LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Manchester Union Elementary School District
CDS Code: 23-65573-6025134
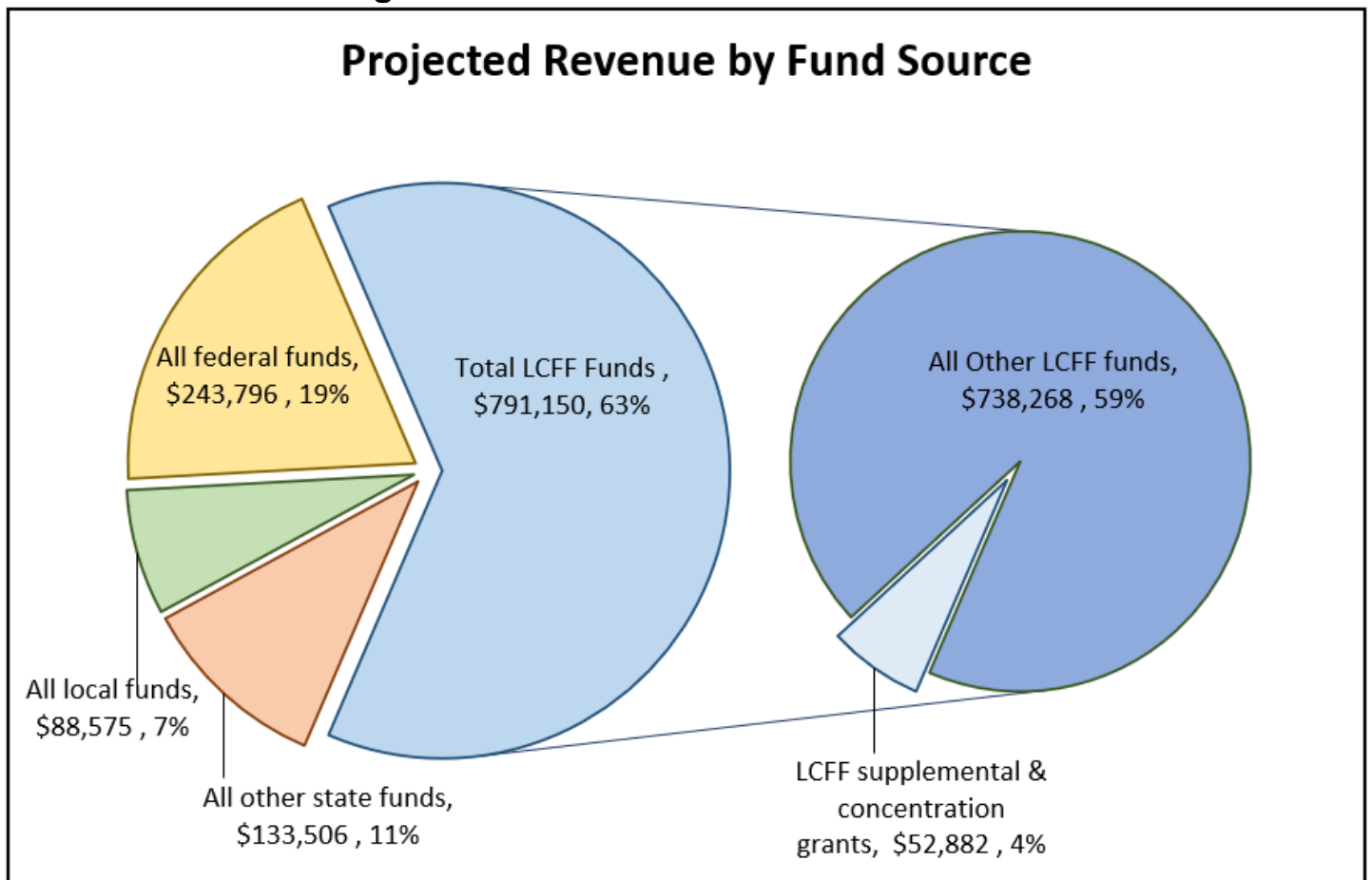School Year: 2024-25
LEA contact information:
Stephanie Herrera
Superintendent/Principal
sherrera@muesd.us
707-882-2374

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

All federal funds, $243,796 , 19%

Total LCFF Funds , $791,150, 63%

All Other LCFF funds, $738,268 , 59%

All local funds, $88,575 , 7%

All other state funds, $133,506 , 11%

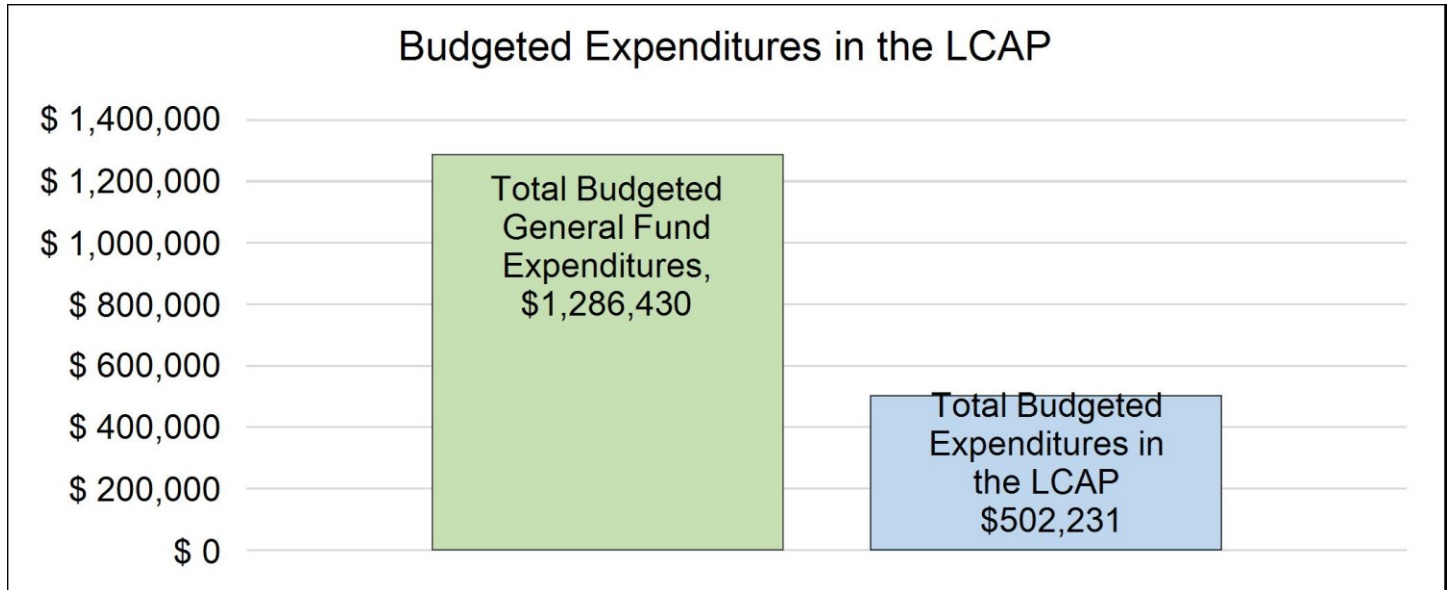LCFF supplemental & concentration grants, $52,882 , 4%

This chart shows the total general purpose revenue Manchester 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 Manchester Union Elementary School District is $1,257,027, of which $791150 is Local Control Funding Formula (LCFF), $133506 is other state funds, $88575 is local funds, and $243796 is federal funds. Of the $791150 in LCFF Funds, $52882 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.

Budgeted Expenditures in the LCAP

	Total Budgeted General Fund Expenditures, $1,286,430	Total Budgeted Expenditures in the LCAP $502,231
$ 1,400,000		
$ 1,200,000		
$ 1,000,000		
$ 800,000		
$ 600,000		
$ 400,000		
$ 200,000		
$ 0		

This chart provides a quick summary of how much Manchester 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: Manchester Union Elementary School District plans to spend $1286430 for the 2024-25 school year. Of that amount, $502231 is tied to actions/services in the LCAP and $784,199 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
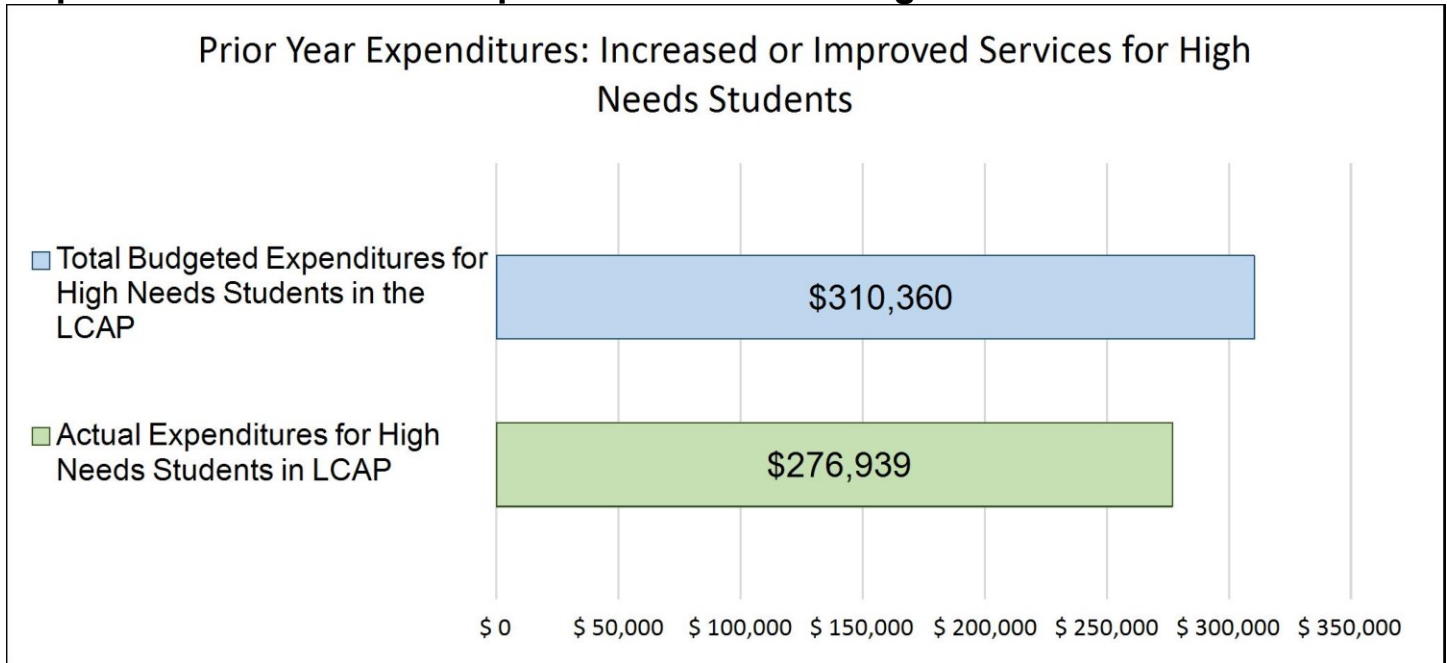
General Instructional and Administrative Expenses, Special Education Services, Cafeteria Encroachment, Facility Costs, Operational Expenses.

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

In 2024-25, Manchester Union Elementary School District is projecting it will receive $52882 based on the enrollment of foster youth, English learner, and low-income students. Manchester Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Manchester Union Elementary School District plans to spend $167966 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$310,360
☐ Actual Expenditures for High Needs Students in LCAP	$276,939

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000 $ 350,000

This chart compares what Manchester 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 Manchester 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, Manchester Union Elementary School District's LCAP budgeted $310360 for planned actions to increase or improve services for high needs students. Manchester Union Elementary School District actually spent $276939 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $33,421 had the following impact on Manchester Union Elementary School District's ability to increase or improve services for high needs students:

Actual LCFF spending on contributing actions was lower than budgeted because some expenditures originally budgeted to be spent from LCFF funding were covered by non-LCFF sources.

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
Manchester Union Elementary School District	Stephanie Herrera Superintendent/Principal	sherrera@muesd.us 707-882-2374

Goals and Actions

Goal

Goal #	Description
1	All students will attend school regularly.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	94.10%	92.95% (as of 6/2/22)	88.7%	As of May 28, 2024 90.427% (average daily attendance rate)	96.00%
# of Chronically absent students	6	6 (as of 6/2/22)	*18	10 as of May 28, 2024	2
# of students receiving semester attendance awards	6 – Perfect 20- Excellent (1-8 ab)	Semester 1: 15 excellent, 1 perfect Semester 2: 8 excellent, 3 perfect	Semester 1:12 exceptional Semester 2: 7	0-perfect 12-Excellent (1-8 absences)	10 – Perfect 25- Excellent (1-8 ab)
Middle school dropout rate	0	0	0	0	0
Suspension and expulsion rate	0	0	0	0	0

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.

Strategies and methods for the current school year seem to be making a difference as the attendance rate and chronic absenteeism data suggest progress with a 10% increase from the Year 2 outcome to the Year 3 outcome. However, the current 23-24 data does not meet the target for the desired outcome goal. There did not appear to be any substantive differences in the planned actions and the actual implementation of the actions, other than the full execution of the student handbook did not seem to take place. This is largely due to the challenges that have been experienced over the past three-year cycle of this plan. Challenges in leadership turnover during the duration of this three-year LCAP has been a significant challenge in general. Additionally, there had been turnover in staff and challenges with filling the middle school position over the course of this plan- which accounts for 1/3 of the teaching staff. The 23-24 school year had a new administrator which was the third administrator during this cycle of the LCAP. However, attendance and accounting remained at the forefront, along with the communication with families by revamping the website, sending digital newsletters, and communicating regularly through Apptegy. The survey administered during the 23-24 SY was a substantially more robust survey as the district partnered with a third-party survey organization that is structured based on research for best practices of surveying, aligned with the LCAP, and strategies for highly performing schools. This method further enhanced communication and leveraged student leadership by empowering youth voice and using the feedback to shape changes at the school. A larger amount of money was budgeted for counseling services than what was expended for the past school year. This was due to the transition of the counselor that was providing this service in previous years. To account for ensuring that this strategy was still implemented, the district partnered with a community organization to continue to provide counseling services. However, this expenditure was significantly lower. Additionally, the participation rate of students was much lower based on student choice.

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.

Counseling services were budgeted for with a noticeable difference in expenditures for actual counseling services. This was due to turnover as the counselor relocated. In response, the district partnered with an organization to provide these services. However, the partnership was significantly less in cost. Further, fewer students requested counseling services or chose to participate in such services which further decreased the expenditures.

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

The strategies included in goal #1 seem important, but difficult to determine how each was effective in making progress towards ensuring students attend school regularly. The shifts in the goals, strategies, and metrics for the 24-27 LCAP will need to ensure that the metrics are more related to the strategies, so that the effectiveness can be more readily measured. The implementation of a Student Information System was very important and is proving to help significantly with attendance reporting and tracking as an effective strategy. Facility improvements also seem to have contributed to a healthier and more welcoming school environment. Place-based learning through field trip opportunities also appeared to be a productive engagement strategy. However, close attention will need to be on students unable to attend some of the field trips and how to ensure that meaningful, engaging instruction is still being provided throughout the educational experience for each student.

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.

This school year, a strengthened approach was implemented to focus on addressing the feedback from educational partners which included more strategies to focus on engagement and creating a welcoming school climate/environment. These engagement strategies will continue to be represented in the 24-25 LCAP. The shifts in action included a substantial focus on student engagement and creating a culture where students highly desired to be at school. Additionally, student voice was empowered and actions focused on restorative approaches to building relationships. The model of instruction also shifted to small groups and rotations to allow for teachers to specialize in content areas and to allow for students to have more interactions with more instructors. Student perceptions are connected to academic outcomes, so it's important to understand their perspectives through the student and educational partners' feedback of the YouthTruth survey. Research further shows that students who believe they have voice in school are more likely to be academically motivated than students who do not believe they have voice. Student voice shows to be linked to experiencing higher levels of self-worth, engagement, and purpose in school. A student's level of effort and persistence is a critical factor that affects achievement. The benefits of social-emotional learning has also shown to increase social-emotional skills, academic performance, mental wellness, healthy behaviors, school climate and safety, and lifetime outcomes.

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

Goals and Actions

Goal

Goal #	Description
2	Students will have access to a Common Core based, K-8 articulated academic program that is rigorous, relevant, developmentally appropriate and focused on students' needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of Teachers correctly assigned	100%	100%	100%	100%	100%
FIT rating	96%	98.75% GOOD	99.37% EXEMPLARY	FIT inspection in April, 2024 was EXEMPLARY 99.24%	98%
# Students scoring healthy on PFT	60%	100% participated %healthy was not required for 2021-22	100% participated %healthy was not required for 2022-23	Administration window closed May 31st. 100% participation rate. Healthy PFT results are being analyzed.	80%
# RCEF grants received	3	5	*1 Teachers also wrote and received grants from other sources	3	5
# Students participating in local Science Fair	18	0 Math Night and Whole-School Science-based days instead	0 100% participated in Literacy Night 100% will participate in Science-based Open House	100% of grades 3-8 (19 students)	25

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# Teachers who attended workshops	3	4	4	3	5
Teachers trained and assessed on their ability to sufficiently enabling low income and EL students in gaining academic content knowledge and English language proficiency by accessing the CC and ELD Standards	4	4	4	0	4
CAASPP Scores in ELA and Mathematicsare we seeing improvement?	ELA: 42.86% met/exceeded Math: 19.04 met/exceeded	ELA: 26.66% met/exceeded Math: 25% met/exceeded	ELA: 47% Math: 17.6% Science: 0% 66% Nearly Met	CAASPP Testing Window is 5/6-6/14	50% or greater scoring at Standards met

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The goal was carried out through the strategies that were planned. All plans were implemented with only slight modifications to a few of the plans. One shift of importance is that the focus on a highly qualified instructional aide shifted to hiring a team of highly qualified teachers. Therefore all students were able to experience low student to teacher ratios. Additionally, community and family educational partners voiced wanting Spanish instruction in the school which was also able to be implemented. As mentioned in goal #1 reflection, turnover of staff and administration has been a challenge. By hiring a team teaching model, there was also an improvement in stabilizing instruction by not having try to find last minute substitute teachers, which has historically created a significant challenge.

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 were not significant differences in budgeted expenditures and actual.

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

The implementation of highly qualified educators is an effective strategy, however, this seemed to only start to stabilize during the last year of the LCAP cycle. Staff were all hired and in place, but not until January of 2024. This has only allowed for less than 6 months of personalized, small group instruction. Adopting curriculum proved to be a very important step, however, having the staff trained on the use of the curriculum was challenging given the hiring of staff did not occur until January of the final LCAP cycle. More training will need to be included in the upcoming LCAP cycle. Below reflects the curriculum adoption:
MUESD updated curriculum this year, to ensure students and teachers have access to curriculum that matches current educational standards. These adoptions included:
* TK-5: Houghton Mifflin Journeys (English Language Arts)
* TK-2: California Studies Weekly (Social Studies)
* 6-8: Big Ideas Math (Mathematics)

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.

To strengthen the approach, the 24-25 LCAP will take a holistic approach to instruction and emphasize early literacy for students. The strategy of dual language development is a research-based strategy. Research shows that early literacy in a student's native language can lead to increased literacy in other languages. Research also shows that expanding learning time can help support students' academic growth. Focusing on student strengths and building their multiliteracy skills will help to prepare students for a global world. During our 23-24 pilot year of dual language instruction, qualitative data showed progress for a group of students in their confidence and willingness to speak in both languages, read, and write. Further, the metics, goals, and strategies will need to be better aligned to accurately measure the effectiveness of strategies. The 24-25 LCAP will reflect these shifts in order to provide a more strengthened approach.

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

Goals and Actions

Goal

Goal #	Description
3	Safe and Healthy Environment

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# Staff sick days	2021-22 school year	3 (As of mid-year update)	*Data insufficient to report	35	<5 per person
# Student sick days	2021-22 school year	96 (As of mid-year update)	94 (As of May 25)	approximately 65 total as of 2/23/24	<8 per student
# Students accessing mental health services	2021-22 school year	27	35	28	>5
# Days and hours generator used	2021-22 school year	0	0	0	2 days / 15 hours

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.

In 22-23, this goal was eliminated as it was more specific to the Covid context. Further, in the 23-24SY, the site shifted to partnering with Keenan and MCOE to provide a robust Comprehensive Safety Plan that included all of the updated guidance related to wholistic school safety. This plan also replaced the MUESD Covid Safety Plan.

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.
N/A

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.
The specific strategies were focused on the COVID context. While the metrics were still tracked, the goal was eliminated in the previous year of the LCAP cycle.

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.
The robust Youth Truth student, staff, and family survey should be used to shape the goals and actions for ensuring the school is experienced as a safe and healthy environment. School safety should be integrated into a culture goal and threaded throughout the goals of the 24-25 LCAP.

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

Goals and Actions

Goal

Goal #	Description
4	Increase the number of students who are proficient in English Language Arts and Math.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# Students scoring proficient on ELPAC	*12.5%	15.3%	Data in progress	ELPAC administered in the Spring	65%
# Students reclassified as FEP	3	0	1 in progress	3 reclassified from the 2023 Spring assessment	4
# CAASPP scores	ELA: 42.86% met/exceeded Math: 19.04 met/exceeded	ELA: 26.66% met/exceeded Math: 25% met/exceeded	ELA: 47% Math: 17.6% Science: 0% 66% Nearly Met	CAASPP administered in the Spring	50% scoring at Standard met
# Students receiving semester awards for Honor Roll and Principal's List	33% Honor Roll 33% Principal's List	Semester 1-Honor Roll: 1 Semester 2 -Honor Roll: 1	Semester 1-Honor Roll: 1 Semester 2 -Honor Roll: TBD	Exploring	45% Honor Roll 45% Principal's List
# Students participating in Author's Tea	31 (100%)	26 (100%)	29 (100%)	Library Poetry reading June 4, 2024	Total # students enrolled
# Students participating in Poetry workshops	31 (100%)	26 (100%)	29 (100%)	100%	Total # students enrolled
# Students using ReadLive who meet	0	17	7	0- note that using IXL program	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the proficiency goals set by their teacher.					
Local indicators will measure and report on the extent to which pupils have access to and are enrolled in a broad course of study, including: A. Programs and services developed and provided to low income, English learner and foster youth pupils; and B. Programs and services developed and provided to students with disabilities.	Unknown This metric was added after the 2021-22 mid-year update	Year 1 will serve as Baseline when data is available Benchmark Data pending (6/18/22) 2021-22 QRI scores indicate growth for 100% of students in reading	Basic Services and Conditions (Priority 1) • There have been no Williams settlement complaints • FIT inspection resulted in Exemplary rating Implementation of State Academic Standards (Priority 2) • MUESD annually measures its progress implementing state academic standards and reports to education partners and the public through the Dashboard	Basic Services and Conditions (Priority 1) • There have been no Williams settlement complaints Implementation of State Academic Standards (Priority 2) • MUESD annually measures its progress in implementing state academic standards and reports to education partners and the public through the Dashboard Parent and Family Engagement (Priority 3) • MEUSD actively seeks parent	Desired outcome was not determined or provided from the LCAP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			• ELA: 26.66% met/exceeded • Math: 25% met/exceeded • Support teacher position utilized to allow teachers to provide targeted support to low income, EL and foster youth pupils, as well as pupils with disabilities Parent and Family Engagement (Priority 3) • MEUSD actively seeks parent and family engagement through multiple means. • Translator available at	and family engagement through multiple means. The 23-24 school year contracted with a third-party surveying program that is more robust and research-based. • Translator available at school events for families who do not speak English. However, now 25% of the teaching staff have Spanish as their native language and are able to readily communicate with families without	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			school events for families who do not speak English • Surveys distributed and LCAP input actively sought ? MUESD will focus on improving the playground as a result of feedback • TBD - Self reflection tool used at SSC School Climate (Priority 6) • MUESD regularly seeks engaged partner input regarding school climate. • Surveys translated • Family Nights supported by translator	having to bring in translators. • Surveys distributed through the Youth Truth Survey MUESD has focused significantly on improving the playground as a result of feedback • Culinary kitchen also implemented and decreased waste School Climate (Priority 6) • MUESD regularly seeks engaged partner input regarding school climate. • Surveys translated	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			- Students with disabilities intentionally included in class activities and performances - Surveys indicate families and staff feel that MUESD is a safe and caring environment	- Students with disabilities intentionally included in class activities and performances - Surveys indicate families feel that MUESD is a safe and caring environment	

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.

While this goal was indicated to have been eliminated or changed significantly due to the Covid context, MUESD continued to focus on ELA and Math proficiency in students. The strategies were implemented and there was not an implementation that differed substantially from what 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.

N/A

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

N/A

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.

In 23-23SY, there was a shift made towards providing a dual-language Spanish/English program with an emphasis on early literacy in native languages. Additionally, the learning model is shifting towards a personalized, small-group instructional approach where credentialed teachers are hired to provide instruction to best meet the needs of multiple grade level spans in small groups. Inquiry based instruction will be the center strategies to further increase engagement. It will be important to develop a strategy focused on implementing a cohesive framework that builds conceptual understanding, incorporates the CA state standards, leverages instructional strategies, and infuses a learner profile that will be developed for the school.

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
5	Increase opportunities to access technology.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# 6th-8th Students utilizing tech for math support daily	9	100% utilize tech for math support regularly, as appropriate (not daily)	100% utilize tech for math support regularly, as appropriate (not daily)	100% access	Total # students enrolled in 6th-8th
# Students accessing the computer lab after school	5-10	9	N/A	N/A	8-10
# days Classroom uses lab	20 days/room	K-2: 8 days (monthly) 3-5: 16-20 days (monthly) 6-8: 16-20 days (monthly) The lab is used every school day by multiple groups of students.	5 days/week The lab is used every school day by multiple groups of students. All students, 1st-8th, use the computer lab at least weekly.	All students have individual student devices and are able to access and integrate technology daily.	30 days/room
# K-5 Students using tech device for skills practice, research and word processing	10	26 (100%)	29 (100%)	100%	Total # students enrolled in K-5
# 6th-8th students using devices for research	9	6 (100%)	11 (100%)	100%	Total # students enrolled in 6th-8th

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# Students using computer lab weekly	2021-22 school year	24 (100% 1st-8th)	25 (100% 1st-8th)	N/A	Total # students enrolled
Devices, programs and services used as support tools, especially for all students with disabilities and EL students.	20%	Year 1 will serve as Baseline when data is available Benchmark Data pending (6/18/22) QRI scores indicate growth for 100% of students in reading	ST Math Starfall IXL Math Raz Kids + 3-D printing program	ST Math IXL Math plus IXL English Language Development Raz Kids + 3-D printing program	100%
Local indicators will measure and report on the extent to which pupils have access to and are enrolled in a broad course of study, including: A. Programs and services developed and provided to low income, English learner and foster youth pupils; and B. Programs and services developed and provided to students with disabilities.			The computer lab and individual devices are utilized to ensure all students, especially those who are low income, English Learners, and foster youth have adequate access to technology to support their achievement, adding depth and specificity to our broad course of study. Technology has been regularly utilized to support students with disabilities (i.e. learning resources	Technology is available and integrated daily for students to enhance learning	A desired outcome was not provided in the LCAP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			described above, and resources used to provide accommodations, including text-to-speech, speech to text, etc…)		

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.

A continued challenge with the LCAP goals is the turnover in administration and staff that took place during this three-year cycle. Additionally, there are notes that this was a goal that was also eliminated as it was specific to the Covid context. However, the goal of providing students with access to technology was achieved during the three year cycle. Further, the strategies were also implemented and the overarching goal of moving away from a static computer room model towards individual devices in the classroom was achieved during the 23-24 SY.

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.

The IT Coordinator retired mid-year in 23-24SY. As a result, the district shifted to a consultant model for meeting IT needs. This shift will ideally create the conditions for staff to increase their capacity for tech use by coaching, modeling, and training.

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

N/A the goal was eliminated in 22-23.

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.

While this goal was eliminated during 22-23, the focus on ensuring access to technology and building technology skills will continue to be embedded in the next LCAP cycle.

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
6	Our school culture will promote understanding, tolerance, diversity, and acceptance of ourselves and others.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# Students receiving semester awards for Citizenship	10	8	10	Exploring	15
# School wide projects	9	10	1 School Garden	School Garden	12
Implementation of explicit and implicit SEL curriculum to increase students' feelings of safety and success with a consequent increase of at least 5% in their standardized scores beyond their past average improvement.	0%	Data not reported	Surveys report that the majority of our students feel safe and connected to school.	Surveys report that the majority of our students feel safe and connected to school.	11%>

Goal Analysis

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

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

The 23-24SY focused on student voice, surveys, and student engagement to promote school culture. Instead of a focus on culture days, the program shifted to embedding learning about cultures throughout the school year and across content areas. There were not any planned actions that differed substantially. As mentioned in the other LCAP goals, a challenge was the turnover in school leadership and staff over the course of the three years. Further, the strategies, metrics, and goals were not clearly aligned.

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.

N/A- actions did not budget for any expenditures

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

It is difficult to distinguish if the actions were effective. It will be important in moving forward to ensure that research based strategies and associated metrics are used in the upcoming LCAP cycle. Student Leadership was captured during the 23-24SY by implementing the Youth Truth survey and restorative practices. The staff was responsive to the voice of students and in response, implemented engaging lessons and learning. STEAM programming, Culinary classes, and kinesthetic classroom environments were developed and implemented as a result of student voice and leadership.

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.

Moving into the 24-25SY, there will continue to be an emphasis placed on school climate and culture by emphasizing that students are involved in hands-on learning experiences based on student interest and that all students feel a sense of belonging. The metrics will include chronic absenteeism data, and Youth Truth survey data. Strategies will be research based strategies such as career connectedness (internships), restorative practices, and MTSS.

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
7	Improve student academic skills and enrichment through parent and community involvement, including parents of unduplicated students, and students with special needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Parents at BTSN	88%	Data unavailable	88% of families	N/A BTSN was implemented this year due to transitions that were taking place at the start of the school year. A spring event will take place during the last week of school as an Open House and as an invitation to the community to celebrate the school year. Additionally, frequent tours are being provided to current families as well as families who are expressing interest of enrolling their students at our school.	90%
% Parents at Winter Fair	72%	Held virtually Approx. 80%	No winter fair due to storms	Winter Wonderland event was a success.	80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Estimated that 90% of families attended in addition to a handful of community members who also were in attendance. The families who were unable to attend, was due to illness.	
% Parents and students at Family Night	42% (2018-19 as none held in 20219-20 or 2020-21)	100% of K-2 parents A majority of 6-8 parents	74% of families	N/A	70%
# Enrichment classes offered	4	Various enrichment projects in the computer lab after school	2: Poet Laureate Visiting Author	Now providing a 9 hour school day through our before and after school program. We've expanded programming to offer music, art, robotics, STEAM, sports, Spanish, and internships.	6
# Students participating in Spectrum of Reading	20	19	24	N/A current exploration of additional reading programs. Currently piloting early literacy Spanish programs, IXL, and RAZ Kids.	30
# Participants at Career Day	2021-22 school year	0 Career Day did not happen in 2021-22	0 Career day did not happen in 2022-23	Career day has not happened, however, 100% of middle	6 on site or visit to Arena Career Fair

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				school students have been placed into an internship experience.	
# Tutors	6	2	3	Tutoring currently takes place more in the form of homework help through the before and after school program with instructional aides and teachers. Volunteers are providing additional support as needed. We will continue to explore the need for tutoring.	10
# Volunteer Classroom assistants	13 (2018-19)	Data unavailable Limited, due to COVID19 protocols	1	We've had approximately 12-15 volunteers so far this year and in a variety of different capacities.	15
# Field Trips taken	10	10	16	Our goal is to have a monthly field trip. 8+ field trips took place this school year. The internships are also off campus experiences. It will be favorable to describe what the goals are for field trips as we move into our new LCAP cycle.	15

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# School assemblies	3	2	Sonoma Clean Energy Bee Presentation Jeanne Jackson (twice)	Poetry, water ambassador program and Clean Energy presentations have taken place this year.	5
% of Parents who completed Parent Survey	58% (2020-21)	60%	30%	82%	75%

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 of the strategies and actions were implemented with minimal differences. However, during the 23-23SY, these strategies were further enhanced by offering a before and after school program. Additionally, instead of career days, the school provided hands on internships.

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 were significant material differences because the before and after school program was provided during the 23-24SY ran through Expanded Learning Opportunities Program funds.

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

Parent participation was strong throughout the school year. Youth Truth data suggested that families are happy with the changes at the school. However, there was feedback that parents would like to be further involved in the planning of events. Working with families and community partnerships continued to be a focus for the school.

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.
Place-based learning through field trips will continue to be a focused strategy as well as community involvement. This goals will be enhanced by focusing on becoming a Community School. Root cause analysis suggested that the underlying root causes of absenteeism includes significant barriers outside of school. Given this information, the new goals and strategies will focus on a Community School model. Research suggests that the community school mission can support improved academic outcomes, whole-child engagement, and family development and approaches can help with mental and behavioral health through social-emotional learning and restorative justice.

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
Manchester Union Elementary School District	Stephanie Herrera Superintendent/Principal	sherrera@muesd.us 707-882-2374

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.

We are a public TK-8 school district on the picturesque Mendocino coast, boasting multi-grade classrooms in an idyllic setting. Students and staff enjoy outdoor learning opportunities, including our robust school garden, composting, and easy access to place-based learning through local field trips. The town of Manchester is located on the coast, among rolling pastures, vast hillsides of forestland, and the rugged surf of the Pacific Ocean. Residents enjoy an active, outdoor lifestyle and represent a range of social, economic, and educational backgrounds. Manchester School thrives on this diversity and is focused on a sense of belonging for all students and families powered by caring, trusting relationships.

Manchester is one of California's 200 schools with an enrollment of one hundred students or less, allowing for a unique educational experience as a public, dual-language, micro-school where all students can truly experience personalized learning. Our classes are small and our staff are dedicated, enjoying teacher autonomy and inquiry-based learning. Throughout the day, students rotate through small-group learning stations, engaged in high-quality, personalized learning while gaining biliteracy in English and Spanish. We are focused on the power of multiliteracy, teaching our students to read, write, and speak in both English and Spanish. Starting in TK-2nd grade, students are immersed in early Spanish literacy and instruction in Spanish for 60% of their day with 40% of their day being in English. With each year of school, students are introduced to more English until promoted to high school as biliterate scholars, with biliteracy pathway recognition. Manchester's students matriculate to the Point Arena Joint Union High School system.

Community partnerships are a key component of our district as we seek to support whole-child, whole-family, and the whole community by integrating wrap-around support services on-site, extending learning time, and exercising collaborative practices between school and community. We offer the Expanded Learning Opportunities Program (ELOP) to all of our students as a 9-hour day, with free before-school, after-school, and summer school programming. Our ELOP program focuses on Environmental Education and choice-based, interest-based, enrichment activities. Through our community partnerships, our middle school students are able to participate in hands-on internships with local experts in the area based on their career interests. The highly engaging experiences allow for mentoring relationships, real-world connections, and learning beyond the school walls. Further, students have access to the arts and music during the school day and through our after-school program.

Our school vision is: At Manchester Elementary School, all students feel a sense of belonging as members of our safe and caring school community. Staff and students are active contributors to individual and collective well-being. Our students are multiliterate and prepared for a complex, global world as positive agents of change for our community and the planet. We believe that relationships and personalized learning within a healthy environment are directly connected with academic success and will lead to all students reaching their full potential. Our vision is grounded in four pillars:

Responsible members of a micro-school, powered by caring, trusting relationships.

Multiliterate, critical thinkers engaged in hands-on, inquiry-based, and personalized learning and teaching.

Leaders of collective well-being for self, others, and the planet as a Community School.

Growing the future and globally aware, as positive agents of change in environmental equity and justice.

Approximately, 30% of the students attending Manchester are on inter-district transfers, 67% of our students are socioeconomically disadvantaged, and 33% are English Learners. 22% of students identify as American Indian; 4% Asian/Pacific Islander; 75% white; and 53% Hispanic. 57% of students' native language is English, and 53% have a native language other than English which lends to a naturally rich language environment conducive to dual-language programming.

As part of our dual-language program, we provide a team-teaching model throughout the grade levels with five teachers. There are approximately 5.6 students for every 1 credentialed teacher, maintaining a small student-to-teacher ratio. The instruction is based on each teacher's strengths in specific subject areas as well as the language for which the subjects are taught. Additionally, we have one part-time resource specialist teacher, a part-time maintenance worker, a part-time custodian, an office manager, a part-time business manager, and a superintendent/principal.

Reflections: Annual Performance

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

According to the California School Dashboard, 42.9% of all students were chronically absent during the 22-23 school year, 34.8% of students socially economically disadvantaged were chronically absent 22-23SY, 36.4% of English Learners were chronically absent 22-23SY. While final attendance rates for the current 23-24 school year are not yet ready, initial analysis suggests that these rates have improved slightly. The final results will be updated in the LCAP annual performance.

Further, according to the California School Dashboard, overall, students are not meeting grade-level standards on the English Language Arts assessment or Math assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8. Overall school performance was 26.6 points below the ELA state standard and 69.8 points below the Math standard for the 22-23 school year. While student performance is not meeting expectations according to the school performance accountability systems, new strategies were implemented and piloted during the 23-24 school year, that will be reflected in the 24-25 LCAP. These strategies are research-based and more aligned with the goals and metrics that will be used moving forward. Based on these shifts, the theory is that these actions will significantly improve these state academic performance measures and individual growth for each of our students.

Further, our local data was captured in a more robust and thorough methodology by adopting the Youth Truth Survey (as a third-party organization) to measure the experiences of our educational partners. The survey is administered while maintaining confidentiality and measures constructs known to contribute to high-performing schools. Students, families, and staff contributed to the survey and the participation rate exceeded past participation rates in historical surveys. The survey measured the following constructs: Engagement, Academic Challenge, Culture, Belonging & Peer Collaboration, Relationships, Obstacles to Learning, Civic Readiness, Students Voice & Leadership, and Inclusion. In reviewing this local data, there are many areas of strength and there are identified areas of need. This information was used to help inform the strategies and goals for the 24-27 LCAP.

Finally, local data discovered through a root cause analysis helped to identify the barriers that may be contributing to high levels of chronic absenteeism and low state assessment performance levels. Strategies for the new LCAP cycle directly reflect theories of action for addressing these barriers so that our rates of attendance and academic performance improve and that growth is observed in each of our students.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Manchester Elementary School

Support for Identified Schools

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

A comprehensive support and improvement plan has been developed for our one-school school district. The LCAP, LCP and SPSA are written with support of the CSI in the forefront: student attendance is the priority. A needs assessment was conducted through parent, staff, and student surveys, and incorporating the concerns of direct service providers: teachers, instructional aides, administrators and other school personnel. The support for the development of the comprehensive support and improvement plans has come through the facilitation of educational partner meetings inclusive of root cause analyses. Additionally, support for obtaining student voice in decisions and in understanding learning barriers was integrated throughout the process and will continue to be. Further, consultation partnerships have been implemented, a re-aligned vision was developed, and data analysis was conducted to develop a robust school vision that aligns all of the goals to research-based strategies, and meaningful metrics. The LEA will support the school by continued progress monitoring and support for implementing the strategies. Additionally, the LEA will seek additional funding opportunities to ensure that barriers to student attendance and learning are removed.

Monitoring and Evaluating Effectiveness

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

CSI funds will be used to support the needs assessment and root cause analysis by providing professional development and facilitation days with staff to continuously monitor and evaluate the plan. Additional expenditures necessary to bring educational partners together will be utilized to facilitate and participate. Funds will also be used to ensure effective data, research, and program evaluation are in place by exploring programs such as third-party organizations for robust surveying as seen with Youth Truth. Data dives will be conducted with educational partners to make the results transparent and to inform the effectiveness of our school improvement strategies. Funds may also be used for the facilitation of the process and for consultation as needed. Capacity building related to the process of a root cause analysis as well as the strategic research-based interventions will also be implemented. Expenditures related to ensuring student voice is empowered as part of the analysis and development of the plan will also be incorporated into the root cause analysis process. This continuous cycle of analyzing data, robust feedback gathering (from all educational partners with student voice at the center), authentic engagement, and budgeting for such activities, will support the monitoring and evaluation of the plan in supporting student and school improvement.

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
Certificated and Classified staff including teachers, principal/superintendent, local bargaining group members, and other school personnel	On August 22nd, 2023, there was facilitation for a full-day professional development. All staff engaged in multiple Visioning and feedback exercises. The data and feedback were integrated into a project workstreams document and a prioritization of the goals through a System Change projects tool. This tool was used to inform the continuous improvement strategies for the 23-24 LCAP as well as to help inform ongoing strategies and metrics for the 24-27 LCAP.
Certificated staff including teachers, principal/superintendent, and local bargaining group members	On November 1, 2023 the staff meeting was facilitated with teachers to further develop the school vision based on student needs and creatively problem-solving on how to meet such needs from a system level. The discussions led to tiered support and a desire to further enhance the environmental literacy and program provided to students.
Staff, Families/parents, and Students	From November- December 15, 2023 the district purchased a research-based third-party survey organization to deliver the Youth Truth survey to all educational partner groups. The Youth Truth survey was administered to students, staff, and families. The research-based survey provided a confidential way for educational partners to provide feedback and also measured research-based constructs shown to contribute to high performing schools. Further, the research tool is aligned with LCAP development and continuous progress monitoring of metrics.
Students, staff, community members, and families/parents	In addition to formal surveying, informal empathy interviews were conducted with multiple educational partnership groups. The empathy interviews helped to provide clear strategies, needs, and goals.

Educational Partner(s)	Process for Engagement
School Site Council/District Advisory Committee/Parent Advisory Committee/Wellness Committee (Certificated and Classified staff including teachers, principal/superintendent, local bargaining group members, and parents).	February 27, 2024 reviewed the mid-year LCAP metrics and reflections. Committee provided consultation and feedback on progress as well as important strategies to focus on to inform the 24-25 LCAP.
Staff Engagement Professional Development (certificated staff including teachers, principal/superintendent, and local bargaining group members)	March 22, 2024 full day staff professional development/engagement of further strategies based on emerging themes from the past 6 months of educational partner feedback.
School Site Council/District Advisory Committee/Parent Advisory Committee/Wellness Committee (Certificated and Classified staff including teachers, principal/superintendent, local bargaining group members, and parents).	September 2023- May 2024 Monthly meetings with educational partners: reviewed Youth Truth survey data, plans, and LCAP. Engaged in continuous feedback and consultation.
School Site Council/District Advisory Committee/Parent Advisory Committee/Wellness Committee (Certificated and Classified staff including teachers, principal/superintendent, local bargaining group members, and parents).	April 23, 2024 reviewed survey feedback on Youth Truth Survey. Sought feedback multiple times in monthly meetings. Conducted a root cause analysis related to absenteeism and state assessment results, which helped to inform the 24-27 LCAP goals and strategies.
Certificated staff including teachers, principal/superintendent, and local bargaining group members	May 22, 2024 staff LCAP review and feedback; purpose was to determine the accuracy in reflecting feedback and educational partners contributions in the development of the LCAP. Meeting further informed the development of the 2024-2027 LCAP plan prior to going to the Public Hearing.
Community/families, School Board, staff, principal/superintendent	June 11, 2024 LCAP Public Hearing

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

Overall, the LCAP was developed based on the feedback of educational partners and an extensive transformation took place based on this feedback which is evident both in the plan and on the ground at the school. Each action taken to consult with staff, teachers, administrators, other school personnel, parents, students, and the community, was then integrated into the development of the new vision with 4 aligned pillars that are strategic in reaching the vision. Further, each pillar was represented in the LCAP as one of the four goals for student growth and academic achievement. The strategies that were then developed were also based on research and the feedback from the families, students, and staff. The Youth Truth survey was incredibly methodological and allowed for a greater level of data analysis. This process was robust and had a high participation rate from all educational partner groups. This feedback was reviewed in many meetings and further helped to inform and influence the development of the LCAP. This process will continue to be utilized to engage in continuous consultation and feedback from educational partners with the purpose of monitoring the progress of the plan.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The district will reduce rates of chronic absenteeism for all students by implementing actions that promote relationships, student connectedness, student voice, and by providing engaging hands-on learning experiences based on student interest. (Priority 5: Student Engagement; Priority 6: School Climate; Priority 3A: Parental Involvement and Family Engagement])	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified by data analysis, educational partners surveys of staff, families, and students, and input from community partnerships.
The analysis of the California School Dashboard indicates a continued need for chronic absenteeism to be addressed. The 22-23SY data indicated that 42.9% of students were chronically absent, missing 10% or more school days during the 22-23SY. The trend of chronic absenteeism has been evident and the most recent 22-23 data was a 25.2% increase from the previous year.
The YouthTruth survey data further showed:
*YouthTuth Engagement Summary Measure: describing the degree to which students perceive themselves as engaged with their school and their education was at the 47th percentile.
*YouthTruth Relationship Summary Measure: describing the degree to which students feel they receive support and personal attention Yfrom their teachers was in the 58th percentile.
*YouthTruth Belonging and Peer Collaboration Summary Measure: describing the degree to which students feel welcome at their school and have collaborative relationships with their classmates was at the 66th percentile.
*Youth Truth Culture Summary Measure: describing the degree to which students believe that their school fosters a culture of respect and fairness was in the 64th percentile.

Student perceptions are connected to academic outcomes, so it's important to understand their perspectives through the student and educational partners' feedback of the YouthTruth survey. Research further shows that students who believe they have voice in school are more likely to be academically motivated than students who do not believe they have voice. Student voice shows to be linked to experiencing higher levels of self-worth, engagement, and purpose in school. A student's level of effort and persistence is a critical factor that affects achievement. The benefits of social-emotional learning has also shown to increase social-emotional skills, academic performance, mental wellness, healthy behaviors, school climate and safety, and lifetime outcomes. (https://casel.org/fundamentals-of-sel/what-does-the-research-say/).

Additional themes from educational partners included:
*A desire for STEAM programming, outdoor learning, and internships
*MTSS and SEL programming
*Hands-on learning experiences that students enjoy, with more opportunities for movement.
*Parents and students want students to like going to school and look forward to attending school.
*Interventions are provided for students who struggle with reading so they can access content and improve confidence; removing the barrier of reading difficulties to be able to achieve academically.

The district plans to improve rates of chronic absenteeism through actions that support and improve student learning and will measure progress toward this goal using the metrics below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	*School student attendance rate (Priority 5: Student Engagement Metric) [Data Source: California School Dashboard]	22-23SY: 88.7%			98%	
1.2	*Chronic absenteeism rate (Priority 5: Student Engagement Metric) [Data Source: California School Dashboard]	42.9% of students were chronically absent, missing 10% or more of the school days during the 22-23SY			Reduce the chronic absenteeism rate to 10%	
1.3	Socially economically disadvantaged students chronically absent [Data Source: California School Dashboard]	34.8% of students socially economically disadvantaged were chronically absent 22-23SY			Reduce the chronic absenteeism rate to 10% for socially economically disadvantaged students.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	English Learner students chronically absent [Data Source: California School Dashboard]	36.4% of English Learners chronically absent 22-23SY			Reduce the chronic absenteeism rate to 5% for English Learners.	
1.5	Number of students chronically absent [Data Source: California School Dashboard]	2022-2023: 15 students			<4 students	
1.6	YouthTuth Engagement Engagement Summary Measure describing the degree to which students perceive themselves as engaged with their school and their education. (Priority 6: School Climate local survey measure) [Data Source: Local data, Youth Truth Student Survey]	Dec. 2023: 47th percentile			75th percentile	
1.7	Youth Truth Relationship summary measure describes the degree to which students feel they receive support and personal attention from their teachers. (Priority 6: School Climate local survey measure)	Dec. 2023: 58th percentile			75th percentile	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	YouthTruth Belonging and Peer Collaboration summary measure describes the degree to which students feel welcome at their school and have collaborative relationships with their classmates. (Priority 6: School Climate local survey measure) [Data Source: Local data, Youth Truth Student Survey]	Dec. 2023: 66th percentile			75th percentile	
1.9	The percent of middle school students will be placed in a meaningful hands-on internship with regular participation.	28% from 23-24SY pilot			100%	
1.10	*Middle School Dropout Rate (Priority 5: Student Engagement metric)	0			0	
1.11	*Student suspension rate (Priority 6: School Climate metric)	0			0	
1.12	*Student expulsion rate (Priority 6: School Climate metric)	0			0	
1.13	Youth Truth survey culture summary measure describes the degree to which students believe that their school	Dec. 2023: 64th percentile			75th percentile	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	fosters a culture of respect and fairness (Priority 6: School Climate local survey measure) [Data Source: Local data, Youth Truth Student Survey]					
1.14	Youth Truth survey culture summary measure describes the degree to which students feel safe at school (Priority 6: School Climate local survey measure)	Dec. 2023: 75th percentile			90th percentile	

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	Middle School Internship Program	Implement a Middle School internship program for students to have hands-on experience and exposure to career fields of interest by collaborating with local organizations, businesses, and community experts to be mentors and offer off-site, real-world, and hands-on learning experiences. Create and hire for a stipend position to help coordinate the partnerships, scheduling, and matching of these opportunities. Career-connected learning has been shown to have a positive impact on absenteeism.	$2,000.00	No
1.2	STEAM Program	Implement a STEAM-focused program during the instructional day and during the after-school/summer school program. Design and build a maker space classroom for students to have access to hands-on, interest-based learning that focuses on inquiry instruction while incorporating the sciences, technology, engineering, the arts, and mathematics.	$35,500.00	No
1.3	Place-Based and Outdoor learning	Provide students with place-based learning through field trips to engage students in their local community and to increase student engagement. Provide experiences such as a trip to the Pacific Education Environmental Center, create outdoor classrooms, greenhouses, and gardens to increase engagement, health, and wellness, environmental education, and actions for the well-being of the planet. Place-based outdoor learning programs will focus on ways to promote global awareness as positive change agents in environmental equity and justice.	$6,000.00	No
1.4	Restorative Practices	Provide training and facilitation to staff and students to systematize a restorative practices framework. Create and hire for a stipend position to help build and implement the framework and training.	$11,500.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Student Leadership Program	Build a student leadership program and conduct regular meetings to engage students in the co-planning, design, and implementation of strategies to foster daily attendance, build relationships, and exercise collaborative decision-making related to the school and the community.		No
1.6	Youth Truth Survey	Administer the Youth Truth Survey to educational partner groups of students, families, and staff with the purpose of seeking parent input and student input in making decisions for the district/school. [Priority 3A: Parental Involvement and Family Engagement]	$5,000.00	No
1.7	Trauma-informed learning environment	Create a trauma-informed school and classroom environment inclusive of foster and homeless youth, providing students with access to therapeutic services. Staff will be trained on adverse childhood experiences (ACE's) and classroom practices to support the mental health of all students. Create a stipend position for a Community Liaison who will be specifically focused on systematizing ways for engaging families, attendance, and outreach.	$43,300.00	Yes
1.8	Multi-tiered Systems of Support and Social-emotional Learning	Develop and implement a cohesive MTSS system inclusive of a SEL curriculum, such as the research-based RULER program out of Yale Center for Emotional Intelligence. Develop and implement a cohesive MTSS system that focuses on early academic screening, tier I instruction, intervention, and data collection/analysis for English learners, foster youth, low income students and students with disabilities; however, we will be implementing it LEA-wide because the systems of support will be helping everyone. (Priority 7 Course Access: programs and services developed and provided to low-income, English Learners, and foster youth students, and programs and services developed and provided to students with disabilities)	$8,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Reading intervention	Implement an early reading screener, Dyslexia specialist training, research-based intervention program, and systematize data to ensure interventions are in place and working to improve reading for English learners, and students with special learning needs.	$17,350.00	Yes
1.10	Transportation	Personalize transportation as much as possible by increasing bus stops, and expanding routes, to ensure that transportation does not serve as a barrier to student participation and attendance in school; prioritizing low-income students, English Learners, foster, homeless, and students with special needs.	$41,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will experience high levels of academic achievement, first and second-language proficiency, and cross-cultural understanding by having access to a high-quality, personalized, Dual Language Immersion education program that is inquiry-based and builds conceptual understanding. (Priority 4: Student Achievement; Priority 7 Course Access; Priority 1: Basic; Priority 2: Implementation of State Standard)	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified by data analysis, educational partners surveys of staff, families, and students, and input from community partnerships.

- State assessments indicated that only 18% of students met or exceeded math standards, and only 47% met or exceeded ELA standards for 22-23
- The English Learner Reclassification Rate was 33% in 22-23
- The Youth Truth academic challenge was in the 32nd percentile December 2023
- Both native Spanish-speaking families and non-native Spanish-speaking families expressed the desire for Spanish instruction to be provided by the school. Informal empathy interviews with families, regardless of the native language spoken in the home, presented the theme of wanting to bring Spanish instruction into the school. The community described historical harm where Spanish wasn't seen as an asset and would like to ensure multiliteracy is celebrated and seen as an incredible strength/skill.
- The organic population of our students shows that 57% of students' native language is English, and 53% have a native language other than English which lends to a naturally rich language environment conducive to dual-language programming.
- Some native Spanish-speaking students were not showing progress in reading and writing in either their native language or English language
- Feedback from educational partners emphasized the asset of being multilingual. While many students are able to speak both languages, families expressed a desire for writing and reading instruction to also be addressed.
- Data from the Youth Truth family survey demonstrated a discrepancy in how families who speak Spanish experience school when compared to families whose native language is English.

- Given the diversity of the area in which we live, cross-cultural understanding, belongingness, and bridging divisions were a desire expressed by multiple educational partner groups.
- The request and advocacy for a before and after-school program was a strong theme emerging from families and students. Given the rural location of our school, many students do not have access to play and other activities when not at school. Further, homework help and support, or additional instruction and enrichment options were not available to students after school hours. Given that many parents work, the school bell schedule was not aligned with work schedules and made it difficult for parents to transport.
- The request for summer programming was similar to the request and reasons above for before and after-school programming.

Research shows that early literacy in a student's native language can lead to increased literacy in other languages. Research also shows that expanding learning time can help support students' academic growth. Focusing on student strengths and building their multiliteracy skills will help to prepare students for a global world. During our 23-24 pilot year of dual language instruction, qualitative data showed progress for a group of students in their confidence and willingness to speak in both languages, read, and write.

The district plans to improve levels of academic achievement and language proficiency through the described actions and metrics below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	*Student performance on statewide standardized assessments (Math, ELA, PFT, and ELPAC California Assessment of Student Performance and Progress (Priority 4: Student Achievement metric) [Data Source: California School Dashboard]	A. Math 18% Met or Exceeded Standard (22-23SY) B. ELA 47% Met or Exceeded Standard (22-23SY)			A. Math 40% Met or Exceeded Standard B. ELA 60% Met or Exceeded Standard	
2.2	*The English Learner Reclassification Rate (Priority 4: Student Achievement metric) [Data Source: California School Dashboard]	2022-2023: 33% reclassified			55%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	*Proficiency rates in both English Language and Spanish Language	Will establish a baseline once the assessment tool is determined for the Spanish language proficiency rate. English proficiency rate for 2023-2024: 69%			English proficiency rate: 80%	
2.4	*The percentage of English learner students who make progress towards English proficiency as measured by the English Language Proficiency Assessment for California (ELPAC) (Priority 4: Student Achievement metric)	2022-2023: 86% improved their level on the ELPAC			95% improved level on the ELPAC	
2.5	*Youth Truth student survey (Different Backgrounds measure)	Dec. 2023: 13th percentile			75th percentile	
2.6	Youth Truth student survey academic challenge summary measure describing the degree to which students feel they are challenged by their coursework and teachers.	Dec. 2023: 32nd percentile			75th percentile	
2.7	-Biliteracy Pathway Recognition	Establish a baseline based on pathway recognition at the end of the 24-25SY			100% of students will receive biliteracy pathway recognition in one of the three	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					recognitions available: Biliteracy Program Participation Recognition Home Language Development Recognition Biliteracy Attainment Recognition	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Inquiry-based, transdisciplinary curriculum framework	Research, identify, and implement a cohesive framework that builds conceptual understanding, incorporates the CA state standards, leverages instructional strategies, and infuses a learner profile that will be developed for the school.	$5,000.00	No
2.2	Dual-language curriculum implementation	Implement a dual language curriculum that embeds support in both first and second language proficiency. Ensure that the master schedule is designed to allow sufficient time for designated English language development (ELD) instruction for EL students at all grade levels and common core standards for English learners in both English and Spanish. (Priority 2:Implementation of State Standards; Priority 7 Course Access: A broad course of study including courses described for grades 1-6)	$30,350.00	Yes
2.3	Curriculum adoption and implementation across all content areas	Engage in the process of curriculum adoption for robust curriculum across all content areas to ensure that every student has sufficient access to the standards-aligned instructional materials (Priority 1: Basic) and the implementation of state board-adopted academic content and performance standards for all students (Priority 2: Implementation of State Standard). The emphasis will be on a curriculum adoption process engaging key stakeholders and focusing on the content areas of need: science, early literacy Spanish, Health, Environmental Literacy, Physical Education, Spanish, and student leadership. (Priority 7 Course Access: A broad course of study including courses described for grades 1-6)	$23,000.00	No
2.4	After School Program	Provide an after-school program that focuses on advancing student literacy skills, first and second language proficiency, physical/mental/social health and wellness, and choice-based/interest-based engaged learning. The program will prioritize services to low-income, English learner, foster youth, and students with disabilities. (Priority 7 Course Access: programs and services developed and provided to low-income, English Learners, and foster youth students, and programs and services developed and provided to students with disabilities)	$43,253.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Summer School Program	Provide the opportunity for all students to attend a summer program for grades TK-8, prioritizing services to students who are English Learners, low-income, and foster/homeless youth. The summer program will offer highly engaging personalized learning that is choice-based and connected to students' interests, building on multiliteracy, internships, and environmental literacy. Additional targeted areas of support will be provided based on data demonstrating areas of student need. (Priority 7 Course Access: programs and services developed and provided to low-income, English Learners, and foster youth students, and programs and services developed and provided to students with disabilities)	$22,963.00	Yes
2.6	High-Quality Educators for Personalized Learning	Creatively recruit and hire high-quality educators and provide support to ensure they are appropriately assigned and fully credentialed in the subject area and for the students they are teaching (Priority 1: Basic) Provide a personalized learning model by keeping low student/teacher ratios and ensuring credentialed teachers are working in small groups with students prioritizing services to English learner students, low income, foster youth and students with disabilities. Continue to proceed with a team teaching model to leverage teacher's strengths and provide instruction in their area of expertise to a larger number of students where the teacher's subject area knowledge becomes the important factor.	$168,537.00	Yes
2.7	Collaboration for improved instruction	Provide educators with paid collaboration time over the summer months and outside of school days, to plan instructional strategies, units of study, and curriculum/lesson delivery.	$13,978.00	No
2.8	Multi-tiered Systems of Support	Develop and implement a cohesive MTSS system that focuses on early academic screening, tier I instruction, intervention, and data collection/analysis. (Priority 7 Course Access: programs and services developed and provided to low-income, English Learners, and foster youth students, and programs and services developed and provided to students with disabilities). [Action duplicated in Goal #1; Action #8 for budget reference]		Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Assessments	Implement early literacy assessment in both English and Spanish to help inform program progress, personalized learning, and interventions. [See Goal #2, Actions #1- #3 inclusive of assessments aligned with the curriculum adoptions and Goal #1, Action #8 for budget implications]		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Transform educational outcomes for our most vulnerable students by becoming a Community School driven by community partnerships to support whole-child, whole-family, and whole community by integrating wrap-around support services on-site, extending learning time, and exercising collaborative practices between school and community. [Priority 3: Parental Involvement and family engagement B: how the LEA will promote parental participation in programs for low-income, English Learners, and foster youth; C: parental participation in programs for students with disabilities; Priority 7; Priority 1]	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The data analysis shows significant absenteeism and chronic absenteeism. In conducting a root cause analysis related to absenteeism during School Site Council, a root driver of this problem was discovered suggesting that families do not have access to many services in our rural area. Living in a rural area provides limited access for students and families to medical, dental, affordable groceries, and mental health services. Many students are absent due to medical appointments and the travel required to attend such appointments frequently takes more than 2 hours of drive time alone.
According to Youth Truth survey results, students identified that the key obstacles to learning were:
*Health of self or family members
*Feeling stressed/anxious/depressed
*Picked on or bullied
*Access to device
*Not having an adult to help with schoolwork
*Personal relationships
*Not feeling safe at home

Additionally, empathy interviews with students led to a theme of students not having access to areas to safely engage in physical activities such as biking, skating, and swimming. The nearest skate park, and swimming pool for public swimming are 40 miles away.
Empathy student interviews provided a theme that students want to have the ability to participate in these activities which meet the CA Physical Education state standards.

When looking at the Youth Truth student survey results, there was a significant difference in access to support at school compared to outside of school. For example, when asked, "When I'm feeling upset, stressed, or having problems...there is an adult from school who I can talk to about it" responses were in the 93rd percentile. However when asked, "When I'm feeling upset, stressed, or having problems...I know someone outside of school who I can talk to about it," responses landed in the 5th percentile.

Research suggests that the community school mission can support improved academic outcomes, whole-child engagement, and family development and approaches can help with mental and behavioral health through social-emotional learning and restorative justice.

The district plans to improve levels of academic achievement and language proficiency through the described actions and metrics below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	*Chronic absenteeism rate (Priority 5: Student Engagement Metric) [Data Source: California School Dashboard]	42.9% of students were chronically absent, missing 10% or more of the school days during the 22-23SY			Reduce the chronic absenteeism rate to 10%	
3.2	Facilities- gymnasium	Family and community feedback about wanting a gym.			Initiate project	
3.3	Socially economically disadvantaged students chronically absent [Data Source: California School Dashboard]	34.8% of students socially economically disadvantaged were chronically absent			Reduce the chronic absenteeism rate to 10% for socially economically disadvantaged students.	
3.4	*Middle School Dropout Rate (Priority 5: Student Engagement metric)	0			0	
3.5	The key obstacles to student learning as identified on the Youth	Dec. 2023: Thematic barriers to learning as identified by students:			100% of students will identify having access to supports	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Truth Student Survey will be reduced.	Health of self or family members Feeling stressed/anxious/depressed Picked on or bullied Access to device Not having an adult to help with schoolwork Personal relationships Not feeling safe at home			to help work through, or eliminate, barriers to learning.	
3.6	Youth Truth student survey emotional and mental health summary measures.	Dec. 2023: Range of 5th percentile - 99th percentile			All measures will be above the 75th percentile.	
3.7	Youth Truth Parent Survey summary measures will maintain above, or exceed 75th percentile and there will not be a discrepancy in experiences based on native language spoken in the home. [Priority 3B: Parental Involvement and Family Engagement for English Learner]	Dec. 2023: Range of 73rd percentile to 91st percentile; discrepancy in responses based on language spoken in the home.			All measures maintain above, or exceed 75th percentile and there is not evidence of discrepancy based on the language spoken in the home.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Promote healthy lifestyles	Provide a robust Physical Education program aligned with the CA Health and PE standards to promote physical wellness. Provide physical activity opportunities to students that are not readily accessible in the school's rural area location such as a skate park, gymnasium, swimming, etc. to promote healthy physical activity and wellness for the school and community- especially for low-income students, foster youth,and students with disabilities. (Priority 7 Course Access: programs and services developed and provided to low-income, English Learners, and foster youth students, and programs and services developed and provided to students with disabilities)	$10,000.00	Yes
3.2	Nutrition Program	Provide a healthy nutrition program that emphasizes a community garden, farm-to-table, edible learning, and family-style meal services. Partner with medical and nutrition programs to provide access on-site for families, students, and communities to remove barriers to attending school consistently and regularly- prioritizing access for low-income students, foster youth, English learners, and students with disabilities. (Priority 7 Course Access: programs and services developed and provided to low-income, English Learners, and foster youth students, and programs and services developed and provided to students with disabilities)		Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Collaborative facilities partnerships and updated facilities inclusive of a gym	Collaborate with partners for facility use between the district and other organizations to expand services and access to programming. Ensure school facilities are maintained in good repair (Priority 1: Basic) and take steps to build a gymnasium structure so students have access to safe indoor play of common physical activities and have a sheltered space for eating lunch or to be indoors during inclement weather. The first year outcome is to secure funding for this strategy.		No
3.4	Before and After School Program	Provide a 9-hour school day with before and after school programming for students that focuses on advancing student literacy skills, first and second language proficiency, physical/mental/social health and wellness, and choice-based/interest-based engaged learning- prioritizing English learners, low-income students, foster/homeless youth, and students with disabilities. (Priority 7 Course Access: programs and services developed and provided to low-income, English Learners, and foster youth students, and programs and services developed and provided to students with disabilities). [Reference duplicated strategy in Goal #2, Strategy #4 for budget]		Yes
3.5	Collaborate with medical, mental, and social health services. Increase access to counselors, nurses, and social workers.	Provide services to foster youth, English Learners, and low-income students on-site to promote access and remove barriers to attending school regularly. (Priority 7 Course Access: programs and services developed and provided to low-income, English Learners, and foster youth students, and programs and services developed and provided to students with disabilities).		Yes
3.6	Collaborative decision-making	Ensure that students, families, and community members are embraced as full partners in every aspect of decision-making that affects the conditions for teaching and learning. Authentic power sharing and shared decision-making in all aspects of school governance is another cornerstone of community school implementation. Specific recruitment efforts and committees will focus on representation from parent participation of students who are low income, English Learner, foster youth, and students with disabilities. [Priority 3: Parental participation in programs for low income, English learner, foster youth and students with disabilities]		Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Youth Truth Survey	Administer the Youth Truth Survey to stakeholder groups of students, families and staff with the purpose of seeking parent input and student input in making decisions for the district/school [Priority 3A: Parental Involvement and Family Engagement]. [See duplicate strategy in Goal #1, Action #6 for budget expenditures]		No
3.8	Restorative Practices	Provide training and facilitation to staff and students to systematize a restorative practices framework. Create and hire for a stipend position to help build and implement the framework and training. [See duplicate strategy in Goal #1, Action #3 for budget expenditures]		No
3.9	Social-emotional Learning	Develop and implement a cohesive MTSS system inclusive of a SEL curriculum, such as the research-based RULER program out of Yale Center for Emotional Intelligence.		No
3.10	Summer School Program	Provide the opportunity for all students to attend a summer program for students TK-8, prioritizing services to students who are English Learners, low-income, and foster/homeless youth. The summer program will offer highly engaging personalized learning that is choice-based and connected to students' interests, building on multiliteracy, internships, and environmental literacy. Additional targeted areas of support will be provided based on data demonstrating areas of student need. (Priority 7 Course Access: programs and services developed and provided to low-income, English Learners, and foster youth students, and programs and services developed and provided to students with disabilities). [See duplicate strategy in Goal #2, Action #5 for budget expenditures]		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide effective environmental education, incorporating STEAM, civic skills, and exposure to green career pathways to improve student engagement, academic achievement, and promotion rates while empowering students as advocates for environmental equity/justice and well-being for self, others, and the planet. (Priority 7 Course Access; Priority 4 Student Achievement; Priority 6 Schol Climate;Priority 5 Student Engagement)	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed through the data analysis surrounding student engagement levels, and input from our educational partners. In addition to the state performance data, the following themes emerged and informed this goal:

- During staff visioning exercises the discussions and data analysis based on student performance on standardized test and local level formal and informal assessments, led to a need for additional tiered supports and a desire to further enhance environmental programming for students to increase engagement paired with therapeutic elements of outdoor learning, experimentation, and open-ended resources.
- The environmental context of our district is located in a beautiful area where there is an appreciation for the environment and a desire to take care of the environment.
- Multiple educational partner groups emphasized the desire for a healthy, nutrition program where we build on the robust gardens that have been developed on campus.
- Place based learning through field trips were described as a highlight for the community, families, and students- with a desire to continue to enhance these opportunities.
- The Youth Truth Student Survey Civic Measure suggested there is room to grow regarding the degree to which students feel prepared to actively participate in civic life and contribute to their communities and society as a whole with some responses resulting in being as low as the 0th percentile.
- Informal interviews suggest that not all students find ways to return to the local area and contribute to the community. Environmental programming can help students to learn the pathways that are needed in the area and in the future for helping to make an impact and to increase career connectedness.

- Youth Truth Student Engagement Summary measures suggest that students desire to be engaged in learning in meaningful ways. Empathy interviews further suggested that textbook based instruction alone did not help students to make real-world connections and find meaning in their learning.
- State assessments also demonstrate a need to find additional ways for promoting academic achievement and learning such as extending learning time and providing interest-based/choice-based inquiry learning within the surrounding nature and environment.
- Family feedback and interviews resulted in a theme for access to the arts and music, as well as the sciences. Project-based learning where the thematic unit was based on environmental literacy showed increased engagement by students.
- Research shows the healthy impacts nature can have on physical and mental wellness. There are a growing number of programs that focus on therapeutic elements for students of gardening and growing food, not to mention the life skills that are acquired in doing so.

The district plans to improve levels of academic achievement, engagement, and promotion rates through the described actions and metrics below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	*Student performance on statewide standardized assessments (Math, ELA, PFT, and ELPAC California Assessment of Student Performance and Progress (Priority 4: Student Achievement metric) [Data Source: California School Dashboard]	A. Math 18% Met or Exceeded Standard (22-23SY) B. ELA 47% Met or Exceeded Standard (22-23SY)			A. Math 40% Met or Exceeded Standard B. ELA 60% Met or Exceeded Standard	
4.2	8th-grade Promotion rate	100%			100%	
4.3	YouthTuth Engagement Engagement Summary Measure describing the degree to which students perceive themselves as engaged with their	Dec. 2023: 47th percentile			75th percentile	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school and their education. (Priority 6: School Climate local survey measure) [Data Source: Local data, Youth Truth Student Survey]					
4.4	Internships/mentorships in green career pathways [Data Source: Local level-internship mapping]	Establish baseline during the 24-25SY			100% match based on student interest	
4.5	Bi-annually student projects presentations that demonstrate a positive impact on self, others, and the planet. [Data Source: Local level-student projects]	0			100% of students	
4.6	Community Service Participation [Data Source: Local level- Community Service hours tracking]	Establish baseline during the 24-25SY			Each student will complete 15 hours of community service annually to have a positive impact on environmental equity/justice and well-being for self, others, and the planet.	
4.7	*School student attendance rate (Priority	22-23SY: 88.7%			98%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5: Student Engagement Metric) [Data Source: California School Dashboard]					
4.8	*Chronic absenteeism rate (Priority 5: Student Engagement Metric) [Data Source: California School Dashboard]	42.9% of students were chronically absent, missing 10% or more of the school days during the 22-23SY			Reduce the chronic absenteeism rate to 10%	
4.9	Youth Truth Student Survey Student Voice and Leadership measure.	Dec. 2023:Range 0th percentile-94th percentile			Above the 75th percentile for each construct.	
4.10	Youth Truth Student Survey Civic Measure: the degree to which students feel prepared to actively participate in civic life and contribute to their communities and society as a whole. [Data Source: Local level Student Survey]	Dec. 2023: Range 33% positives-83% positives			Above 75% positives	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Effective environmental education	Provide effective environmental education, which teaches many disciplines, and is especially good at effectively incorporating STEM (Science, Technology, Engineering, and Mathematics), civic skills, and green career pathways. [See Goal #1, Action #2 for budgetary considerations]		No
4.2	Student Leadership Group	Amplify student voice to bring about action surrounding climate and environmental justice with resources and collaborative decision-making.		No
4.3	Outdoor Learning	Provide environmentally focused learning spaces on-site to promote outdoor learning to enhance engagement, and mental health/wellness. Engaged partners have expressed wanting yurts, outdoor immersion opportunities, and learning outside of the classroom walls.	$15,000.00	No
4.4	Collaborative 'Grow the Future' Committee	Develop and systematize a collaborative committee to explore how to reduce environmental impact and costs.		No

Action #	Title	Description	Total Funds	Contributing
4.5	Improve the health and wellness of school, students, community, and staff.	Provide a robust Physical Education program aligned with the CA Health and PE standards to promote physical wellness. Provide physical activity opportunities to students that are not readily accessible in the school's rural area location such as a skate park, gymnasium, swimming, etc. to promote healthy physical activity and wellness for the school and community- especially for low-income students, foster youth,and students with disabilities. (Priority 7 Course Access: programs and services developed and provided to low-income, English Learners, and foster youth students, and programs and services developed and provided to students with disabilities) [See duplicate strategy under Goal #3, Action #1, for budgetary implications]		Yes
4.6	School Nutrition Program	Provide a healthy nutrition program that emphasizes a community garden, farm-to-table, edible learning, and family-style meal services. Partner with medical and nutrition programs to provide access on-site for families, students, and communities to remove barriers to attending school consistently and regularly- prioritizing access for low-income students, foster youth, English learners, and students with disabilities. (Priority 7 Course Access: programs and services developed and provided to low-income, English Learners, and foster youth students, and programs and services developed and provided to students with disabilities). [See duplicate strategy under Goal#3, Action #2 for budgetary implications]		Yes
4.7	After School Program	Provide an after-school program that focuses on advancing student literacy skills, first and second language proficiency, physical/mental/social health and wellness, and choice-based/interest-based engaged learning. The program will prioritize services to low-income, English learner, foster youth, and students with disabilities. (Priority 7 Course Access: programs and services developed and provided to low-income, English Learners, and foster youth students, and programs and services developed and provided to students with disabilities). [See duplicate strategy under Goal #2, action #4 for budgetary implications]		Yes

Action #	Title	Description	Total Funds	Contributing
4.8	Summer School Program	Provide the opportunity for all students to attend a summer program for grades TK-8, prioritizing services to students who are English Learners, low-income, and foster/homeless youth. The summer program will offer highly engaging personalized learning that is choice-based and connected to students' interests, building on multiliteracy, internships, and environmental literacy. Additional targeted areas of support will be provided based on data demonstrating areas of student need. (Priority 7 Course Access: programs and services developed and provided to low-income, English Learners, and foster youth students, and programs and services developed and provided to students with disabilities). [See duplicated strategy under Goal #2, action #5 for budgetary implications]		Yes
4.9	Middle School Internship/mentorship program	Implement a Middle School internship program for students to have hands-on experience and exposure to career fields of interest by collaborating with local organizations, businesses, and community experts to be mentors and offer off-site, real-world, and hands-on learning experiences. Create and hire for a stipend position to help coordinate the partnerships, scheduling, and matching of these opportunities. Career-connected learning has been shown to have a positive impact on absenteeism. [See duplicate strategy under Goal #1, action #1 for budgetary implications]		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
$52882	$2675

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
12.646%	0.000%	$0.00	12.646%

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
1.7	**Action:** Trauma-informed learning environment **Need:** Access to therapeutic services is limited, high levels of chronic absenteeism, Youth Truth local measure indicates more support is needed for mental health and support in the home that are currently identified as barriers to learning.	According to Maslow's Hierarchy of needs, students have basic needs that need to be met before we can expect them to learn. If we are able to provide students with the mental health supports and address underlying reasons for being absent, then student achievement, engagement, and health will improve. This is provided LEA-wide because all students will benefit from access to services and given how small our school is, we can provide this service to all of our students for all to benefit.	Please see above metrics associated with goal.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: 　LEA-wide		
1.8	**Action:** Multi-tiered Systems of Support and Social-emotional Learning **Need:** Low levels of academic achievement for English Learners and low-income students; lack of systematized interventions for both academics and social-emotional learning; Youth Truth local indicators suggest a need for more support and academic challenge. **Scope:** 　LEA-wide	Systematized interventions and the identification of the specific areas for which the intervention is needed for each student will allow for a more targeted, meaningful, and intentional approach for support. Further, the MTSS system will help to prevent overidentification of students with special needs. This is provided LEA-wide because all students will benefit from MTSS and additional support. Given how small our school is, we are able to provide this service to all of our students for all to benefit.	Students on IEP and any demographic discrepancies based on the following student groups: English Learners, Foster Youth, and Low Income. Please see additional metrics associated with goal
1.9	**Action:** Reading intervention **Need:** Reading levels and state performance assessments are low for English Learners; evidence of some English Learners not making progress in reading and growth in ELPAC assessment. **Scope:** 　LEA-wide	Having a trained reading specialist will help to ensure appropriate assessments and interventions are being provided for student academic growth and achievement. This is provided LEA-wide because all students will benefit from strategic reading interventions for growth and given how small our school is, we are able to provide this service to all of our students for all to benefit.	Local and state reading level assessments, dyslexia screener implementation and identification
1.10	**Action:** Transportation	Personalized transportation helps to ensure that barriers to transportation are removed so students	Absenteeism data and chronic absenteeism data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Transportation to school is a barrier for many of our English Learners, foster youth, and low income students for reasons such as parents' work schedules, lack of vehicles, distance of travel, and inability to drive. **Scope:** LEA-wide	can attend school regularly. This is provided LEA-wide because all students will benefit from personalized transportation and given how small our school is, we are able to provide this service to all of our students for all to benefit.	disaggregated by English Learners, Foster Youth, and Low Income.
2.2	**Action:** Dual-language curriculum implementation **Need:** English Learners low reading performance in both English and native languages. Evidence of English Learners not making progress academically. Evidence of not building on native language skills to develop new language learning. **Scope:** LEA-wide	The action addresses first language development which is a research based strategy for students to acquire additional reading, writing, and listening skills in an additional language. The strategy is provided LEA-wide because the natural demographics of the district is inclusive of about 50% native English language and 50% with native Spanish language. Dual-language programs have shown to be mutually beneficial for both language groups in developing academically and cognitively.	Student performance on statewide standardized assessments (Math, ELA, ELPAC PFT, California Assessment of Student Performance and Progress (Priority 4: Student Achievement metric) [Data Source: California School Dashboard] *Proficiency rates in both English Language and Spanish Language • Biliteracy Pathway Recognition
2.4	**Action:** After School Program **Need:** A need for additional support outside of the regular school day is evident; parents have expressed needing support with students'	An after school program provides a 9-hour school day for students and families where students will have access to additional academic support and enrichment programs. Further, a safe environment will be provided to students. While unduplicated students are prioritized for access to this program, we are offering the program LEA-wide because it	Please see above metrics associated with goal

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
	learning, reading, and homework; lack of access to additional programming is available in the rural location of the district; a safe environment is needed beyond the regular school hours; additional support in tutoring and interventions needed for English Learners, foster youth, and Low income as evidenced by state and local assessments. **Scope:** LEA-wide	is also beneficial to all students and given our small school enrollment, we are able to offer this program to all students.	
2.5	**Action:** Summer School Program **Need:** A need for additional support outside of the regular school day is evident; parents have expressed needing support with students' learning, reading, and homework; lack of access to additional programming is available in the rural location of the district; a safe environment is needed beyond the regular school hours; additional support in tutoring and interventions needed for English Learners, foster youth, and Low income as evidenced by state and local assessments. **Scope:** LEA-wide	An summer school program provides a 9-hour day for students and families on non-school days during the summer months. Students will have access to additional academic support and enrichment programs. Further, a safe environment will be provided to students. While unduplicated students are prioritized for access to this program, we are offering the program LEA-wide because it is also beneficial to all students and given our small school enrollment, we are able to offer this program to all students.	Please see above metrics associated with goal.
2.6	**Action:** High-Quality Educators for Personalized Learning	Each student has unique profiles inclusive of strengths, areas of growth and the barriers which have interfered with their learning. A personalized approach allows for better understanding and	Please see above metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: A need to improve academic achievement, engagement, and attendance. **Scope:** LEA-wide	addressing the needs of English Learners, foster youth, and low income students. Evidence of personalized interventions and teaching strategies are required for further growth.	
2.8	**Action:** Multi-tiered Systems of Support **Need:** Low levels of academic achievement for English Learners and low-income students; lack of systematized interventions for both academics and social-emotional learning; Youth Truth local indicators suggest a need for more support and academic challenge. **Scope:** LEA-wide	Systematized interventions and the identification of the specific areas for which the intervention is needed for each student will allow for a more targeted, meaningful, and intentional approach for support. Further, the MTSS system will help to prevent overidentification of students with special needs. This is being provided LEA-wide because all students will benefit from a tiered system of support and given our small school size, we are able to provide such targeted interventions and supports for all students.	Students on IEP and any demographic discrepancies based on the following student groups: English Learners, Foster Youth, and Low Income. Please see additional metrics associated with goal
2.9	**Action:** Assessments **Need:** There is evidence that English Learners need further reading and language development. **Scope:** LEA-wide	Current assessments do not measure the native language abilities and growth of English Learners. Additional local assessments need to be implemented to measure progress and areas of specific, targeted, need. All students will benefit from literacy assessments and progress monitoring which is why we will be offering this as an LEA-wide strategy. Given our small school size, we are able to ensure all students will benefit from this approach.	New assessments implemented consistently and continuously. Assessment data is used to inform interventions and also student progress.
3.1	**Action:** Promote healthy lifestyles	Research suggests that the community school mission can support improved academic outcomes, whole-child engagement, and family	Socially economically disadvantaged students chronically absent

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Access to services living in a rural area inclusive of medical, dental, affordable groceries, and mental health services. To address the barriers identified in the Youth Truth Survey as themes for key obstacles to learning. **Scope:** LEA-wide	development and approaches can help with mental and behavioral health through social-emotional learning and restorative justice. This strategy is being prioritized for our English Learners, foster youth and low-income students, however, we will provide is LEA-wide because access will benefit all students. We will be able to offer this strategy to all students given the small size of our school district.	[Data Source: California School Dashboard] Youth Truth Student Survey
3.2	**Action:** Nutrition Program **Need:** Access to a healthy nutrition program in a rural area is challenging especially for low income students. Barriers identified in the Youth Truth Survey as themes for key obstacles to learning. **Scope:** LEA-wide	Maslow's Hierarchy of needs indicates the need for ensuring that students have their basic needs met. A healthy nutrition program and overall health will be beneficial especially for students who are unable to access healthy foods that are affordable. Given our small school district and the importance of a healthy nutrition program, all students will be provided with this service.	Physical Fitness testing Youth Truth Survey Implementation of the partnerships and evidence of the program being accessed by students and families
3.4	**Action:** Before and After School Program **Need:** A need for additional support outside of the regular school day is evident; parents have expressed needing support with students' learning, reading, and homework; lack of access to additional programming is available in the rural location of the district; a safe environment is needed beyond the regular	An after school program provides a 9-hour school day for students and families where students will have access to additional academic support and enrichment programs. Further, a safe environment will be provided to students. While unduplicated students are prioritized for access to this program, we are offering the program LEA-wide because it is also beneficial to all students and given our small school/district, we are able to offer this program to all students.	Unduplicated students attendance in program Please see above metrics associated with goal

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
	school hours; additional support in tutoring and interventions needed for English Learners, foster youth, and Low income as evidenced by state and local assessments. **Scope:** LEA-wide		
3.5	**Action:** Collaborate with medical, mental, and social health services. Increase access to counselors, nurses, and social workers. **Need:** Access to services living in a rural area inclusive of medical, dental, affordable groceries, and mental health services. To address the barriers identified in the Youth Truth Survey as themes for key obstacles to learning. **Scope:** LEA-wide	Research suggests that the community school mission can support improved academic outcomes, whole-child engagement, and family development and approaches can help with mental and behavioral health through social-emotional learning and restorative justice. This strategy is being prioritized for our English Learners, foster youth and low-income students, however, we will provide is LEA-wide because access will benefit all students. We will be able to offer this strategy to all students given the small size of our school district.	Attendance and chronic absenteeism data for unduplicated students Implementation of the programs Unduplicated students accessing the programs
3.6	**Action:** Collaborative decision-making **Need:** Family engagement and participation needs to be increased especially for our unduplicated students as evidenced by the Youth Truth family survey results and feedback. Discrepancy in Youth Truth results on how school is experienced for families who have a native language other than English.	Parent engagement and family involvement is a critical component to a child's education. Families participating in our school will further strengthen the school-to-home partnership. Strong school-home partnerships is beneficial for all students and therefore this action is being provided LEA-wide.	Participation numbers from families of unduplicated students Youth Truth Survey and feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.10	**Action:** Summer School Program **Need:** A need for additional support outside of the regular school day is evident; parents have expressed needing support with students' learning, reading, and homework; lack of access to additional programming is available in the rural location of the district; a safe environment is needed beyond the regular school hours; additional support in tutoring and interventions needed for English Learners, foster youth, and Low income as evidenced by state and local assessments. **Scope:** LEA-wide	An summer school program provides a 9-hour day for students and families on non-school days during the summer months. Students will have access to additional academic support and enrichment programs. Further, a safe environment will be provided to students. While unduplicated students are prioritized for access to this program, we are offering the program LEA-wide because it is also beneficial to all students and given our small school enrollment, we are able to offer this program to all students.	Summer School registrations and attendance from unduplicated students. Please see above metrics associated with goal.
4.5	**Action:** Improve the health and wellness of school, students, community, and staff. **Need:** Access to services living in a rural area inclusive of medical, dental, affordable groceries, physical activity spaces, and mental health services. To address the barriers	Research suggests that the community school mission can support improved academic outcomes, whole-child engagement, and family development and approaches can help with mental and behavioral health through social-emotional learning and restorative justice. This strategy is being prioritized for our English Learners, foster youth and low-income students, however, we will provide is LEA-wide because access will benefit all students. We will be able to	Socially economically disadvantaged students chronically absent [Data Source: California School Dashboard] Youth Truth Student Survey Implementation of program and partnerships

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
	identified in the Youth Truth Survey as themes for key obstacles to learning. **Scope:** LEA-wide	offer this strategy to all students given the small size of our school district.	Students accessing the services
4.6	**Action:** School Nutrition Program **Need:** Access to a healthy nutrition program in a rural area is challenging especially for low income students. Barriers identified in the Youth Truth Survey as themes for key obstacles to learning. **Scope:** LEA-wide	Maslow's Hierarchy of needs indicates the need for ensuring that students have their basic needs met. A healthy nutrition program and overall health will be beneficial especially for students who are unable to access healthy foods that are affordable. Given our small school district and the importance of a healthy nutrition program, all students will be provided with this service.	Physical Fitness testing Youth Truth Survey Implementation of the partnerships and evidence of the program being accessed by students and families
4.7	**Action:** After School Program **Need:** A need for additional support outside of the regular school day is evident; parents have expressed needing support with students' learning, reading, and homework; lack of access to additional programming is available in the rural location of the district; a safe environment is needed beyond the regular school hours; additional support in tutoring and interventions needed for English Learners, foster youth, and Low income as evidenced by state and local assessments.	An after school program provides a 9-hour school day for students and families where students will have access to additional academic support and enrichment programs. Further, a safe environment will be provided to students. While unduplicated students are prioritized for access to this program, we are offering the program LEA-wide because it is also beneficial to all students and given our small school enrollment, we are able to offer this program to all students.	Attendance rates of unduplicated students Please see above metrics associated with goal

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

4.8	**Action:**
	Summer School Program
	
	Need:
	A need for additional support outside of the regular school day is evident; parents have expressed needing support with students' learning, reading, and homework; lack of access to additional programming is available in the rural location of the district; a safe environment is needed beyond the regular school hours; additional support in tutoring and interventions needed for English Learners, foster youth, and Low income as evidenced by state and local assessments.
	
	Scope:
	  LEA-wide
	  Schoolwide
		An summer school program provides a 9-hour day for students and families on non-school days during the summer months. Students will have access to additional academic support and enrichment programs. Further, a safe environment will be provided to students. While unduplicated students are prioritized for access to this program, we are offering the program LEA-wide because it is also beneficial to all students and given our small school enrollment, we are able to offer this program to all students.	Registrations and attendance rates of unduplicated students. Please see above metrics associated with goal.

Limited Actions

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

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

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

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.

N/A

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		
Staff-to-student ratio of certificated staff providing direct services to students		

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	418180	52882	12.646%	0.000%	12.646%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$167,966.00	$123,872.00	$0.00	$210,393.00	$502,231.00	$253,741.00	$248,490.00

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	Middle School Internship Program	All Students with Disabilities	No			All Schools 6-8		$1,500.00	$500.00				$2,000.00	$2,000.00	
1	1.2	STEAM Program	All Students with Disabilities	No			All Schools		$12,000.00	$23,500.00		$12,000.00		$23,500.00	$35,500.00	
1	1.3	Place-Based and Outdoor learning	All Students with Disabilities	No			All Schools		$0.00	$6,000.00				$6,000.00	$6,000.00	
1	1.4	Restorative Practices	All Students with Disabilities	No			All Schools		$1,500.00	$10,000.00				$11,500.00	$11,500.00	
1	1.5	Student Leadership Program	All Students with Disabilities	No			All Schools									
1	1.6	Youth Truth Survey	All Students with Disabilities	No			All Schools		$0.00	$5,000.00				$5,000.00	$5,000.00	
1	1.7	Trauma-informed learning environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,500.00	$41,800.00	$1,500.00	$22,166.00		$19,634.00	$43,300.00	
1	1.8	Multi-tiered Systems of Support and Social-emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$8,500.00				$8,500.00	$8,500.00	
1	1.9	Reading intervention	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$17,350.00				$17,350.00	$17,350.00	
1	1.10	Transportation	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		$0.00	$41,000.00	$41,000.00				$41,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
2	2.1	Inquiry-based, transdisciplinary curriculum framework	All Students with Disabilities	No			All Schools		$0.00	$5,000.00				$5,000.00	$5,000.00	
2	2.2	Dual-language curriculum implementation	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$30,350.00		$15,000.00		$15,350.00	$30,350.00	
2	2.3	Curriculum adoption and implementation across all content areas	All Students with Disabilities	No			All Schools		$0.00	$23,000.00				$23,000.00	$23,000.00	
2	2.4	After School Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$43,253.00	$0.00		$43,253.00			$43,253.00	
2	2.5	Summer School Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$19,963.00	$3,000.00		$22,963.00			$22,963.00	
2	2.6	High-Quality Educators for Personalized Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$160,047.00	$8,490.00	$125,466.00	$8,490.00		$34,581.00	$168,537.00	
2	2.7	Collaboration for improved instruction	All Students with Disabilities	No			All Schools		$13,978.00	$0.00				$13,978.00	$13,978.00	
2	2.8	Multi-tiered Systems of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools									
2	2.9	Assessments	English Learners	Yes	LEA-wide	English Learners	All Schools									
3	3.1	Promote healthy lifestyles	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$10,000.00				$10,000.00	$10,000.00	
3	3.2	Nutrition Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools									
3	3.3	Collaborative facilities partnerships and updated facilities inclusive of a gym	All Students with Disabilities	No			All Schools									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Before and After School Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools									
3	3.5	Collaborate with medical, mental, and social health services. Increase access to counselors, nurses, and social workers.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools									
3	3.6	Collaborative decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools									
3	3.7	Youth Truth Survey	All Students with Disabilities	No			All Schools									
3	3.8	Restorative Practices	All Students with Disabilities	No			All Schools									
3	3.9	Social-emotional Learning	All Students with Disabilities	No			All Schools									
3	3.10	Summer School Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools									
4	4.1	Effective environmental education	All Students with Disabilities	No			All Schools									
4	4.2	Student Leadership Group	All Students with Disabilities	No			All Schools									
4	4.3	Outdoor Learning	All Students with Disabilities	No			All Schools		$0.00	$15,000.00				$15,000.00	$15,000.00	
4	4.4	Collaborative 'Grow the Future' Committee	All Students with Disabilities	No			All Schools									
4	4.5	Improve the health and wellness of school, students, community, and staff.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools									

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
4	4.6	School Nutrition Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools									
4	4.7	After School Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools									
4	4.8	Summer School Program	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools									
4	4.9	Middle School Internship/mentorship program	All Students with Disabilities Grades 6-8	No			All Schools									

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
418180	52882	12.646%	0.000%	12.646%	$167,966.00	0.000%	40.166 %	**Total:**	$167,966.00
								LEA-wide Total:	$167,966.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Trauma-informed learning environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	
1	1.8	Multi-tiered Systems of Support and Social-emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.9	Reading intervention	Yes	LEA-wide	English Learners	All Schools		
1	1.10	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$41,000.00	
2	2.2	Dual-language curriculum implementation	Yes	LEA-wide	English Learners	All Schools		
2	2.4	After School Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.5	Summer School Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	High-Quality Educators for Personalized Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$125,466.00	
2	2.8	Multi-tiered Systems of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.9	Assessments	Yes	LEA-wide	English Learners	All Schools		
3	3.1	Promote healthy lifestyles	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.2	Nutrition Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.4	Before and After School Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.5	Collaborate with medical, mental, and social health services. Increase access to counselors, nurses, and social workers.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.6	Collaborative decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.10	Summer School Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Improve the health and wellness of school, students, community, and staff.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.6	School Nutrition Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.7	After School Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

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 (%)
4	4.8	Summer School Program	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$487,748.00	$517,403.00

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	Attendance accounting & tracking	No	2,250	2250
1	1.2	Admin/Parent Communication and Attendance monitoring	Yes	700	
1	1.3	Admin/Student Leadership	Yes	700	700
1	1.4	Counseling	Yes	12,500	3600
1	1.5	Staff Development	Yes	4,632	5537
1	1.6	Improved Communication	Yes	5,200	9000
1	1.7	Instructional Support	Yes	10,007	12177
1	1.8	Facility improvements	Yes		16542
1	1.9	School Nurse	Yes		
1	1.10	Student Handbook	Yes		
2	2.1	Highly qualified teachers	Yes	285,623	272239

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Specialized Instructional Aide	Yes		22929
2	2.3	Staff Development	Yes		
2	2.4	Curriculum	Yes	35,708	45374
2	2.5	Technology	Yes	25,000	35532
2	2.6	Staff	Yes		
2	2.7	Physical Fitness Testing	Yes		
2	2.8	Family Night	Yes		
3	3.1	School Nurse	Yes		
3	3.2	PPE	Yes		
3	3.3	Staff	Yes		
3	3.4	Parent Support	Yes		
3	3.5	SELPA	Yes		
3	3.6	Facility	Yes		3500

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.7	Facility	Yes		
4	4.1	Support Staff	Yes	47,926	55668
4	4.2	Volunteers	Yes		
4	4.3	Staff	Yes		
4	4.4	Peer Tutoring	Yes		
4	4.5	Whole school event	Yes	750	
4	4.6	Curriculum	Yes		
4	4.7	Technology	Yes		
4	4.8	Curriculum	Yes		
5	5.1	Technology Coordinator	Yes	55,062	30490
5	5.2	Testing, Instruction	Yes		
5	5.3	Technology	Yes		
5	5.4	Volunteers	Yes		
5	5.5	Parent & Student outreach	Yes		

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)
5	5.6	Community Support	Yes		
6	6.1	Staff	Yes		
6	6.2	Curriculum Counseling	Yes		
6	6.3	Admin & Student leadership	Yes		
7	7.1	Parent Participation	Yes		
7	7.2	Volunteers	Yes		
7	7.3	Volunteers	Yes		
7	7.4	Field Trips	Yes	1690	1865
7	7.5	Technology	Yes		
7	7.6	Technology	Yes		
7	7.7	Community Support	Yes		
7	7.8	Parent Communication	Yes		

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)
62968	$310,360.00	$276,939.00	$33,421.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Admin/Parent Communication and Attendance monitoring	Yes	700			
1	1.3	Admin/Student Leadership	Yes	700	700		
1	1.4	Counseling	Yes				
1	1.5	Staff Development	Yes	4632			
1	1.6	Improved Communication	Yes	5200	4000		
1	1.7	Instructional Support	Yes				
1	1.8	Facility improvements	Yes				
1	1.9	School Nurse	Yes				
1	1.10	Student Handbook	Yes				
2	2.1	Highly qualified teachers	Yes	270847	272239		
2	2.2	Specialized Instructional Aide	Yes				
2	2.3	Staff Development	Yes				
2	2.4	Curriculum	Yes				

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	Technology	Yes				
2	2.6	Staff	Yes				
2	2.7	Physical Fitness Testing	Yes				
2	2.8	Family Night	Yes				
3	3.1	School Nurse	Yes				
3	3.2	PPE	Yes				
3	3.3	Staff	Yes				
3	3.4	Parent Support	Yes				
3	3.5	SELPA	Yes				
3	3.6	Facility	Yes				
3	3.7	Facility	Yes				
4	4.1	Support Staff	Yes				
4	4.2	Volunteers	Yes				
4	4.3	Staff	Yes				
4	4.4	Peer Tutoring	Yes				
4	4.5	Whole school event	Yes	750			
4	4.6	Curriculum	Yes				
4	4.7	Technology	Yes				
4	4.8	Curriculum	Yes				

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)
5	5.1	Technology Coordinator	Yes	27531			
5	5.2	Testing, Instruction	Yes				
5	5.3	Technology	Yes				
5	5.4	Volunteers	Yes				
5	5.5	Parent & Student outreach	Yes				
5	5.6	Community Support	Yes				
6	6.1	Staff	Yes				
6	6.2	Curriculum Counseling	Yes				
6	6.3	Admin & Student leadership	Yes				
7	7.1	Parent Participation	Yes				
7	7.2	Volunteers	Yes				
7	7.3	Volunteers	Yes				
7	7.4	Field Trips	Yes				
7	7.5	Technology	Yes				
7	7.6	Technology	Yes				
7	7.7	Community Support	Yes				
7	7.8	Parent Communication	Yes				

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)
428222	62968	0	14.705%	$276,939.00	0.000%	64.672%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

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

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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.

    o 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.

  o 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,

  o 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.

    o 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:

    o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    o 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.

    o 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).

    o 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.

    o Indicate the school year to which the baseline data applies.

    o 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.

  o 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.

  o 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.

  o 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.

  o 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.

  o 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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

    o 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.

- o 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.

- o 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.

- o 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.

  - o **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:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o 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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o 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.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o 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:

  o **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.

- o **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.

- o **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).

  - o **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.

  - o **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.

- o 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%).

    o 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)**

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o 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)**

- o 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**

  - o 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)**

  - o 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**

  - o 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)**

  - o 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 (%)**

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

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

  - o 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)**

  - o 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

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

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