p>Eighth Grade 29% of all students are at or above grade level. 29% of students are one grade level below. 0% of students are two grade levels below.</p>	<p>90% of all students are at or above grade level. 10% of students are one grade level below. 0% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>Seventh Grade 90% of all students are at or above grade level. 10% of students are one grade level below. 0% of students are two grade levels below. 0% of students are three grade levels below.</p> <p>Eighth Grade 90% of all students are at or above grade level. 10% of students are one grade level below. 0% of students are two grade levels below.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				43% of students are three grade levels below.	0% of students are three grade levels below.
Williams Quarterly Reports	100% students have access to instructional materials 100% Williams Quarterly reports will show that all students have access to instructional materials.	100% students have access to instructional materials 100% Williams Quarterly reports will show that all students have access to instructional materials.	100% students have access to instructional materials 100% Williams Quarterly reports will show that all students have access to instructional materials.	100% students have access to instructional materials 100% Williams Quarterly reports will show that all students have access to instructional materials.	100% students have access to instructional materials 100% Williams Quarterly reports will show that all students have access to instructional materials.
Local Indicator English Learner Access	100% of English Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and English language proficiency.	100% of English Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and English language proficiency.	100% of English Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and English language proficiency.	100% of English Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and English language proficiency.	100% of English Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and English language proficiency.
Local Indicator Student with Exceptional Needs	100% of Students with Exceptional Needs have access to programs and services	100% of Students with Exceptional Needs have access to programs and services	100% of Students with Exceptional Needs have access to programs and services	100% of Students with Exceptional Needs have access to programs and services	100% of Students with Exceptional Needs have access to programs and services
Local Indicator Unduplicated Students	100% of Unduplicated Students have access to programs and services	100% of Unduplicated Students have access to programs and services	100% of Unduplicated Students have access to programs and services.	100% of Unduplicated Students have access to programs and services	100% of Unduplicated Students have access to programs and services

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Parent Input	100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and each individual school site through the School Site Council, LCAP Committee, and Parent Club.	100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and each individual school site through the School Site Council, LCAP Committee, and Parent Club.	100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and each individual school site through the School Site Council, LCAP Committee, and Parent Club.	100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and each individual school site through the School Site Council, LCAP Committee, and Parent Club.	100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and each individual school site through the School Site Council, LCAP Committee, and Parent Club.

Goal Analysis

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

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

All actions were implemented in this goal with exception of music and interventions as we were unable to hire a qualified teacher. Although the actions were fully implemented, we have found the actions not effective at meeting our goal and metrics so we plan to completely revamp our LCAP goal and actions going 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.

We were unable to hire a music teacher and fill intervention position that we had planned this year.

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

With the exception of providing curriculum for all students and opportunities for families to engage in our school events, our actions were ineffective at meeting the goal as evidenced by our metrics and desired outcomes. We plan to completely revise our plan and the actions that support the goal.

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

We plan to streamline our plan and have one broad goal. Our mission statement will become our one goal. We will eliminate any unnecessary metrics or metrics that are reported in the local indicator report. The latest iteration of the LCAP template is at least the sixth in the past nine years. The state board designed the LCAP both as a strategic plan for district improvement and as an accountability tool to verify that districts are directing the \$13 billion in supplemental and concentration funding to students for whom it was intended. With every LCAP template change, the LCAP has become cumbersome, lengthy, complex, unbearably long, and not user friendly. We have decided to make the plan more engaging for our educational partners by streamlining it by making a "through line" in one goal.

We eliminated most of the actions in this goal or consolidated actions to streamline the plan. We kept actions that support English learners, low income, foster youth, homeless youth and student groups and students with disabilities. We moved the survey metric data to the Local Indicator Report that accompanies the LCAP to reduce the length of the LCAP and to ensure all 8 state priorities are addressed. We eliminated action 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, We consolidated instructional materials and curriculum into one action, we consolidated electives and broad course of study and kept the preschool program in the plan. We also eliminated actions that did not support our unduplicated student groups in order to reduce actions or because the actions were captured in other plans that are required by the state for receiving funding. We also moved actions from the LCAP into the Expanded Learning Opportunity Plan. We kept the Principal and Counselor in the plan but revised the actions to support students and learning. We eliminated action 1.14 because the grant funds were eliminated this year and the Community Schools Grant is funding these activities instead.

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

Goals and Actions

Goal

Goal #	Description
2	Black Butte Elementary School District will provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Parent Survey	<p>Parent surveys indicated:</p> <ul style="list-style-type: none"> 75% agree that their child is valued, respected, and cared about at school; 83% agree their child is valued, respected, and cared about by the teacher; 25% agree their child is receiving a high-quality, rigorous education; 33% agree they are well informed about classroom and school events; 58% agree they are well informed about my child's behavior at school; 41% agree they are well informed about 	<p>Parent surveys indicated:</p> <ul style="list-style-type: none"> 73% agree that their child is valued, respected, and cared about at school; 82% agree their child is valued, respected, and cared about by the teacher; 27% agree their child is receiving a high-quality, rigorous education; 64% agree they are well informed about classroom and school events; 73% agree they are well informed about my child's behavior at school; 82% agree they are well informed about 	<p>We have changed our parent survey data and no longer use these questions.</p>	<p>We have changed our parent survey data and no longer use these questions.</p>	<p>Parent surveys indicated:</p> <ul style="list-style-type: none"> 90% agree that their child is valued, respected, and cared about at school; 90% agree their child is valued, respected, and cared about by the teacher; 90% agree their child is receiving a high-quality, rigorous education; 90% agree they are well informed about classroom and school events; 90% agree they are well informed about my child's behavior at school; 90% agree they are well informed about

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>my child's academic progress; 33% agree they are well informed about the areas in which my child is struggling, as well as ways to help at home; 66% agree their child's teacher is positive and friendly; 50% agree their child enjoys school and looks forward to learning; 41% agree they are pleased with their child's school experience.</p>	<p>my child's academic progress; 55% agree they are well informed about the areas in which my child is struggling, as well as ways to help at home; 91% agree their child's teacher is positive and friendly; 64% agree their child enjoys school and looks forward to learning; 82% agree they are pleased with the experience that Black Butte schools provide my child(ren).</p>			<p>my child's academic progress; 90% agree they are well informed about the areas in which my child is struggling, as well as ways to help at home; 90% agree their child's teacher is positive and friendly; 90% agree their child enjoys school and looks forward to learning; 90% agree they are pleased with the experience that Black Butte schools provide my child(ren).</p>
Local Indicator Student Survey	<p>Student surveys indicated: 78% Agree to strongly agree that school is kept clean; 22.5% Agree to strongly agree most students do their best, even when work is difficult; 22.5% Agree to strongly agree most</p>	<p>Student survey questions were refined to get other information. Student surveys indicated: 53.2% Agree to strongly agree that school is kept clean; 65.6% Agree to strongly agree that my school buildings are in good condition.</p>	We have changed our parent survey data and no longer use these questions.	We have changed our parent survey data and no longer use these questions.	<p>Student survey questions were refined to get other information. Student surveys indicated: 80% Agree to strongly agree that school is kept clean; 80% Agree to strongly agree that my school buildings are in good condition.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>students think it is okay to cheat; 66.25% Agree to strongly agree their teachers give a lot of encouragement; 58.75% Agree to strongly agree their teachers make learning interesting; 55% Agree to strongly agree their teachers often assign homework that helps them learn; 33% Agree to strongly agree their teachers will give them extra help outside of regular school hours; 73.75% Agree to strongly agree their teachers treat students with respect; 47.5% Agree to strongly agree their teachers most students treat each other well; 43.5% Agree to strongly agree students treat each other with respect;</p>	<p>43.8% Agree or strongly agree most students in my school do their best, even when their work is difficult. 9.4% Agree most students in my school do all their schoolwork/homework 28.1% Agree to strongly agree most students think it is okay to cheat; 46.9% Agree to strongly agree their teachers give a lot of encouragement; 31.3% Agree to strongly agree their teachers make learning interesting; 37.6% Agree to strongly agree my teachers encourage students to share their ideas about things we are studying in class. 53.1% Agree to strongly agree my teachers notice when I am doing a good job and let me know about it.</p>			<p>80% Agree or strongly agree most students in my school do their best, even when their work is difficult. 80% Agree most students in my school do all their schoolwork/homework 80% Agree to strongly agree most students think it is okay to cheat; 80% Agree to strongly agree their teachers give a lot of encouragement; 80% Agree to strongly agree their teachers make learning interesting; 80% Agree to strongly agree my teachers encourage students to share their ideas about things we are studying in class. 80% Agree to strongly agree my teachers notice when I am doing a good job and let me know about it. 80% Agree to strongly agree my teachers will help me improve my</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>30% Agree to strongly agree students are often teased or picked on;</p> <p>25% Agree to strongly agree harassment, intimidation and bullying by other students are a problem;</p> <p>70% feel mostly to very safe in the hallways and bathrooms at school;</p> <p>88.75% feel safe in class;</p> <p>62.5% Often to almost always enjoy being at school;</p> <p>51.25% Agree to strongly agree they feel like they belong at this school;</p> <p>97.5% Agree to strongly agree their family wants them to do well in school.</p>	<p>50% Agree to strongly agree my teachers will help me improve my work if I do poorly on an assignment.</p> <p>62.5% Agree to strongly agree my teachers provide me with lots of chances to be a part of class discussions or activities.</p> <p>40.6% Agree to strongly agree their teachers often assign homework that helps them learn.</p> <p>21.9% Agree to strongly agree their teachers will give them extra help outside of regular school hours;</p> <p>9.4% Agree to strongly agree that most students in my school are well behaved.</p> <p>25% Agree to strongly agree that most students help each other when asked.</p> <p>12.5% Agree to strongly agree that</p>			<p>work if I do poorly on an assignment.</p> <p>80% Agree to strongly agree my teachers provide me with lots of chances to be a part of class discussions or activities.</p> <p>80% Agree to strongly agree their teachers often assign homework that helps them learn;</p> <p>80% Agree to strongly agree their teachers will give them extra help outside of regular school hours;</p> <p>80% Agree to strongly agree that most students in my school are well behaved.</p> <p>80% Agree to strongly agree that most students help each other when asked.</p> <p>80% Agree to strongly agree that students treat each other well;</p> <p>80% Agree to strongly agree "I love this school."</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>students treat each other well; 46.9% Agree to strongly agree "I love this school." 62.5% Agree to strongly agree their teachers treat students with respect; 12.5% Agree to strongly agree students treat each other with respect; 56.2% Agree to strongly agree there are opportunities for students in my school to talk with staff members one-to-one. 18.8% Agree to strongly agree students are often teased or picked on; 34.4% Agree to strongly agree harassment, intimidation and bullying by other students are a problem; 34.4% Agree to strongly agree adults in this school apply the same rules to all students equally.</p>			<p>80% Agree to strongly agree their teachers treat students with respect; 80% Agree to strongly agree students treat each other with respect; 80% Agree to strongly agree there are opportunities for students in my school to talk with staff members one-to-one. 18.8% Agree to strongly agree students are often teased or picked on; 80% Agree to strongly agree harassment, intimidation and bullying by other students are a problem; 80% Agree to strongly agree adults in this school apply the same rules to all students equally. 80% Agree or strongly agree that I sometimes stay home because I do NOT feel safe at school.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>18.8% Agree or strongly agree that I sometimes stay home because I do NOT feel safe at school.</p> <p>56.3% Agree or strongly agree adults in this school are usually willing to make the time to give students extra help.</p> <p>53.1% Agree or strongly agree my teacher really cares about me.</p> <p>75% feel mostly to very safe in the hallways and bathrooms at school;</p> <p>78.1% feel safe in class;</p> <p>40.7% Often to almost always enjoy being at school;</p> <p>40.7% Often to almost always dislike being at school;</p> <p>Thinking back over the past year in school, how often did you feel that the school work you were assigned was meaningful and important? 28.1%</p>			<p>80% Agree or strongly agree adults in this school are usually willing to make the time to give students extra help.</p> <p>80% Agree or strongly agree my teacher really cares about me.</p> <p>80% feel mostly to very safe in the hallways and bathrooms at school;</p> <p>80% feel safe in class;</p> <p>80% Often to almost always enjoy being at school;</p> <p>80% Often to almost always dislike being at school;</p> <p>Thinking back over the past year in school, how often did you feel that the school work you were assigned was meaningful and important? 28.1%</p> <p>Often to almost always</p> <p>90% Agree to strongly agree students have opportunities at my school to get involved in sports, clubs, and</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Often to almost always</p> <p>87.5% Agree to strongly agree students have opportunities at my school to get involved in sports, clubs, and other school activities outside of class</p> <p>28.2% Agree to strongly agree "I have opportunities to express myself at school."</p> <p>31.2% Agree to strongly agree students help decide what goes on in our school.</p> <p>21.9% Agree to strongly agree that they wished they went to another school.</p> <p>27.5% Agree to strongly agree they feel like they belong at this school;</p> <p>25% Agree to strongly agree that teachers and other adults on campus listen to students' ideas about the school.</p>			<p>other school activities outside of class</p> <p>80% Agree to strongly agree "I have opportunities to express myself at school."</p> <p>80% Agree to strongly agree students help decide what goes on in our school.</p> <p>80% Agree to strongly agree that they wished they went to another school.</p> <p>80% Agree to strongly agree they feel like they belong at this school;</p> <p>80% Agree to strongly agree that teachers and other adults on campus listen to students' ideas about the school.</p> <p>90% Agree to strongly agree their family wants them to do well in school.</p> <p>80% Agree to strongly agree that my parents ask if I've finished my homework.</p> <p>80% Agree to strongly agree that my parents</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>87.5% Agree to strongly agree their family wants them to do well in school.</p> <p>68.7% Agree to strongly agree that my parents ask if I've finished my homework.</p> <p>53.1% Agree to strongly agree that my parents ask if I need support with my homework.</p>			ask if I need support with my homework.
Local Indicator Staff Survey	<p>Staff surveys indicated the average rating for district progress in providing professional learning for teaching to the recently adopted academic standards in:</p> <p>ELA = 2.9/5; ELD = 2.7/5; Math = 2.9/5; NGSS = 2.3/5; Social Science = 2.5/5.</p> <p>The average rating for the districts progress in making instructional</p>	<p>Staff surveys indicated the average rating for district progress in providing professional learning for teaching to the recently adopted academic standards in:</p> <p>ELA = 4/5; ELD = 3.8/5; Math = 3.5/5; NGSS = 3.3/5; Social Science = 3.1/5</p> <p>The average rating for the districts progress in making instructional materials that are</p>	We have changed our parent survey data and no longer use these questions.	We have changed our parent survey data and no longer use these questions.	<p>Staff surveys indicated the average rating for district progress in providing professional learning for teaching to the recently adopted academic standards in:</p> <p>ELA = 5/5; ELD = 5/5; Math = 5/5; NGSS = 5/5; Social Science = 5/5.</p> <p>The average rating for the districts progress in making instructional materials that are</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>materials that are aligned to the recently adopted academic standards in: ELA = 3.5/5; ELD = 3.3/5; Math = 3.5/5; NGSS = 2.7/5; Social Science = 3.2/5.</p> <p>The average rating for the districts progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards in: ELA = 3/5; ELD = 2.9/5; Math = 3/5; NGSS = 2.8/5; Social Science = 3/5.</p> <p>The average rating for the districts progress in implementing each of the following academic standards adopted by the state</p>	<p>aligned to the recently adopted academic standards in: ELA = 4.1/5; ELD = 4.1/5; Math = 4.1/5; NGSS = 3.1/5; Social Science = 3.8/5.</p> <p>The average rating for the districts progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards in: ELA = 3.6/5; ELD = 3.6//5; Math = 3.6//5; NGSS = 3.4/5; Social Science = 3.5/5.</p> <p>The average rating for the districts progress in implementing each of the following academic standards adopted by the state</p>			<p>aligned to the recently adopted academic standards in: ELA = 5/5; ELD = 5/5; Math = 5/5; NGSS = 5/5; Social Science = 5/5.</p> <p>The average rating for the districts progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards in: ELA = 5/5; ELD = 5/5; Math = 5/5; NGSS = 5/5; Social Science = 5/5.</p> <p>The average rating for the districts progress in implementing each of the following academic standards adopted by the state board of education for all students in:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>board of education for all students in: CTE = 2.1/5; Health Ed = 2.3/5; PE = 2.2/5; VAPA = 2.3/5; World Language = 2.1/5.</p> <p>The district's success at engaging in the following activities with teachers and school administrators: Identifying the professional learning needs of groups of teachers or staff as a whole = 3/5; Identifying the professional learning needs of individual teachers = 2.7/5; Identifying the professional learning needs of individual teachers = 2.9/5</p>	<p>board of education for all students in: CTE = 2.4/5; Health Ed = 3.4/5; PE = 3.6/5; VAPA = 3.3/5; World Language = 2.4/5.</p> <p>The district's success at engaging in the following activities with teachers and school administrators: Identifying the professional learning needs of groups of teachers or staff as a whole = 4/5; Identifying the professional learning needs of individual teachers = 3.8/5; Identifying the professional learning needs of individual teachers = 3.4/5</p>			<p>CTE = 5/5; Health Ed = 5/5; PE = 5/5; VAPA = 5/5; World Language = 5/5.</p> <p>The district's success at engaging in the following activities with teachers and school administrators: Identifying the professional learning needs of groups of teachers or staff as a whole = 5/5; Identifying the professional learning needs of individual teachers = 5/5; Identifying the professional learning needs of individual teachers = 5/5</p>
Local Indicator Facilities Inspection Tool	100% facilities are in good repair	100% facilities are in good repair	100% facilities are in good repair	100% facilities are in good repair Bond work continues to be completed to upgrade our facilities	100% facilities are in good repair

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Access to Instructional Materials Williams Quarterly Reports	100% student have access to instructional materials	100% student have access to instructional materials	100% student have access to instructional materials	100% student have access to instructional materials	100% student have access to instructional materials
Local Indicator Middle School Drop Out	0% middle school drop-out rate	0% middle school drop-out rate	0% middle school drop-out rate	0% middle school drop-out rate	0% middle school drop-out rate
Local Indicator Expulsion	0% expulsions	0% expulsions	0% expulsions	0% expulsions	0% expulsions
CA School Dashboard Suspension Rate Indicator	GREEN performance level 3.4% suspended at least once	No performance level as the CA School Dashboard has been suspended due to COVID. 2% suspended at least once	2.8% students suspended at least once	10.7% suspended at least one day Increased 7.9%	BLUE performance level 1% suspended at least once
CA School Dashboard Chronic Absenteeism	RED performance level 24.8% chronic absenteeism rate All Students 24.8% Low income 27.3% Homeless Youth 0% Foster Youth 0% English Learners 0% SWD 24% White 24.2%	No performance level indicator due to the suspension of the CA School Dashboard. All Students 21.50% Low income 23.80% Homeless Youth 40% Foster Youth 0% English Learners 0% SWD 25%	Very high chronic absenteeism rate All Students 58.1% Low income 59.9% Homeless Youth 64.5% Foster Youth 0% English Learners 0%	ORANGE performance level 45.2% chronically absent Declined 0.9% As per CALPADS report in November: All Students 16% Low income 24%	BLUE performance level All Students 12.4% Low income 13.65% Homeless Youth 0% Foster Youth 0% English Learners 0% SWD 12% White 12.1% American Indian 0% Asian 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	American Indian 0% Asian 0% African American 0% Filipino 0% Hispanic/Latino 13.5% Pacific Islander 0% Two or more races 47.4%	White 20.90% American Indian 44.40% Asian 0% African American 100% Filipino 0% Hispanic/Latino 12.20% Pacific Islander 0% Two or more races 27.70%	SWD 50.9% White 56.4% American Indian 0% Asian 0% African American 0% Filipino 0% Hispanic/Latino 53.8% Pacific Islander 0% Two or more races 69.4%	Homeless Youth 40% Foster Youth 0% English Learners 0% SWD 25% White 21% American Indian 44% Asian 0% African American 100% Filipino 0% Hispanic/Latino 12.2% Pacific Islander 0% Two or more races 27%	African American 0% Filipino 0% Hispanic/Latino 6.75% Pacific Islander 0% Two or more races 23.7% We want to get to less than 3% of all students chronically absent but recognize we have to make a cultural shift with educating our parents and students at the importance attending school.
Local Indicator Attendance Rate	92% attendance rate	86.9% attendance rate	78.5% attendance rate as of May 1st	Attendance rate as of November 17, 2023 is 92.70% 91.67% elementary & 92.73 Jr. High attendance rate as of December 3rd	96% attendance rate

Goal Analysis

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

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

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

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Most of these actions were ineffective at meeting our goal as evidence by the data captured above. We have extremely high chronic absenteeism rates and high suspension rates. Our attendance rate is relatively good for students that are not chronically absent. Our facilities are in great condition and provide a safe and inviting environment for our students. We have 0% expulsion, 0% middle school drop outs and provide all students with the necessary instructional materials to engage in learning. We plan to eliminate this goal completely as it was ineffective.

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

We plan to streamline our plan and have one broad goal. Our mission statement will become our one goal. We will eliminate any unnecessary metrics or metrics that are reported in the local indicator report. The latest iteration of the LCAP template is at least the sixth in the past nine years. The state board designed the LCAP both as a strategic plan for district improvement and as an accountability tool to verify that districts are directing the \$13 billion in supplemental and concentration funding to students for whom it was intended. With every LCAP template change, the LCAP has become cumbersome, lengthy, complex, unbearably long, and not user friendly. We have decided to make the plan more engaging for our educational partners by streamlining it by making a "through line" in one goal.

We eliminated this goal altogether. We will eliminate action 2.1, 2.3, 2.6, 2.7, 2.8, 2.9, 2.10, 2.13, 2.14, 2.15, 2.16, 2.17, 2.21 and 2.22. We moved field trips to a broad course of study. We moved transportation (2.2), family engagement 2.4 and 2.20, professional development (2.5), librarian (2.10), and facilities (2.12) into goal 1. We refined our professional development based on student CAASPP Scores and staff needs. We place any action that was before or after school (2.13, 2.18, 2.19) in the Expanded Learning Opportunity Plan. We eliminated the SCOE LCSP Native American Grant actions as our staff no longer attend these sessions.

We made red performance actions to support our student groups that are struggling with high chronic absenteeism and suspension rates.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Black Butte Union Elementary School District	Tyler Simon Superintendent	tsimon@blackbutteschool.org (530) 474-3125

Plan Summary [2024-25]

General Information

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

Black Butte Union Elementary School District consists of two sites: Black Butte Elementary, grades TK/K - 5 and Black Butte Jr. High, grades 6 - 8. In addition, the District operates a State Preschool - Shingletown Early Childhood Learning Center. Currently, we serve approximately 224 students with 72.8% Free and Reduced Lunch count, 1.8% English learners, and less than 2.7% foster youth.

At Black Butte Union Elementary School District we strive for excellence; value individuality; foster a passion for learning as well as place a priority on student achievement. We strive to meet the needs of the whole child, physical, intellectual, emotional and social. We believe in developing personal accountability and challenging ourselves with high expectations. All students will master the basic skills and apply those skills in striving for academic excellence. We believe in positive relationships between families, school, and community. Staff are visible and accessible to all students and parents; communication is open, friendly, and caring.

Black Butte school sites offer the perfect setting for a safe and vibrant learning experience. The sites are well maintained and provide a safe environment for all.

Reflections: Annual Performance

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

After reviewing the CA School Dashboard Data, we have made some progress in English Language Arts (22 point increase) and mathematics (13.1 increase). All students are 53.4 points below standard in English language arts and 73.8 points below standard in mathematics. Only 27.33% of students met or exceeded standards in English language arts and 19.25% met or exceeded standard in mathematics. A concerted effort has been made in 2023-2024 in classroom management and literacy. In the 2024-2027 district plan, we will concentrate our efforts in best first instruction and supplement instruction through targeted interventions as it is our goal to have all of our students at or above standard in math and English language arts. We will identify and target students using data to drive instruction and believe this will result in overall growth for our students. Furthermore, we will restructure our middle school to a self-contained model to reduce behavior concerns and increase student achievement.

Chronic absenteeism continues to be a byproduct of the pandemic. We have made a concerted effort to target students and families to identify areas of support to ensure students are coming to school. Our Chronic Absenteeism Coordinator works weekly with students and their families to set attendance goals. While we have seen a decline of 0.9%, it is our goal to decrease the 45.2% of chronically absent students to less than 5%. Educating students and families on the importance of attending school will continue to be a specific goal in our LCAP the next three years.

Suspension data indicates that 10.7% of all students were suspended at least one day in the 2022-2023 school year with an increase of 7.9% from the prior year. The following student groups have a higher percentage of suspensions 1.) Hispanic, 2.) Two or more races, 3.) Low income 4.) Students with Disabilities 5.) White. We will implement alternatives to suspension as an action in our plan. Moreover, we will consider after school options for students to make up work that they are missing due to suspensions or in school behavior.

Black Butte Elementary School District Red Performance Level

Chronic Absenteeism

Low income students 52%

Students with disabilities 50%

White students 48.80%

Suspensions

All students 10.70%

Hispanic 6.40%

Two or more races 10.50%

Low income 8.80%

Students with disabilities 17.50%

White students 12.40%

Schools Red Performance Groups

Black Butte Elementary

Chronic absenteeism students
Low income students 52.10%
White students 47.40%

Black Butte Junior High School
Chronic Absenteeism
All students 46.80%
Low income students 51.60%
White students 51.90%

Suspension
All students 25.80%
Low income students 22.20%
White students 32.10%

Reflections: Technical Assistance

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

Shasta County Office of Education (SCOE) has reached out to our leadership team to share data that identified the need for technical assistance. This year was the first time they provided local data dashboards that helped track attendance data and suspension data. SCOE has offered many professional development opportunities and a one day Literacy Summit on Getting Reading Right. Some of our staff are participating in the SCOE Community of Practice for students with disabilities to decrease the suspension rate and increase student achievement for this student group. The Team is using Improvement Science protocols and data with SCOE SELPA staff to identify an action plan for students with disabilities.

We have seen a significant decrease in our chronic absenteeism rate this year as we have taken a multi-pronged approach to it. Our Attendance Team meets weekly to review data and target students that need additional support and get to the root cause of their absences. Resources are provided to families to remove barriers to getting their student(s) to school. We have leveraged the Community Schools grant to support our staff in professional development and provide home visits and resources to our at-risk students.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

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

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

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

Educational Partner(s)	Process for Engagement
	<p>reviewed past actions and goals to refine the plan based on the 8 state priorities.</p> <p>Year-round: Monthly presentation to the Board on LCAP actions/services that have been implemented for the past month and will be implemented in the coming months.</p> <p>Annual presentation of the CA School Dashboard results and the CAASPP results.</p> <p>Annual presentation to the Governing Board at the regular meeting on Dashboard Local Indicators and survey results.</p> <p>Sending periodic surveys and questionnaires has been a simple yet effective way to gather input and feedback from our community, staff and students.</p> <p>The surveys have focused on everything from curriculum, extra-curricular activities to staff and/or administrative decisions. Surveys on professional development effectiveness have also been administered.</p> <p>Acknowledged and celebrated the successes and achievement of students, teachers, and the community throughout the year. Recognizing these accomplishments has reinforced the idea that community members, staff and students are essential partners in the educational process.</p> <p>Annual presentation to the Governing Board, at a regularly scheduled meeting, and to the classified/certificated staff on the LCAP development process. A public hearing was held on June 18, 2024 to review the plan, the local indicator report and the Budget Overview for Parents. The Governing Board approved the final plan on June 20, 2024.</p>

Educational Partner(s)	Process for Engagement
SELPA	<p>Met monthly with the Special Ed Director, the Mountain Valley JPA Special Education & the Shasta County SELPA administrator to determine specific actions for students with disabilities that are included in the LCAP. This included: reviewing job descriptions, programs offered and programs needed, transportation logistics, staff openings, policy, procedures, staff concerns and student IEPs to identify areas of challenge, root causes, and specific needs.</p> <p>We submitted our plan to the SELPA for review and feedback.</p>

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

The adopted LCAP was influenced by the following feedback:

Teachers-No actions were added to the LCAP.

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

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

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

from school have led to mental health challenges, delays in social development, and behavioral issues among students and a decline in academic achievement. Our actions in the new 3 year template are a result of discussions between staff, students and the community.

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

Other school personnel-Staff didn't believe anything else needed to be added to the actions within the LCAP.

District bargaining units-Staff expressed the need for Leader in Me professional development at the middle school and mathematics professional development at the elementary school.

Parents/Community-Overall, the parent survey data showed parents were very satisfied with the staff and school climate. They did express the need for the school to address bullying. The school offers conflict management strategies to students in order to reduce bullying. Staff participate in Capturing Kids Hearts professional learning to create an inclusive classroom. Leader in Me will be implemented over the next three years to create a more inclusive school culture at the middle school.

Students- overall students like the support from staff inside and outside of the classroom. Electives will be changed and facilities will be repaired this summer based on feedback from students.

Governing Board/Public-After feedback from the staff, the Governing Board, Chief Business Officer, and Superintendent met to discuss positions and programs to be cut due to the state budget deficit and the reduction of ESSER/COVID funding. This caused us to eliminate and prioritize actions in the LCAP. The board has also approved the middle school switching for a compartmentalized master schedule to a self contained model.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Eager learners with a growth mindset, excelling in academics and relationships, becoming resilient leaders of tomorrow.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

We are using this newly adopted State Board of Education LCAP template as an opportunity to completely revise the actions and goals in our plan.

We will streamline our plan and have one broad goal. Our mission statement will become our one goal. We will eliminate any unnecessary metrics or metrics that are reported in the local indicator report. The latest iteration of the LCAP template is at least the sixth in the past nine years. The state board designed the LCAP both as a strategic plan for district improvement and as an accountability tool to verify that districts are directing the \$13 billion in supplemental and concentration funding to students for whom it was intended. With every LCAP template change, the LCAP has become cumbersome, complex, unbearably long, and not user friendly. We have decided to make the plan more engaging for our educational partners by streamlining it by showing the "through line" in one goal.

Before the State Board of Education voted on the new 3 year LCAP template, they heard repeated warnings from dozens of superintendents and school district administrators throughout California that piling on more extensive documentation would make districts' three-year LCAP unbearably long and unreadable. In smaller school districts, where time and resources are already significantly limited, the current requirements of the LCAP add an undue burden. Every addition of a new table or box or check box or prompt to the LCAP makes it less and less useful as the tool to promote equity-focused, locally informed strategic resource allocation. We agreed to make the LCAP document useful for informing and engaging educational partners by streamlining the actions and reducing the goals to reduce the length and

complexity. Student achievement in California has not rebounded after the precipitous declines of the pandemic, with English language arts (ELA) and math scores remaining well below pre pandemic levels. Student attendance has declined dramatically, and trauma and time away from school have led to mental health challenges, delays in social development, and behavioral issues among students and a decline in academic achievement.

We have high chronic absenteeism rates, high suspension rates and low scores in English language arts, mathematics and science. A revamp of actions were needed for student growth. We have spent a considerable amount of time in the 2023-2024 school year to provide professional development for staff in classroom management and social emotional strategies. Literacy has also been a focus at the elementary site.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student performance-CAASPP English Language Arts	<p>2022-2023 27.33% students met or exceeded standard for English language arts</p> <p>2022-2023 CA School Dashboard Yellow progress indicator 53.4 points below standard Increased 22 Points</p> <p>2023 California Assessment of Student Progress and Performance (CAASPP) English language arts 27.33% students met or exceeded standard for ELA</p> <p>36.36% of 3rd graders at or above standards</p>			<p>50% students met or exceeded standard for English language arts</p> <p>2022-2023 CA School Dashboard Blue progress indicator</p> <p>California Assessment of Student Progress and Performance (CAASPP) English language arts 50% students met or exceeded standard for ELA</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>17.40% of 4th graders at or above standards</p> <p>26.66% of 5th graders at or above standards</p> <p>22.58% of 6th graders at or above standards</p> <p>23.81% of 7th graders at or above standards</p> <p>34.79% of 8th graders at or above standards</p>			<p>50% of 3rd graders at or above standards</p> <p>50% of 4th graders at or above standards</p> <p>50% of 5th graders at or above standards</p> <p>50% of 6th graders at or above standards</p> <p>50% of 7th graders at or above standards</p> <p>50% of 8th graders at or above standards</p>	
1.2	Student performance-CAASPP Mathematics	<p>2022-2023</p> <p>19.25% students met or exceeded standard for math</p> <p>2022-2023 CA School Dashboard</p> <p>Yellow progress indicator</p> <p>73.8 points below standard</p> <p>Increased 13.1 Points</p> <p>2023 California Assessment of Student Progress and Performance (CAASPP) mathematics</p>			<p>50% students met or exceeded standard for math</p> <p>2022-2023 CA School Dashboard</p> <p>Blue progress indicator</p> <p>California Assessment of Student Progress and Performance (CAASPP) mathematics</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>19.25% students met or exceeded standard for math</p> <p>33.3% of 3rd graders at or above standards</p> <p>13.05% of 4th graders at or above standards</p> <p>10.00% of 5th graders at or above standards</p> <p>25.81% of 6th graders at or above standards</p> <p>19.04% of 7th graders at or above standards</p> <p>8.70% of 8th graders at or above standards</p>			<p>50% students met or exceeded standard for math</p> <p>50% of 3rd graders at or above standards</p> <p>50% of 4th graders at or above standards</p> <p>50% of 5th graders at or above standards</p> <p>50% of 6th graders at or above standards</p> <p>50% of 7th graders at or above standards</p> <p>50% of 8th graders at or above standards</p>	
1.3	Student performance-CAASPP Science	<p>2022-2023</p> <p>18.87% students met or exceeded standard for science</p>			<p>50% students met or exceeded standard for science</p>	
1.4	Student performance-ELPAC Proficiency	<p>2022-2023 CA School Dashboard</p> <p>No Performance Color</p> <p>Less than 11 students - data not displayed for privacy</p>			<p>CA School Dashboard</p> <p>50% English learners proficient</p> <p>Blue performance indicator</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Student performance-ELPAC Reclassification Rate	2022-2023 CA School Dashboard No Performance Color Less than 11 students - data not displayed for privacy			CA School Dashboard 50% English learners reclassified Blue performance indicator	
1.6	Student Attendance Rates	2023-2024 90.61% attendance rate as of June 3, 2024			95% attendance rate as of June 2027	
1.7	Student Chronic Absenteeism Rate	2022-2023 CA School Dashboard 45.2% for 2022-2023 Declined 0.9% Orange performance indicator Black Butte District Low income- 52% Students with disabilities-50% White-48.4% Black Butte Elementary Chronic absenteeism students Low income students 52.10% White students 47.40% Black Butte Junior High School Chronic Absenteeism All students 46.80%			CA School Dashboard Less than 3% chronically absent Blue performance indicator	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low income students 51.60% White students 51.90%				
1.8	Middle School Drop Out Rate	2022-2023 0% middle school drop out rate			Maintain 0% middle school drop out rate	
1.9	Student Suspension Rates	2022-2023 CA School Dashboard 10.7% suspended at least one day Increased 7.9% District Performance Indicator Suspensions All students 10.70% Hispanic 6.40% Two or more races 10.50% Low income 8.80% Students with disabilities 17.50% White students 12.40% Black Butte Jr High School Suspension in the Red Performance indicator All students 25.80% Low income students 22.20% White students 32.10%			Less than 3% students suspended at least one day Blue performance indicator	
1.10	Student Expulsion Rates	2022-2023 0% expulsion rate			Maintain 0% expulsion rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Teacher Credentialing	100% teachers are fully credentialed			100% teachers credentialed	
1.12	State Priorities 1, 2, 3, 7, and 8 are reported in the Local Indicator Report that accompanies the LCAP. (These include the results of the student, parent and staff surveys as well as staff credentialing, facilities, standards aligned instructional materials, parent engagement, etc.)					

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	English learners	<p>We strive to provide our English Learners with the support needed for purposeful English development. We support and encourage English learners to use language to interact meaningfully in school and beyond. We provide tiered intervention for students not progressing in the English Language Development standards and modify instruction based on student needs.</p> <p>Language development will occur in and through subject matter learning and is integrated across the curriculum, including integrated English Language Development and designated English Language Development using the English Language Arts/English Learner Standards. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery. English Learner students will be monitored for annual progress. Supplemental instructional materials to support English development. We see parents as critical partners in their child’s education and provide parents with strategies to support their child. English learners will be reclassified based on our district protocol.</p>	\$20,043.00	Yes
1.2	Foster Youth/Homeless Youth	<p>We provide the following support for Foster and Homeless Youth: Coordinate with the case worker and attendance staff. Ensure that transportation is not a barrier. Assign a mentor (youth or adult) to provide guidance, encouragement, and assistance. Help them to find a quiet and supportive place to work and study. Intervene early when they are missing a lot of school. Provide youth and families with community resources such as: Clothing closet Food banks Health clinics</p>	\$157,728.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Laundry services Hygiene kits Annually train our classified and certificated staff to have an understanding of homelessness and Foster Youth rights and specific needs. Refer students to before/after-school intervention activities, etc. Coordinate with the Homeless and Foster Youth liaison in the district. Reach out to homeless families on a continuous basis. Make sure that the student is enrolled in a free and reduced meal program. Assign students a “buddy” to help them learn their way around school. Give the student necessary school supplies, to take home. Keep some nutritional snacks for those students who might need additional nutrition. We see parents as critical partners in their child’s education and provide parent outreach with our families on an ongoing basis. Alternatives to suspension</p>		
1.3	Special Education	<p>Special Education Teachers RSP 1.0 FTE Hamblin SD Teacher JPA Instructional Aides .71875 FTE JPA Aide BCBA Services JPA General and special educators work together to implement programs and services that enable students with disabilities to access the state academic content standards. Special Education students are provided with Tier 1, 2 , and 3 supports both academically and socially. Staff meet regularly to adjust goals and discuss each individual student's needs. Special Education staff will ensure Individualized Education Plans (IEP) are implemented and that each student understands the goals that they are working towards. Progress monitoring Alternatives to suspension including a structured day and restorative chats/projects.</p>	\$164,479.00	No

Action #	Title	Description	Total Funds	Contributing
		Students with disabilities that have committed a suspendable offense will be redirected through the Behaviorist, provided access to the refocus room and a structured day. They will also receive one on one support from staff members.		
1.4	Family Engagement	<p>Parent outreach includes weekly outreach by principal and staff through Parent Square, phone calls, emails, text, and monthly newsletters. Provide parents and families with ways to support learning at home.</p> <p>Facilitate family engagement events</p> <p>All parents are encouraged to make decisions for the district and school through serving on Site Council and providing feedback through Board meetings and surveys. Parents of unduplicated students and individuals with exceptional needs are contacted by the teachers, support staff, counselors, and administration to encourage their participation in their children's education.</p> <p>Recruit more Parent Club members</p> <p>Provide food and childcare for parents at school events to increase family engagement.</p> <p>Strategies to support student learning</p> <p>Books and supplies</p>	\$1,000.00	No
1.5	Technology to support learning	<p>SWIS data systems</p> <p>Study Sync English language arts curriculum at the middle school</p> <p>iReady License</p> <p>Accelerated Reader membership</p> <p>Apptegy</p> <p>NEWSELA licensing</p> <p>Mystery Science</p> <p>Tech Supplies</p>	\$21,170.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Instructional materials	Consumables Supplemental materials to support learning Books and supplies based on identified area of need and state adoptions	\$10,000.00	Yes
1.7	Preschool	Preschool teacher Instructional aides	\$141,309.00	No
1.8	Broad Course of Study	Physical Education- 1.0 FTE (Vadala) Salary and benefits Visual and Performing Arts-.60 FTE salary and benefits for music teacher Music will be offered if we are able to get a qualified staff member. Field trip entrance fees/transportation Athletic Director Athletic Coaching Stipend Athletic Supplies/Fees Electives-books & supplies Electives-Band, PE, Science Technology Engineering and Mathematics (STEM), College Career, and intervention class based on identified area of need. Robotics	\$154,495.00	Yes
1.9	Special Programs	Special Programs Coordinator/Principal at the middle school-1.0 FTE certificated salary and benefits Counselor/Psychologist 1.0 FTE certificated salary and benefits Reduction of bullying-assemblies for students, problem-solving strategies for students Alternatives to suspension	\$285,564.00	Yes
1.10	Transportation	Second school to home transportation bus run: Sports, After School Program (SHARE), After School Interventions	\$227,917.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Salary and benefits-The operation of 2 out of 7 bus runs Clerical transfer and maintenance and repairs Fuel and supplies		
1.11	Staff Development	Capturing Kids Hearts Fred Jones Classroom Management for new staff members Kim Sutton- math engagement strategies (Paid for out of grant funds, not included in the LCAP) Leader in Me at the Junior High (Paid for out of grant funds, not included in the LCAP) Conference fees Substitutes fees to cover teachers-salary and benefits	\$2,300.00	Yes
1.12	Literacy	Part-time library support for student and staff success Librarian Salary SCOE Library Service Literacy Night (Paid for with grant funds)	\$29,173.00	Yes
1.13	Facilities	Facilities- deferred maintenance contribution Routine maintenance supplies	\$25,000.00	Yes
1.14	Chronically absent students Red Performance Groups	Monitor attendance data, determine attendance barriers and seek solutions to fit each student's needs Target students who at-risk of becoming chronically absent in the first month and second month of school. Community School Coordinator will identify students and families that were chronically absent in 2022-2023 and 2023-2024 to offer support before students become chronically absent in 2024-2025	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Community Schools Coordinators will make home visits and offer resources to families</p> <p>Community School Coordinator hosts an Attendance Club for students at risk of lower attendance. Club members who have good school attendance during the week receive prizes. The coordinator attempts to find out why students with lower attendance missed school.</p> <p>Community School Coordinators will goal set with students</p> <p>School wide attendance campaign/incentive</p> <p>Use Attendance Works resources</p> <p>School leaders will implement consistent messaging that students are expected to attend school and should strive to have less than 5 absences per school year. Messaging will include: "This is your child's future, and I know how much you love your kids and how important it is for their success. They're not going to be able to read and succeed if they're not in school,"</p> <p>Multi-tiered systems of support that increases the intensity of interventions for students most in need.</p> <p>School staff make sure to greet each student at the beginning of the day.</p> <p>Recognize classes that have the best weekly attendance.</p> <p>The school staff will encourage parents to create individualized bedtime and morning routines to ensure students are ready for the school day.</p> <p>School-Incentives (not paid for by the grant but instead paid for out of the general fund)</p> <p>Our low income, white and students with disabilities are in the red performance group. Since 72.8% of our students are low income, this action supports a majority of our students</p>		
1.15	Suspension Red Performance Groups	<p>Provide alternatives to suspension-Structured day, restorative practice projects</p> <p>Refocus room and reflection sheet for students to complete on behavior</p> <p>SWIS data will be reviewed to determine hot spots on campus to be able to concentrate supervision in those spots (see above expenditure)</p> <p>Implement Positive Behavior Intervention and Supports</p> <p>Caught you being good certificates and monthly drawing at monthly assembly</p> <p>Change middle school to self contained model</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Fred Jones Classroom Management - professional learning for any new staff members (see above expenditure)</p> <p>Capturing Kids Hearts- professional learning for any new staff members (see above expenditure)</p> <p>Staff meetings-showcase classroom management tips and tricks at each meeting</p> <p>Community School Coordinator to support students that are struggling (see above expenditure)</p> <p>After school interventions-alternatives to suspension</p> <p>Student expectations provided by teachers at the beginning of the year and reviewed throughout the year based on identified need.</p> <p>Community of Practice for Students with Disabilities-Staff meet with SCOE SELPA to review data, identifying problem of practice, make an action plan and revise plan based on identified needs. Staff will also learn best practices for reducing suspensions.</p> <p>Positive Behavior Intervention Support matrix needs to be revised and implemented with fidelity on a districtwide basis. Alternative to suspension are needed.</p>		
1.16	Conflict Management	Students are offered conflict management strategies by their teachers in order to reduce bullying.	\$70,584.00	No
1.17	Master Schedule Change	The Junior High School will move to a self contained model from a compartmentalized model.	\$150,000.00	No
1.18	Academic Support	Instructional Aides to support interventions and small group work with students.	\$269,739.00	Yes
1.19	Academic Support	Provide additional instructional support for students. Instructional aides at the middle school	\$143,865.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.20	Master Schedule	Move from subject based to self-contained classrooms at the middle school to reduce behaviors and increase academic growth.	\$150,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$699,997	\$76855

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
28.841%	7.709%	\$185,551.02	36.550%

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
1.5	<p>Action: Technology to support learning</p> <p>Need: Increase academics in reading and mathematics</p> <p>Scope: LEA-wide</p>	We review data to target intervention support using a multi-tiered system of support for all students based on their individual needs.	CAASPP English language arts progress CAASPP mathematics progress

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	<p>Action: Instructional materials</p> <p>Need: Supplemental instructional materials needed to support at-risk learners</p> <p>Scope: LEA-wide</p>	72.8% of our students are low income and all students are 53.4 points below standard in English Language Arts and 73.8% below standard in mathematics	CAASPP English Language Arts CAASPP Math California Assessment for Science
1.8	<p>Action: Broad Course of Study</p> <p>Need: We need to increase student engagement to motivate students to attend school and provide them with new opportunities. We have had difficulty hiring a music teacher and foreign language teacher.</p> <p>Scope: LEA-wide</p>	These actions will engage students and increase attendance rates. We review data to target intervention support using a multi-tiered system of support for all students based on their individual needs.	Local indicator report-school climate survey results Local indicator report-credentialed teacher report Local indicator report-student survey results Local indicator report-curriculum and school offerings
1.9	<p>Action: Special Programs</p> <p>Need: Increase supervision, provide leadership for staff and students, provide oversight for special programs, provide new strategies for students for making good choices and reduce suspension rate, Classroom management and curriculum implementation. Our students are struggling both academically and behaviorally</p>	Reduce suspension rate, provide strategies for students, provide staff with best practices and standards based learning. We review data to target intervention support using a multi-tiered system of support for all students based on their individual needs.	CAASPP English language arts performance CAASPP mathematics performance CAST performance Suspension rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>based on the state performance indicators on the CA School Dashboard.</p> <p>Scope: LEA-wide</p>		
1.10	<p>Action: Transportation</p> <p>Need: Allow students of all backgrounds to participate in after school support and enrichment. Provide a safe place for students while their parents are at work. Increase students homework completion.</p> <p>Scope: LEA-wide</p>	Provide a safe place and academic support for students after school. This is provided to all students in the district to allow them access events that are provided after school and enhance school engagement.	Local Indicator Report-Student survey results, parent survey results
1.11	<p>Action: Staff Development</p> <p>Need: CAASPP English language arts and mathematics indicate a significant amount of our students are not meeting or exceeding standards. Reduce bullying through providing students with strategies to solve problems.</p> <p>Scope: LEA-wide</p>	Professional learning will provide staff with strategies to increase academic rigor and instructional strategies to support students growth in math and English language arts. New staff will also be provided with classroom management and Capturing Kids Hearts so they are able to provide structure in their classroom to support student learning.	CAASPP English language arts CAASPP mathematics Local Indicator Report-Student survey results
1.12	<p>Action: Literacy</p>	Librarian and literacy events will expose our at-risk students to the importance of literacy.	CAASPP English language arts

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: We have a low percentage of students who at at grade level in English language arts</p> <p>Scope: LEA-wide</p>		
1.13	<p>Action: Facilities</p> <p>Need: 72.8% of our students are low income</p> <p>Scope: LEA-wide</p>	Facilities maintenance would support all students. Having a well maintained facility helps all students learn.	Local Indicator Report & School SARCS
1.18	<p>Action: Academic Support</p> <p>Need: Low performance in academics</p> <p>Scope: LEA-wide</p>	This will provide the added support that students need to be successful in math, literacy and science.	CAASPP Mathematics CAASPP English language arts California Assessment for Science
1.19	<p>Action: Academic Support</p> <p>Need: Students at-risk of failing</p> <p>Scope:</p>	This will provide the added support that students need to be successful in math, literacy and science.	CAASPP Mathematics CAASPP English language arts California Assessment for Science

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		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	<p>Action: English learners</p> <p>Need: Increase language proficiency with English learners</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	We review data to target intervention support using a multi-tiered system of support for all students based on their individual needs.	English language proficiency indicator English language reclassification rate
1.2	<p>Action: Foster Youth/Homeless Youth</p> <p>Need: Support for Foster Youth/Homeless Youth</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Reduce the barriers keeping students from accessing learning supports.	Suspension rate Chronic absenteeism rate CAASPP English language arts CAASPP mathematics

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.

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Additional Concentration Grant Funding

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

Concentration add-on funds were used to retain or hire the following positions:

- Hired a Behavior Technician
- Retaining 1.0 FTE Intervention Teacher
- Hired a 0.5 Principal/Special Ed Director/0.5 Intervention Teacher
- Retained 1.4 FTE Intervention Aides
- Hired a 1.0 FTE Counselor
- Contracted services for a .5 FTE Music Teacher
- Hired a 1.0 FTE Physical Education Teacher
- Hired a 1.0 FTE Resource Specialist Program Teacher

The remainder of the funds are used for Intervention materials, after school tutoring and a late bus route for students attending after school Project Share program.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	17:1
Staff-to-student ratio of certificated staff providing direct services to students	n/a	10:1

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$2,427,083	\$699,997	28.841%	7.709%	36.550%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,109,767.00	\$503,158.00	\$286,037.00	\$130,404.00	\$2,029,366.00	\$1,853,256.00	\$176,110.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	English learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	\$20,043.00	\$0.00	\$20,043.00				\$20,043.00	
1	1.2	Foster Youth/Homeless Youth	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	On-going	\$156,728.00	\$1,000.00	\$19,500.00		\$138,228.00		\$157,728.00	
1	1.3	Special Education	Students with Disabilities	No			All Schools	On-going	\$82,239.00	\$82,240.00		\$164,479.00			\$164,479.00	
1	1.4	Family Engagement	All	No			All Schools	On-going	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	
1	1.5	Technology to support learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$21,170.00	\$21,170.00				\$21,170.00	
1	1.6	Instructional materials	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
1	1.7	Preschool	All	No			All Schools Specific Schools: Preschool	On-going	\$137,809.00	\$3,500.00			\$141,309.00		\$141,309.00	
1	1.8	Broad Course of Study	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	On-going	\$151,995.00	\$2,500.00	\$104,159.00	\$50,336.00			\$154,495.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
1	1.9	Special Programs	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	On-going	\$279,064.00	\$6,500.00	\$139,532.00	\$139,532.00	\$6,500.00		\$285,564.00	
1	1.10	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$212,042.00	\$15,875.00	\$79,106.00	\$148,811.00			\$227,917.00	
1	1.11	Staff Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$300.00	\$2,000.00	\$2,300.00				\$2,300.00	
1	1.12	Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$28,848.00	\$325.00	\$29,173.00				\$29,173.00	
1	1.13	Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
1	1.14	Chronically absent students Red Performance Groups	All Low Income	No			All Schools	2024-2025	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
1	1.15	Suspension Red Performance Groups	All	No			All Schools	2024-2025	\$0.00	\$0.00		\$0.00			\$0.00	
1	1.16	Conflict Management	All	No			All Schools	On going	\$70,584.00	\$0.00	\$70,584.00	\$0.00	\$0.00	\$0.00	\$70,584.00	
1	1.17	Master Schedule Change	All	No			Specific Schools: Black Butte Junior High	On-going	\$150,000.00	\$0.00	\$150,000.00	\$0.00	\$0.00	\$0.00	\$150,000.00	
1	1.18	Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$269,739.00	\$0.00	\$139,335.00			\$130,404.00	\$269,739.00	
1	1.19	Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$143,865.00	\$0.00	\$143,865.00				\$143,865.00	

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	1.20	Master Schedule	All	No			Specific Schools: Black Butte Junior High	On-going	\$150,000.00	\$0.00	\$150,000.00	\$0.00	\$0.00	\$0.00	\$150,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,427,083	\$699,997	28.841%	7.709%	36.550%	\$733,183.00	0.000%	30.208 %	Total:	\$733,183.00
								LEA-wide Total:	\$693,640.00
								Limited Total:	\$39,543.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	English learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$20,043.00	
1	1.2	Foster Youth/Homeless Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$19,500.00	
1	1.5	Technology to support learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,170.00	
1	1.6	Instructional materials	Yes	LEA-wide	Low Income	All Schools	\$10,000.00	
1	1.8	Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$104,159.00	
1	1.9	Special Programs	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$139,532.00	
1	1.10	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$79,106.00	

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	1.11	Staff Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,300.00	
1	1.12	Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$29,173.00	
1	1.13	Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
1	1.18	Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$139,335.00	
1	1.19	Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$143,865.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,475,249.00	\$1,883,301.00

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	Software	Yes	\$15,000.00	\$11,490
1	1.2	Maintain additional teacher in K-5	Yes	\$97,821.00	\$101,603
1	1.3	Intervention Program	Yes	\$279,181.00	\$4855,77
1	1.4	Curriculum	Yes	\$24,000.00	\$9,268
1	1.5	Preschool	No	\$94,129.00	\$137,564
1	1.6	Instructional Materials	Yes	\$10,000.00	\$9,201
1	1.7	Technology	Yes	\$36,812.00	\$99,711
1	1.8	District and school support	No	\$30,662.00	\$21,108
1	1.9	Broad Course of Study	No	\$1,000.00	\$710
1	1.10	Electives-Band, Physical Education, computer, Science Technology Engineering and Mathematics (STEM), College/Career, and Intervention class	Yes	\$123,760.00	\$78,247

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	1.11	Principal/Director of Special Education	No	\$105,820.00	\$88,871
1	1.12	Foster Youth and Homeless Youth	No	\$0	\$0
1	1.13	English Learners	No	\$0	\$0
1	1.14	Target Chronically Absent Students	No	\$0	\$0
1	1.15	Special Education	No	\$64,238.00	\$176,398
1	1.16	Tutoring	No	\$5,000.00	\$5000
1	1.17	Professional Learning Communities/Academic Team	Yes	\$18,235.00	35000
1	1.18	Attendance Coordinator & Support for At-Risk Families	No	\$0	\$0
2	2.1	Attendance Campaign	Yes	\$38,168.00	\$41,063
2	2.2	Transportation	Yes	\$57,583.00	\$59,541
2	2.3	Behavior Technician	No	\$1,300.00	\$5,084
2	2.4	Family Engagement	Yes	\$4,900.00	\$4900
2	2.5	Staff Development	Yes	\$20,711.00	\$10,228

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	2.6	Community School	No	\$0	\$0
2	2.7	College and Career	No	\$0	\$0
2	2.8	Field Trips	Yes	\$1,500.00	\$0
2	2.9	Classroom Management	Yes	\$7,297.00	\$6,096
2	2.10	Part-Time Library Support	Yes	\$26,862.00	\$29,267
2	2.12	Facilities	Yes	\$163,312.00	\$158,673
2	2.13	After School Sports	Yes	\$19,425.00	\$17,121
2	2.14	After School Program	Yes	\$10,000.00	\$10,000
2	2.15	Positive student recognition awards	No	\$2,000.00	\$1,671
2	2.16	Counseling/Psych Services	Yes	\$96,364.00	\$12,7058
2	2.17	Community Partnerships	No	\$0	\$0
2	2.18	Summer School	No	\$78,535.00	\$111,217
2	2.20	Parent Engagement	No	\$0	\$0
2	2.21	Professional Development	No	\$0	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.22	LCSPPP Native American Grant for Student Success	No	\$0	\$0
2	2.23	Professional Development	Yes	\$41,634.00	\$41,634
2	2.24	Positive Behavior Intervention & Supports	No	\$0	\$0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
631519	\$550,642.00	\$693,893.00	(\$143,251.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Software	Yes	\$15,000.00	11490		
1	1.2	Maintain additional teacher in K-5	Yes	\$97,821.00	101603		
1	1.3	Intervention Program	Yes	\$53,891.00	58158		
1	1.4	Curriculum	Yes	\$10,000.00	1305		
1	1.6	Instructional Materials	Yes	\$10,000.00	9201		
1	1.7	Technology	Yes	\$17,312.00	19459		
1	1.10	Electives-Band, Physical Education, computer, Science Technology Engineering and Mathematics (STEM), College/Career, and Intervention class	Yes	\$75,756.00	77454		
1	1.17	Professional Learning Communities/Academic Team	Yes	0	0		
2	2.1	Attendance Campaign	Yes	\$38,168.00	41063		
2	2.2	Transportation	Yes	\$57,583.00	59541		
2	2.4	Family Engagement	Yes	\$4,900.00	4900		

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)
2	2.5	Staff Development	Yes	\$18,711.00	10228		
2	2.8	Field Trips	Yes	\$1,500.00	1500		
2	2.9	Classroom Management	Yes	\$5,497.00	0		
2	2.10	Part-Time Library Support	Yes	\$26,862.00	29267		
2	2.12	Facilities	Yes	\$8,400.00	158673		
2	2.13	After School Sports	Yes	\$19,425.00	17122		
2	2.14	After School Program	Yes	0	0		
2	2.16	Counseling/Psych Services	Yes	\$48,182.00	63529		
2	2.23	Professional Development	Yes	\$41,634.00	29400		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,407,039	631519	10.3%	36.536%	\$693,893.00	0.000%	28.828%	\$185,551.02	7.709%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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