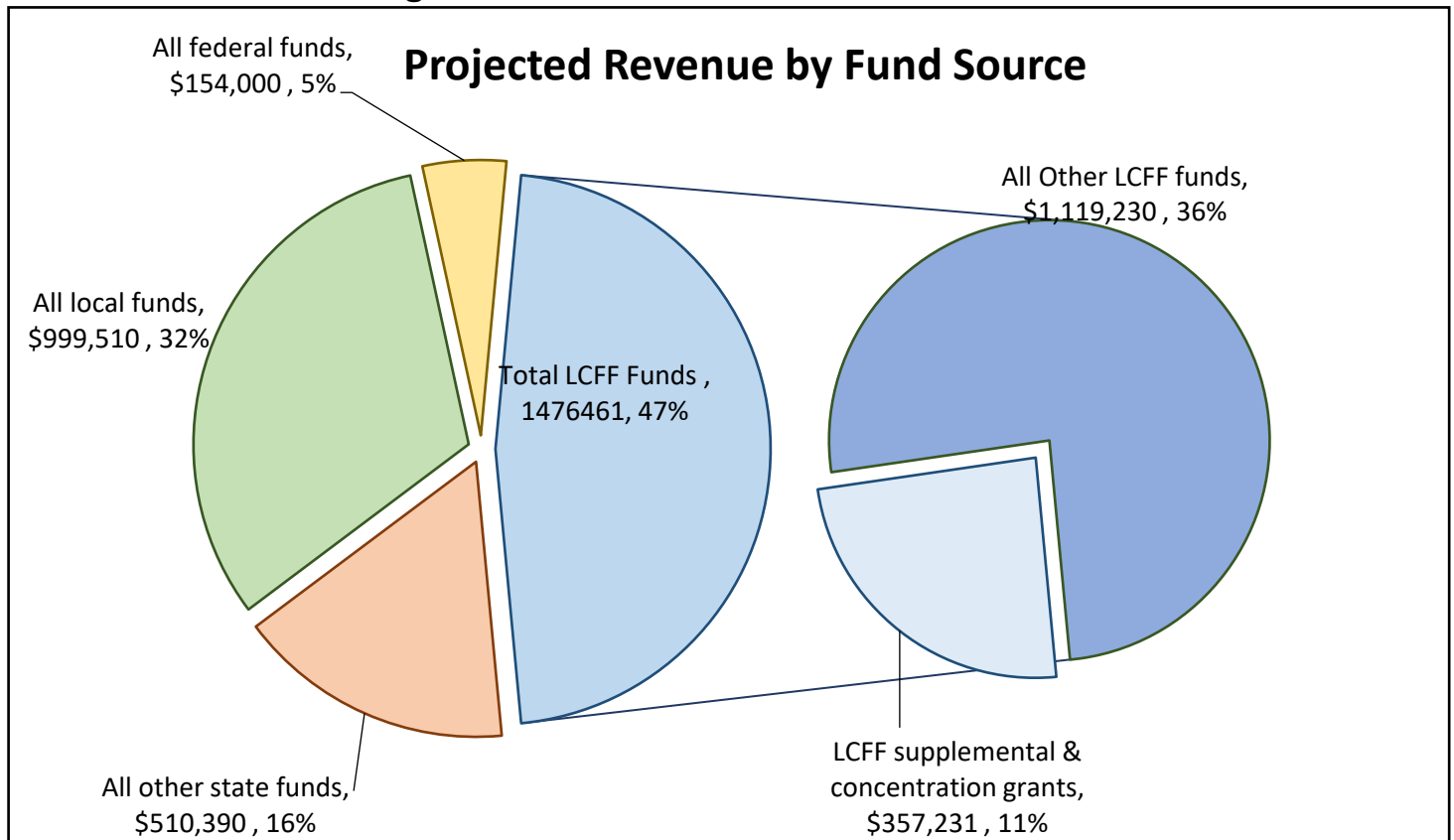# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Winship-Robbins Elementary School District

CDS Code: 51714566053433

School Year: 2024/25

LEA contact information: Dawn Carl, Superintendent   dawnc@sutter.k12.ca.us   530-738-4386

Approved by COE on 9-16-24

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, $154,000 , 5%
- All Other LCFF funds, $1,119,230 , 36%
- All local funds, $999,510 , 32%
- Total LCFF Funds , 1476461, 47%
- All other state funds, $510,390 , 16%
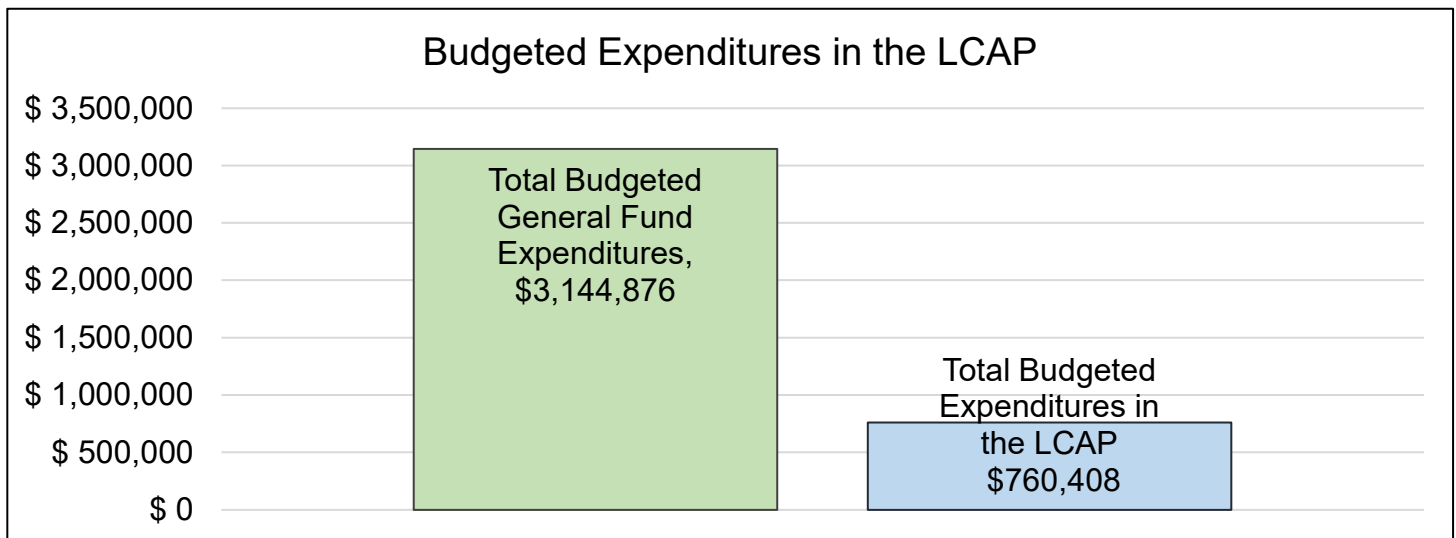- LCFF supplemental & concentration grants, $357,231 , 11%

This chart shows the total general purpose revenue Winship-Robbins 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 Winship-Robbins Elementary School District is $3,140,361.00, of which $1,476,461.00 is Local Control Funding Formula (LCFF), $510,390.00 is other state funds, $999,510.00 is local funds, and $154,000.00 is federal funds. Of the $1,476,461.00 in LCFF Funds, $357,231.00 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

$ 3,500,000	
$ 3,000,000	
$ 2,500,000	Total Budgeted General Fund Expenditures, $3,144,876
$ 2,000,000	
$ 1,500,000	
$ 1,000,000	Total Budgeted Expenditures in the LCAP $760,408
$ 500,000	
$ 0	

This chart provides a quick summary of how much Winship-Robbins 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: Winship-Robbins Elementary School District plans to spend $3,144,876.00 for the 2024/25 school year. Of that amount, $760,408.00 is tied to actions/services in the LCAP and $2,384,468.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
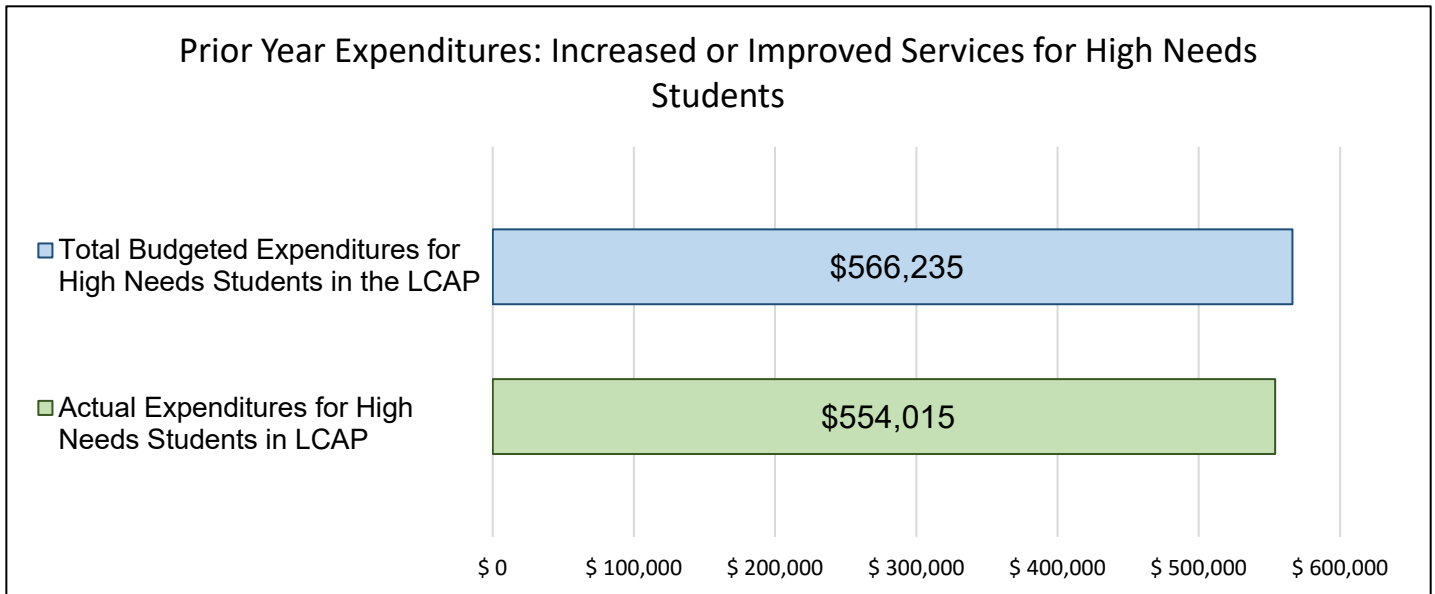
Special Education, Administration, Maintenance and Operation, After-school Program, Cafeteria, and Other Outgo.

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

In 2024/25, Winship-Robbins Elementary School District is projecting it will receive $357,231.00 based on the enrollment of foster youth, English learner, and low-income students. Winship-Robbins Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Winship-Robbins Elementary School District plans to spend $487,996.00 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	$566,235
☐ Actual Expenditures for High Needs Students in LCAP	$554,015

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000 $ 600,000

This chart compares what Winship-Robbins 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 Winship-Robbins 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, Winship-Robbins Elementary School District 's LCAP budgeted $566,235.00 for planned actions to increase or improve services for high needs students. Winship-Robbins Elementary School District actually spent $554,015.00 for actions to increase or improve services for high needs students in 2023/24. The difference between the budgeted and actual expenditures of $12,220.00 had the following impact on Winship-Robbins Elementary School District 's ability to increase or improve services for high needs students:

Actions were carried out as planned except we did not hire a Community Liaison, instead we hired a Student Support Services Coordinator in January. Planned services were delivered using existing staff.

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
Winship-Robbins Elementary School District	Dawn Carl Superintendent	dawnc@sutter.k12.ca.us 530-738-4386

Goals and Actions
Goal

Goal #	Description
1	Ensure that all students are college and career ready by providing rigorous, relevant, and high quality instruction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCFF Priority 1a- Properly credentialed and Appropriately Assigned Teachers Source: SARC/Local	100% 2020-21	75% 2021-22	Teacher Assignment Monitoring Outcomes (TAMO) has not yet been released. 100% 2022-23 Local	100% 2023/24	Maintain 100%
LCFF Priority 1b - Access to Curriculum-Aligned Instructional Materials Source: SARC	100% 2020-21	100% 2021-22	100% 2022-23	100% 2023/24	Maintain 100%
Priority 2a - Implementation of State Academic Standards Source: Local Indicator Tool for Priority 2	Beginning development (2) in the implementation of Next Generation Science Standards 2020-2021	Beginning development (2) in the implementation of Next Generation Science Standards 2021-22	Beginning development (2) in the implementation of Next Generation Science Standards 2022-23	Full Implementation (4) in the implementation of Next Generation Science Standards 2023-24	Full Implementation and Sustainability (5)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2b- EL access to CA Standards including ELD standards Source: CA Schools Dashboard Academic Indicator for ELA	Fall 2019 Dashboard English Learners ELA results: 12.5 points below standard Increased 21.8 points English Learners Math results: 24.6 points below standard Increased 28.9 points	Fall 2021 Dashboard did not collect this data.	Fall 2022 Dashboard English Learners ELA results: 90.6 points below standard English Learners Math EL: 92.3 points below standard	Fall 2023 Dashboard English learners ELA results: 68.8 points below standard, maintained -2.1 English Learners Math 84.4 points below standard, declined 14.2	Fall 2019 Dashboard English Learners ELA results: 6.5 points below standard English Learners Math results: 18.6 points below standard
LCFF Priority 3a- Parent Input in Decision Making Source: Local Indicator Tool for Priority 3 (Seeking Input for Decision Making #10) and local survey	Initial Implementation (3) Parents: 73% 2020-21	Initial Implementation (3) Parents: 73% 2021-22	Initial Implementation (3) Parents: 75.76% 2022-23	Full Implementation (4) Parents: 80% 2023-24	Full Implementation and Sustainability (5)
LCFF Priority 3b and 3c- Parent Input in Decision Making Source: Local Indicator Tool for Priority 3 (Seeking Input for Decision Making #11) and local survey	Initial Implementation (3) Parents: 73% 2020-21 Local Indicator Tool for Priority 3 (Seeking Input for Decision Making #11) and local survey	Initial Implementation (3) Parents: 73% 2021-22 Local Indicator Tool for Priority 3 (Seeking Input for Decision Making #11) and local survey	Initial Implementation (3) Parents: 75.76% 2022-23 Local Indicator Tool for Priority 3 (Seeking Input for Decision Making #11) and local survey	Full Implementation (4) Parents: 80% 2023-24 Local Indicator Tool for Priority 3 (Seeking Input for Decision Making #11) and local survey	Initial Implementation (3) Parents: 80% Local Indicator Tool for Priority 3 (Seeking Input for Decision Making #11) and local survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCFF Priority 8 - Local Outcomes ELA 2nd-8th grades Source: NWEA MAP	Winter 2019-20 2nd – 67% at or above 3rd- 63% at or above 4th- 38% at or above 5th- 57% at or above 6th- 47% at or above 7th – 50% at or above 8th- 57% at or above District Grade Level Mean RIT Score	Spring 2022 2nd-72% at or above 3rd- 20% at or above 4th- 53% at or above 5th- 67% at or above 6th- 49% at or above 7th – 50% at or above 8th- 73% at or above District Grade Level Mean RIT Score	Spring 2023 2nd-13% at or above 3rd-14% at or above 4th-50% at or above 5th-15% at or above 6th-0% at or above 7th-40% at or above 8th-0% at or above District Grade Level Mean RIT Score	Winter 2023-24 2nd-50% at or above 3rd-43% at or above 4th-50% at or above 5th-40% at or above 6th-57% at or above 7th-57% at or above 8th-60% at or above District Grade Level Mean RIT Score	Winter 2023-2024 2nd-70% at or above 3rd- 70% at or above 4th- 50% at or above 5th- 60% at or above 6th- 50% at or above 7th – 60% at or above 8th- 65% at or above District Grade Level Mean RIT Score *Updated 2023* 4th- 55% at or above
LCFF Priority 8 Local Outcomes NWEA MAP Math 2nd-8th grades Source: NWEA MAP	Winter 2019-20 2nd –47% at or above 3rd- 63% at or above 4th- 57% at or above 5th- 86% at or above 6th- 59% at or above 7th – 30% at or above 8th- 57% at or above District Grade Level Mean RIT Score	Spring 2022 2nd –64% at or above 3rd- 30% at or above 4th- 42% at or above 5th- 55% at or above 6th- 28% at or above 7th – 50% at or above 8th- 59% at or above District Grade Level Mean RIT Score	Spring 2023 2nd-0% at or above 3rd- 7% at or above 4th- 33% at or above 5th- 0% at or above 6th- 33% at or above 7th – 18% at or above 8th- 0% at or above District Grade Level Mean RIT Score	Winter 2023-24 2nd-50% at or above 3rd- 83% at or above 4th- 64% at or above 5th- 20% at or above 6th- 62% at or above 7th- 43% at or above 8th- 40% at or above District Grade Level Mean RIT Score	Winter 2023-2024 2nd –50% at or above 3rd- 70% at or above 4th- 65% at or above 5th- 86% at or above 6th- 66% at or above 7th – 35% at or above 8th- 60% at or above District Grade Level Mean RIT Score
LCFF Priority 4a - Statewide Assessments Source: CA Schools Dashboard Academic Indicator for ELA	Fall 2019 Dashboard All: 16.2 points above standard Increased 6.7 points Socioeconomically Disadvantaged: 1.6 points above standard Declined 3.8 points SPED: No data reported	Fall 2021 Dashboard did not collect this data.	Fall 2022 Dashboard All: 46 points below standard Socioeconomically Disadvantaged: 52.3 points below standard SPED: No data reported	Fall 2023 Dashboard All: 38.4 points below standard, increased 7.6 Socioeconomically Disadvantaged: 45.5 points below standard, increased 6.7 SPED: No data reported	Fall 2023 Dashboard All: 16.2 points above standard Maintained Socioeconomically Disadvantaged: 1.6 points above standard Maintained SPED: No data reported

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCFF Priority 4a - Statewide Assessments Source: CA Schools Dashboard Academic Indicator for Math	Fall 2019 Dashboard All: 4.2 points above standard Increased 16.2 points Socioeconomically Disadvantaged: 4.2 points below standards Increased 10 points SPED: No data reported	Fall 2021 Dashboard did not collect this data.	Fall 2022 Dashboard All: 66.6 points below standard Socioeconomically Disadvantaged: 75.6 points below standard SPED: No data reported	Fall 2023 Dashboard All: 66.7 points below standard, maintained -.01 Socioeconomically Disadvantaged: 75.1 points below standard, maintained 0.4 SPED: No data reported	Fall 2021 Dashboard All: 4.2 points above standard Maintained Socioeconomically Disadvantaged: 4.2 points below standards Maintained SPED: No data reported
Priority 4F - EL Reclassification Rate Source: Reclassification Policy	2020-2021 12 English Learners reclassified in the Spring of 2020	2021-2022 8 English Learners reclassified	2022-23 7 English learners reclassified	2023/24 8 English learners reclassified	2023-2024 12 English Learners reclassified in the Spring of 2024
LCFF Priority 4e- progress towards EL Proficiency Source: CA School Dashboard English Learner Progress Indicator	Fall 2019 Dashboard 66.7% making progress towards English language proficiency	Fall 2021 Dashboard did not collect this data.	Fall 2022 Dashboard 48.3% making progress towards English language proficiency	Fall 2023 45.2% making progress towards English language proficiency; declined 3.1%	Fall 2024 Dashboard 66.7% making progress towards English language proficiency
LCFF Priority 7a - Students enrolled and have access to a broad course of tool Source: Local Indicator Tool Priority 7	0% access to a comprehensive Health Education Program 2020-21	0% of 6-8th graders have access to a comprehensive Health Education Program 2021-22	100% of 6-8th graders have access to a comprehensive Health Education Program 2022-23	100% of 6-8th graders have access to a comprehensive Health Education Program 2023/24	100% of 6-8th grades have access to a comprehensive Health Education Program Local Indicator Data 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCFF Priority 7b and 7c - Programs and Services developed specifically for unduplicated students and students with exceptional needs Source: MTSS Data tracking system	28% of unduplicated students identified to participate in summer school or afterschool tutoring attend regularly 2% of students with exceptional needs participate in summer school or after school tutoring 2020 Local Data Collected	28% of unduplicated students identified to participate in summer school or afterschool tutoring attended regularly. 2% of students with exceptional needs participated in summer school or after school tutoring. 2021 Local Data Collected	68% of unduplicated students identified to participate in summer school or afterschool tutoring attended regularly 14% of students with exceptional needs participated in summer school or after school tutoring. 2022-23 Local Data Collected	54% of unduplicated students identified to participate in summer school or afterschool tutoring attended regularly 0% of students with exceptional needs participated in summer school or after school tutoring. 2023-24 Local Data Collected	~~35%~~ 70% of unduplicated students identified to participate in summer school or afterschool tutoring attend regularly ~~5%~~ 15% of students with exceptional needs participate in summer school or after school tutoring *Updated 2023*

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.

We were successful in implementing the actions and services in Goal 1.

Successes:

W-RESD's part-time Director of Curriculum & Instruction provided on-going professional development (PD) and coaching to support the implementation of the California (CA) standards, frameworks, and materials in English Language Arts (ELA)/English Language Development (ELD), Mathematics, History/Social Science (HSS), and Next Generation Science Standards (NGSS). Professional development was also provided in Science, Academic Vocabulary Toolkit (AVT), Student Engagement, and Exact Path (intervention program). (Action 1.1 Part-time Director of Curriculum and Instruction and Action 1.8 Professional Development Services)

We provided high quality instruction to all students including unduplicated pupils and individuals with exceptional needs with appropriately assigned and fully credentialed teachers and 2 intern teachers. Our staff included additional staff for small class sizes. All students were provided with standards-aligned curriculum. (Actions 1.2 High Quality Instruction, 1.4 Staff for Small Class Sizes, and 1.3 Instructional Materials)

The Data & Technology Coordinator and the Superintendent monitored and maintained data through Illuminate and our local spreadsheets. A local tool was used to track benchmark data for every grade level for each assessment point in the year. The Director of Curriculum & Instruction supported teachers in the use of data from our MAP and local assessments to analyze student progress and identify students in need of intervention. We purchased Exact Path which is an intervention system that students use daily for Reading, Language, and Math practice. Teachers and four paraeducators provided intervention to all students during the school day as well as numerous students after-school. (Actions 1.5 Progress Monitoring and 1.6 Interventions and Supports)

The Director of Curriculum & Instruction attended the "High 5 For All" sessions offered by Sutter County Superintendent of School (SCSOS) intended to provide resources and training for staff on integrated and designated ELD. Teachers delivered effective core instruction and provided additional learning time as well as resources including interventions, to ensure that English learners (EL) made expected progress in attaining English and in academic achievement in all subjects. Instruction using Kate Kinsella's Academic Vocabulary Toolkit occurs daily. Additional support for English learners included: 1:1 tutoring, after-school small group tutoring, tutoring during the school day, and summer school. (Action 1.7 Core Instruction for English Learners)

There were no substantive differences in planned actions and actual implementation of the actions but there were some challenges due to the difficulty of hiring additional fully credentialed teachers. Although we worked with our community, educational partners, and local colleges we were unable to increase our fully credentialed teaching staff. Therefore, we had to get creative and utilize our paraeducators to provide additional support services to teachers with combination classes. This allowed us to continue to provide high quality instruction and carry out the actions in this goal.

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 was a material difference between Budgeted Expenditures and Estimated Actual Expenditures for several actions in Goal 1. We spent more in the following actions:

- Action 1.3: We purchased new Physical Education (PE) curriculum and materials.
- Action 1.4: There was a salary increase and a mileage reimbursement approved after the adoption of the LCAP plus extra time paid.
- Action 1.5: There was a salary increase and a mileage reimbursement approved after the adoption of the LCAP.
- Action 1.8: Staff attended more off-site training than we planned, and a mileage reimbursement was approved after the adoption of the LCAP.

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

All of the actions in Goal 1 were effective in making progress toward the goal during the span of the previous LCAP, but they were not equally effective for all students. We reached our Desired Outcome for Priorities 1A, 1B, 2A, 3B, and 7A metrics. We did not reach our Desired Outcome for Priority 2B or any Priority 4 or 8 metric. Even though we did not meet our Desired Outcome in those metrics, progress was made.

As reported on the 2023 California School Dashboard (Dashboard), all reported student groups maintained their distance from Standard Met or decreased their distance below standard on the 2023 California Assessment of Student Performance and Progress (CAASPP) ELA assessment. In addition, all groups except EL increased a performance level. In Mathematics, two student groups maintained their distance from Standard Met but our Hispanic and EL student groups declined. The 2023 Dashboard reported a slight decline in English Language Proficiency for our English learners. On the 2023 CAASPP, all student groups increased the percentage of students scoring Standard Met in both ELA and Mathematics as compared to 2022. We believe the actions in Goal 1 are not as effective for our English learners as we want them to be. We see a performance gap between our All student group and our English learners in ELA and Mathematics on the 2023 Dashboard, 2023 CAASPP, and our MAP assessments.

We have worked to put programs and services in place to support student achievement and although progress is slow, we have seen improvement over the previous three-year LCAP cycle, therefore we will maintain Goal 1, Part-time Director of Curriculum and Instruction, Staff for Small Class Sizes, and Progress Monitoring. We will use Learning Recovery Block Grant monies to hire an additional teacher to

eliminate our combination class. Changes will be made to the following actions: Core Instruction for English Learners, Intervention and Support, and Professional Development. Changes to our actions will be explained in prompt 4 below.

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.

Metrics Changes:

- Priority 2A will now be *Progress (1-5) in making instructional materials that are aligned to standards and frameworks available in all classrooms.*
- Priority 2B will be *Percentage of English learners scoring 50% or higher on Reading MAP assessment.*
- Priorities 3A and 3B/C will be moved to Goal 2.
- Priority 7A will be *Progress (1-5) implementing academic standards for all students for Health Education, PE, and VAPA.*
- Priority 7B/C will be *Percentage of unduplicated students and students with exceptional needs in grades 2-8 scoring in the 20th percentile or lower on the NWEA MAP fall ELA and or Math assessment, receiving tutoring or tiered intervention.*
- Priority 8 will be *Percentage of students (2nd- 8th) scoring in the 50th percentile or higher on the winter MAP assessments in ELA and Math.*
- We added the metric *Priority 8 Percentage of students (2nd-8th) who met their growth projections (fall to winter) on the MAP assessment in Reading and Math. Source: NWEA MAP*
- Any other changes to metrics are wording changes to make the metrics more understandable.

Expected Outcome Changes:

- Changes have been made to all Expected Outcomes to reflect Baseline data and planned programs and services.

Action Changes:

- Part-time Director of Curriculum and Instruction (Action 1.1): Expand the focus to the use of data to form and monitor intervention groups, paying particular attention to the progress of our English learners, plus training and coaching for intervention strategies.
- High Quality Instruction (2023/24 Action 1.2): We have met this action and have processes in place to assure it is maintained. We will continue to monitor through the School Accountability Report Card (SARC) and Metric 1. This action will be removed from the 2024/25 LCAP.
- Instructional Materials (2023/24 Action 1.3): This action is in place and monitored through our SARC and Metric 2. Since there are no instructional material adoptions in the near future, we will remove this action.
- Additional Teacher to Eliminate Combo Class: We will use Learning Recovery Block Grant funds to hire an additional teacher to eliminate our combination class. (Action 1.2)
- Staff for Small Class Sizes (2023/24 Action 1.4): This action will remain the same but now be Action 1.3.
- Progress Monitoring (2023/24 Action 1.5): Title changed to Data and Progress Monitoring. This action now includes an evaluation of our entire universal assessment system and will be Action 1.4.
- Intervention and Support (2023/24 Action 1.6): Includes the development and implementation of a MAP learning continuum resource document and the formation of Multi-tiered System of Supports (MTSS) groups for math intervention based on RIT scores. 2024/25 Action 1.5.
- Core Instruction for English Learners (2023/24 Action 1.7): Our English learners are not making the same progress as our other student groups, and we think it is because our Designated ELD has not been taught in a systematic way with students grouped by ELPAC level

and our teachers have not had enough PD time devoted to instruction in ELD. A new component to this action includes the addition of a whole-school 30-minute block of time per day so students can be grouped for English Language Development (ELD) instruction and also increased PD time spent on Designated and Integrated ELD. 2024/25 Action 1.6 title Instruction for English Learners.
-   Professional Development (2023/24 Action 1.8): Some changes are that we will focus on the Science of Reading, training in Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), and *Building Thinking Classrooms*. This action will be 2024/25 Action 1.7

Goal

Goal #	Description
2	Through community outreach, develop and cultivate positive relationships between staff, students, parents, and the community to create a safe and welcoming environment that will ensure a successful learning environment for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCFF Priority 1c - Facilities maintained in good repair Source: FIT Report	Good or Exemplary Status 2020 FIT Report	Good or Exemplary Status 2021 FIT Report	Exemplary Status 2022 FIT Report	Exemplary Status 2023 FIT Report	Maintain Good or Exemplary Status 2023 FIT Report
Priority 5c - Middle School Dropout rate data Source: P2 Data	0% 2020 SARC	0% 2021 SARC	0% 2022 SARC	0% 2023 SARC	Maintain 0% 2023 SARC
Priority 5a - Attendance Rate Source: P2 Data or Schoolwise February 1st Data	94% P2 Data or Schoolwise February 1st Data	96% P2 Data or Schoolwise February 1st Data	94.3% P2 Data or Schoolwise February 1st Data	P2 2024 93.42%	Maintain 96% P2 Data or Schoolwise February 1st Data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5b - Chronic Absenteeism Rate Source: CA School Dashboard - Chronic Absenteeism Rate Indicator	Fall 2019 Dashboard 12.9% students identified as chronically absent	Schoolwise February 1st Data 3%	Fall 2022 Dashboard 15.7% students identified as chronically absent Schoolwise P2 Data 13.6%	2023 Dashboard 17% students identified as chronically absent Schoolwise P2 Data 7.21%	Fall 2023 Dashboard, P2 Data or Schoolwise February 1st Data Maintain 3% students identified as chronically absent
Priority 6a - Suspension Rate Source: Dashboard - Suspension Rate Indicator	Fall 2019 Dashboard 1%	2020-2021 Data Quest Data 0.2%	Fall 2022 Dashboard 1.6% 2022/23 Local 0%	2023 Dashboard 2.8% 2023/24 Local 0%	Maintain 1% 2022-2023 Data Quest Data
Priority 6b - Pupil Expulsion Rate Source: CALPADS	0 students 2020 SARC	0 students 2021 SARC	0 students 2022 SARC	0 students 2023 SARC	Maintain 0 students 2023 SARC
Priority 6c - Other local Measures Source: Stakeholder Survey on School Safety and connectedness	80% of parents complete the survey for School Safety Sense of School Safety Parents: 60% Staff: 100% Students: 72% Sense of School Connectedness Parents: 75% Staff: 100% Students: 74% 2020 Local Indicator Data	70% of parents complete the survey for School Safety Sense of School Safety Parents: 60% Staff: 100% Students: 75% Sense of School Connectedness Parents: 75% Staff: 100% Students: 75% 2021 Local Indicator Data	47% of parents complete the survey for School Safety Sense of School Safety Parents: 95% Staff: 88.9% Students: 96.1% Sense of School Connectedness Parents: 84.85% Staff: 100% Students: 78.3% 2023 Local Indicator Data	10% of parents complete the survey for School Safety Sense of School Safety Parents: 100% Staff: 100% Students: 86.21% Sense of School Connectedness Parents: 90% Staff: 92.3% Students: 79.31% 2023 Local Indicator Data	90% of parents complete the survey for School Safety Sense of School Safety Parents: 92% 95% Staff: 100% Students: 74% >96 Sense of School Connectedness Parents: 80% 87% Staff: 100% Students: 76% 80% 2023 Local Indicator Data *Updated 2023*

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.

We were successful in implementing actions and services in Goal 2.

Success:

Facilities were maintained in a safe and operational manner. The 2023 FIT report was *Exemplary*. This year we made repairs to the tennis courts, added fencing around the kindergarten/preschool playground, installed a new kindergarten/preschool play structure, and made various repairs to the interior and exterior of buildings as needed. (Action 2.1 Facilities)

The Bilingual Administrative Secretary monitored daily attendance through SchoolWise. Bus transportation services were provided to and from school for all in-district students and to designated stops for inter-district students. We transported about 62% of our students. (Action 2.2 Attendance)

The 2023/24 Safe Schools Plan was reviewed and approved by the board in August 2023. We continued to use Restorative Justice practices to maintain a positive school climate thus supporting low suspension and expulsion rates. Local data indicates 0% suspension and expulsion rates. A part-time school counselor offered services to about 10% of our students. Anti-vaping education and training for students and staff was provided by SCSOS. (Actions 2.3 School Safety and School Climate and 2.4 Health Service)

We held one community event per month: Science Night, Read Across America, Harvest Carnival, Patriots Day, and Winter Program. The Kindness Club provided students with tools they need to be a positive role model in the classroom and on the playground thus creating a positive school climate. Teachers and support staff conducted weekly meetings and activities that promote positive behaviors. During and after school activities such as the Kindness Carnival, the One Book, and One Community event were offered to promote literacy and a positive school climate and culture. (Action 2.5 Community Outreach and 2.6 School Climate)

There was one substantive difference between planned and actual actions in Goal 2. Upon discussion with staff and the board we decided to wait to fill a Community Liaison position and instead a new Student Support Services Coordinator position was filled in January through the end of the school year. All other parts of Actions 2.2 Attendance & 2.3 School Safety and School Climate were carried out.

Working with families regarding attendance continued to be a challenge. It was difficult convincing families that taking their children out of school and having them do independent study is not the same as having a child in class with a teacher. Families still took their children out of school for extended vacations or kept their children home for minor illnesses. (Action 2.2 Attendance)

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 material differences between Budgeted Expenditures and Estimated Actual Expenditures for several actions in Goal 2. We spent less than budgeted in the following actions:

-    Actions 2.2, 2.3, and 2.5: We spent less on these actions than planned because we did not fill the Community Liaison position at the beginning of the school year. After reflection, the board decided not to hire for the Community Liaison position but instead a new Student Support Services Coordinator position was filled in January through the end of the school year.

- We spent more than budgeted on Action 2.4 because we increased the time for SEL services we were receiving from the county.

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

Action 2.1 Facilities, 2.3 School Safety and School Climate, 2.6 School Climate: These actions were effective in some metrics but not in Suspension Rate

- Metric: Priority 1C FIT report Exemplary,
- Metric: Priority 6C 100% of parents say the school is safe compared to 95% in 2023 and 80.4% of students say the school is safe, a decrease from 96.1% in 2023 but students took a longer different survey and that may be the cause for the change.
- Any other changes to metrics are wording changes to make the metrics more understandable.
- 2023 Dashboard Suspension Rate- All: 2.8%, increase 1.2%; SED: 3.4%, increased 1.3%; EL: 4.7%, increased 2.7%. However we have had zero suspensions during the 2023/24 school year and teachers report that our Restorative Justice practices and assistance of the Student Support Services Coordinator continue to decrease classroom behavior problems.

Actions 2.2 Attendance was not effective according to the Dashboard where all Chronic Absenteeism Rates are still higher than they were in 2019. However, our local Chronic Absenteeism Rate as of April 2024 was 7.21% indicating that we are making progress.

- 2023 Dashboard Chronic Absenteeism Rate- All: 17% increased 1.3%; SED 16.1%, declined 1.5%; EL: 11.6%, declined 4.1%

Action 2.4 Heath Services and Action 2.5 Community Outreach was somewhat effective in cultivating relationships between parents and the school but we did not fill the Community Liaison position and we have not had the position Student Support Services Coordinator for the full year so the effectiveness is hard to determine.

- Metric 6C 90% of parents feel connected to the school compared to 84.85% in 2023
- 2024 parent survey- 100% of parents say their involvement in the school is valued, compared to 93.94% in 2023; 80% say they have many ways to be involved in decision making committees compared to 75.76% in 2023.

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.

Metrics Changes:

- Move Priority 3A from Goal 1 and change to *Percentage of parents who agree that the school seeks their input in decision making.*
- Moved Priority 3B/C from Goal 1 and change to *Percentage of parents who attended Trimester 1 Parent/Teacher Conferences*
- Any other changes to metrics are wording changes to make the metrics more understandable.

Action Changes:

- Actions 2.1 Facilities , 2.3 School Safety and School Climate, and 2.6 School Climate: The components for these actions are in place as part of our school program and will be removed from the LCAP. They will be monitored through Metric M.2.1 FIT, M.2.9 Safety and Connectedness, and surveys.
- 2023/24 Action 2.2 Attendance will be 2.1 Attendance in the 2024/25 LCAP. The Community Liaison position will be filled for the 2024/25 school year and we will develop and continue to improve an attendance monitoring/notification system that includes regular monitoring of absences and letters and phone calls to parents regarding attendance.

- 2023/24 Action 2.4 Health Services will now be 2.3 School Counselor and the actions will be the same as in the 2023/24 LCAP.
- 2023/24 Action 2.5 Community Outreach will now be 2.2 Community Outreach. The Community Liaison position will be filled for the 2024/25 school year and the actions will be the same as in the 2023/24 LCAP.

Goal

Goal #	Description
3	Instruction in Visual and Performing Arts in all grade levels that academically challenges all students. Priorities: 7

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7A - Access to and enrolled in a broad course of study Source: Local Indicator Priority 7	All grade levels receive art instruction 12 times a year. 2020-21	All grade levels received art instruction on average 9-12 times this year. 2021-22	All grade levels received art instruction on average 9-12 times this year. 2022-23	All grade levels received art instruction 12 times this year. 2023-24	Maintain all grade levels receiving art instruction 12 times a year.

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.

We were successful in implementing actions and services in Goal 3.

Successes:

An art instructional program was provided for all grade levels using an online curriculum and the support of paraeducators. A docent taught music and movement classes throughout the year. The whole school took a field trip to the Roseville Theater to see a musical. (Action 3.1 Visual and Performing Arts (VAPA))

Challenges:

There were no substantive differences in planned actions and actual implementation of the actions in Goal 3. We feel that we were successful implementing the action for Goal 3 even though VAPA instructors were difficult to find. We used the resources we had and provided a good program for our students.

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

There was a material difference between Budgeted Expenditures and Estimated Actual Expenditures in Goal 3 because we added a field trip to the Roseville Theater and we had to charter 2 buses for transportation.

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

The action in Goal 3 was effective in making progress toward the goal during the three-year LCAP cycle because we had instruction in Visual and Performing Arts in all grade levels. We met our Desired Outcome for metric 7A of having VAPA instruction 12 times per year in each class.

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 goal and action are part of our broad course of study and expected content in each classroom. Since the goal has been met, it will be removed and not part of the 2024/25 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.

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.

  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.

2023–24 Local Control and Accountability Plan Annual Update Instructions

- 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, 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.

  - 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.

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
Winship-Robbins Elementary School District	Dawn Carl Superintendent	dawnc@sutter.k12.ca.us 530-738-4386

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.

Winship-Robbins Elementary School District was formed in July 2005 when Robbins Elementary, a part of Yuba City Unified School District, joined Winship Elementary. Winship had been a one-school district in Sutter County since 1863 and Robbins School dates back to 1927. The reorganization of the two small schools into one district combined resources and strengthened the programs and services available to students. In 2016, Winship became an independent charter school authorized by the district, closing in June 2022. Robbins School, the only school in the district, is a small, rural school in the center of the Sutter Basin, in southern Sutter County. Known for its community involvement and warm, neighborly atmosphere, Robbins School strives for academic excellence through high expectations and strict compliance with the California Standards. Our staff provides students with a positive, safe educational experience that enables our students to attain his or her potential.

Mission
We empower students to succeed by providing opportunities for growth and achievement through hard work, morals, and respect.

Vision
Every student will succeed academically (at or above standards), socially (participate in activities), and civically (be a role model).

Core Values
Honorable* Accountable* Respectful* Hardworking*

The Winship-Robbins Elementary School District serves students in transitional kindergarten (TK) through 8th grade. To support our English learner community, the district offers an early education program including TK for all 4-year-olds and all-day preschool for children ages two and a half to four. Our population of 100 students is 44% English learners (EL), 82% of our students are low-income, and 41% of our students are inter-district transfers.   Our staff members who directly affect student achievement include a superintendent/principal, eight teachers, one preschool teacher, six paraprofessionals, and one technology expert. There is a dedicated team of classified staff members who support all functions of the school district. The district authorizes one charter school that is required to create its own LCAP.

> Our rural atmosphere and old-fashioned family values are a rarity in this era, and we are proud to say that our school offers sound educational teaching along with a good dose of character.

Reflections: Annual Performance

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

Based on 2023 California School Dashboard (Dashboard), 2023 California Assessment of Student Performance and Progress (CAASPP) results, local data collected through our educational partner engagement, surveys, and ongoing academic and social emotional learning assessments W-RESD has identified successes and needs that directed our planning for the 2024/25 LCAP. Our review included all significant student groups including Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), and English learners (EL).

2023 California School Dashboard (Dashboard) *Points above/below standard (ELA and Math*

English Language Arts (ELA)
All: 38.4 below, increased 7.6
Hispanic: 46.6 below, increased 4.9
EL: 68.8 below, maintained -2.1
SED: 45.5 below, increased 6.7

Math
All: 66.7 below, maintained -0.1
Hispanic: 70.4 below, declined 6.7
EL: 84.4 below, declined 14.2
SED: 75.1 below, maintained 0.4

Chronic Absenteeism Rate
All: 17%, increased 1.3%
Hispanic: 14.6%, declined 1.1%
EL: 11.6%, declined 4.1%
SED: 16.1%, declined 1.5%

Suspension Rate
All: 2.8%, increased 1.2%
Hispanic: 3.4%, increased 2.4%
EL: 4.7%, increased 2.7%
SED: 3.4%, increased 1.3%

Spring 2023 California Assessment of Student Performance and Progress (CAASPP) *Percent Met/Exceeded Standard*

	2022	2023	Change
ELA			
All	23.37%	33.82%	10.45%
Hispanic	21.88%	31.04%	9.16%
EL	4.55%	5.88%	1.33%
SED	19.64%	31.49%	11.85%
Math			
All	22.79%	26.47%	3.68%
Hispanic	19.7%	24.14%	4.44%

Local Control and Accountability Plan

EL	16.67%	11.76%	-4.91%
SED	20.69%	22.23%	1.54%

Science

All	20.83%	7.14%	-13.69%
Hispanic	21.05%	3.7%	-17.35%
SED	18.75%	0%	-18.75%

Local Assessment - Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP)

Percentage of Students Scoring 50% or Higher				
	Reading		Math	
	Fall 23	Winter 24	Fall 23	Winter 24
All	34.15	51.72	30.49	54.54
SED	41.46	52.5	24.39	48.78
EL	6.9	13.79	17.24	30

Percentage of Students Meeting Their Projected Growth		
	Reading	Math
	fall to winter	
All	48.27	59.77
SED	50	63.41
EL	44.83	53.33

2024 Surveys

Parents:
- My child's school is a friendly environment for students, parents, and families: 80%, 94% in 2023
- My family feels a sense of belonging and connectedness at the school: 90%, 84.5% in 2023
- I have been given different options or ways that I can be involved with the school: 80%, 84.85% in 2023

Students:
- I feel emotionally supported by at least one adult at the school: 80.4%
- I feel welcomed at school: 85.7%
- I feel my racial and ethnic identity is welcomed: 90.9%

Staff:
- The school is a safe place to work: 100%, 88.9% in 2023
- I feel connected to the school: 92.3%, 100% in 2023

Pupil Achievement Successes:
- 2023 Dashboard: All reported student groups maintained their distance from Standard Met or decreased their distance below standard on the English Language Arts (ELA).
- 2023 Dashboard: The All, Hispanic, and SED student groups increased one performance level in ELA.
- 2023 CAASPP: In ELA, all reported student groups increased in the percentage of students who Met/Exceeded Standards.

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- 2023 CAASPP: In Math, our All, Hispanic, and SED student groups increased in the percentage of students who Met/Exceeded Standards.
- 2024 Winter MAP: In Reading and Math, more students in all student groups scored in the 50th percentile or higher compared to Fall 2023
- 2024 Parents Survey: 100% of parents who responded, say their child receives the academic support needed to meet his/her individual needs compared to 96.88% in 2023

Pupil Achievement Needs:
- 2023 Dashboard: Our Hispanic and EL student groups declined in distance from Standard Met in Math.
- 2023 CAASPP: In Math, our EL student group decreased in the percentage of students who Met/Exceeded
- 2023 California Science Test (CAST): All student groups decreased the percentage of students scoring Standard Met. We will monitor future results because we had so few 5th and 8th grade students take the science test in 2023 that the outcome may not be suggestive of a true need.
- Performance Gap: Eighty-two percent of our students are in the SED student group so we usually don't see much of a gap between scores for our All student group and our SED student group. However, we do see a performance gap between our All student group and our English learners in ELA and Mathematics on the 2023 Dashboard, 2023 CAASPP, and our MAP assessments.

The successes in Pupil Achievement are due to many of the actions in Goal 1. W-RESD's part-time Director of Curriculum & Instruction provided on-going professional development (PD) and coaching. (Actions 1.1 Part-time Director of Curriculum and Instruction and 1.8 Professional Development Services) We provided high quality instruction to all students including unduplicated pupils and individuals with exceptional needs with appropriately assigned and fully credentialed teachers and 2 intern teachers. Our staff included additional staff for small class sizes. (Actions 1.2 High Quality Instruction and 1.4 Staff for Small Class Sizes) Data was monitored and maintained data through Illuminate and our local spreadsheets. A local tool was used to track benchmark data for every grade level for each assessment point in the year. The Director of Curriculum & Instruction supported teachers in the use of data from our MAP and local assessments to analyze student progress and identify students in need of intervention. We purchased Exact Path which is an intervention system that students use daily for Reading, Language, and Math practice. Teachers and four paraeducators provided intervention to all students during the school day as well as numerous students after-school. (Actions 1.5 Progress Monitoring and 1.6 Interventions and Supports)

We have worked to put programs and services in place to support student achievement and although progress is slow, we have seen improvement over the previous three-year LCAP cycle, therefore we will maintain several actions in Goal 1. For the action Part-time Director of Curriculum and Instruction we will expand the professional development focus to the use of data to form and monitor intervention groups, paying particular attention to the progress of our SED student group and English learners, plus training and coaching for intervention strategies (Action 1.1); Staff for Small Class Sizes will allow for more time and attention for all students but will be especially beneficial to our English learners (Action 1.3); and Progress Monitoring, now titled Data and Progress Monitoring, will include an evaluation of our entire universal assessment system (Action 1.4). We will make notable changes to the following actions: Core Instruction for English Learners will include the addition of a whole-school 30 minute block of time per day so students can be grouped for English Language Development (ELD) instruction, the purchase of ELD curriculum, and increased PD time spent on Designated and Integrated ELD as well as training in our new curriculum (Action 1.6); Intervention and Support will include the development and implementation of a MAP learning continuum resource document and the formation of Multi-tiered System of Supports (MTSS) groups for math intervention based on RIT scores (Action 1.5); and Professional Development that will focus on the Science of Reading, trainings in Systematic Instruction in Phonological Awareness, Phonics,

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and Sight Words (SIPPS), and Building Thinking Classrooms (Action 1.6). We will also use Learning Recovery Block Grant monies to hire an additional teacher so we can eliminate our combination class. This action will allow teachers to fully immerse themselves in the standards and skills for one grade level, deliver high-quality instruction, and provide intervention to struggling students (Action 1.2).

School Climate Successes:
-   2023 Dashboard: Chronic Absenteeism Rate decreased for Hispanic and SED student groups and English learners and those three student groups decreased one performance level.
-   2024 Student Survey: More students say they have NOT been bullied at school 67.3%, increased from 51.9% in 2023.
-   2024 Parent Survey: 100% of parents say there is good communication between home and school, maintained from 100% in 2023.
-
School Climate Needs:
-   2023 Dashboard: Chronic Absenteeism Rate increased for our All student group.
-   2023 Dashboard: Suspension Rate increased for all reported student groups.
-   2024 Parent Survey: Based on survey responses related to Parent Involvement, we have some work needed in this area.

Facilities were maintained in a safe and operational manner and the 2023 Facilities Inspection Tool (FIT) report was Exemplary. This year we made repairs to the tennis courts, added fencing around the kindergarten/preschool playground, installed a new kindergarten/preschool play structure, and made various repairs to the interior and exterior of buildings as needed (Action 2.1 Facilities). The 2023/24 Safe Schools Plan was reviewed and approved by the board in August 2023. We continued to use Restorative Justice practices to maintain a positive school climate thus supporting low suspension and expulsion rates. Local data from our Student Information System (SIS) as of April 15, 2024, indicates 0% suspension and expulsion rates. A part-time school counselor offered services to about 10% of our students. On the 2024 Student Survey more students say they have NOT been bullied at school 67.3%, improved from 51.9% in 2023 (Action 2.3 School Safety and School Climate and 2.4 Health Services). We held one community event per month such as: Science Night, Read Across America, Harvest Carnival, Patriots Day, and Winter Program. The Kindness Club provided students with tools they need to be a positive role model in the classroom and on the playground thus creating a positive school climate. Teachers and support staff conducted weekly meetings and activities that promote positive behaviors. During and after school activities such as the Kindness Carnival, were offered to promote literacy and a positive school climate and culture. On the 2024 Parent Survey 90% of parents say their family feels a sense of belonging and connectedness at the school compared to 84.5% in 2023 (Action 2.5 Community Outreach and Action 2.6 School Climate).

In the 2024/25 LCAP we will dedicate much of our energy to improving student attendance by developing and continuing to improve an attendance monitoring/notification system that includes regular monitoring of absences and letters and phone calls to parents regarding attendance and funding a part-time Community School Liaison position to work directly with families to improve student attendance. (Action 2.1 Attendance). We will also increase our efforts to improve community outreach by continuing to offer family events each month but with the Community School Liaison we plan to expand our direct outreach to parents so we can increase their engagement in their child's education, encourage them to volunteer in classrooms, and make them feel comfortable at the school so they will provide input and be involved in decision making groups (Action 2.2 Community Outreach). The main function of the Community School Liaison is to bridge the gap between home and school with a goal of improving student achievement and decreasing absences.

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Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

W-RESD believes strongly that the input of all educational partners is essential to developing goals, actions and services that are implemented districtwide. Throughout this process the needs of our students were discussed and identified using local data in the form of surveys, assessments, and observations to determine the most appropriate goals, actions, and services to address the needs of all students.

Educational Partner(s)	Process for Engagement
Certificated and Classified Staff – No Bargaining Unit	Survey – January 2024 Meetings – September 13, 2023, October 25, 2023, November 8, 2023, December 13, 2023, January 10, 2024, March 13, 2024, and May 8, 2024. During these meetings we reviewed progress on actions in the 2023/24 LCAP; reviewed annual progress and educational partner input; and drafted goals and actions. At the meeting in May this group reviewed the draft LCAP prior to board approval.
Principals/Administrators	N/A
Parents	Survey – February 2024
Students	Survey – fall 2023
ELAC/DELAC	Meetings – September 13, 2023, January 10, 2024, and May 1, 2024. During these meetings we reviewed progress on actions in the 2023/24 LCAP; reviewed annual progress and educational partner input; and drafted goals and actions. At the meeting in May this group reviewed the draft LCAP prior to board approval.
Parent Advisory Committee (PAC)	Meetings – September 13, 2023, October 25, 2023, November 8, 2023, December 13, 2023, January 10, 2024, March 13, 2024, and May 8, 2024. During these meetings we reviewed progress on actions in the 2023/24 LCAP; reviewed annual progress and educational partner input; and drafted goals and actions. At the meeting in May this group reviewed the draft LCAP prior to board approval.
SELPA	Meeting - April 2024

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

The goals, actions, and services in the 2024/5 LCAP are a direct result of consultation with our educational partners, data analysis of student academic and social emotional performance, survey data, and teacher observations. The feedback we received directly impacted the 2024/25 LCAP.

Educational partners agree that small class sizes are essential if we are to increase achievement for all students and that intervention is necessary and should be during the school day. Teachers noted that more English learners and students in our Socio-economically Disadvantaged student group need Tier III intervention than students in the All student group in Reading (All: 14%; SED: 27.50%; EL: 48.28%) and Math (All: 14%; SED: 29.27%; EL: 37.93%). With so many competing needs we are adding Action 1.2 to hire an additional teacher so we can eliminate our combination class. This action will allow teachers to fully immerse themselves in the standards and skills for

Local Control and Accountability Plan

one grade level, deliver high-quality instruction, and provide intervention to struggling students. We will also maintain Action 1.3 Staff for Smaller Classes, Action 1.4 Data and Progress Monitoring, and Action 1.5 Intervention and Support.

Staff noted that attendance affects the achievement of students, especially our English learners. Based on that input, we are keeping our Attendance action but we will be developing and continuing to improve an attendance monitoring/notification system that includes regular monitoring of absences and letters and phone calls to parents regarding attendance and funding a part-time Community School Liaison position to work directly with families to improve student attendance. (Action 2.1)

Students and parents appreciate the engaging family activities offered and want them to continue. We will increase our efforts to improve community outreach by continuing to offer family events each month but with the Community School Liaison we plan to increase our direct outreach to parents so we can increase their engagement in their child's education, encourage them to volunteer in classrooms, and make them feel comfortable at the school so they will provide input and be involved in decision making groups (Action 2.2 Community Outreach). The main function of the Community School Liaison is to bridge the gap between home and school with a goal of improving student achievement and decreasing absences.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure that all students are college and career ready by providing rigorous, relevant, and high quality instruction.	Broad

State Priorities addressed by this goal.

Priorities: 1A, 1B, 2A, 2B, 4A, 4E, 4F, 7A, 7B/C, 8

An explanation of why the LEA has developed this goal.

We have worked to put programs and services in place to support student achievement and although progress is slow, we have seen improvement over the previous three-year LCAP cycle, therefore we will maintain Goal 1. As reported on the 2023 California School Dashboard (Dashboard), all reported student groups maintained their distance from Standard Met or decreased their distance below standard on the English Language Arts (ELA) 2023 CAASPP assessment. All groups except EL increased one performance level. In Mathematics, two student groups maintained their distance from Standard Met but our Hispanic and EL student groups declined. The 2023 Dashboard reported a slight decline in English Language Proficiency for our English learners. On the 2023 CAASPP, all student groups increased the percentage of students scoring Standard Met in both ELA and Mathematics as compared to 2022. There is a performance gap between our All student group and our English learners in ELA and Mathematics on the 2023 Dashboard, 2023 CAASPP, and our Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments. More English learners and students in our Socio-economically Disadvantaged student group need Tier III intervention than students in the All student group in Reading (All: 14%; SED:

Local Control and Accountability Plan

27.50%; EL: 48.28%) and Math (All: 14%; SED: 29.27%; EL: 37.93%). Parents and teachers also expressed the benefits of single grade classes and for small class sizes as a way to support the varied needs of students. We have worked to put programs and services in place to support student achievement and although progress is slow, we need to have some continuity so we can build our program; therefore we will maintain Goal 1.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M.1.1	Priority 1A Percentage of teachers: Appropriately assigned and fully credentialed Misassignments Vacancies Source: Local Data	October 2023 Appropriately assigned and fully credentialed: 100% Misassignments: 0% Vacancies: 0%			October 2026 Appropriately assigned and fully credentialed: 100% Misassignments: 0% Vacancies: 0%	
M.1.2	Priority 1B Percentage of students with access to standards-aligned instructional materials Source: SARC	January 2024 100%			January 2027 100%	
M.1.3	Priority 2A Progress (1-5) in making instructional materials that are aligned to standards and frameworks available in all classrooms Source: Local Indicator Tool	January 2024 ELA: 5 ELD: 5 Mathematics: 5 NGSS: 4 HSS: 4			January 2027 ELA: 5 ELD: 5 Mathematics: 5 NGSS: 5 HSS: 5	

Local Control and Accountability Plan

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M.1.4	Priority 2B Percentage of English learners scoring at or above the 50th percentile on the winter Reading MAP assessment Source: NWEA MAP	Winter 2024 13.79%			Winter 2027 ≥20%	
M.1.5	Priority 4A Distance from Standard Met on CAASPP *Points above/below standard* Source: CA School Dashboard	2023 Dashboard <u>ELA</u> All: 38.4 below Hispanic: 46.6 below SED: 45.5 below EL: 68.8 below <u>Math</u> All: 66.7 below Hispanic: 70.4 below SED: 75.1 below EL: 84.4 below			2026 Dashboard <u>ELA</u> All: 23 below Hispanic: 35 below SED: 31 below EL: 59 below <u>Math</u> All: 57 below Hispanic: 61 below SED: 66 below EL: 75 below	
M.1.6	Priority 4E Percentage of English learners making progress toward English proficiency by increasing one level on the ELPAC Source: Dashboard	2023 Dashboard 45.2%			2026 Dashboard 60%	

Local Control and Accountability Plan

M.1.7	Priority 4F Percentage of English learners who are reclassified Source: Local Data	2023/24 School Year 19.51%			2026/27 School Year ≥25%	
M.1.8	Priority 7A Progress (1-5) implementing academic standards for all students Source: Local Indicator Tool	January 2024 Health Education: 3 PE: 5 VAPA: 5			January 2027 Health Education: 5 PE: 5 VAPA: 5	
M.1.9	Priority 7B/C Percentage of unduplicated students and students with exceptional needs in grades 2-8 scoring at or below the 20th percentile on the NWEA MAP fall ELA and/or Math assessment, receiving tutoring or tiered intervention Source: Attendance in programs	January 2024 SED: 50% EL: 53.33% SWD: 80%			January 2027 SED: ≥80% EL: ≥80% SWD: ≥80%	

Local Control and Accountability Plan

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M.1.10	Priority 8 Percentage of students (2nd- 8th) scoring at or above the 50th percentile on the winter MAP assessment in ELA and Math Source: NWEA MAP	Winter 2024 <u>Reading</u> 51.72% All 52.50% SED 13.79% EL <u>Math</u> 54.54% All 48.78% SED 30% EL			Winter 2027 <u>Reading</u> ≥57.50% All ≥58.50% SED ≥20.00% EL <u>Math</u> ≥60.00% All ≥57.00% SED ≥36.50% EL	
M.1.11	Priority 8 Percentage of students (2nd-8th) who met their growth projection (fall to winter) on the MAP assessment in Reading and Math Source: NWEA MAP	Winter 2024 <u>Reading</u> 48.27% All 50.00% SED 44.83% EL <u>Math</u> 59.77% All 63.41% SED 53.33% EL			Winter 2027 <u>Reading</u> ≥55% All ≥55% SED ≥50% EL <u>Math</u> ≥65% All ≥66% SED ≥58% EL	

Insert or delete rows, as necessary.

Goal Analysis for 2024/25

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

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

N/A

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

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

Local Control and Accountability Plan

N/A

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.

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing

1.1	Part Time Director of Curriculum and Instruction	• Provide professional development to teachers and support staff on:
		    ○ The use of data when forming intervention groups
		    ○ Intervention strategies
		• Coach teachers in the implementation of the CA standards, frameworks, and materials
		• Meet with teachers after each assessment window to review their class spreadsheet of all data given during that assessment window to adjust intervention groups
		• Once intervention groups have been formed, work with teachers and support staff to plan intervention and gather instructional materials for intervention
		• Evaluate progress monitoring assessment data and work with staff to continue or change intervention after each progress monitoring window. Staff will pay particular attention to results for EL students.
			$32,484	No

1.2	Additional Teacher to Eliminate Combo Class	We will fund an additional teacher to eliminate the need for combination classes (Learning Recovery Block Grant)	$73,819	No
1.3	Staff for Small Class Sizes	Fund 2 additional staff for small class sizes	$149,463	Yes

Local Control and Accountability Plan

Action #	Title	• Description	Total Funds	Contributing

1.4	Data and Progress Monitoring	• Data & Technology Coordinator will monitor and maintain data through Illuminate and local spreadsheets.
		• Data collected in ELA includes:
		    ○ NWEA MAP
		    ○ Accelerated Reader
		• Data collected in Math includes:
		    ○ NWEA MAP
		    ○ Local math fluency
		• We will evaluate our whole universal assessment system to
		    ○ identify the purpose for each assessment
		    ○ eliminate any assessments that are not effective
		    ○ implement new skills assessments that might be identified
		    ○ determine assessment cut points
		• Replace Chromebooks as needed
			$64,180	Yes

1.5	Intervention and Support	• Para educators to provide during the school day and after school intervention and support
		• Using the Math MAP Learning continuum, we will design a program that matches the MAP Rasch UnIT (RIT) ranges with lessons, practice activities, and assessments
		• Form MTSS groups for math intervention based on RIT scores and use resources from the MAP Learning Continuum document to plan and guide intervention
		    ○ Intervention will be for grades 1-8, 30 minutes per day, 5 days per week
		• Form ELA intervention groups based on MAP and skills assessment scores
		    ○ Intervention will be for grades 1-8, 30 minutes per day, 5 days per week
		• We will continue to use Exact Path, an online personalized learning program, as part of our intervention program
			$174,924	Yes

Local Control and Accountability Plan

Action #	Title	Description	Total Funds	Contributing
1.6	Instruction for English Learners	Provide effective core instruction, additional learning time as well as resources including interventions, to ensure that English Learners make expected progress in attaining English and in academic achievement in all subjects. ● All EL students will have 30 minutes per day of English language development instruction each day. Students will be grouped based on their ELPAC level ● Instruction using Kate Kinsella's Academic Vocabulary Toolkit will occur daily ● Purchase Ballard & Tighe ELD curriculum PD ● The Director of Curriculum/EL Coordinator will attend High 5 For All sessions offered by SCSOS intended to provide resources and training for staff on integrated and designated ELD. She will provide PD for the staff on information learned from High 5 for All. ● Training in Ballard & Tighe curriculum	$19,730	Yes
1.7	Professional Development	Professional Development will be offered in the following areas: ● Science of Reading ● SIPPS ● *Building Thinking Classrooms*	$7,699	No

Local Control and Accountability Plan

Goal

Goal #	Description	Type of Goal
2	Through community outreach, develop and cultivate positive relationships between staff, students, parents, and the community to create a safe and welcoming environment that will ensure a successful learning environment for all students.	Broad

State Priorities addressed by this goal.

Priorities: 1C, 3A, 3B/C, 5A, 5B, 5C, 6A, 6B, 6C

An explanation of why the LEA has developed this goal.

Facilities were maintained in a safe and operational manner. The 2023 FIT report was Exemplary. This year we made repairs to the tennis courts, added fencing around the kindergarten/preschool playground, installed a new kindergarten/preschool play structure, and made various repairs to the interior and exterior of buildings as needed. The 2023/24 Safe Schools Plan was reviewed and approved by the board in August 2023. Although our Suspension Rate on the 2023 Dashboard increased 1.2% to 2.8% for all students and increased for each student group, our local data indicate 0% suspension and expulsion rates for the 2023/24 school year. We continued to use Restorative Justice practices to maintain a positive school climate thus supporting low suspension and expulsion rates. . On a spring 2024 survey, 100% of parents of parents said the school is safe (95% in 2023) and 90% of parents felt connected to the school (84.85% in 2023). Fewer students say the school is safe (86.21% in 2024, 96% in 2023) and 85% of students felt connected to the school (78.3% in 2023).

The results of our spring 2024 survey show that fewer parents see the school as a welcoming environment for families and community members (80% 2024, 94% 2023). The feedback also indicated that 100% of parents think we do a good job having 2-way communication between families and educators using language that is understandable and accessible to families. A bilingual administrative secretary translated information for parents and supported our efforts to engage in two-way communication with families. We held one community event each month. Activities such as Science Night, Read Across America, Harvest Carnival, Patriots Day, and the Winter Program were well attended.

The 2023 Dashboard reported our Chronic Absenteeism Rate as 17%. This is a 1.3% increase from 2022. Based on local date as of April 15, 2024, our rate was 7.21%. Our P2 2024 Attendance Rate was 93.42%, a decrease from 94.3% in 2023. Many of these absences are a result of families traveling out of the country during the winter holidays and not returning once school resumes and not completing independent study packets; parents keeping children home if they have any signs of illness; and children staying home when their sibling is sick. Our LCAP Goal 2, *Through community outreach, develop and cultivate positive relationships between staff, students, parents, and the community to create a safe and welcoming environment that will ensure a successful learning environment for all students*, has supported this work and will continue in the 2024/25 school year. In Goal 2, we will focus on decreasing student absence rates and increasing parent engagement.

Local Control and Accountability Plan

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M.2.1	Priority 1C Facilities Inspection Tool Rating Source: Facilities Inspection Tool (FIT)	September 2023 Exemplary			September 2026 Exemplary	
M.2.2	Priority 3A Percentage of parents who agree their involvement is valued Source: Local Parent Survey	January 2024 100% All			January 2027 100%	
M.2.3	Priority 3B/C Percentage of parents who attended Trimester 1 Parent/Teacher Conferences Source: Sign-in Sheets	Fall 2023 % All % SED % EL %SWD We do not have this data so next year will be our baseline			Fall 2026 ≥80% All ≥80% SED ≥80% EL ≥80%SWD	
M.2.4	Priority 5A Attendance Rate Source: Student Information System (SIS)	April 2024 93.42%			April 2027 ≥95%	
M.2.5	Priority 5B Percentage of students who were absent for 10% or more of the total instructional days Source: CA School Dashboard	2023 Dashboard 17% All 14.6% Hispanic 16.1% SED 11.6% EL			2026 Dashboard ≤5% All ≤5% Hispanic ≤5% SED ≤5% EL	

Local Control and Accountability Plan

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M.2.6	Priority 5B Percentage of students who were absent for 10% or more of the total instructional days Source: SIS	P2 2024 7.21% All 10.11% SED 6.67% EL			P2 2027 ≤5% All ≤5% SED ≤5% EL	
M.2.7	Priority 5C Percentage of students in grades 7/8 who dropped out of school prior to completing 8th grade Source: SIS	April 2024 0% All			April 2027 0% All	
M.2.8	Priority 6A Percentage of students suspended 1 or more times during the school year. Source: CA School Dashboard	2023 Dashboard Suspension 2.8% All 3.4% Hispanic 3.4% SED 4.7% EL			2026 Dashboard Suspension ≤1.5% All ≤1.8% Hispanic ≤1.8% SED ≤2% EL	
M.2.9	Priority 6B Percentage of students expelled at any time during the school year. Source: SIS	April 2024 0%			April 2027 0%	

Local Control and Accountability Plan

| M.2.10 | Priority 6C

Percent of parents, students, and staff who feel the school is safe.

Percentage of parents, students, and staff who feel a sense of connectedness to the school.

Source: Local Survey | January 2024

<u>Safety</u>
Students: 86.21%
Parents: 100%
Staff: 100%

<u>Connectedness</u>
Students: 79.31%
Parents: 90%
Staff: 92.3% | | | January 2027

<u>Safety</u>
Students: ≥93%
Parents: 100%
Staff: 100%

<u>Connectedness</u>
Students: ≥85%
Parents: ≥95%
Staff: ≥95% | |

Insert or delete rows, as necessary.

Goal Analysis for 2024/25

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

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

N/A

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

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

N/A

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.

N/A

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.

Local Control and Accountability Plan

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance	- The Bilingual Administrative Secretary will monitor daily attendance through Schoolwise. - We will develop and continue to improve an attendance monitoring/notification system that includes regular monitoring of absences and letters and phone calls to parents regarding attendance. - Fund a part-time Community School Liaison position to work with families to improve student attendance. - Purchase t-shirts encouraging school attendance (Every Day Counts) for staff and students. - Fund field trips each trimester to celebrate good attendance. - Continue to provide school bus transportation services to and from school for all in-district students and to designated stops for inter-district students.	$158,480	Yes
2.2	Community Outreach	- Provide materials and information for school and community events such as Math Night, Science Night, Read Across America as these are opportunities for parents and students to provide input on instructional programs and services. - Fund a part-time Community School Liaison position to increase parent engagement in school events, encourage parents to volunteer in classrooms and as coaches, offer parent education sessions (ways to support their child in school, English classes, etc), encourage parents to provide input to the school and be involved in decision making groups at school, and connect families to services.	$63,258	No
2.3	School Counselor	- Continue to partner with Sutter County Health and Human Services, and Sutter County Superintendent of Schools to provide counseling services to students and monitor the social-emotional needs of all students. Anti-vaping education and training for students and staff provided by SCSOS. - If a student has on-going behavior problems, our Community School Liaison will work with the school counselor, students, and parents to: - Determine if there are underlying problems causing the behavior - Support the development of a behavior plan - Monitor student behavior and make referrals for additional support as needed	$16,371	No

Local Control and Accountability Plan

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$357,231	$42,584

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
33.90%	0%	$0.00	33.90%

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).

Local Control and Accountability Plan

Goal and Action #(s)	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
Goal 1, Actions 1.3, 1.4, 1.5	A review of state and local assessments shows a performance gap between our All student group, SED student group, and English learners. Winter 2024 MAP Math students in grades 1-8 scoring 50% or higher: All: 54.54%; SED: 48.78%; EL: 30% Winter 2024 MAP Reading students in grades 1-8 scoring 50% or higher: All: 51.72%; EL: 13.79% Fourteen percent of all students in grades 1-8, 27.50% of students in the SED student group and 48.28% of English Learners need Tier III intervention in reading with similar needs in Math, All: 14%; SED: 29.27%; EL 37.93%. Parents and teachers also expressed their desire for small class sizes as a way to support the varied needs of students *See Metrics and Educational Partner Input*	To raise the academic achievement of all students but particularly the achievement of our SED student group and English learners we will put three actions in place. Staff for Small Class Sizes will allow for more time and attention for all students but will be especially beneficial to our SED student group and our English learners. (Action 1.3) Data and Progress Monitoring, will include specific data collection in ELA and Math and an evaluation of our entire universal assessment system to identify the purpose for each assessment, eliminate any assessments that are not effective, the implementation of new skills assessments, and the determination of assessment cut points. (Action 1.4) Intervention and Support includes the development and implementation of a MAP learning continuum resource document and the formation of Multi-tiered System of Supports (MTSS) groups for math intervention based on RIT scores; intervention for grades 1-8 30 minutes per day, 5 days per week, and Exact Path and online personalized learning program. (Action 1.5) We will provide these actions school-wide. The U.S. Department of Education publication, *Raise the Bar: Strategies to Improve Student Achievement* lists High-Dosage Tutoring as a practice associated with improved student outcomes. Many of the suggested components, small groups; at least three sessions per week of at least 30 minutes per session; conduct tutoring during the school day; align with an evidence-based, structured curriculum; are part of our plan to increase achievement for all students through smaller class sizes to allow for small group intervention; a refined data and assessment system to drive the targeted intervention; and an intervention system that follows the suggested components. While we expect all students to increase their achievement, research suggests these actions will be especially beneficial for our SED and EL students groups.	M.1.5 Priority 4A Dashboard for ELA and Math M.1.10 Priority 8 Percentage of students (2nd- 8th) scoring at or above the 50th percentile on the winter MAP assessment in ELA and Math M.1.11 Priority 8 Percentage of students meeting their Growth Projections (fall to winter) on MAP for Reading and Math

Local Control and Accountability Plan

| Goal 2, Action 2.1 | Our Attendance Rate has decreased since 2019 when it was 94% to April 2024 of 93.42%.

Our Chronic Absenteeism Rate as steadily risen since 2019 Dashboard.
2019: 12.9%
2020: No data
2021: 15.7%
2023: 17%

According the 2023 Dashboard rates are:
All: 17%, increased 1.3%
Hispanic: 14.6%, declined 1.1%
EL: 11.6%, declined 4.1%
SED: 16.1%, declined 1.5%

Staff noted that attendance affects the achievement of students, especially our English learners.

See Metrics and Educational Partner Input | The U.S. Department of Education publication, *Raise the Bar: Strategies to Improve Student Achievement* lists Addressing Chronic Absenteeism as one of the three actions that increase academic success. Quality components of their strategy include developing and implementing a communication plan; strengthening relationships with families; using a MTSS system including early warning interventions; and creating a positive school climate.

Our plan integrates many of their strategies. The Bilingual Administrative Secretary will monitor daily attendance through Schoolwise. We will develop and continue to improve an attendance monitoring/notification system that includes regular monitoring of absences and letters and phone calls to parents regarding attendance. To strengthen relationships with families we will fund a part-time Community School Liaison position to work with families to improve student attendance. As part of our campaign to create a positive school climate that values attendance we will purchase t-shirts encouraging school attendance (Every Day Counts) for staff and students and we will fund field trips to celebrate good attendance. We will also continue to provide school bus transportation services to and from school for all in-district students and to designated stops for inter-district students.

We expect this school-wide action to improve attendance and decrease chronic absenteeism for all students but since many of the actions will be about making connections with families to improve attendance we expect that since our Bilingual Administration Secretary and Community School Liaison will concentrate their efforts on our SED student group and our English learners, those student groups will see a bigger improvement. | M.2.4 Priority 5A Attendance Rate. Source: P2 Attendance Report

M.2.5 Priority 5B Percentage of students who were absent for 10% or more of the total instructional days. Source: CA School Dashboard

M.2.6 Priority 5B Percentage of students who were absent for 10% or more of the total instructional days. Source: Student Information System |

Insert or delete rows, as necessary.

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
Goal 1, Action 1.6	In addition to the achievement gap being addressed by Goal 1, Actions 1.3, 1.4, 1.5 and discussed above, our Reclassification Rate has decreased in the past several years. In the 2020/21 school year we reclassified 12 English learners and in the 2023/24 school year we reclassified 8 students. Also, as reported on the 2023 Dashboard the percentage of English learners making progress toward English language proficiency has decreased since the fall 20219 Dashboard from 66.7% to 45.2%. *See Metrics*	We will add a whole-school 30 minute block of time per day so EL students can be grouped for English Language Development (ELD) instruction, instruction using Kate Kinsella's Academic Vocabulary Toolkit will occur daily; we will purchase of ELD curriculum, and we will increase PD time spent on Designated and Integrated ELD and add PD for our new ELD curriculum.	M.1.4 Priority 2B Percentage of English learners scoring at or above the 50th percentile on the winter Reading MAP assessment M.1.6 Priority 4E Percentage of English learners making progress toward English proficiency by increasing one level on the ELPAC M.1.7 Priority 4F Percentage of English learners who are reclassified

Insert or delete rows, as necessary.

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

N/A

Additional Concentration Grant Funding

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

Additional concentration grant add-on funding will be used to increase the number of staff providing direct services to students by providing small group instruction, intervention and support services to include push-in/pull-out services and after school tutoring. Action 1.5 maintains paraprofessionals to provide improved services to foster youth, ELs and low income students.

Local Control and Accountability Plan

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		1 to 11
Staff-to-student ratio of certificated staff providing direct services to students		1 to 12

Local Control and Accountability Plan

2024/25 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024/25	$ 1,053,811	$ 357,231	33.899%	0.000%	33.899%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 508,413	$ 207,511	$ -	$ 44,484	$ 760,408.00	$ 691,231	$ 69,177

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	Part Time Director of Curriculum and Instruction	All	No	LEA-wide		All	Ongoing	$ 32,484	$ -	$ -	$ -	$ -	$ 32,484	$ 32,484	0.000%
1	1.2	Additional Teacher to Eliminate Combo Class	All	No	LEA-wide		All	Ongoing	$ 73,819	$ -	$ -	$ 73,819	$ -	$ -	$ 73,819	0.000%
1	1.3	Staff for Small Class Sizes	All	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 149,463	$ -	$ 149,463	$ -	$ -	$ -	$ 149,463	0.000%
1	1.4	Data and Progress Monitoring	All	Yes	LEA-wide	English Learners and Foster Youth	All	Ongoing	$ 57,862	$ 6,318	$ 64,180	$ -	$ -	$ -	$ 64,180	0.000%
1	1.5	Intervention and Support	All	Yes	LEA-wide	English Learners and Foster Youth	All	Ongoing	$ 162,924	$ 12,000	$ 120,468	$ 42,456	$ -	$ 12,000	$ 174,924	0.000%
1	1.6	Instruction for English Learners	English learners	Yes	LEA-wide	English Learners	All	Ongoing	$ -	$ 19,730	$ 15,208	$ 4,522	$ -	$ -	$ 19,730	0.000%
1	1.7	Professional Development	All	No	LEA-wide		All	Ongoing	$ 4,503	$ 3,196	$ 196	$ 7,503	$ -	$ -	$ 7,699	0.000%
2	2.1	Attendance	All	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 150,768	$ 7,712	$ 138,677	$ 19,803	$ -	$ -	$ 158,480	0.000%
2	2.2	Community Outreach	All	No	LEA-wide		All	Ongoing	$ 59,408	$ 3,850	$ 3,850	$ 59,408	$ -	$ -	$ 63,258	0.000%
2	2.3	School Counselor	All	No	LEA-wide		All	Ongoing	$ -	$ 16,371	$ 16,371	$ -	$ -	$ -	$ 16,371	0.000%

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
$ 1,053,811	$ 357,231	33.899%	0.000%	33.899%	$ 487,996	0.000%	46.308%	**Total:**	$ 487,996
								LEA-wide Total:	$ 487,996
								Limited Total:	$ -
								Schoolwide Total:	$ -

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	1.3	Staff for Small Class Sizes	Yes	LEA-wide	English Learners and Low-Income	All	$ 149,463	0.000%
1	1.4	Data and Progress Monitoring	Yes	LEA-wide	English Learners and Foster Youth	All	$ 64,180	0.000%
1	1.5	Intervention and Support	Yes	LEA-wide	English Learners and Foster Youth	All	$ 120,468	0.000%
1	1.6	Instruction for English Learners	Yes	LEA-wide	English Learners	All	$ 15,208	0.000%
2	2.1	Attendance	Yes	LEA-wide	English Learners and Low-Income	All	$ 138,677	0.000%

2023/24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,548,895.00	$ 1,547,385.00

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	Part Time Director of Curriculum and Instruction	No	$ 29,945	$ 30,369
1	1.2	High Quality Instruction	No	$ 443,056	$ 437,864
1	1.3	Instructional Materials	No	$ 22,815	$ 55,820
1	1.4	Staff for Small Class Sizes	Yes	$ 138,916	$ 166,800
1	1.5	Progress Monitoring	Yes	$ 60,187	$ 65,178
1	1.6	Intervention and Support	Yes	$ 216,700	$ 206,942
1	1.7	Core Instruction for English Learners	Yes	$ 1,178	$ 1,208
1	1.8	Professional Development Services	No	$ 4,500	$ 8,671
2	2.1	Facilities	No	$ 273,710	$ 271,964
2	2.2	Attendance	Yes	$ 151,747	$ 114,560
2	2.3	School Safety and School Climate	No	$ 128,695	$ 108,717
2	2.4	Health Services	Yes	$ 10,507	$ 20,044
2	2.5	Community Outreach	No	$ 47,439	$ 39,402
2	2.6	School Climate	No	$ 17,000	$ 15,596
3	3.1	Visual and Performing Arts (VAPA)	No	$ 2,500	$ 4,250

2023/24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 372,908	$ 566,235	$ 554,015	$ 12,220	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	1.4	Staff for Small Class Sizes	Yes	$ 138,916	$ 166,800.00	0.00%	0.00%
1	1.5	Progress Monitoring	Yes	$ 60,187	$ 65,178.00	0.00%	0.00%
1	1.6	Intervention and Support	Yes	$ 203,700	$ 186,225.00	0.00%	0.00%
1	1.7	Core Instruction for English Learners	Yes	$ 1,178	$ 1,208.00	0.00%	0.00%
2	2.2	Attendance	Yes	$ 151,747	$ 114,560.00	0.00%	0.00%
2	2.4	Health Services	Yes	$ 10,507	$ 20,044.00	0.00%	0.00%

2023/24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 1,124,260	$ 372,908	1.06%	34.23%	$ 554,015	0.00%	49.28%	$0.00 - No Carryover	0.00% - No Carryover

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:

    o 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]).

- o 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.

Local Control and Accountability Plan Instructions

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

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- 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

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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

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- 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

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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:

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(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:

    o 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.

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- 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.

    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

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

    - Professional development for teachers.

Local Control and Accountability Plan Instructions

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:

  o 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.

  o 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.

Local Control and Accountability Plan Instructions

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:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  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**

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

Local Control and Accountability Plan Instructions

- 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).