



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Esparto Unified School District

CDS Code: 57726865732904

School Year: 2024-25

LEA contact information:

Christina Goennier Ed.D.

Superintendent

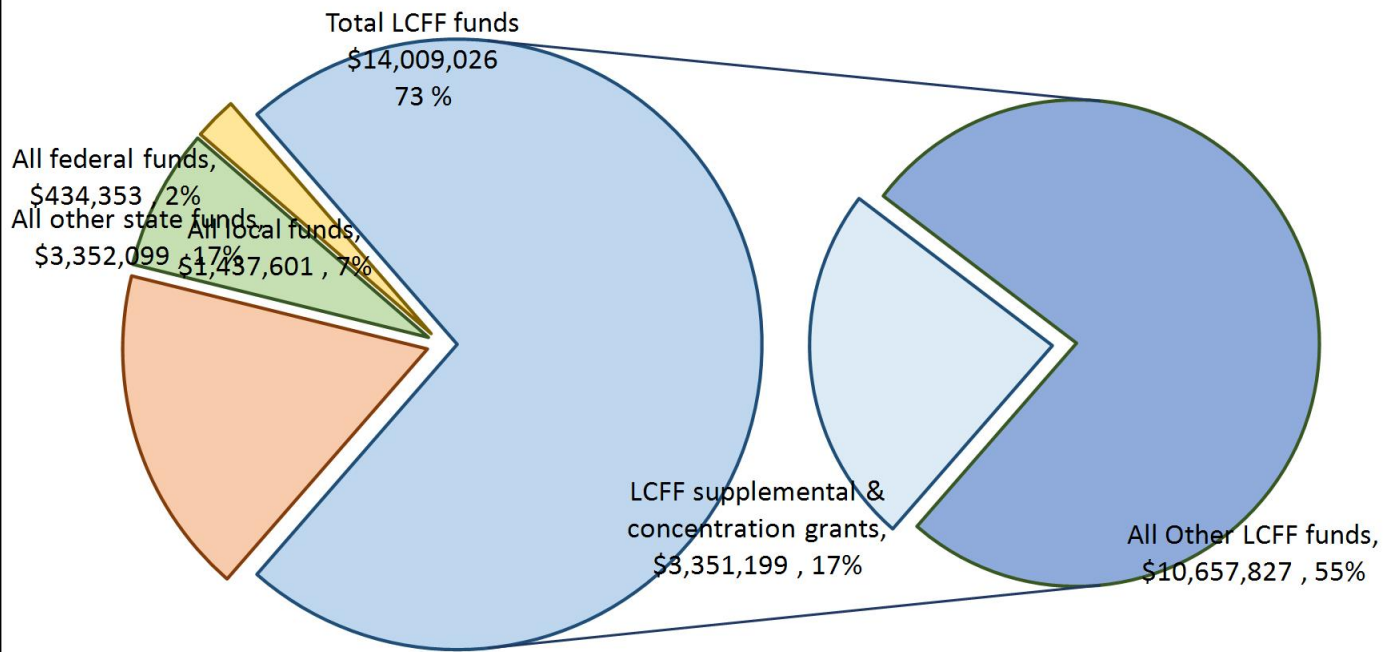
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530-787-3446

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

### **Budget Overview for the 2024-25 School Year**

## Projected Revenue by Fund Source

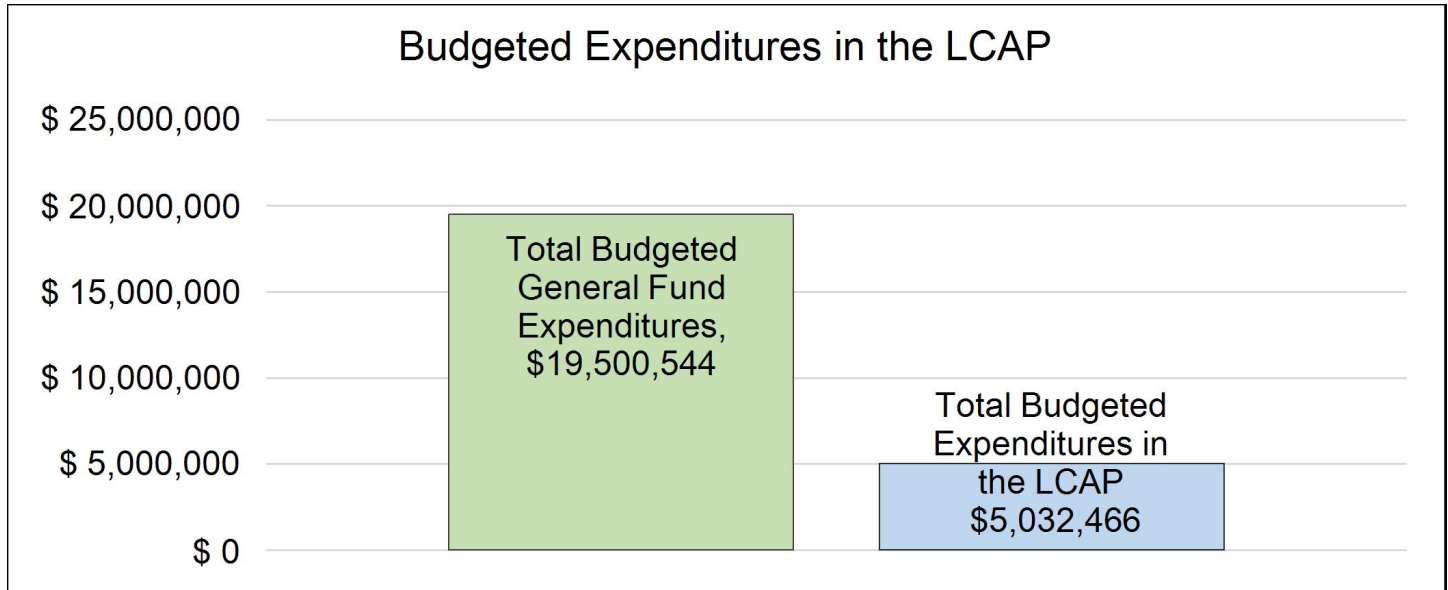


This chart shows the total general purpose revenue Esparto Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Esparto Unified School District is \$19,233,079, of which \$14,009,026 is Local Control Funding Formula (LCFF), \$3,352,099 is other state funds, \$1,437,601 is local funds, and \$434,353 is federal funds. Of the \$14,009,026 in LCFF Funds, \$3,351,199 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Esparto Unified 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: Esparto Unified School District plans to spend \$19,500,543.7 for the 2024-25 school year. Of that amount, \$5,032,466 is tied to actions/services in the LCAP and \$14,468,077.7 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

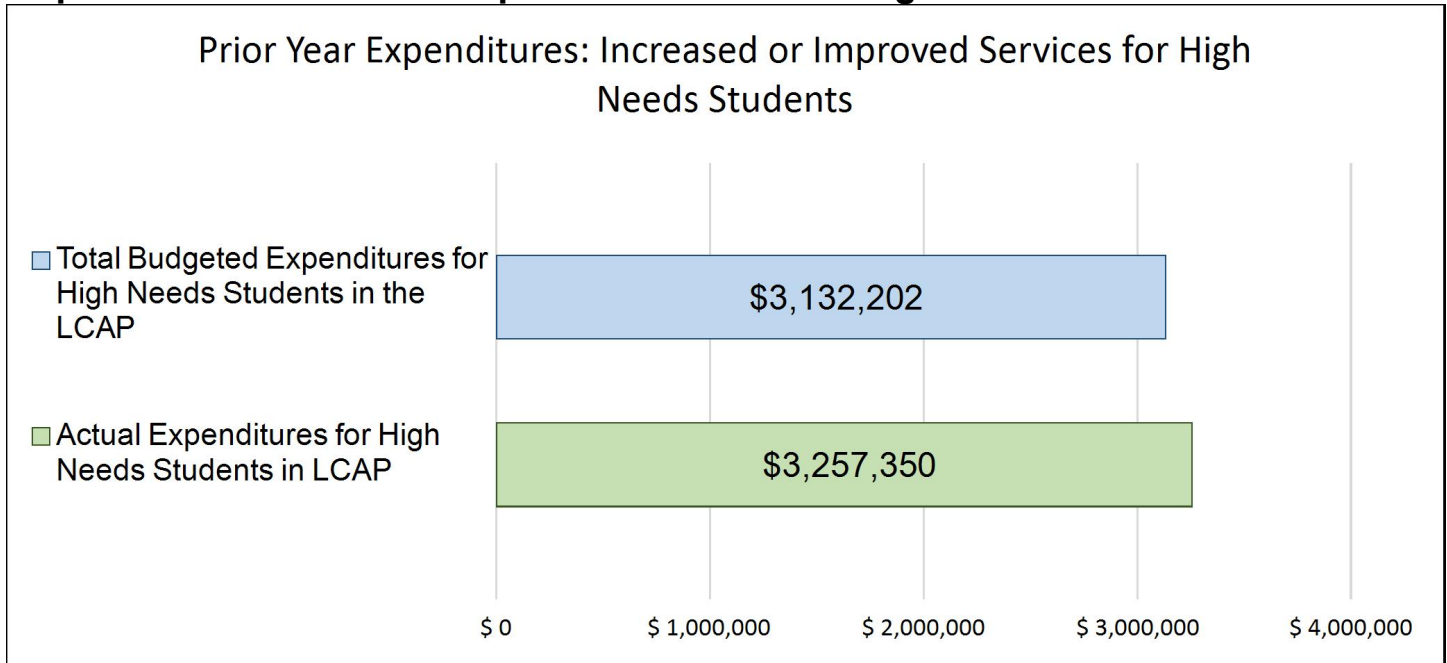
Base instructional salaries and benefits, transportation, maintenance and operations, special education, utilities, technology, and other general expenses.

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

In 2024-25, Esparto Unified School District is projecting it will receive \$3,351,199 based on the enrollment of foster youth, English learner, and low-income students. Esparto Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Esparto Unified School District plans to spend \$3,354,754 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what Esparto Unified 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 Esparto Unified 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, Esparto Unified School District's LCAP budgeted \$3,132,202 for planned actions to increase or improve services for high needs students. Esparto Unified School District actually spent \$3,257,350 for actions to increase or improve services for high needs students in 2023-24.



## 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
Esparto Unified School District	Christina Goennier Ed.D. Superintendent	cgoennier@eusdk12.org 530-787-3446

## Goals and Actions

### Goal

Goal #	Description
1	Establish Conditions of Learning to maintain facilities, retain staff, implement standards, and offer broad course access.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Annual audit of school facilities.	1. All district campuses registered a "fair" FIT rating.	All campuses registered a "fair" FIT rating.	1. All campuses registered a "fair" FIT rating.	1. All campuses registered a "Good" FIT rating.	Continue to have all campuses register a "Fair" FIT rating.
2. Compliance with Commission on Teacher Credentialing audit.	2.98% of all teachers TK-12 met HQT status	96% of all teachers TK-12 met HQT status	2. 84% of all teachers TK-12 met HQT status	2. 90% of all teachers TK-12 met HQT status	Continue to maintain or ensure 100% of all teachers K-12 meet HQT status
3. District audit of textbook sufficiency & Williams Act review/reporting.	3. All district campuses meet minimum Williams Act requirements.	All campuses meet minimum Williams Act requirements.	3. All campuses meet minimum Williams Act requirements.	3. All campuses meet minimum Williams Act requirements.	Continue to have all district campuses meet minimum Williams Act requirements. As well as have improved and updated any areas of the curriculum.
4. Annual evaluation of professional development offerings.	4. EUSD continues to provide district-wide staff development focusing on new standards, strategies, and social emotional learning.	EUSD provided training of PBIS, Renaissance learning, subject specific and social emotional learning.	4. EUSD continued to provide training of PBIS, Renaissance learning, subject specific and social emotional learning.	4. EUSD continues to provide training of PBIS, Renaissance learning, subject specific and social emotional learning.	Have EUSD continue to provide district-wide staff development that focuses focusing on new standards, strategies, and social emotional learning.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5. Annual reports tracking percentage of students who are college and career ready.	5. Annual College and Career Indicator Rates. (Ca Dashboard) Class of 2020 A-G completion Rate: 56% Class of 2020 CTE Capstone Completion Rate: 67% Class of 2020 Both Indicators Rate: 41.5%	Class of 2021 A-G completion Rate: 34.8% Class of 2021 CTE Capstone Completion Rate: 68.2% Class of 2021 College Credits: 87.9% Class of 2021 Both CTE/A-G: 28.8%	5. Local data 2022 Class of 2022 A-G completion Rate: 69% Class of 2022 CTE Capstone Completion Rate: 43% Class of 2022 Both CTE/A-G: 35%	5. Class of 2023 A-G completion Rate: 34.6% CTE completers: 63.5%	Continue to maintain or increase annual rates of College and Career Indicator Rates.
6. Annual evaluation of staff retention and recruitment.	6. EUSD continues to attract and retain highly qualified staff.	EUSD continues to remain fully staffed with credentialed and intern teachers and staff members.	6. EUSD continues to remain fully staffed with credentialed and intern teachers and staff members.	6. EUSD continues to remain fully staffed with credentialed and intern teachers and staff members.	Have EUSD continue to attract and retain highly qualified staff.
7. Annual evaluation of teacher induction and teacher intern support programs	7. EUSD will continue to support teacher induction and will start supporting teacher interns.	EUSD continues to provide teacher induction and intern programs for employees.	7. EUSD continues to provide teacher induction and intern programs for employees.	7. EUSD continues to provide teacher induction and intern programs for employees.	Have EUSD continue to support teacher induction and also support teacher interns.

## 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.

Funds were spent as planned in the following actions: Facility Improvements, Credential Reviews, Necessary Instructional Materials - Common Core, Increased Student Access to Technology, Increased Number of Students Meeting A-G Requirements, College Ready, Staff Development, Professional Learning, School-Home Communication, and English Learner Instruction. There was a substantial difference in the following planned action and actual implementations of: Athletics and PE hire due to the increasing PE program. Also, we hired three SEL paras in order to support student social emotional learning, one para at each of the school sites.

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.

For 1. 6 (Completion of CTE Capstone Courses), there is a difference between budgeted expenditures and actual expenditures. This is because funds were used for CTE through CTEIG 6387.

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

The actions listed above were effective in making progress toward the goal during the 3-year LCAP cycle. The data from Metrics 1, 2, 3, 4, 6, and 7 all show that we have made progress over the last 3 years. For the first metric, our goal was for all campuses to register a "Fair" FIT rating, but we have gone above and beyond by the third year since all of our campuses have registered a "Good" FIT rating. Over 905 of our teachers in TK-12 meet the HQT status, all campuses meet the Williams Act requirements, and EUSD continues to provide professional development to our staff. In addition, we are fully staffed with credentialed and intern teachers, and support them through induction programs. Although A-G requirements show a decline, our students have shown growth as CTE completers and Dual Enrollment credits earned.

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.

Based on our trend over the last three years, our baseline will start at "Good" Rating since we have moved from "Fair" to "Good." For the coming year, our goal will be to maintain "Good" and strive for "Exemplary." Aside this, we will not be making any other changes for Goal 1.

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



## Goals and Actions

### Goal

Goal #	Description
2	Raise student achievement across the curriculum.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Evaluation of District professional development to support quality instruction aligned with Common Core State Standards and the California Assessment of Student Performance and Progress.	1. The Esparto Unified School District has provided professional development to support quality instruction aligned with Common Core State Standards and the California Assessment of Student Performance and Progress. BASELINE DATA: % OF Teachers receiving CCSS Professional Development: 100%  % OF Teachers receiving CAASPP Professional Development: 100%	Teachers who were employed at the beginning of the year have received training. Those who have been hired mid year are receiving support through their current program and from their department and grade level leads.	1. 100% of teachers have received training in CCSS.	100% of teachers have received professional development on the Common Core State Standards. As of the mid-year check in, the focus has been on Math, ELA, and Physical Education.	Continue to provide Professional development to support quality instruction aligned with Common Core State Standards resulting in increased pupil proficiency on the California Assessment of Student Performance and Progress. Maintain the percentage of teachers receiving CCSS and CAASPP Professional Development at 100%.
2. Annual reports regarding the	2. The Esparto Unified School District has	2021 (CA Dashboard) English Language	2. 2022 (CA Dashboard)	2023 (CA Dashboard)	Have EUSD continue to experience

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress. Percentage of students nearly meeting, meeting or exceeding standard on CAASPP exams.	<p>experienced increases in many grade levels regarding the California Assessment of Student Performance and Progress.</p> <p>BASELINE DATA: 2019 CAASPP Results Standard Met or Exceeded in English Language Arts (Ca Dashboard):  EUSD: 31.9%  EES: 33.5%  EMS: 29.33%  EHS: 39.19%</p> <p>EUSD: 31.9%  EES: 33.5%  EMS: 29.33%  EHS: 39.19%</p> <p>English Learners Districtwide (Ca Dashboard) 2019 English Language Arts Increased 12.5 points</p> <p>2019 Math Declined 4.4 points</p>	<p>Arts  EUSD: 28.25%  EES: 26.11%  EMS: 32.95%  EHS: 19.04%</p> <p>.  Math  EUSD: 10.08%  EES: 12.7%  EMS: 5.65%  EHS: 22.22%</p> <p>.  English Learners Districtwide (Ca Dashboard) 2021 English Language Arts Decreased: 3.63 points</p> <p>2021 Math Decreased: 9.53 points</p> <p>2021 ELPAC: 6% scored 4's on the 2020-2021 ELPAC-comparisons could not be made due to the pandemic and not all the same students tested in 2020 or 2021.</p>	<p>English Language Arts  EUSD: Low  EES: Low  EMS: Low  EHS: Very Low</p> <p>.  Math  EUSD: Very Low  EES: Very Low  EMS: Very Low  EHS: Very Low</p> <p>.  2022 English Language Arts Decreased: 50.1 points</p> <p>2022 Math Decreased: 110 points  ELPI: Very Low 39.1% made progress</p>	<p>English Language Arts  EES: Low  EMS: Low  EHS: Low  EUSD: Low  Maintained -1.4 Points. 13.6 Points Below State Standard</p> <p>Math:  EES: Low  EMS: Low  EHS: Low  EUSD: Low,  Maintained 2.6 Points. 49.1 Points Below Standard.</p> <p>English Learner Progress: Very Low. 29.6% Making Progress. 2.3% Declined.</p>	<p>increases throughout grade levels and including our English Learners regarding the California Assessment of Student Performance and Progress, the SBAC interim assessments and EAP/ELM exams.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019 ELPAC: 53.7% making progress towards English Language Proficiency				
3. Increase in the percentage of students earning C or better grades in English, math, science, history, and physical education.	3. Increase in the percentage of students earning C or better grades in English, math, science, history, and physical education. BASELINE DATA 2020 first semester (Aeries): Percentage earning C or better: English: 72.7% Math: 65.6% Science: 48.2% History: 54% PE: due to COVID PE was not required	EMS Math: 70% Science: 71.5% English: 79% History: 72% PE 2021:97.6% EHS: Math - 72.7% Soc Sci - 68% Eng - 84.5% Science - 63.6% PE - 85%	3. Increase in the percentage of students earning C or better grades in English, math, science, history, and physical education. 2022-23 first semester (Aeries): Percentage earning C or better:  English: EMS: 181/202 = 89.6% EHS: 194/241 =80.5%  Math: EMS 150/202 = 74.3% EHS: 161/204 = 78.9%  Science: EMS 157/202 = 77.7% EHS: 154/183 = 84.2%	3. Increase in the percentage of students earning C or better grades in English, math, science, history, and physical education. 2023-24 first semester (Aeries): Percentage earning C or better:  Math: EMS: 129/217 = 59.4% EHS: 150/231 = 65%  PE: EMS: 216/217 = 99.5% EHS: 124/151 = 82%  Science: EMS: 150/217 = 69% EHS:158/205 = 77%  Social Studies: EMS: 175/217 = 81% EHS: 107/138 = 78%	Continue to see increases in the percentage of students earning C or better grades in English, math, science, history, and physical education.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>History:  EMS 176/202 = 87.1%  EHS: 144/202 = 71.3%</p> <p>PE:  EMS 179/202 = 88.6%  EHS: 123/142 = 86.6%</p>	<p>English:  EMS: 187/217 = 86%  EHS: 190/219 = 87%</p>	
4. Evaluation of District implementation of inquiry-based lessons.	<p>4. The Esparto Unified School District is currently implementing inquiry-based lessons across the curriculum.</p> <p>BASELINE DATA 2015-2016:  Percentage of secondary teachers implementing inquiry-based lessons:  EMS: 90%  EHS: 84%  MHS: 100%</p>	<p>EES: 16/17 Teacher have inquiry lessons in math.  EMS: 89% of teachers have inquiry-based lessons  EHS: Through formal and informal observations it can be said that 13/15 teachers are implementing inquiry based lessons.</p>	<p>4. EMS: 93% of the teachers are implementing inquiry-based lessons in their classes.  EHS: 100% of teachers are implementing inquiry based lessons in their classes.</p>	EMS: 100% of teachers are implementing inquiry based lessons.	<p>Continue with student access at EMS, EHS, and MHS to inquiry-based lessons and laboratories in science and history. Instructional units will involve writing for informational purposes, analysis of real-life documents, and the scientific process. Especially with EMS and EHS.</p>
5. Evaluation of physical education student fitness data.	5. The EUSD currently evaluates student	There were no physical fitness results for 2021 school year.	5. Not available at this time	Spring 2023 Percentage of students participating	Continue the access students have to physical education

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	fitness data, as per state guidelines. <b>BASELINE DATA</b> 2018-19: % Students meeting 6 of 6 Fitness: 22% % Students meeting 5 of 6 Fitness: 39% % Students meeting 4 of 6 Fitness: 34%			in each of the five components of the CA PFT:  <b>Aerobic Capacity:</b> Grade 5: 95.5% Grade 7: 68.9% Grade 9: 100%  <b>Abdominal Strength:</b> Grade 5: 95.5% Grade 7: 95.1% Grade 9: 100%  <b>Trunk Extensor:</b> Grade 5: 95.5% Grade 7: 93.4% Grade 9: 98%  <b>Upper Body Strength:</b> Grade 5: 95.5% Grade 7: 90.2% Grade 9: 100%  <b>Flexibility:</b> Grade 5: 95.5% Grade 7: 85.2% Grade 9: 100%	materials, supplies. and lessons at all sites. Increase the percentages for % Students meeting 6 of 6 Fitness % Students meeting 5 of 6 Fitness % Students meeting 4 of 6 Fitness
6. Percentage of students participating in visual/performing arts.	6. Student participation in VAPA activities.	EES: 100% ceramics and music EMS: 85% CTE and VAPA Courses	6. EES: 100%students have had the opportunity to participate in visits	EES: 33% of EES students have attended a field trip to the Mondavi Center.	Continue student participation in visual/performing arts K-12. Continue to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EMS participated in 2 virtual visits with performing artists via our partnership with the Mondavi Center. EES all students had the opportunity to participate in a ceramics project through our partnership with Yolo Arts.	100% 6th grade attended performance at Mondavi EHS: 50% of students in VAPA classes	<p>with performing artists through our partnership with the Mondavi Center and Yolo Arts. 310/397 (78%) of students have completed their ceramics lessons with our teaching artist including 5th grade that is working on their legacy art project. K-2 students attended at field trip to see a performance at the Mondavi center.</p> <p>EMS: 23 (out of 204) students are enrolled in the Intro to Art class. All of our 8th grade students went to the Sacramento Theater Company on a field trip to watch a play. That is 67 students out of 204.</p> <p>EHS 98/265 (37%) of EHS Students are enrolled in a visual art (no performing art) with Mr. Hall in Art, Dig Med, or Yearbook</p>	<p>The other grades will attend in January and in April. 1st through 5th grades have participated in ceramics instruction. TK and Kindergarten will participate in their lessons in April.</p> <p>EMS: 67% of students have attended a field trip to Mondavi Center. The other 33% will attend in February.</p> <p>EHS: 34% of EHS students have taken a field trip at some point in the Fall semester 2023. The bulk of these field trips revolve around CTE college and career exploration. The CTE programs that have taken field trips are Vet Sci, Plant Sci, RTB, Ag Mech, Culinary, and ECE. Some of the field trips have explored college exploration like CSU Sacramento, CSU</p>	assess student achievement using a district-created visual/performing arts assessment. Increase % Students demonstrating proficiency on VAPA Assessment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Chico, Butte College, and UC Davis. The field trips to industry and career exploration have included Bayer Crop, Japanese Tea Gardens, Seaquest, Sacramento Buildings and Trades, and Local Preschol Programs	
7. Evaluation of Vertical Articulation Plan and Career-Technical Education Plan using district-created rubric.	7. Vertical articulation and Career-Technical articulation are currently being assessed using a district-created rubric. BASELINE DATA: Instructional Alignment:Improvement Necessary Assessment Alignment:Improvement Necessary Intervention Alignment:Improvement Necessary Universal Supports Alignment:Improvement Necessary	Instructional Alignment: Improvement Necessary Assessment Alignment: Improvement Necessary Intervention Alignment: Improvement Necessary Universal Support Alignment: Improvement Necessary	7. Through the implementation of the District Instructional Leadership Council. Vertical articulation is occurring. Meetings are being evaluated and a rubric will be designed.	District Instructional Leadership Council meets regularly. Vertical articulation is occurring. Meetings are being evaluated and administrators have began working on designing a rubric.	Continue with the Vertical Articulation process. Have a completed vertical articulation rubric.
8.Student enrollment in Career-Technical Education courses	8. Student participation in these programs have	EES: Exposure. We will have a CTE fair or	8. EMS: 111 of our students are enrolled in Edgemakers,	EMS: 48% of students are taking an Art class	Continue with student participation in Career-Technical

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and visual/performing arts courses	increased over prior years. BASELINE DATA: % Students enrolled in CTE or VAPA Courses: 95.2% % of EL, Foster youth and low income students enrolled in CTE or VAPA Courses: 94%	Week in the spring 100% of our EL, Foster Youth and LI will attend. EMS: 85% of our students, 65% EL, 100% FY, 83% LI are enrolled in CTE and Visual/Performing Arts courses. All 6th graders did a virtual field trip to watch a play offered by Mondavi Center. EHS: Continues to grow our 6 pathways. We will be exploring a 7th pathway in childhood education/child development. Many of our CTE course are dual enrolled or articulated. Similarly to our baseline about 95% students, 84% EL, 90% FY, 80% LI are enrolled in CTE or VAPA classes. Our most recent dashboard data from CDE states that 86% our 20-21 seniors were CTE completers.	Horticulture, and Art which is 54%. 19 ELs out of 41 are enrolled in these courses, which means that 46% of ELs are taking CTE/VAPA courses. 26% of SPED students are in CTE/VAPA courses.  EHS: At EHS there is only one course that does not fit into CTA or VAPA. Because of that almost all students are enrolled in either a VAPA or CTE class. 97% of students at EHS are enrolled in either a CTA or VAPA elective. The percentage for SPED students is 93% and SPED Students are 94%.	or Agriculture as their elective.  EHS: Overall our % Students enrolled in CTE or VAPA Courses: 95.2% and % of EL, Foster youth and low income students enrolled in CTE or VAPA Courses: 94%. Overall our enrollment for students in CTE courses is 575. This means that many of our students are enrolled in multiple CTE classes.	Education courses and visual/performing arts courses at the EMS and EHS level, including unduplicated students and continue to have all EES students attend career exploration courses throughout the year and participate in a week long career week in April hosted by the teachers of the Elementary staff and parent volunteers.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
9. Reports on student enrollment in middle school elective courses.	9. Student participation in middle school electives have increased over prior years. BASELINE DATA: % Students enrolled in elective Courses: 87%	EMS: 85% of our middle school students are enrolled in an elective this year. Electives include: Art, Horticulture, and Leadership.	9. 97.4% of students have electives	EMS: 100% of students have at least one elective	Increase the percentage of middle school students enrolled in elective courses. Have students stay enrolled.
10. Rates of students scoring 3+ on Advanced Placement exams.	10. Student success in Advanced Placement exams have increased over prior years. BASELINE DATA: Percentage of test takers who passed an AP Exam (3+ better): 2019 English: 43%	2021: 23%	10. EHS: Calc A/B (0/11), Comp Sci Pri (2/6), AP Lit (10/17), Human Geo (7/25), Spanish (13/14)	99 exams were taken 19% of all exams taken earned a score of 3 or higher  % of exams earning a 3 or higher by subject: AP Calc 100% (1 exam taken) AP English Language 4% AP English Lit 4% AP Human Geography 13% AP Spanish Language 93% AP US History 5%	Increase the success on exams for students in Advanced Placement.
11. Rates of ELL re-classification district-wide and increase student ELPAC scores district-wide.	11. 2019-20: 2 students were reclassified.	2021-22: 4 students were reclassified.	11. 2022-23 EUSD is expected to have 10 students reclassified	CA Dashboard 2023 English Learner Progress Indicator: 29.6% making progress towards	Increase of student reclassification rates.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				English language proficiency  17 students are expected to reclassify this year.	
12. Evaluation, based on rubric, of district's implementation of Multi Tier Systems of Support (MTSS) strategies.	12. Improved student engagement as measured by decreased chronic absenteeism. BASELINE DATA: Schoolwide Chronic Absenteeism Rates for 2019 Esparto Elementary School: 8.7% Esparto Middle School: 15.3% Madison Continuation High School: 26% Esparto High School: 7.7%	Schoolwide Chronic Absenteeism Rates for first semester 2021: Esparto Elementary School: 23.8% Esparto Middle School: 12%, Esparto High School: 15.4%, Madison Continuation High School: 88.2%	12. Chronic Absenteeism Rates for 2022 (Dashboard): Esparto Unified School District: Very High 33.4% Esparto Elementary School: Very High 37.6% Esparto Middle School: Very High 24.2%  Chronic Absenteeism Rates for 2023 (Aeries as of Jan 31): Esparto Unified School District: 19.3%	12. Chronic Absenteeism Rates for 2023 (Dashboard): Esparto Unified School District: 24.6% Decline 8.8 Percent Esparto Elementary School: 25.3% Esparto Middle School: 23.5%	Continue with the decrease of absenteeism rates throughout district and with the increase/improvement of student engagement.
13. Improved student achievement for the special education subgroup.	13. Improved student performance on CAASPP for the special education subgroup. BASELINE DATA for Special Education Subgroup:	Not available for 2020-21 school year.	13.2022 CAASPP Scores for Special Education 130.5 points below standard ELA 181.9 points below standard Math	2023 CAASPP Scores for Special Education: 137.2 points below standard in ELA 182.5 points below standard in Math	Continue to have improvement in student performance on CAASPP for the special education subgroup. Meet more of the standards for ELA and Math.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	81% Standard Not Met for ELA 90% Standard Not Met for Math				

## 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.

Funds were spent as planned in the following areas: Professional Development- CAASP Training and Para Support, Quality Instruction - Early Literacy, Library Tech, Reading Assessments, Extended Learning, Increased Student Access to Electives, Increased Student Access to Music, Improved Vertical Articulation & Career-Tech Articulation, Instructional Supervision & Professional Development - Special Ed, Data Analysis of Academic Achievement, and RTI Strategies.

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

The expenditures for 2.1 are lower as PBIS training was being funded through the CA-ISP grant. In addition, the budgeted expenditures and estimated actual expenditures had a substantial different in the "Increased Student Access to Science, Technology, History" area. This is because CTEIG money was used to support the purchase of materials for career exploration projects in classes. CTEIG money was also used for "Increased Access to Career Workshops & Experiences" which explains why the actual expenditure is lower than the budgeted expenditure.

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

Most of the specific actions were effective in making progress toward the goal during the 3 year LCAP cycle. Our district continues to provide our staff with professional development in Common Core Standards, we continue to see our teachers implement inquiry based lessons, there are more students participating in visual/performing arts field trips, all middle school students have at least one elective class, and we now have regular vertical articulation across the district. However, we did not see the results that we were hoping for in regards to our ELA and Math scores which continue to remain low. Our special education populations continue to score below standard, and the number of overall

students passing their classes with C's or higher has not improved over the years. Chronic absenteeism has continued to rise since the pandemic.

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

We will be changing our first metric because we are not seeing an increase in our Math/ELA scores. We are also changing the fourth metric which is Evaluation of District implementation of inquiry-based lessons. The reason for the changes is that now teachers are already coming out of the credentialing programs with the training they need to do inquiry based lessons. We would rather support our staff in learning how to implement high impact instructional practices in their classrooms. Due to the pandemic, the majority of our students came back with learning gaps in all subjects, especially reading and math. Although we will continue to provide professional development on Common Core State Standards and the California Assessment of Student Performance and Progress, we will shift our focus to research based high impact instructional practices and data analysis. Feedback from our educational partners (staff, community, students) is that we need to focus on writing, financial literacy, and job skills. Therefore, we will include specific professional development to address those key areas. These changes to the action will result in higher student achievement.

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

## Goals and Actions

### Goal

Goal #	Description
3	Actively engage parents and students to promote school attendance, a positive climate, and involvement in the school community.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Annual report tracking parent attendance to Student-Led Conferences.	1. The district has experienced increases in parental involvement over prior years. BASELINE DATA 2018-19: % Participation in SLCS: (source: sign in data) EES: 95% EMS: 97% EHS: 75% (9th and 10th only)	EES: 88% (A teacher went on an unexpected leave just before PTC. Parent were informed that we would have conferences in the future. The students have been moved into new classes and will have PTC at the end of the 2nd trimester.) EMS: had 80% of their parents attend their student led conferences for Fall of 2021 EHS: 75 - For the 2021 Student Conferences it was decided to use conferences as targeted intervention for students with D's or F's. Parents were	1. EES: 93% Attendance in parent Teacher Conferences  EMS: 86% attendance in Student Led Conferences  EHS: Parent conferences was used as targeted intervention this year for any student with a D or lower. 95 parents were invited and 69 showed up (72%).	EES: 96% Parent Teacher Conference Participation; Additionally we have seen high levels of attendance at student performances, assemblies, and volunteers for field trips.  EMS: 88% attendance for student led conferences for current year.  EHS: In October EHS held parent conferences for students in danger of failing 1 or more classes. 118 students and families were invited and from that 88 showed up (75%).	Continue with parental involvement in Student-led conferences and parent education. 100% participation in SLCS.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		invited and scheduled specific times to meet with teachers.			
<p>2. Annual report tracking the number of cleared parent volunteers in the EUSD.</p> <p>Break down of the number of parents to students with special needs, English Learners or foster youth.</p>	<p>2. The district has experienced increases in cleared volunteers over prior years.</p> <p>BASELINE DATA:</p> <p>2019-20: 18 parents were cleared</p> <p>2- parents of students with special needs</p> <p>4- parents of English Learner students</p>	<p>2021-22: 7 parents, 1- parent with special needs, 1 parent of English Learner</p>	<p>2. 27 parents have been fingerprinted</p> <p>1- parent/guardian of student with special needs</p> <p>3- parent/guardian of English Learner students</p>	<p>19- parents have been fingerprinted</p> <p>6- parent/guardian of student with special needs</p> <p>4- parent/guardian of English Learner students</p>	<p>Continue to have increases in the number of parents cleared to serve as volunteers.</p>
<p>3. Average daily attendance rates.</p> <p>Review of chronic absenteeism rates.</p>	<p>3. The district has experienced increases in student attendance over prior years.</p> <p>BASELINE DATA:</p> <p>Districtwide Attendance Rates:</p> <p>2017-2018: 91.42%</p> <p>2018-2019: 92.82%</p> <p>Districtwide Chronic Absenteeism Rates:</p> <p>2017-2018: 10.6%</p> <p>2018-2019: 10.7%</p>	<p>2020-21: 8/11-12/18 EES: 90.51%, EMS: 93.13%, EHS:90.24%, MCHS: 61.28% 2020-21: (DataQuest) Chronic Absenteeism Rates: 19.6%</p>	<p>3. District Wide Attendance Rates 2023 (Aeries as of Jan 31): 92%</p> <p>Chronic Absenteeism Rates for 2022 (Dashboard):</p> <p>Esparto Unified School District: Very High 33.4%</p> <p>Esparto Elementary School: Very High 37.6%</p> <p>Esparto Middle School: Very High 24.2%</p>	<p>EES: 94.24% current attendance rate, which is 2% higher than this time last year.</p> <p>EMS: 95.5% current attendance rate</p> <p>EHS: 93.8% current attendance rate</p> <p>Districtwide average daily attendance rate: 93.4%</p> <p>District Chronic Absenteeism: 20.7%</p>	<p>Continue the trend of increase in student attendance. See decrease in chronic absenteeism rates.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Chronic Absenteeism Rates for 2023 (Aeries as of Jan 31): Esparto Unified School District: 19.3%		
4. Graduation rates and middle school & high school drop out rates.	4. The district has experienced increases in graduation rates over prior years. The district has experienced decreases in drop out rates over prior years. BASELINE Data: (Ca Dashboard) Cohort Graduation Rate: 2017: 100% 2018: 98% 2019: 91.2%  District Drop Out Rates: 2020:.0% EHS: 0% EMS: 0%	2020-21 4 year cohort: 92.1% (DataQuest) 2020-21: 5 year cohort: 92.2% (DataQuest)  District Drop Out Rates: 2021:.0% EHS: 0% EMS: 0%	4. The district has experienced increases in graduation rates over prior years. The district has experienced decreases in drop out rates over prior years. BASELINE Data: (Ca Dashboard) Cohort Graduation Rate: 2017: 100% 2018: 98% 2019: 91.2% 2022: 95.8% 2023: (Aeries) 90%  District Drop Out Rates: 2020:.0% EHS: 0% EMS: 0%	2023: Graduation rate is 90.3% District Drop Rates:	Continue to ensure high graduation rates. Maintain a 0% dropout rate.
5. Suspension rates and expulsion rates.	5. The district has experienced increases in suspension rates	Suspensions as of 12/18/21: MCHS: 8, EHS: 40, EMS: 15,	5. The district has experienced increases in suspension rates	EES: Suspension Rate 2.4%	Continue to see an increase in students K-12 receiving

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>over prior years. The district has experienced decreases in expulsion rates over prior years. BASELINE Data: (Ca Dashboard) Districtwide Suspension Rate: 2018: 7.1% 2019: 5.2%</p> <p>Districtwide Expulsion Rate: 2018: 0% 2019: 0%</p>	<p>EES: 16 Expulsions: 0 (Aeries) the following is from (DataQuest) 2020-21 Suspension Rate: 0.2%, 2 suspension 0% multiple suspension days (DataQuest) Expulsions: 0%</p>	<p>over prior years. The district has experienced decreases in expulsion rates over prior years. BASELINE Data: (Ca Dashboard) Districtwide Suspension Rate: 2018: 7.1% 2019: 5.2% 2022: 6.4% High 2023: 2.8% using total students on census day</p> <p>Districtwide Expulsion Rate: 2018: 0% 2019: 0% 2022: 0% 2023: 0.02% using total students on census day</p>	<p>EMS Suspension rate: Current year 3.4%</p> <p>EHS: Suspension rate fore the current year is 2.2%</p>	<p>counseling and other services. Have district-wide suspension rates continue to decrease and maintain the district-wide expulsion rate at 0%.</p>
6. School Climate Surveys reported by students measuring a "sense of safety" and "school-community connectedness" implemented at all sites.	<p>6. The district is evaluating current district counseling levels.</p> <p>BASELINE DATA: 2019 Ca Healthy Kids Survey</p>	<p>2021-22 Kids Survey % of students reporting sense of safety: Grade 5- 42% Grade 7- 54% Grade 9- 40% Grade 11- 48%</p>	<p>6. Annual Data: 2022 Ca Healthy Kids Survey % of students reporting sense of safety: 48.5%</p>	<p>EES: 76% stuents reported feeling connectedness, 91% of students reported feeling safe on CHKS.</p> <p>EMS: 39% of students reported feeling</p>	<p>Continue with counseling services for students K-12. Increase in the % of students who report sense of safety and connectedness.</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	% of students reporting sense of safety: 90% % of students reporting a feeling of connectedness: 75%	% of students reporting a feeling of connectedness: Grade 5- 61% Grade 7- 47% Grade 9- 31% Grade 11-52%	% of students reporting a feeling of connectedness: 47.74%	connectedness, 39% reported feeling safe at school  EHS: In Fall of 2023 (Dec) the EHS PBIS team administered School Climate Survey. In the survey students stated that 81.% students responded that they felt safe on campus and 82.7% know an adult at school that they can talk if they need help. The CHKS results from Spring of 2023 (April) had different results. In the area of school connectedness 66% said they feel close to people at school & 71% said they feel safe at school.	
7. Data regarding student field trips.	7. The district continues to offer increased student field trip opportunities. BASELINE DATA: (2019-20 Aeries)	EES: 50% walking fieldtrips: fire department, post office, library, county library, park, Mondavi Center EMS: 78%	EES: 222 of 397 students have attended fieldtrips with their classes (56%) as of January 31st including nearly all SDC students at EES.	EES: 56% of students have attended one field trip so far. By the end of the year all students will have attended two field trips.	Have EUSD continue to offer student field trip opportunities. Increase the % of students attending field trips to 100% or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	% of Students attending field trips: 9%	EHS: 36%	<p>EMS: 75% have attended field trips by January 31.</p> <p>EHS: 55 Students attended field trips through their classes (21%) and through CTSO's there were 172 students who attended school sponsored field trips (65%)</p>	<p>EMS: 88% of students have gone on at least one field trip during this school year.</p> <p>EHS: EHS: 34% of EHS students have taken a field trip at some point in the Fall semester 2023. The bulk of these field trips revolve around CTE college and career exploration. The CTE programs that have taken field trips are Vet Sci, Plant Sci, RTB, Ag Mech, Culinary, and ECE. Some of the field trips have explored college exploration like CSU Sacramento, CSU Chico, Butte College, and UC Davis. The field trips to industry and career exploration have included Bayer Crop, Japanese Tea Gardens, Seaquest, Sacramento Buildings and Trades, and Local Preschol Programs</p>	as close to that as possible.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8. Review of numbers of students participating in athletics.	8. The district has experienced increases in student participation in athletics over prior years. BASELINE DATA: 2020-21 (Aeries) % of Students participating on at least one athletic team: 75	EMS: 53% EHS: 76%	EMS: 45% of students were on athletic teams this year EHS: Fall Sports - 59 in Football, Volleyball, and Cross Country (87 if you count Cheer), Winter Sports 70 in Soccer, Basketball, & Wrestling	EMS: 38% students participating on at least one athletic team  EHS: In the Fall sports season there were 78 student athletes. This Winter there were 41 new student athletes totaling 119 students which is 44% of our students participating in sports.	Continue the increase of student involvement in athletics. Increase % of students participating in at least one athletic team.
9. Annual surveys administered at all sites.	9. BASELINE DATA: 2018-19 LCAP Survey % of parents reporting effective home-school communication: 70%	88% of parents	9. ANNUAL DATA: 2021-2022 LCAP Survey % of parents reporting effective home-school communication: 85.7%	Annual surveys are administered, such as: LCAP survey, PBIS survey, and CA Healthy Kids Survey.  LCAP Survey January 2024: 81.6% of parents reported that they have the information they need in order to help their child be successful at school. 81.2% of parents reported that they are provided with opportunities to give their input and be	Continue to improve school to parent communication as measured by parent, staff, and student surveys concerning safety and school connectedness. Experience an increased % of parents reporting effective home-school communication

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				involved in their student's education.	

## Goal Analysis

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

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

The funds were spent as planned in the following areas: Community Engagement - Student Led Conferences, Parent Square, Community Engagement - Defray volunteer costs, Student Attendance Awards, DARE, Home to School Transportation, Increase Graduation Rates, Integrated Services - Counseling, OT, Restorative Justice, PBIS, Student Engagement - Academic Field Trips, Student Engagement - Athletics, Community Engagement -TB exams, Fingerprinting, and Communication - translation services.

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 is a difference between budgeted expenditures and estimated actual expenditures in Goal 3.8 Social Emotional Learning. This is because

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

The specific actions were effective in making progress toward this goal. The data shows that we have higher participation rates in student-led conferences, we continue to have parents volunteer for the district, we have lower suspension rates this year, and our students are attending more field trips. In addition, we are also administering more surveys in order to gather parent input. One area that we are still trying to grow in is metric 6 where our students reports of feeling connectedness/safe at school has declined over the years. Students participating in sports has also declined over the years. The reasons for the decline is that students and families are still recouping from the pandemic. We are working hard to engage students in school after they have been home for so long. There have also been financial repercussions which could be a reason for the decline.

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.

There are no planned changes for the goals, metrics, desired outcomes, or actions for Goal 3 because they are all still appropriate to include in the next LCAP cycle.

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

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](mailto:lcff@cde.ca.gov).

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education  
November 2023



## Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Esparto Unified School District	Christina Goennier Ed.D. Superintendent	cgoennier@eusdk12.org 530-787-3446

## 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.

Overview

In 1888, Vaca Valley & Clear Lake Railroad officials gave the name Esperanza ("hope" in Spanish) to their new home, but the name was changed because there was already an Esperanza in a nearby county. In 1893, Esparto High School was established in Yolo County and officially became the second high school. Local residents formed the Esparto Unified School District in 1959, thus establishing what we know today as our school district. Many one-room school houses that became part of the district are still standing and district's emblem "the bell" is from the Cañon School. In the 2020 United States Census, the town of Esparto had a population of 6,594 which represents a 47% increase from the 2010 Census. The district is comprised of an elementary school, a middle school, a high school, and a continuation high school. The Esparto Unified School District is a small, rural, agricultural district in Yolo County which serves the towns of Madison, Esparto, Capay,



Brooks, Guinda and Rumsey. The district has a geographical area of 550 square miles. Agriculture is the largest industry in the area. The largest public employer is UC Davis, with the Cache Creek Casino being the largest private employer in the county. Esparto Unified School District facilities are the focal point of many of the community's social, academic, athletic, and cultural activities.

The Esparto Unified School District is focused on the emotional, social, and academic well-being of every TK-12 student. We believe that our school system will empower students to be college/career ready when they graduate. Our district has experienced excellent improvement in student performance on numerous assessments. Our focus on college readiness is aligned with the number of students taking and passing Advanced Placement tests and Dual Enrollment courses. There continue to be student subgroups who are not achieving at high levels. Students with special needs, English learners, and socio-economically disadvantaged students are not achieving at the same levels as their peers.

In 2023-2024 on Census day 997 students were enrolled in grades TK-12 in the Esparto Unified School District. Enrollment by ethnicity and race was: 16.75% White, 76.03% Hispanic, 0.50% Asian, 0.80% Filipino, 2.71% two or more races, 1.81% African American, 1.40% American Indian or Alaska Native.

79.64% of EUSD students were socioeconomically disadvantaged.

34.70% of EUSD students were English Learners.

13.84% of EUSD students were students with special needs.

#### DISTRICT PROMISE STATEMENT

We promise to appreciate each student for their uniqueness, acknowledge their potential, and support their academic and social-emotional growth to ensure their success in learning and in life.

#### CORE VALUES

Accountability: We hold high expectations of ourselves and others, and accept ownership of the outcomes we produce, individually and collectively.

Achievement: We value perseverance in the relentless pursuit of knowledge, intellectual growth, and attainment of our goals.

Cooperation: We cultivate a growth mindset to achieve more individually and as a team.

Trustworthiness: We believe in the integrity and honesty of everyone in our district, and in their commitment to the goals of the organization.

Compassion: We care for and are kind to one another, value the diversity of our community, and are open to new experiences and challenges.

## Reflections: Annual Performance

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

When reflecting on annual performance, we see both positives and areas for growth. The positives that we see are that both our Esparto Elementary (EES) and Esparto High Schools (EHS) are in the green for suspension rates. Esparto High School is in the blue for our graduation rate and in the green for ELA scores.

Here are our areas for growth: English learners are very low (EMS, EES, and EUSD) in Math and ELA. Overall students are also in the red for English Learner Progress (EES, EMS, EUSD). Hispanic students are in the red for Math (EMS & EES) and for ELA (EES). Hispanic students are in the red for Chronic Absenteeism (EMS). SED students are in the red for Math (EMS & EES) and ELA (EES). White students are in the red for Math (EMS) and suspension rates. Homeless populations are in the red for Chronic Absenteeism (EUSD) and Math (EUSD). Students with Disabilities are in the red for ELA (EUSD) and Math (EUSD).

Here is our reflections on the actions for each of our goals: The actions were very effective in making progress toward Goal #1 during the 3 year LCAP cycle. The data from Metrics 1, 2, 3, 4, 6, and 7 all show that we have made progress over the last 3 years. For the first metric, our goal was for all campuses to register a "Fair" FIT rating, but we have gone above and beyond by the third year since all of our campuses have registered a "Good" FIT rating. Over 90% of our teachers TK-12 meet the HQT status, all campuses meet the Williams Act requirements, and EUSD continues to provide professional development to our staff. In addition, we are fully staffed with credentialed and intern teachers, and support them through induction programs. Although A-G requirements show a decline, our students have shown growth as CTE completers and Dual Enrollment credits earned. For Goal #2, most of the specific actions were effective in making progress toward the goal during the 3 year LCAP cycle. Our district continues to provide our staff with professional development in Common Core Standards, we continue to see our teachers implement inquiry based lessons, there are more students participating in visual/performing arts field trips, all middle school students have at least one elective class, and we now have regular vertical articulation across the district. However, we did not see the results that we were hoping for in regards to our ELA and Math scores which continue to remain low. Our special education populations continue to score below standard, and the number of overall students passing their classes with C's or higher has not improved over the years. Chronic absenteeism has continued to rise since the pandemic. For Goal #3, the specific actions were effective in making progress toward this goal. The data shows that we have higher participation rates in student-led conferences, we continue to have parents volunteer for the district, we have lower suspension rates this year, and our students are attending more field trips. In addition, we are also administering more surveys in order to gather parent input. One area that we are still trying to grow in is metric 6 where our students reports of feeling connectedness/safe at school has declined over the years. Students participating in sports has also declined over the years. The reasons for the decline is that students and families are still recouping from the pandemic. We are working hard to engage students in school after they have been home for so long. There have also been financial repercussions which could be a reason for the decline.

## Reflections: Technical Assistance

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

The Esparto Unified School District was identified as eligible for Differentiated Assistance based on outcomes for the following student groups:

## Homeless: For Chronic Absenteeism and suspension Rates

Esparto Middle School is receiving technical assistance due to being a school in CSI. In order to gain higher success, we are planning on using the assistance to support our staff in improving our instructional practices. This summer, our staff will attend the Professional Learning Communities at Work Conference (hosted by Solution Tree) in Sacramento. The training that our staff receives through this conference will be implemented during our Team Time (on our Early Release Wednesdays) when we work on raising student achievement. We also using the assistance to pay for the Strategic Design process and the reports that are being provided to us by YCOE. In partnership with YCOE, Esparto Unified School District engaged in several improvement efforts to investigate and address areas of identified need including:

Used office discipline referral data, fidelity data (PBIS TFI), and qualitative measures to determine areas of growth to continue to sustain the implementation of Positive Behavior Intervention and Support (PBIS) in order to lower suspension rates, increase student attendance, and school engagement (Goal 2, Action 2.12), (Goal 3, Action 3.3, 3.6, 3.7, and 3.8).

YCOE staff have worked with the EUSD MTSS team and staff to develop data-driven decision-making practices to progress monitor evidence-based behavioral interventions which has assisted in identifying inclusive behavioral practices to address identified areas of need (Goal 2, Action 2.12).

EUSD leaders participate in Weekly Community of Practice Meetings held with Directors of Student Services, Ed Services leads, and ECE Directors, whereby chronic absenteeism, truancy protocols, alternatives to suspensions/expulsions, instructional practices, and social-emotional learning are discussed and best practices are shared across Yolo County. In addition, YCOE and EUSD staff overseeing English Learners, Social-Emotional Learning, SELPA, Tobacco Use and Prevention, MTSS, Community School Support, and Career Technical Education also meet regularly to improve student outcomes.

The Yolo County SELPA, based on the input of special education program administrators, provides professional development to staff in Woodland Joint Unified. The professional development addresses best practices in terms of curriculum, legal compliance, effectively and positively addressing behavior issues, and increasing meaningful inclusion. Inclusion professional development for district inclusion teams is provided to increase equity and access for all students. The increase in equity and access will help increase students' academic performance, improve behavior and increase attendance.

YCOE helped facilitate a training between Inform2Inspire and EUSD leadership on analysis of data to determine root causes of student groups in need of improvement.

YCOE and EUSD engaged in ongoing professional learning to support continuous improvement such as: Providing professional learning for EUSD TOSAs and new administrators focused on CA English Learner Roadmap implementation in spring, 2024, EUSD instructional coaches are part of the Yolo County Instructional Coaches' Network, which provides coaching support and opportunities for idea-sharing and problem-solving with instructional coaches across the county, YCOE has collaborated with EUSD staff to provide access to professional learning courses on Career Technical Education administration, funding, instructional practices and other related topics for administrators and teachers as well as hosted training for implementation of county-wide work based learning database and management platform.

EUSD K-8 teachers are joining a professional learning series focused on implementation of the CA Math Framework, funded and hosted by YCOE and YCOE is providing professional learning focused on effective instruction for students designated as English Learners for EUSD secondary teachers.

YCOE has monthly training meetings with the Foster Youth/ Homeless Liaison from each district. These meetings include training on Trauma-informed practices, review of educational rights of Foster Youth and Homeless students, use of state and federal funding for these designated student groups, and troubleshooting complex situations.

EUSD has participated in a YCOE Community of Practice (CoP) for the Student Behavioral Health Incentive Program (SBHIP) to support anchor sites with establishing a wellness center/program and creating a Closed Loop Referral System to streamline the referral process, keep all necessary staff in the loop, and improve equity and access for students needing mental health supports (Goal 3, Action 3.8).

The YCOE SELPA program data analyst meets individually with the EUSD's district's program data analyst to ensure that pupil and staff reports are accurate which ensures that district staff have accurate information to work with to accurately address the needs of students with disabilities (Goal 2, Action 2.13).

EUSD has participated in a YCOE Community of Practice for SEL to implement the CalHOPE grant and support schools and districts with their SEL programming. This supports students to feel more connected to school, helps them regulate their emotions, and helps the district identify when greater support is needed.

EUSD and YCOE are collaborating together to Develop an implementation and monitoring plan for 2024-2025 as reflected in the LCAP.

YCOE will support EUSD with implementation in 2024-2025 and provide additional technical assistance as needed.

The strategic design process began early in the 2023-2024 school year with the design of our graduate profile. We sought feedback from all of our educational partners (students, staff, parents, community members) when creating the graduate profile for EUSD from start to finish. We are paying a third party (Performance Fact, Inc.) to support us through the process of the strategic plan for our district. In addition to a full 2 day workshop, Performance Fact also facilitated several other workshops to make sure that everyone's voices were being heard. For example, they came to visit the students at EMS and EHS to gather their input at the end of March. We also held a community forum mid-April to gather feedback from parents and other community members. Through the strategic planning process, our district will have a finalized 3-5 year plan. We wanted to invest into a strategic design plan for the following reasons:

**Vision and Mission Alignment:** A strategic design plan helps align our district's vision and mission with actionable strategies. This ensures that all initiatives, programs, and activities within the district are moving in the same direction, towards common goals.

**Resource Allocation:** It assists in the effective allocation of resources, including finances, personnel, and time. By identifying priorities and areas of focus, the plan guides decision-making regarding resource allocation to maximize impact and efficiency.

Continuous Improvement: A strategic design plan will foster a culture of continuous improvement within our EUSD district. It outlines measurable objectives and performance indicators, allowing for ongoing assessment and adjustment to ensure our district is meeting its goals.

Stakeholder Engagement: The development of a strategic design plan involves input from various stakeholders, including educators, administrators, parents, students, and community members. This engagement process helps ensure that the plan reflects the diverse needs and perspectives of the Esparto school community.

Long-term Planning: By taking a long-term perspective, a strategic design plan helps the district anticipate future challenges and opportunities. It allows our district to plan for sustainable growth and adaptability in a changing educational landscape.

Accountability: The plan establishes clear benchmarks and accountability mechanisms for tracking progress towards goals. This accountability ensures transparency and helps build trust within the school community.

Coordination and Collaboration: A strategic design plan promotes coordination and collaboration among schools, departments, and external partners. By aligning efforts and sharing best practices, the plan facilitates synergy and efficiency in achieving shared objectives.

Overall, a strategic design plan serves as a roadmap for our district, guiding decision-making, fostering continuous improvement, and ultimately, enhancing educational outcomes for students.

## Comprehensive Support and Improvement

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

### *Schools Identified*

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

Esparto Middle School is year 1 eligible 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.

To support Esparto Middle School in developing a comprehensive support and improvement plan (CSIP) as it enters Year 1 of Comprehensive Support and Improvement (CSI) status, the district will engage in a collaborative and structured process. Here's a detailed description of how the district will assist Esparto Middle School:

Assessment and Analysis: The district will begin by conducting a thorough assessment of Esparto Middle School's current academic performance, attendance rates, disciplinary incidents, and other relevant data. This analysis will identify areas of strength and areas needing improvement.

**Stakeholder Engagement:** Engaging stakeholders is crucial for developing a successful CSIP. The site will facilitate meetings with teachers, administrators, parents, students, and community members to gather input and perspectives on the school's challenges and opportunities.

**Setting Goals:** Based on the assessment findings and stakeholder input, the district and school leadership will collaboratively set ambitious yet achievable goals for academic improvement, student engagement, and overall school climate.

**Resource Allocation:** The district will allocate resources strategically to support the implementation of the CSIP. This may include additional funding, professional development opportunities for staff, targeted interventions for students, or other forms of support as identified in the plan.

**Professional Development:** Recognizing the importance of teacher effectiveness in driving student achievement, the district will provide professional development opportunities tailored to the specific needs identified in the CSIP. This may include training on differentiated instruction, culturally responsive teaching practices, data analysis, and more.

**Data Monitoring and Evaluation:** The site Leadership Team will establish systems for monitoring progress toward the goals outlined in the CSIP. Regular data reviews will allow for ongoing adjustments to strategies and interventions to ensure effectiveness.

**Intervention Strategies:** In collaboration with site Leadership Team, the district will identify evidence-based intervention strategies to address areas of weakness identified in the assessment process. These may include targeted academic support programs, mentoring initiatives, family engagement efforts, or enhancements to school culture and climate.

**Continuous Improvement:** Recognizing that improvement is an ongoing process, the district will foster a culture of continuous improvement within Esparto Middle School. This includes regular reflection, refinement of practices, and adaptation to changing needs and circumstances.

**Community Partnerships:** The site Leadership Team will leverage partnerships with community organizations, local businesses, and other stakeholders to provide additional resources and support for Esparto Middle School's improvement efforts. This may include mentoring programs, after-school enrichment opportunities, or other forms of community engagement.

**Communication and Transparency:** Throughout the CSIP development process and its implementation, the district will maintain open lines of communication with all stakeholders. Transparent reporting on progress toward goals and outcomes will build trust and accountability within the school community.

By following this structured and collaborative approach, the district will support Esparto Middle School in developing and implementing a CSIP that addresses its unique challenges and positions it for success in Year 1 of CSI status and beyond.



## ***Monitoring and Evaluating Effectiveness***

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

Monitoring and evaluating Esparto Middle School's improvement plan, particularly in its first year as a Comprehensive Support and Improvement (CSI) school, is critical for ensuring the effectiveness of interventions and strategies aimed at enhancing student and school performance. Here's a detailed description of how the district will approach this process:

**Establish Clear Objectives:** The district and site Leadership Team will define specific, measurable, achievable, relevant, and time-bound (SMART) objectives aligned with the improvement plan's goals. These objectives will focus on key areas; student achievement, school climate, teacher effectiveness, and family engagement.

**Data Collection and Analysis:** The site Leadership Team will gather a variety of data to assess the school's current status and progress over time. This includes academic performance data (e.g., standardized test scores, formative assessments), attendance rates, discipline incidents, graduation rates, and stakeholder surveys. Data should be disaggregated by student subgroup to identify achievement gaps and areas needing improvement.

**Regular Progress Monitoring:** The district and site Leadership Team established a schedule to meet quarterly to regularly review progress toward improvement plan goals.

**Formative Feedback and Support:** Provide ongoing support and feedback to school leadership and staff to ensure fidelity of implementation and effectiveness of strategies. This involves classroom observations, instructional coaching, professional development workshops, and access to resources and expertise.

**Engage Stakeholders:** Involve various stakeholders, including teachers, students, parents, community members, and district officials, in the monitoring and evaluation process.

**Mid-Year and End-of-Year Reviews:** Conduct formal mid-year and end-of-year reviews to assess progress toward improvement plan goals. These reviews should involve a comprehensive analysis of quantitative and qualitative data, including a comparison of actual outcomes to expected benchmarks.

**Adjustment of Strategies:** Based on the findings from data analysis and stakeholder feedback, adjust the improvement plan strategies as necessary to address areas of weakness and capitalize on strengths. Flexibility and responsiveness to emerging needs are essential for ensuring continuous improvement.

**Documentation and Reporting:** Document all aspects of the monitoring and evaluation process, including data analysis, meeting minutes, action plans, and outcomes. Prepare regular reports summarizing progress towards improvement plan goals and share these reports with stakeholders, including the school community and district leadership.

Celebrate Successes and Learn from Challenges: Recognize and celebrate achievements and milestones reached during the implementation of the improvement plan. Additionally, view challenges and setbacks as opportunities for learning and improvement, and use them to inform future decision-making and planning.

By following these steps, the district and site Leadership Team can effectively monitor and evaluate Esparto Middle School's improvement plan, ensuring that resources are allocated efficiently, interventions are evidence-based, and ultimately, student and school improvement goals are achieved.



# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents, Students, principals, teachers, administrators, ETA, CSEA	LCAP Task Force
EL Parents, students, teachers	DELAC
Parents, Certificated Staff, Classified Staff, Administrators	SSC
Parents, Certificated Staff, Classified Staff, Administrators	PTO
Community Members (includes everyone)	Community Forums

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

In order to make sure that we are collaborating with our educational partners throughout the LCAP process, we engaged them in the following ways: LCAP Task Force, DELAC, School Site Council, PTO, and Community Forums. We also sent out a survey district-wide.

LCAP Task Force: The LCAP Task Force is made up of administrators, staff, parents/guardians, and students from each site. We had three meetings this school year during which we discussed data, collected input, and worked on the LCAP rough draft.

School Site Council and DELAC: We had five school site council meetings this year. We also had several DELAC meetings. During the meetings, we looked at local/state data, collected input on students and families' needs, collected input for the graduate profile, and also discussed the LCAP. These meetings were open to all families and staff. The links and agendas to each meeting were sent out at least 72 hours ahead of time, and reminders were sent out on the same day.

PTO: We had monthly PTO meetings this year. In addition to planning school events/fundraisers, we also collected input for the graduate profile and LCAP.

Community Forums: We held four community forums throughout the school year to engage all educational partners. The first two forums were held to collect feedback for the graduate profile that is being designed. The second two sessions were held to create the strategic plan for the district. All of the feedback was incorporated into the new LCAP.

The following is the feedback that we received on what changes, if any were needed on the current LCAP goals action steps and metrics.

Goal 1: Conditions of Learning and all of the key actions tied to the goal received from 89.1% Agree/Strongly Agree to 91.3% Agree/Strongly Agree from the stakeholder groups.

Additional ideas and trends identified: Update curriculum as state adopts new framework and standards, a plan for technology replacement, upgrade older bathroom facilities, and deeper cleaning for hard to reach places.

Goal 2: Student Achievement and all of the key actions tied to the goal received from 78.2% Agree/Strongly Agree to 90.5% Agree/Strongly Agree from the stakeholder groups.

Additional ideas and trends identified: Focus on problem solving and thinking critically, focus on writing skills, and more integration of real-life skills into classes (ex. Financial literacy, job applications, etc.).

Goal 3: Community Engagement and all of the key actions tied to the goal received from 64.1% Agree/Strongly Agree to 81.6% Agree/Strongly Agree from the stakeholder groups.

Additional ideas and trends identified: Greater emphasis on inviting non-English speaking families to the schools, more variety in electives, music education beyond Elementary School, increased focus on attendance and tardies, and continue to address bullying.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Establish Conditions of Learning to maintain facilities, retain staff, implement standards, and offer broad course access.	Broad Goal

### State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)

### An explanation of why the LEA has developed this goal.

Goal 1 was developed to ensure the schools have their basic needs met. Well maintained facilities, an appropriately credentialed, trained work force, adequate materials and an increase in college and career success. A survey was sent out to all of our educational partners to determine whether the district needed to make any changes to the 2024-2027 LCAP Goal 1 or any of the action steps for Goal 1. The survey results demonstrated over 91% either agreed or strongly agreed on keeping Goal 1 and all of the current action steps. Each action step ties directly into one or more of the metrics.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Annual audit of school facilities.	All campuses registered a "Good" FIT rating.			Continue to have all campuses register a "Good" FIT rating.	
1.2	Compliance with Commission on Teacher Credentialing audit.	90% of all teachers TK-12 met HQT status			Continue to maintain or ensure 100% of all teachers K-12 meet HQT status	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	District audit of textbook sufficiency & Williams Act review/reporting.	All campuses meet minimum Williams Act requirements.			Continue to have all district campuses meet minimum Williams Act requirements. As well as have improved and updated any areas of the curriculum.	
1.4	Annual evaluation of professional development offerings.	EUSD continues to provide training of PBIS, Renaissance learning, subject specific and social emotional learning.			Have EUSD continue to provide district-wide staff development that focuses focusing on new standards, strategies, and social emotional learning.	
1.5	Annual reports tracking percentage of students who are college and career ready.	Class of 2023 A-G completion Rate: 34.6% CTE completers: 63.5%Rate: 41.5%			Continue to maintain or increase annual rates of College and Career Indicator Rates.	
1.6	Annual evaluation of staff retention and recruitment.	EUSD continues to remain fully staffed with credentialed and intern teachers and staff members.			Have EUSD continue to attract and retain highly qualified staff.	
1.7	Annual evaluation of teacher induction and teacher intern support programs	EUSD continues to provide teacher induction and intern programs for employees.			Have EUSD continue to support teacher induction and also support teacher interns.	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Facility Improvements	Make improvements to facilities as they are identified. These improvements will focus on areas of high priority determined by site and district feedback.(including English Learners, socio-economically disadvantaged students, and students with special needs).	\$47,200.00	Yes
1.2	Credential Reviews	Conduct teacher credential reviews to support all students (including English Learners, socio-economically disadvantaged students, and students with special needs).  District administration and site administration monitor teacher credentialing through the teacher assignment process. (1000-1,999 & 2000 - 2,999)	\$139,207.00	No

Action #	Title	Description	Total Funds	Contributing
<b>1.3</b>	Necessary Instructional Materials - Common Core	<p>Necessary instructional materials associated with Common Core State Standards and English Language Development Standards will be purchased to support all students (including English Learners, socio-economically disadvantaged students, and students with special needs).</p> <p>4000-4999: Books And Supplies Acquire CCSS aligned instructional materials and supplemental materials at the K-12 level.</p>	\$36,000.00	Yes
<b>1.4</b>	Increased Student Access to Technology	<p>Provide student access to computer technology to support all students (including English Learners, socio-economically disadvantaged students, and students with special needs). \$30,000 4xxx</p> <p>Provide funding to support technology support staff at all sites.2xxx-3xxx \$41,446</p>	\$67,820.00	Yes
<b>1.5</b>	Increased Number of Students Meeting A-G Requirements	Increase access to courses meeting A-G requirements through master scheduling. Increased percentage of pupils meeting A-G requirements to support all students (including English Learners, socio-economically disadvantaged students, and students with special needs).	\$31,180.00	No
<b>1.6</b>	Increased Completion of CTE Capstone Courses	<p>Increased completion of CTE capstone courses to support all students (including English Learners, socio-economically disadvantaged students, and students with special needs).</p> <p>Provide funding to support CTE Culinary Classes, CTE Digital Media, CTE Floral Design, and CTE Agriculture Mechanics project-based learning experiences for students.</p>	\$14,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	College Ready	Increased percentage of pupils meeting UC/CSU eligibility and career readiness to support all students (including English Learners, socio-economically disadvantaged students, and students with special needs). Conduct UC/CSU review meetings with students in November and March annually to track progress, identify needed courses, and prepare for any remediation courses.	\$3,887.00	Yes
1.8	Staff Development	Staff development to support teacher professional growth at the high school level, focusing on Career-Technical Education and Advanced Placement to support all students (including English Learners, socio-economically disadvantaged students, and students with special needs). Operating Expenditures Provide funding for teachers to receive training related to ERWC and Advanced Placement.	\$5,949.00	Yes
1.9	Professional Learning	Provide staff development on Common Core Standards, Next-Generation Science Standards, critical reading and writing, implementation of data-based achievement analysis, and technology integration (including English Learners, socio-economically disadvantaged students, and students with special needs).  Enable the attraction and retention of highly qualified professional staff and competitive compensation for employees to support all students (including English Learners, socio-economically disadvantaged students, and students with special needs).  Continue implementation of two year induction program for new teachers to support all students (including English Learners, low socioeconomically disadvantaged students, and students with special needs).  STRS/PERS Increase \$600,000. Highly qualified staff certificated \$235,322, Highly qualified staff classified \$118,239, CCSS Training PD in class \$27,300, CTI Induction Program \$30,000.	\$1,010,861.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.10</b>	School-Home Communication	(English Learner Subgroup) Support for school-home communication. Ensure translation services and home-language services are offered by administrative support staff at all district locations.	\$35,864.00	Yes
<b>1.11</b>	English Learner Instruction	(English Learner Subgroup) Provide courses for ELD instruction. Substantially increase targeted academic support for all students in English, math, and ELD. Specifically, offer embedded ELD instruction, offer stand alone ELD instruction, offer math and English support courses, offer increased math/ELD/English instructional time for students in grades K-12. At the elementary school level, students will receive 30 minutes of ELD instruction each day, in addition to the regular ELA minutes. At the secondary level, students will receive an additional class period of ELD support, in addition to the general ed English class. FUNDING FOR 1000-3999	\$448,884.00	Yes



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Raise student achievement across the curriculum.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The action steps for Goal 2 all relate directly to achieving student achievement and success in every subject area including core classes, elective and physical education courses. A survey was sent out to all of our stakeholders to determine whether the district needed to make any changes to the 2024-2027 LCAP Goal 2 or any of the action steps for Goal 2. The survey results demonstrated over 78% either agreed or strongly agreed on keeping Goal 2 and all of the current action steps.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Evaluation of District professional development to support research based high impact instructional practices.	100% of teachers have received professional development on the Common Core State Standards. The focus has been on Math, ELA, and Physical Education. We want to start training teachers on research based high impact instructional practices.			100% of staff will have received training on high impact instructional practices. Continue to provide Professional development to support quality instruction.	
2.2	Annual reports regarding the California Assessment of Student Performance and Progress. Percentage of	2023 (CA Dashboard) English Language Arts EES: Low EMS: Low			Have EUSD see increases throughout grade levels and including our	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students nearly meeting, meeting or exceeding standard on CAASPP exams.	<p>EHS: Low EUSD: Low Maintained -1.4 Points. 13.6 Points Below State Standard</p> <p>Math: EES: Low EMS: Low EHS: Low EUSD: Low, Maintained 2.6 Points. 49.1 Points Below Standard.</p> <p>English Learner Progress: Very Low. 29.6% Making Progress. 2.3% Declined.</p>			English Learners regarding the California Assessment of Student Performance and Progress, the SBAC interim assessments and EAP/ELM exams.	
2.3	Increase in the percentage of students earning C or better grades in English, math, science, history, and physical education.	<p>Increase in the percentage of students earning C or better grades in English, math, science, history, and physical education. 2023-24 first semester (Aeries): Percentage earning C or better:</p> <p>Math: EMS: 129/217 = 59.4% EHS: 150/231 = 65%</p> <p>PE: EMS: 216/217 = 99.5%</p>			See increases in the percentage of students earning C or better grades in English, math, science, history, and physical education.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>EHS: 124/151 = 82%</p> <p>Science: EMS: 150/217 = 69% EHS: 158/205 = 77%</p> <p>Social Studies: EMS: 175/217 = 81% EHS: 107/138 = 78%</p> <p>English: EMS: 187/217 = 86% EHS: 190/219 = 87%</p>				
2.4	Evaluation of District implementation of research-based high impact instructional practices	There is minimal vertical or departmental alignment in the implementation of high impact instructional practices.			Continue with consistency and alignment in the implementation of research based high impact instructional practices.	
2.5	Evaluation of physical education student fitness data.	<p>Spring 2023 Percentage of students participating in each of the five components of the CA PFT:</p> <p>Aerobic Capacity: Grade 5: 95.5% Grade 7: 68.9% Grade 9: 100%</p> <p>Abdominal Strength: Grade 5: 95.5%</p>			Continue the access students have to physical education materials, supplies, and lessons at all sites. Increase the percentages for % Students meeting 6 of 6 Fitness	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Grade 7: 95.1% Grade 9: 100%</p> <p>Trunk Extensor: Grade 5: 95.5% Grade 7: 93.4% Grade 9: 98%</p> <p>Upper Body Strength: Grade 5: 95.5% Grade 7: 90.2% Grade 9: 100%</p> <p>Flexibility: Grade 5: 95.5% Grade 7: 85.2% Grade 9: 100%</p>			<p>% Students meeting 5 of 6 Fitness</p> <p>% Students meeting 4 of 6 Fitness</p>	
2.6	Percentage of students participating in visual/performing arts.	<p>EES: 33% of EES students have attended a field trip to the Mondavi Center. The other grades will attend in January and in April. 1st through 5th grades have participated in ceramics instruction. TK and Kindergarten will participate in their lessons in April.</p> <p>EMS: 67% of students have attended a field trip to Mondavi Center. The other 33% will attend in February.</p>			<p>Continue student participation in visual/performing arts K-12. Continue to assess student achievement using a district-created visual/performing arts assessment. Increase % Students demonstrating proficiency on VAPA Assessment.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EHS: 34% of EHS students have taken a field trip at some point in the Fall semester 2023. The bulk of these field trips revolve around CTE college and career exploration. The CTE programs that have taken field trips are Vet Sci, Plant Sci, RTB, Ag Mech, Culinary, and ECE. Some of the field trips have explored college exploration like CSU Sacramento, CSU Chico, Butte College, and UC Davis. The field trips to industry and career exploration have included Bayer Crop, Japanese Tea Gardens, Seaquest, Sacramento Buildings and Trades, and Local Preschol				
2.7	Evaluation of the district Career-Technical Education Master Plan using the CTEIG rubric.	We have a CTEIG rubric that we have begun using. Current score of 80%.			Continue to score higher according to the rubric.	
2.8	Student enrollment in Career-Technical Education courses and visual/performing arts courses	EMS: 48% of students are taking an Art class or Agriculture as their elective.			Continue with student participation in Career-Technical Education courses and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EHS: Overall our % Students enrolled in CTE or VAPA Courses: 95.2% and % of EL, Foster youth and low income students enrolled in CTE or VAPA Courses: 94%. Overall our enrollment for students in CTE courses is 575. This means that many of our students are enrolled in multiple CTE classes.			visual/performing arts courses at the EMS and EHS level, including unduplicated students and continue to have all EES students attend career exploration courses throughout the year and participate in a week long career week in April hosted by the teachers of the Elementary staff and parent volunteers.	
2.10	Rates of students scoring 3+ on Advanced Placement exams.	<p>99 exams were taken 19% of all exams taken earned a score of 3 or higher</p> <p>% of exams earning a 3 or higher by subject: AP Calc 100% (1 exam taken) AP English Language 4% AP English Lit 4% AP Human Geography 13% AP Spanish Language 93%</p>			Increase the success on exams for students in Advanced Placement.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AP US History 5%				
2.11	Rates of ELL re-classification district-wide and increase student ELPAC scores district-wide.	<p>CA Dashboard 2023 English Learner Progress Indicator: 29.6% making progress towards English language proficiency</p> <p>17 students are expected to reclassify this year.</p>			Increase of student reclassification rates.	
2.12	Evaluation, based on rubric, of district's implementation of Multi-Tier Systems of Support (MTSS) strategies.	<p>Chronic Absenteeism Rates for 2023 (Dashboard):  Esparto Unified School District: 24.6%  Decline 8.8 Percent  Esparto Elementary School: 25.3%  Esparto Middle School: 23.5%</p> <p>Scores on PBIS TFI show that EES: 87%  Tier 2: NA  EMS: Tier 1: 83% Tier 2: 81%  EHS: Tier 1: 67% Tier 2: 69%</p>			Continue with the decrease of absenteeism rates throughout district and with the increase/improvement of student engagement. Continue to score high on the PBIS TFI tool.	
2.13	Improved student achievement for the special education subgroup.	2023 CAASPP Scores for Special Education: 137.2 points below standard in ELA			Continue to have improvement in student performance on CAASPP for the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		182.5 points below standard in Math			special education subgroup. Meet more of the standards for ELA and Math.	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development-CAASPP Training and Para Support	Professional development to support quality instruction aligned with Common Core State Standards resulting in increased pupil proficiency on the California Assessment of Student Performance and Progress (including English Learners, socio-economically disadvantaged students, and students with special needs).	\$920,287.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>Provide CAASPP training for certificated staff and administration. Base - salaries 1xxx \$33,480</p> <p>Provide instructional aide support for elementary school literacy. Ensure direct services for small group reading pull out. TI &amp; 3 2xxx \$204,729</p> <p>Provide support for primary grade literacy through 2 Early Literacy Teacher positions. The Early Literacy Teacher will coordinate the work of the instructional aides, support teachers with small-group instructional planning, and provide small-group reading instruction in grades K-6. \$252,947</p> <p>District EL Coordinator position will provide targeted English Learner support through consultation, modeling, and training. \$181,387</p> <p>Provide 2 roving substitutes for consistency in professional development and relationships to students \$166,322</p> <p>Provide an additional teacher at the elementary to lower class sizes \$81,422</p>		
2.2	Quality Instruction - Early Literacy, Library Tech, Reading Assessments, Math (supports our lowest performing students: socio-economically disadvantaged, white, homeless populations, students with disabilities,	<p>Provide professional development time for teachers to create and refine district benchmarks aligned to the CCSS and CAASPP. to develop CCSS-aligned lesson plans, review student achievement, and conduct teacher collaborative work. An increase in pupil proficiency in English/math on the California Assessment of Student Performance and Progress. (including English Learners, socio-economically disadvantaged students, and students with special needs). 1xxx - \$266,266</p> <p>Provide substitute coverage for on-going reading assessments K-3 and new student screening. 1xxx \$5,810</p> <p>Provide additional librarian technician services to support reading achievement. 2xxx \$52,700</p>	\$461,851.00	Yes

Action #	Title	Description	Total Funds	Contributing
	English Learners, and Hispanic).	Provide math specialist to support the coaching of Math teachers across the district. Math specialist will train teachers on research based high impact strategies that they can use with their students to increase math achievement. (\$137,075)		
<b>2.3</b>	Extended Learning: (supports our lowest performing students: socio-economically disadvantaged, white, homeless populations, students with disabilities, English Learners, and Hispanic).	Continued student access at all sites to extended day instruction focusing on reading, writing, and math. Extended day programs will engage low-performing students and unduplicated students. (including English Learners, socio-economically disadvantaged students, and students with special needs).	\$22,464.00	Yes
<b>2.4</b>	Increased Student Access to Science, Technology, History	Continued student access at EMS, EHS, and MHS to inquiry-based lessons and laboratories in science, visual and performing arts, technology, and history. Instructional units will involve writing for informational purposes, analysis of real-life documents, and the scientific process.(including English Learners, socio-economically disadvantaged students, and students with special needs).	\$8,500.00	Yes
<b>2.5</b>	Increased Student Access to Electives	Continued student enrollment in middle school elective courses. (including English Learners, socio-economically disadvantaged students, and students with special needs).	\$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.6</b>	Increased Student Access to Music	<p>Ensure student participation in music at the TK-5 level to support all students (including English Learners, socio-economically disadvantaged students, and students with special needs).</p> <p>Provide funding to support music education in grades TK-5.</p>	\$140,325.00	Yes
<b>2.7</b>	Increased Access to Career Workshops & Experiences	Increased student access to career workshops and career field experiences to support all students (including English Learners, socio-economically disadvantaged students, and students with special needs).	\$1,500.00	Yes
<b>2.8</b>	Improved Vertical Articulation & Career-Tech Articulation	Improved vertical articulation and Career-Technical Articulation based on development of a district Vertical Teaming Plan. An emphasis will be placed on writing throughout the curriculum and technology integration.(including English Learners, Whites, Hispanics, homeless populations, socio-economically disadvantaged students, and students with special needs).	\$87,360.00	Yes
<b>2.9</b>	Instructional Supervision & Professional Development - Special Ed	Instructional supervision and professional development specifically directed towards special education programs to improve universal access to content standards and grade level instruction. Monitor IEP service time in the SAI room. Devote time in SAI for CAASPP test readiness instruction. Monitor IEP content to ensure inclusion of CAASPP test supports.	\$21,840.00	No
<b>2.10</b>	Data Analysis of Academic Achievement	<p>(Supports our lowest performing students: socio-economically disadvantaged, white, homeless populations, students with disabilities, English Learners, and Hispanic)</p> <p>Monitoring of students' academic achievement and provision of academic/counseling support using data analysis focused on student achievement.</p>	\$8,691.00	No

Action #	Title	Description	Total Funds	Contributing
		Data analysis focused on student achievement on a quarterly basis. School administration and support staff will evaluate student achievement on benchmark exams.		
2.11	RTI Strategies	<p>(Low Socio-Economic &amp; English Learner subgroups)</p> <p>Improve district-wide RtI strategies to support student achievement and identify struggling learners to support all students (including English Learners, socio-economically disadvantaged students, and students with special needs).</p> <p>Establish monthly RtI/SST meetings at all campuses to identify students, discuss referrals, establish programs of support and track student progress.</p>	\$57,456.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Actively engage parents and students to promote school attendance, a positive climate, and involvement in the school community.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The action steps for Goal 3 all relate directly to actively engage parents and to promote school attendance, a positive climate and increase engagement in the school community. A survey was sent out to all of our stakeholders to determine whether the district needed to make any changes to the 2024-2027 LCAP Goal 3 or any of the action steps for Goal 3. The survey results demonstrated an average of 78% either agreed or strongly agreed on keeping Goal 3 and all of the current action steps.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Annual report tracking parent participation in school events, such as Conferences, SST Meetings, and home-to-school communication. We will specifically track for engagement for the following groups: Low income, English Learners, Homeless, Foster youth, and Students with Disabilities.	EES: 96% Parent Teacher Conference Participation; Additionally we have seen high levels of attendance at student performances, assemblies, and volunteers for field trips. Parent Square Engagement: 99%  EMS: 88% attendance for student led conferences for current			Continue with parental involvement in school events and parent education. 100% participation in SLCS and Parent Square Engagement.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>year. Parent Square Engagement: 100%</p> <p>EHS: In October EHS held parent conferences for students in danger of failing 1 or more classes. 118 students and families were invited and from that 88 showed up (75%). Parent Square Engagement: 100%</p>				
3.2	<p>Annual report tracking the number of cleared parent volunteers in the EUSD.</p> <p>Break down of the number of parents to students with special needs, English Learners or foster youth.</p>	<p>19- parents have been fingerprinted</p> <p>6- parent/guardian of student with special needs</p> <p>4- parent/guardian of English Learner students</p>			Continue to have increases in the number of parents cleared to serve as volunteers.	
3.3	<p>Average daily attendance rates. Review of chronic absenteeism rates.</p>	<p>EES: 94.24% current attendance rate, which is 2% higher than this time last year.</p> <p>EMS: 95.5% current attendance rate</p> <p>EHS: 93.8% current attendance rate</p>			Continue the trend of increase in student attendance. See decrease in chronic absenteeism rates.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Districtwide average daily attendance rate: 93.4% District Chronic Absenteeism: 20.7%				
3.4	Graduation rates and middle school & high school drop out rates.	2023: Graduation rate is 90.3% District Drop Rates:			Continue to ensure high graduation rates. Maintain a 0% dropout rate.	
3.5	Suspension rates and expulsion rates.	EES: Suspension Rate 2.4%  EMS Suspension rate: Current year 3.4%  EHS: Suspension rate fore the current year is 2.2%			Continue to see an increase in students K-12 receiving counseling and other services. Have district-wide suspension rates continue to decrease and maintain the district-wide expulsion rate at 0%.	
3.6	School Climate Surveys reported by students measuring a "sense of safety" and "school-community connectedness" implemented at all sites.	EES: 76% stuentns reported feeling connectedness, 91% of students reported feeling safe on CHKS.  EMS: 39% of students reported feeling connectedness, 39% reported feeling safe at school			Continue with counseling services for students K-12. Increase in the % of students who report sense of safety and connectedness.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EHS: In Fall of 2023 (Dec) the EHS PBIS team administered School Climate Survey. In the survey students stated that 81.% students responded that they felt safe on campus and 82.7% know an adult at school that they can talk if they need help. The CHKS results from Spring of 2023 (April) had different results. In the area of school connectedness 66% said they feel close to people at school & 71% said they feel safe at school.				
3.7	Data regarding student field trips.	<p>EES: 56% of students have attended one field trip so far. By the end of the year all students will have attended two field trips.</p> <p>EMS: 88% of students have gone on at least one field trip during this school year.</p> <p>EHS: EHS: 34% of EHS students have taken a field trip at</p>			Have EUSD continue to offer student field trip opportunities. Increase the % of students attending field trips to 100% or as close to that as possible.	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		some point in the Fall semester 2023. The bulk of these field trips revolve around CTE college and career exploration. The CTE programs that have taken field trips are Vet Sci, Plant Sci, RTB, Ag Mech, Culinary, and ECE. Some of the field trips have explored college exploration like CSU Sacramento, CSU Chico, Butte College, and UC Davis. The field trips to industry and career exploration have included Bayer Crop, Japanese Tea Gardens, Seaquest, Sacramento Buildings and Trades, and Local Preschol Programs				
3.8	Review the number of students participating in athletics, per season.	<p>EMS: 38% students participating on at least one athletic team</p> <p>EHS: In the Fall sports season there were 78 student athletes. This Winter there were 41 new student athletes totaling 119 students which is 44% of our</p>			Continue the increase of student involvement in athletics. Increase % of students participating in at least one athletic team.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students participating in sports.				
3.9	Annual surveys administered at all sites.	<p>Annual surveys are administered, such as: LCAP survey, PBIS survey, and CA Healthy Kids Survey.</p> <p>LCAP Survey January 2024: 81.6% of parents reported that they have the information they need in order to help their child be successful at school. 81.2% of parents reported that they are provided with opportunities to give their input and be involved in their student's education.</p>			Continue to improve school to parent communication as measured by parent, staff, and student surveys concerning safety and school connectedness. Experience an increased % of parents reporting effective home-school communication	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Engagement - Student Led Conferences, Parent Square	<p>Continued parent participation in Student-Led Conferences and continued parent education to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p> <p>Provide funding for mailer, materials, and event production. Facilitate parent SLC's and parent education programs. \$1,000</p> <p>Provide funding to support implementation of Parent Square Software \$5,849</p>	\$6,849.00	Yes
3.2	Community Engagement - Defray volunteer costs	Ensure support for parents to become cleared to serve as volunteers to support all students, especially in grades TK-1 (including English Learners, low socio-economically disadvantaged students, and students with special needs) Defray cost of fees associated with serving as a parent volunteer	\$750.00	Yes
3.3	Student Attendance Awards, DARE, Home to School Transportation- (supports our most chronically absent	<p>An increase in student attendance rates to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p> <p>Provide funding for rewarding student attendance and academic achievement. \$1,500</p>	\$481,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
	student subgroups: Homeless populations and Hispanic).	<p>Provide home to school transportation to facilitate improved daily attendance and increased student engagement. \$478,000 GF</p> <p>Provide Safe School education programming at the K-12 levels.</p> <p>Provide funding for the DARE program at the 5th grade level \$1,500</p>		
3.4	Increase Graduation Rates	An increase in student graduation rates to support all students (including English Learners, low socio-economically disadvantaged students, foster youth, homeless, and students with special needs). Provide monitoring for students falling behind in credits.	\$16,428.00	Yes
3.5	Integrated Services - Counseling, OT, Restorative Justice, PBIS	<p>Improved student wellness services through community partnerships. (including White students, English Learners, low socio-economically disadvantaged students, and students with special needs).</p> <p>Increased Tier 2 counseling services for qualifying students with special needs provided by a school counselor. RISE \$98,580</p> <p>Provide nursing services to facilitate increased wellness, nutrition, and crisis support services</p> <p>Increased nursing services due to pandemic and after affects of the pandemic \$69,334</p> <p>Provide Restorative Justice and SARB Coordinator to promote effective disciplinary practices district-wide through collaboration and staff development. \$53,461</p> <p>Provide 2 Behavior Specialists to provide additional support to our general and special ed students \$269,681</p> <p>Increased on-campus occupational therapist time \$42,264</p>	\$643,470.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Increased speech therapy time help increasing number of preschoolers. \$60,150</p> <p>PBIS \$50,000 supplies, pd, and travel and conferences</p>		
<b>3.6</b>	Student Engagement - Academic Field Trips	Provide continued student access to academic field trips at K-12 level to support all students (including White students, Hispanic students, homeless populations, English Learners, low socio-economically disadvantaged students, and students with special needs).	\$12,000.00	Yes
<b>3.7</b>	Student Engagement - Athletics	<p>Increased support for athletics and athletics transportation at the middle and high school level to support all students (including English Learners, low socio-economically disadvantaged students, foster youth, homeless, and students with special needs). \$56,000</p> <p>Provide funding to support inquiry-based lessons and writing in physical education instruction. \$6,500</p>	\$62,500.00	Yes
<b>3.8</b>	Social Emotional Learning	Increased awareness regarding anti-bullying strategies K-12. (including English Learners, low socio-economically disadvantaged students, foster youth, homeless, and students with special needs). Each school site has an SEL para. The SEL Paras support in the following ways: Manage wellness center, facilitate structured lunchtime activities, be members of the PBIS teams, do check-in/check-outs with students, support the implementation of the Character Strong lessons, organize kindness challenge weeks, connect with families as needed, and support in other ways to promote a positive culture on campus.	\$206,502.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3.9</b>	Community Engagement -TB exams, Fingerprinting	(Low Socio-economic Subgroup) Defray cost of fees associated to serve as a parent volunteer. Provide funding to pay for tuberculosis exams, fingerprinting, and first-aid.	\$750.00	Yes
<b>3.10</b>	Communication - translation services	(English Learner Subgroup) Support for school-home communication. Ensure translation services for announcements, letters, and phone calls eliciting parental involvement at each campus. Supplemental GF	\$27,291.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$3,351,199	\$393,174.46

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
32.819%	0.000%	\$0.00	32.819%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Facility Improvements</p> <p><b>Need:</b> Facility improvements are essential for enhancing the learning environment and ensuring equitable access to resources and opportunities for English learners, students with disabilities, those from low socioeconomic backgrounds, and all other students, fostering</p>	Facility improvements within a school district have a profound impact on its learners, influencing their educational experience in multifaceted ways. Upgraded facilities not only enhance the physical learning environment but also contribute to a sense of pride and belonging among students, teachers, and staff. Modernized infrastructure, such as updated classrooms, libraries, and recreational spaces, fosters an atmosphere conducive to engagement and academic achievement. Moreover, improved facilities often	1. Student Attendance Rates: Improved facility conditions, such as updated infrastructure, comfortable classrooms, and enhanced amenities, often correlate with higher student attendance rates. When students have a conducive environment for learning, they are more

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>an inclusive educational experience conducive to their academic success.</p> <p><b>Scope:</b> LEA-wide</p>	<p>reflect a commitment to prioritizing education, motivating learners to invest more fully in their studies. By creating safe, comfortable, and well-equipped spaces, facility enhancements enable educators to employ innovative teaching methods and technologies, thereby enriching the learning process and preparing students for success in an ever-evolving world. Ultimately, investing in facility improvements within a district demonstrates a dedication to the holistic development of learners and lays a foundation for a thriving educational community.</p>	<p>likely to attend school regularly, leading to better academic outcomes.</p> <p>2. Student Achievement Scores: Facility improvements can positively impact student achievement scores, as they create an environment that supports teaching and learning. Metrics such as standardized test scores, graduation rates, and academic performance indicators can demonstrate the effectiveness of facility enhancements in fostering academic success.</p> <p>3. Teacher Retention and Satisfaction: Enhanced facilities can contribute to teacher satisfaction and retention. Teachers who work in well-equipped, safe, and comfortable environments are more likely to remain in their positions and perform effectively. Monitoring teacher turnover rates and conducting satisfaction surveys can provide</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			insights into the impact of facility improvements on staff morale and retention.
1.3	<p><b>Action:</b> Necessary Instructional Materials - Common Core</p> <p><b>Need:</b> Necessary instructional materials aligned with Common Core standards are indispensable for facilitating equitable learning experiences among diverse student populations, including English Learners (EL), Students with Disabilities (SWD), and those from low socioeconomic backgrounds, ensuring they all have access to high-quality education and opportunities for academic success.</p> <p><b>Scope:</b> LEA-wide</p>	Having the Necessary Instructional Materials - Common Core plays a crucial role in addressing the need for higher student achievement on an LEA-wide basis in the LCAP. These materials provide standardized resources aligned with the Common Core State Standards, ensuring consistency and quality across all classrooms within the district. By equipping educators with the necessary tools and materials, students receive instruction that is aligned with rigorous academic standards, fostering deeper understanding and critical thinking skills. Furthermore, access to standardized instructional materials supports equitable learning opportunities for all students, regardless of their background or socio-economic status, thereby narrowing achievement gaps and promoting academic excellence district-wide.	<p>1. Student Achievement Scores: Measure the academic performance of students in subjects covered by the Common Core standards, such as English Language Arts and Mathematics. Higher scores indicate that students are mastering the content outlined in the standards, facilitated by the availability of appropriate instructional materials.</p> <p>2. Teacher Satisfaction and Feedback: Survey teachers to gauge their satisfaction with the instructional materials provided and their effectiveness in delivering the curriculum. Positive feedback from teachers indicates that the materials adequately support instruction and facilitate student learning, while constructive criticism can guide improvements.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			3. Graduation and College Readiness Rates: Track the percentage of students graduating from high school and their readiness for post-secondary education or the workforce. Effective Common Core-aligned instructional materials should prepare students with the necessary knowledge and skills to succeed in higher education or career pathways, reflected in increased graduation rates and college/career readiness indicators.
1.4	<p><b>Action:</b> Increased Student Access to Technology</p> <p><b>Need:</b> Increased access to technology is an essential requirement for a school district LEA-wide within the LCAP, as it enables equitable educational opportunities, fosters digital literacy skills, and enhances student engagement and learning outcomes in an increasingly digital world.</p> <p><b>Scope:</b> LEA-wide</p>	Increased access to technology is crucial for district-wide success and is a fundamental component of the Local Control and Accountability Plan (LCAP). District leaders recognize that technology is not just a tool for enhancing educational experiences but a necessity for preparing students for the modern world. With greater access to technology, students can engage in personalized learning experiences, collaborate seamlessly with peers, and develop essential digital literacy skills. Additionally, technology facilitates equitable access to educational resources, bridging the gap for students from diverse socioeconomic backgrounds. By prioritizing technology in the LCAP, district leaders signal their commitment to	1. Digital Device Deployment Rate: One of the primary metrics to demonstrate increased technology access effectiveness is the rate at which digital devices such as laptops, tablets, or Chromebooks are deployed to students and educators. This metric indicates the extent to which technology resources are available throughout the school district.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>preparing students for the challenges of the 21st century and ensuring that all learners have the tools they need to thrive academically and professionally.</p>	<p>2. Usage Data and Engagement Metrics: Tracking the usage of technology resources and engagement metrics such as login frequency, time spent on digital learning platforms, and interaction with online educational materials provides valuable insights into how effectively technology is being utilized by students and educators. Higher levels of engagement typically correlate with increased access and effectiveness of technology resources.</p> <p>3. Academic Performance and Learning Outcomes: Ultimately, the impact of increased technology access should be reflected in academic performance and learning outcomes. Metrics such as standardized test scores, grades, graduation rates, and proficiency in digital literacy skills can demonstrate the effectiveness of technology integration in</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			improving student learning and achievement across various subjects and grade levels.
1.6	<p><b>Action:</b> Increased Completion of CTE Capstone Courses</p> <p><b>Need:</b> Increased completion of CTE Capstone courses is a critical need for a school district LEA-wide in the LCAP to ensure students acquire practical skills and experience necessary for successful transition to post-secondary education and careers.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Increased completion of CTE (Career Technical Education) capstone courses directly correlates with the imperative need for higher student achievement on a school-wide basis in the LCAP. These capstone courses provide students with hands-on, real-world learning experiences that not only enhance their technical skills but also prepare them for success in their chosen careers. By completing CTE capstone courses, students gain practical knowledge and develop critical thinking, problem-solving, and teamwork skills essential for thriving in today's competitive workforce. Therefore, prioritizing and promoting the completion of these courses within the LCAP fosters a culture of academic excellence, equipping students with the tools and competencies needed to excel academically and succeed in their future endeavors.</p>	<p>1. CTE Capstone Course Enrollment Rate: Monitoring the enrollment rate in CTE capstone courses provides a clear indication of student interest and engagement in career and technical education pathways. An increase in enrollment signifies that more students are actively pursuing advanced coursework in their chosen CTE fields, demonstrating the effectiveness of the program in attracting and retaining students.</p> <p>2. CTE Capstone Course Completion Rate: Tracking the percentage of students who successfully complete CTE capstone courses is crucial for assessing the program's efficacy in preparing students for post-secondary education or entering the workforce. A higher completion rate indicates that students are</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>acquiring the necessary skills and knowledge within their chosen CTE pathways, equipping them for future career success.</p> <p>3. Post-Secondary Placement and Success: Analyzing the post-secondary outcomes of students who have completed CTE capstone courses provides insight into the program's impact on students' readiness for further education or employment. Metrics such as the rate of students enrolling in post-secondary institutions, securing employment in relevant fields, or earning industry certifications can demonstrate the effectiveness of CTE capstone courses in facilitating successful transitions to post-secondary pathways and the workforce.</p>
<b>1.7</b>	<p><b>Action:</b> College Ready</p> <p><b>Need:</b></p>	Preparing students to be college and career-ready addresses our needs on a school-wide basis in the LCAP by equipping them with the essential skills and knowledge required to succeed in post-secondary education and the workforce. By	<p>1. College Enrollment and Persistence Rates: Tracking the percentage of high school graduates who enroll in college within a</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Ensuring that children are college-ready is imperative because it lays the foundation for their future success, equipping them with the necessary skills and knowledge to thrive in higher education and beyond.</p> <p><b>Scope:</b> Schoolwide</p>	<p>offering rigorous academic coursework, career-focused training, and comprehensive support services, schools can ensure that students are adequately prepared to meet the demands of higher education and competitive careers. This preparation not only enhances individual student achievement but also contributes to the overall improvement of academic performance across the LEA, as students are more likely to engage in learning, set ambitious goals, and strive for excellence when they see a clear pathway to future success. Additionally, aligning curriculum and instruction with college and career readiness standards enables educators to better track student progress, identify areas for improvement, and implement targeted interventions, ultimately resulting in higher levels of achievement for all students.</p>	<p>year of graduation and monitoring their persistence rates over time provides insights into the district's success in preparing students for postsecondary education.</p> <p>2. Graduation Rates and Post-Graduation Outcomes: Analyzing graduation rates alongside data on students' post-graduation outcomes, such as employment rates, earnings, and enrollment in higher education or vocational training programs, offers a holistic view of the district's ability to support students in achieving success beyond high school.</p>
1.8	<p><b>Action:</b> Staff Development</p> <p><b>Need:</b> Staff development is essential as it fosters continuous growth, enhances instructional practices, and ensures educators are equipped with the necessary skills to meet the diverse needs of students effectively.</p> <p><b>Scope:</b></p>	<p>Staff development plays a pivotal role in addressing the imperative need for higher student achievement on a school-wide basis in the LCAP. By investing in comprehensive staff development programs, educators are equipped with the necessary tools, strategies, and pedagogical approaches to effectively support diverse student populations. These programs focus on enhancing instructional practices, implementing data-driven decision-making processes, fostering culturally responsive teaching methodologies, and utilizing innovative technology to engage students and</p>	<p>1. Teacher Retention Rates: High retention rates among teachers indicate that staff development initiatives are effective in providing professional growth opportunities and support. When educators feel valued, equipped with necessary skills, and supported in their professional development,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	personalize learning experiences. Through continuous professional growth and collaboration, educators can better meet the individual needs of students, differentiate instruction, and create a supportive learning environment conducive to academic success, ultimately contributing to the overarching goal of improving student achievement across the entire school district.	<p>they are more likely to stay within the district, contributing to a stable and experienced faculty which positively impacts student learning outcomes.</p> <p>2. Student Achievement Growth: Measuring the growth in student achievement over time can serve as a crucial indicator of the effectiveness of staff development. If there's a consistent improvement in student performance across various metrics such as standardized test scores, graduation rates, and academic proficiency levels, it suggests that teachers are implementing effective strategies learned through professional development programs to enhance instructional practices.</p> <p>3. Teacher Feedback and Surveys: Regular feedback from teachers through surveys or evaluations can provide valuable insights into the impact of staff</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			development initiatives. Positive feedback indicating increased confidence, satisfaction, and perceived effectiveness of training programs suggests that the professional development opportunities offered are meeting the needs of educators and positively influencing their instructional practices, which in turn benefits student learning.
1.9	<p><b>Action:</b> Professional Learning</p> <p><b>Need:</b> Professional learning is essential for school district leaders within the Local Control and Accountability Plan (LCAP) framework to ensure continuous improvement, effective decision-making, and successful implementation of educational initiatives.</p> <p><b>Scope:</b> LEA-wide</p>	Professional learning plays a pivotal role in addressing the imperative for heightened student achievement across a Local Educational Agency (LEA) within the framework of the Local Control and Accountability Plan (LCAP). By investing in ongoing professional development for educators, LEAs can equip teachers and administrators with the necessary tools, strategies, and pedagogical approaches tailored to meet diverse student needs. Through targeted training sessions, collaborative workshops, and access to research-based resources, educators can refine their instructional practices, differentiate instruction effectively, and implement evidence-based interventions. This focused professional learning cultivates a culture of continuous improvement, empowering educators to adapt to evolving educational landscapes, integrate innovative methodologies, and employ data-driven decision-making processes. Ultimately, such investments in	1. Teacher Engagement and Satisfaction: Measure the level of engagement and satisfaction among teachers participating in professional learning activities. This can be done through surveys, interviews, or focus groups. Assess factors such as the relevance of the content, the quality of facilitation, the usefulness of resources provided, and overall satisfaction with the learning experience. High levels of engagement and satisfaction often indicate that the professional learning opportunities are



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		<p>professional learning foster a more robust educational ecosystem within the LEA, wherein educators are better equipped to support student growth, foster academic excellence, and advance the overarching goals outlined in the LCAP.</p>	<p>effective and meeting the needs of teachers.</p> <p>2. Teacher Implementation of Learning: Evaluate the extent to which teachers are applying the knowledge and skills gained from professional learning in their classrooms. This could involve classroom observations, teacher self-assessments, or portfolio reviews. Look for evidence of changes in instructional practices, curriculum design, assessment strategies, and student engagement as a result of professional learning. The goal is to ensure that teachers are transferring what they have learned into meaningful action that positively impacts student learning outcomes.</p> <p>3. Student Achievement and Growth: Ultimately, the effectiveness of professional learning should be reflected in improved student achievement and growth. Monitor student</p>

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			performance data over time, such as standardized test scores, formative assessments, graduation rates, and other academic indicators. Analyze trends to determine if there is a correlation between participation in professional learning opportunities and student outcomes. While it may take time to see significant changes in student achievement, tracking progress regularly can help identify areas of success and areas needing improvement.
1.10	<p><b>Action:</b> School-Home Communication</p> <p><b>Need:</b> Effective home-school communication is imperative to ensure collaborative engagement, transparent information sharing, and alignment of educational goals between educators, parents, and students.</p> <p><b>Scope:</b> LEA-wide</p>	Effective home-school communication plays a pivotal role in addressing this need on an LEA (Local Educational Agency) wide basis within the Local Control and Accountability Plan (LCAP). By fostering open lines of communication between educators and parents, the LCAP can ensure that parents are actively engaged in their child's education, allowing for a collaborative approach to support student learning. Through regular updates on academic progress, feedback on areas of improvement, and sharing resources for further enrichment, home-school communication empowers parents to play a more informed and supportive role in their child's educational journey. This partnership between home and school creates a conducive environment for academic	1. Parental Engagement Levels: Monitoring the frequency and quality of interactions between parents and educators can provide insight into the effectiveness of home-school communication. Metrics could include attendance rates at parent-teacher conferences, participation in school events, responses to surveys or feedback requests, and involvement in parent-

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		<p>success, ultimately contributing to higher student achievement across the LEA.</p>	<p>teacher associations or committees.</p> <p>2. Student Attendance and Academic Performance: Effective home-school communication often correlates with improved student attendance and academic achievement. Tracking attendance rates and academic performance metrics, such as grades, test scores, and graduation rates, can help gauge the impact of communication strategies on student outcomes. Consistent communication ensures parents are aware of their child's progress, leading to timely interventions and support when needed.</p> <p>3. Feedback and Satisfaction Surveys: Conducting regular surveys to gather feedback from both parents and educators provides valuable insights into the perceived effectiveness of home-school communication efforts. Questions could</p>

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			cover topics such as the clarity of communication channels, responsiveness of staff to inquiries, ease of access to information, and overall satisfaction with the level of communication. Analyzing survey results allows the district to identify areas for improvement and tailor communication strategies to better meet the needs of stakeholders.
2.1	<p><b>Action:</b> Professional Development- CAASPP Training and Para Support</p> <p><b>Need:</b> CAASPP training and paraeducator training are essential because they ensure educators are equipped with the necessary skills and resources to effectively support student learning and achievement in alignment with state standards and individualized student needs.</p> <p><b>Scope:</b> LEA-wide</p>	CAASPP (California Assessment of Student Performance and Progress) training equips educators with the necessary skills to effectively administer and interpret CAASPP assessments, which are crucial in gauging student proficiency in state academic standards. Furthermore, paraeducator training addresses the need for higher student achievement by providing paraeducators with specialized knowledge and techniques to support students in their learning journey. Both types of training contribute to the overall goal of improving student achievement on an LEA (Local Educational Agency) wide basis, aligning with the objectives outlined in the Local Control and Accountability Plan (LCAP). By ensuring educators and paraeducators are well-equipped to understand and address student needs, schools can better support student success and fulfill the academic goals outlined in the LCAP.	1.Student Performance Improvement: One of the primary metrics to gauge the effectiveness of CAASPP and paraeducator training is the improvement in student performance on standardized tests such as the CAASPP assessments. Analyzing the growth in student scores over time, particularly in subjects where paraeducators are heavily involved, can indicate the impact of targeted training programs on student learning outcomes.

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			<p>2. Teacher and Paraeducator Feedback: Collecting feedback from teachers and paraeducators who have undergone training can provide insights into the effectiveness of the programs. Surveys, interviews, or focus groups can be conducted to gather qualitative data on how well-prepared educators feel to implement strategies learned during training sessions, as well as their perceptions of the impact on student engagement and achievement.</p> <p>3. Retention and Professional Development Participation: Another metric to consider is the retention rate of both teachers and paraeducators within the district and their participation in ongoing professional development opportunities related to CAASPP and paraeducator training. High retention rates and active engagement in</p>

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			further training suggest that educators perceive value in the provided training programs and are motivated to continuously improve their skills, which can positively influence student success in the long term.
2.2	<p><b>Action:</b> Quality Instruction - Early Literacy, Library Tech, Reading Assessments, Math (supports our lowest performing students: socio-economically disadvantaged, white, homeless populations, students with disabilities, English Learners, and Hispanic).</p> <p><b>Need:</b> Quality Instruction in Early Literacy, Library Technology, and Reading Assessments is crucial for a school district LEA-wide in the LCAP to ensure equitable access to foundational literacy skills, effective use of resources, and accurate measurement of student progress toward proficiency.</p> <p><b>Scope:</b> LEA-wide</p>	Quality Instruction in Early Literacy, Library Technology, and Reading Assessments is a critical component addressing the imperative for higher student achievement on an LEA (Local Education Agency) wide basis within the LCAP (Local Control and Accountability Plan). By prioritizing early literacy instruction, implementing innovative library technologies, and conducting regular reading assessments, this approach aims to lay a solid foundation for academic success from the outset of a student's educational journey. Early literacy instruction ensures that students develop essential reading skills early on, setting the stage for future learning. Integrating library technology provides students with access to diverse resources and fosters digital literacy skills necessary for success in the modern world. Furthermore, regular reading assessments allow educators to identify areas of strength and weakness, enabling targeted interventions to support student growth and achievement across the LEA. This comprehensive strategy not only addresses immediate academic needs but also promotes a culture of continuous improvement, ultimately leading to higher levels of student success throughout the district.	<p>1. Literacy Proficiency Rates: Tracking the percentage of students meeting or exceeding grade-level literacy standards provides a clear indication of the effectiveness of early literacy instruction. This metric demonstrates how well students are mastering essential reading skills at a young age.</p> <p>2. Library Utilization and Resource Access: Monitoring library usage metrics such as the number of books checked out, visits to the library, and utilization of digital resources through library technology platforms showcases the impact of library services on student</p>

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			<p>learning. Higher engagement with library resources suggests that students are actively utilizing available materials to support their literacy development.</p> <p>3. Reading Assessment Results: Regular assessment of students' reading abilities using standardized tests or formative assessments allows educators to evaluate progress over time and identify areas for improvement. By analyzing reading assessment data, educators can gauge the effectiveness of instructional strategies and interventions, ensuring that students are making meaningful gains in literacy skills.</p>
<b>2.3</b>	<b>Action:</b> Extended Learning: (supports our lowest performing students: socio-economically disadvantaged, white, homeless populations, students with disabilities, English Learners, and Hispanic).	Extended learning addresses this need on a LEA (Local Educational Agency) wide basis in the LCAP (Local Control and Accountability Plan) by providing additional time and resources for students to delve deeper into their learning. Through extended learning opportunities such as after-school programs, summer camps, and tutoring sessions, students can reinforce and	1.Academic Performance Improvement: Tracking improvements in academic performance metrics such as standardized test scores, GPA averages, and graduation rates can indicate the effectiveness

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	<p><b>Need:</b> Extended learning is essential for a school district to provide students with additional opportunities for enrichment, academic support, and holistic development beyond regular classroom hours, fostering a more comprehensive and equitable educational experience.</p> <p><b>Scope:</b> LEA-wide</p>	<p>expand upon their academic skills beyond the traditional school day. These supplementary learning experiences not only cater to diverse learning styles and needs but also foster a supportive environment for students to excel academically. By incorporating extended learning initiatives into the LCAP, the LEA demonstrates its commitment to enhancing student achievement by offering comprehensive educational opportunities that extend beyond the regular classroom setting.</p>	<p>of extended learning programs. A noticeable increase in these metrics among students who participate in extended learning activities compared to those who do not can suggest that the additional learning time is positively impacting their academic achievement.</p> <p>2.Attendance and Engagement: Monitoring attendance rates and student engagement levels before and after the implementation of extended learning programs provides insight into their effectiveness. Higher attendance rates and increased engagement during extended learning sessions indicate that students are finding value in the additional learning opportunities and are more motivated to participate in their education.</p> <p>3.Behavioral and Social-Emotional Development: Assessing changes in student behavior and</p>



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			social-emotional skills can also serve as a metric for the effectiveness of extended learning programs. Reduced disciplinary incidents, improved interpersonal skills, and greater confidence and self-esteem among students are indicators that extended learning is not only enhancing academic outcomes but also contributing to overall student development and well-being.
<b>2.4</b>	<p><b>Action:</b> Increased Student Access to Science, Technology, History</p> <p><b>Need:</b> Increased student access to science, technology, and history is imperative for a school district because it fosters well-rounded education, equipping students with essential skills, knowledge, and critical thinking abilities necessary for their academic success and future endeavors in an increasingly complex world.</p> <p><b>Scope:</b> LEA-wide</p>	Increased student access to science, technology, and history directly addresses this need on a (LEA) wide basis by fostering comprehensive educational opportunities. Through enhanced access to these subjects, students are provided with diverse pathways for academic growth and skill development. Science and technology equip students with critical thinking, problem-solving, and analytical skills crucial for success in the modern world, while history offers insights into societal dynamics, cultural understanding, and civic engagement. By expanding access to these subjects, the LEA ensures that students have the tools and knowledge needed to excel academically, ultimately driving overall achievement across the district.	1.Academic Progress: Measure the academic growth and performance of students participating in extended learning programs compared to those who do not. This can include standardized test scores, grades, and assessments in core subjects like math, reading, and science. Improvement in academic achievement indicators indicates the effectiveness of extended learning interventions.

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			<p>2.Attendance and Engagement: Track student attendance and engagement rates during extended learning sessions. Higher attendance rates and increased participation demonstrate the program's ability to keep students actively involved in learning beyond regular school hours. Additionally, monitoring participation in extracurricular activities or enrichment programs provided through extended learning can also indicate its effectiveness in engaging students.</p> <p>3.Social and Emotional Development: Assess the impact of extended learning on students' social and emotional skills, such as communication, teamwork, problem-solving, and resilience. Surveys, self-assessments, and behavioral indicators can provide insights into students' social interactions, emotional well-being, and overall</p>

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			character development as a result of participating in extended learning activities. Positive changes in these areas indicate the program's effectiveness in supporting holistic student development.
<b>2.5</b>	<p><b>Action:</b> Increased Student Access to Electives</p> <p><b>Need:</b> Increased student access to electives is crucial for a school district to foster holistic development, cater to diverse student interests, and promote a well-rounded education that prepares students for future success.</p> <p><b>Scope:</b> Schoolwide</p>	Increased access to electives addresses the need for higher student achievement for the (LEA) on a school-wide basis by providing students with opportunities to explore diverse interests and develop a broader range of skills. Electives offer avenues for students to engage in subjects beyond the core curriculum, fostering creativity, critical thinking, and problem-solving abilities. By expanding access to electives, LEAs can cater to students' individual interests and learning styles, increasing their overall engagement and motivation in school. This holistic approach to education promotes well-roundedness and can lead to improved academic performance across various subjects, ultimately contributing to higher levels of student achievement throughout the LEA.	<p>1.Student Participation Rates: A significant increase in the number of students enrolling in elective courses compared to previous years indicates the appeal and availability of diverse elective options. Higher participation rates suggest that students are engaging with a wider array of subjects, potentially leading to a more well-rounded education and increased interest in learning.</p> <p>2.Student Satisfaction Surveys: Conducting surveys to gauge student satisfaction with the elective offerings provides valuable feedback on the relevance, quality, and enjoyment of the courses. Positive feedback indicates that the electives</p>

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			<p>are meeting student needs and interests, while constructive criticism can inform adjustments or improvements to the elective program.</p> <p>3. Graduation and Retention Rates: Tracking graduation rates and student retention in the district can indirectly reflect the impact of increased electives. If students are more</p>
<b>2.6</b>	<p><b>Action:</b> Increased Student Access to Music</p> <p><b>Need:</b> Increased student access to music is crucial for a school district to foster creativity, enhance cognitive development, and promote holistic student engagement and well-being.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Increased access to music can significantly address the need for higher student achievement on a LEA-wide basis. Music education has been shown to enhance cognitive skills, including critical thinking, problem-solving, and spatial reasoning, which are essential for academic success across various subjects. Moreover, participating in music programs fosters discipline, perseverance, and teamwork, qualities that are transferable to academic settings. By providing more opportunities for students to engage with music through expanded access to instruments, instruction, and extracurricular activities, LEAs can support holistic student development, leading to improved academic performance and overall achievement levels within the community.</p>	<p>1. Participation Rates: Tracking the number of students participating in music programs, such as enrollment in music classes, joining school bands or orchestras, or involvement in extracurricular musical activities. An increase in participation rates indicates greater access to music opportunities within the district.</p> <p>2. Student Performance: Assessing academic performance metrics, such as standardized test scores, GPA, and</p>

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			<p>graduation rates, among students involved in music programs compared to those who are not. Research often shows a positive correlation between music education and academic achievement, so improvements in these metrics can indicate the effectiveness of increased access to music.</p> <p>3. Equity and Inclusion: Evaluating the diversity and inclusivity of students participating in music programs, including representation across different demographics such as race, socioeconomic status, and special needs. Increased access to music should aim to provide equitable opportunities for all students to participate and succeed, thus demonstrating effectiveness in fostering a more inclusive school environment.</p>

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2.7	<p><b>Action:</b> Increased Access to Career Workshops &amp; Experiences</p> <p><b>Need:</b> Increased access to career workshops and experiences is imperative for a school district LEA-wide within the LCAP to equip students with practical skills and insights necessary for their future success in a rapidly evolving job market.</p> <p><b>Scope:</b> Schoolwide</p>	Increased access to career workshops and experiences directly addresses the need for higher student achievement on a school-wide basis. By providing students with opportunities to engage in career-focused activities such as workshops, internships, and hands-on experiences, the LEA equips them with practical skills and knowledge relevant to their future careers. This exposure not only enhances their academic learning but also fosters essential career readiness skills such as critical thinking, problem-solving, and teamwork. Consequently, students are more motivated and engaged in their education, leading to improved academic performance and ultimately higher student achievement across the LEA.	<p>1. Participation Rates: One key metric is the participation rate in career workshops and experiences. This metric measures the number of students engaging in these opportunities compared to previous years or benchmarks. An increase in participation demonstrates that more students are accessing these valuable resources, indicating the effectiveness of the program in providing access to career development opportunities.</p> <p>2. Post-Workshop Surveys: Conducting surveys after career workshops and experiences can provide insights into their effectiveness. These surveys can assess students' understanding of different career paths, their level of interest in pursuing those careers, and their</p>

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			<p>perception of the value gained from the workshops. Positive feedback and increased awareness of career options indicate the efficacy of the program in providing meaningful experiences.</p> <p>3. Long-Term Outcomes: Tracking long-term outcomes such as college enrollment rates, vocational training enrollment, or job placement rates can also indicate the effectiveness of increased access to career workshops and experiences. If students who participated in these programs show higher rates of pursuing further education or entering the workforce, it suggests that the exposure to career opportunities had a positive impact on their future plans and decisions.</p>
<b>2.8</b>	<p><b>Action:</b> Improved Vertical Articulation &amp; Career-Tech Articulation</p> <p><b>Need:</b></p>	Improved Vertical Articulation & Career-Tech Articulation play a pivotal role in addressing the imperative for higher student achievement across a Local Educational Agency. By enhancing vertical articulation, educational pathways are streamlined	1. Alignment of Curriculum: One key metric demonstrating improved vertical articulation and career-

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	<p>Improved Vertical Articulation &amp; Career-Tech Articulation is crucial because it enhances educational pathways, ensuring seamless transitions between grade levels and alignment with career and technical education opportunities, thus fostering comprehensive student success and readiness for the workforce.</p> <p><b>Scope:</b> LEA-wide</p>	<p>and aligned from elementary through high school, ensuring continuity in learning objectives and academic standards. This facilitates a seamless transition for students as they progress through grade levels, ultimately fostering deeper understanding and mastery of subjects. Moreover, Career-Tech Articulation integrates vocational training with academic coursework, offering students practical skills alongside theoretical knowledge, thus catering to diverse learning styles and interests. This holistic approach not only enhances academic performance but also equips students with the skills and competencies needed for success in both higher education and the workforce, thereby fulfilling the overarching goal of elevating student achievement on an LEA-wide basis.</p>	<p>tech articulation effectiveness is the alignment of curriculum across grade levels and career pathways. This can be measured by assessing how well learning objectives, skills, and content flow seamlessly from one grade level to the next, as well as how effectively career and technical education (CTE) courses align with industry standards and workforce demands.</p> <p>2. Increased Participation and Completion Rates: Another important metric is the increase in student participation and completion rates in CTE programs and pathways. This can be measured by tracking the number of students enrolling in CTE courses, the diversity of students participating, and the percentage of students completing CTE programs or earning industry-recognized certifications. Higher participation and completion rates indicate that students are actively</p>



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			<p>engaged in relevant, career-focused education that prepares them for post-secondary success.</p> <p>3. Enhanced Post-Secondary Outcomes: The ultimate measure of effectiveness is the impact on students' post-secondary outcomes, including college enrollment, career placement, and wage earnings. By tracking the percentage of CTE program graduates who continue their education at the post-secondary level, secure employment in their chosen field, and earn competitive wages, the district can assess the long-term benefits of its vertical articulation and career-tech articulation efforts. Positive post-secondary outcomes demonstrate that students are well-prepared for success in college and careers, validating the effectiveness of the district's CTE programs and pathways.</p>

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3.1	<p><b>Action:</b> Community Engagement - Student Led Conferences, Parent Square</p> <p><b>Need:</b> Community Engagement through student-led conferences and Parent Square is important as it fosters collaboration among students, parents, and educators, enhancing transparency, communication, and active involvement in educational decision-making processes.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Community Engagement through Student-Led Conferences and Parent Square effectively addresses the imperative for heightened student achievement across the LEA. By involving students in leading their own conferences, the initiative fosters ownership of learning and promotes a deeper understanding of academic goals. This active participation not only enhances student accountability but also encourages self-reflection and goal-setting, key elements in academic success. Additionally, Parent Square serves as a vital platform for transparent communication between educators, students, and parents, facilitating ongoing dialogue about student progress, needs, and interventions. Through these collaborative efforts, Community Engagement initiatives strengthen the support network around students, ensuring that they receive the necessary resources and encouragement to thrive academically, ultimately contributing to higher achievement levels across the LEA.</p>	<p>1. Participation Rates: Monitoring the number of students and parents/guardians actively participating in Student Led Conferences and utilizing ParentSquare can indicate the level of engagement within the community. Higher participation rates suggest increased involvement and investment in students' education and school activities.</p> <p>2. Feedback and Satisfaction Surveys: Conducting surveys to gather feedback from both students and parents/guardians about their experiences with Student Led Conferences and ParentSquare can provide valuable insights into the effectiveness of these initiatives. Positive feedback and high satisfaction scores indicate that these methods are successfully engaging the community and meeting their needs.</p>

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			<p>3. Attendance and Academic Performance: Analyzing attendance records and academic performance data before and after the implementation of Student Led Conferences and ParentSquare can help assess their impact on student outcomes. Improved attendance rates and academic achievement may indicate that increased parent involvement facilitated by these initiatives positively influences student success.</p>
3.2	<p><b>Action:</b> Community Engagement - Defray volunteer costs</p> <p><b>Need:</b> Having parent and community volunteers is essential for a school district as they provide valuable support, expertise, and resources that enhance the overall educational experience and positively impact student achievement and well-being.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Parent and community volunteers play a pivotal role in addressing the need for higher student achievement on an LEA-wide basis. By actively engaging parents and community members in various educational activities such as tutoring, mentoring, and extracurricular programs, schools can provide additional support and resources to students. These volunteers offer personalized attention and guidance to students, reinforcing classroom learning and fostering a positive learning environment. Moreover, their involvement strengthens the connection between schools and the broader community, promoting a sense of collective responsibility for student success. Through collaborative efforts between educators, parents, and community volunteers, LEAs can</p>	<p>1. Volunteer Engagement: This metric assesses the number of volunteers actively participating in school activities, events, and programs. It also evaluates the consistency and duration of their involvement. Higher levels of volunteer engagement indicate a strong sense of community support and investment in the educational process.</p>

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		effectively enhance student achievement and promote educational equity across their districts as outlined in the LCAP.	<p>2. Impact on Student Success: This metric evaluates the tangible impact of parent and community volunteers on student outcomes, such as academic achievement, attendance rates, and socio-emotional development. It may involve tracking improvements in standardized test scores, graduation rates, and other academic indicators directly linked to volunteer-supported initiatives and interventions.</p> <p>3. Parental and Community Satisfaction: This metric measures the satisfaction levels of parents, guardians, and community members with the volunteer programs and their perceived impact on the school community. Surveys, feedback forms, and focus groups can be used to gather qualitative data on stakeholders' perceptions of volunteer efforts, including their effectiveness in enhancing school culture, fostering</p>

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			positive relationships, and addressing community needs.
3.3	<p><b>Action:</b> Student Attendance Awards, DARE, Home to School Transportation- (supports our most chronically absent student subgroups: Homeless populations and Hispanic).</p> <p><b>Need:</b> Increased school attendance and improved home/school transportation are essential needs to ensure equitable access to education and promote student success by reducing barriers to attendance and facilitating reliable transportation for all students.</p> <p><b>Scope:</b> LEA-wide</p>	Implementing student attendance awards and home school transportation services can significantly contribute to increasing attendance rates within a LEA wide basis. By recognizing and incentivizing regular attendance through awards and providing reliable transportation services for students who may face barriers in getting to school, such as distance or lack of transportation options, schools can ensure that more students are present and engaged in their learning environments. Higher attendance rates directly correlate with improved academic performance, as students have more opportunities to participate in instructional activities and benefit from consistent learning experiences. Thus, integrating these strategies into the LCAP can foster a supportive environment conducive to enhancing student achievement on an LEA-wide basis.	<p>1. Attendance Rates: Monitoring changes in overall attendance rates can directly reflect the impact of Student Attendance Awards and efficient transportation services. A significant increase in attendance rates suggests that students are more motivated to attend school regularly, possibly due to incentives like attendance awards or improved accessibility through transportation services.</p> <p>2. Tardiness and Absenteeism Reduction: Tracking the frequency of tardiness and absenteeism among students provides insight into the effectiveness of these initiatives. A decrease in tardiness and absenteeism rates indicates that students are arriving at school on time and attending classes regularly, which can</p>

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			<p>positively influence academic performance and overall achievement.</p> <p>3. Parental Satisfaction Surveys: Conducting surveys to gauge parental satisfaction with transportation services and the effectiveness of attendance awards can offer valuable feedback. Positive responses regarding the convenience and reliability of transportation services, as well as appreciation for incentives such as attendance awards, demonstrate that these initiatives are meeting the needs and expectations of both students and parents within the school district.</p>
3.4	<p><b>Action:</b> Increase Graduation Rates</p> <p><b>Need:</b> Due to effects of COVID big need for this intervention.</p> <p><b>Scope:</b> Schoolwide</p>	Unduplicated pupils have fallen farther behind due to covid.	Increasing summer school catch up and credit recovery sooner.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.5	<p><b>Action:</b> Integrated Services - Counseling, OT, Restorative Justice, PBIS</p> <p><b>Need:</b> Integrated Services encompassing Counseling, Occupational Therapy, Restorative Justice, and Positive Behavioral Interventions and Supports (PBIS) ensure holistic support for students, addressing their academic, social-emotional, and behavioral needs comprehensively across all levels of learning and development.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Integrated Services, encompassing Counseling, Occupational Therapy (OT), Restorative Justice, and Positive Behavioral Interventions and Supports (PBIS), play a pivotal role in addressing the imperative for higher student achievement within an LEA. Counseling services provide essential emotional and mental health support, fostering a conducive environment for learning by addressing underlying issues hindering academic success. Occupational Therapy assists in enhancing students' functional abilities, thereby enabling them to fully engage in their educational pursuits. Restorative Justice practices cultivate a positive school climate, reducing disciplinary incidents and promoting constructive conflict resolution skills, which are integral to maintaining focus on academic endeavors. PBIS reinforces positive behaviors, creating a conducive atmosphere for learning while minimizing disruptions. Through the integration of these services, the LEA can effectively address various barriers to learning, thereby fostering an environment conducive to higher student achievement across the board.</p>	<p>1. Reduction in Behavioral Incidents: Monitoring the frequency and severity of behavioral incidents such as suspensions, expulsions, bullying, and disciplinary referrals can indicate the effectiveness of integrated services. A significant reduction in these incidents suggests that interventions like restorative justice and PBIS are successfully promoting positive behavior and reducing disruptive behaviors.</p> <p>2. Improved Academic Performance: Tracking academic performance indicators such as standardized test scores, graduation rates, attendance rates, and academic engagement can reflect the impact of integrated services. Effective counseling and OT services can help address underlying issues that may hinder academic success, leading to improvements in these metrics over time.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			3. Enhanced Social-Emotional Well-being: Assessing the social-emotional well-being of students through surveys, behavioral assessments, and feedback from students, parents, and teachers can gauge the effectiveness of counseling and other support services. Positive changes in students' self-esteem, resilience, social skills, and emotional regulation indicate that integrated services are effectively supporting students' holistic development and well-being.
<b>3.6</b>	<p><b>Action:</b> Student Engagement - Academic Field Trips</p> <p><b>Need:</b> Field trips and student engagement are essential components for a school district because they enrich learning experiences, foster real-world connections, and promote active participation, leading to enhanced academic outcomes and holistic student development.</p> <p><b>Scope:</b></p>	Academic field trips play a crucial role in addressing the need for higher student achievement on a school-wide basis. These trips offer students immersive learning experiences beyond the confines of the classroom, providing hands-on opportunities to explore real-world applications of academic concepts. By engaging with educational environments outside traditional settings, students can deepen their understanding, enhance critical thinking skills, and foster a deeper appreciation for the subject matter. Furthermore, academic field trips cater to diverse learning styles, offering alternative pathways to academic success for students who may struggle within	1. Academic Performance: One of the top metrics to demonstrate the effectiveness of field trips in a school district is academic performance. This can be measured through standardized test scores, class grades, and other academic assessments. Effective field trips are those that directly correlate with the curriculum, reinforce



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	conventional classroom settings. Through such experiential learning opportunities, academic field trips contribute significantly to the holistic development of students, ultimately leading to improved academic performance across the LEA.	<p>classroom learning, and provide students with practical, hands-on experiences that deepen their understanding of the subject matter.</p> <p>2. Engagement and Attendance: Another crucial metric is student engagement and attendance. Effective field trips often lead to increased student engagement as they provide real-world context to classroom lessons, sparking curiosity and interest among students. Additionally, field trips can contribute to improved attendance rates, as students are more motivated to attend school when they know they will have opportunities for experiential learning outside the classroom.</p> <p>3. Social and Emotional Development: Lastly, measuring the impact of field trips on students' social and emotional development is essential. Field trips offer</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			opportunities for students to interact with their peers in different settings, collaborate on tasks, and develop interpersonal skills such as communication, teamwork, and empathy. Monitoring changes in students' social behavior, self-confidence, and attitudes towards learning can help gauge the effectiveness of field trips in promoting holistic development.
3.7	<p><b>Action:</b> Student Engagement - Athletics</p> <p><b>Need:</b> Having athletics fosters physical health, teamwork, discipline, and leadership skills vital for holistic student development and well-being across the district.</p> <p><b>Scope:</b> LEA-wide</p>	Athletics plays a crucial role in addressing the need for higher student achievement on a LEA-wide basis. By incorporating athletics into the educational framework, schools provide students with opportunities to develop essential skills such as discipline, teamwork, time management, and goal setting. Participation in athletics fosters a sense of belonging and school pride, which can positively impact students' overall engagement and motivation in academics. Furthermore, student-athletes often demonstrate higher levels of attendance and academic performance compared to their non-participating peers. Thus, athletics not only contributes to physical well-being but also	1. Student Engagement and Participation Rates: Monitoring the number of students actively participating in athletic programs can indicate the level of engagement and interest in extracurricular activities. Higher participation rates often correlate with increased student involvement, improved school spirit, and a more vibrant school community.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		supports holistic student development, ultimately enhancing academic success across the LEA.	<p>2. Academic Performance and Attendance: Analyzing the academic performance and attendance records of student-athletes compared to non-athletes can highlight the potential impact of athletics on overall student success. Studies have shown that involvement in sports can lead to better time management skills, improved discipline, and higher academic achievement.</p> <p>3. Graduation Rates and College Enrollment: Tracking the graduation rates of student-athletes and their subsequent enrollment in post-secondary education institutions can demonstrate the long-term benefits of athletic involvement. Successful participation in sports can instill valuable life skills such as teamwork, leadership, and perseverance, which are often associated with increased college</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			readiness and future success.
3.8	<p><b>Action:</b> Social Emotional Learning</p> <p><b>Need:</b> Social emotional learning is essential for a school district LEA-wide in the LCAP because it fosters students' emotional well-being, enhances interpersonal skills, and cultivates a positive school climate conducive to academic success and holistic development.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Social-emotional learning plays a crucial role in addressing the need for higher student achievement on a LEA-wide basis. By integrating SEL practices into the curriculum and school culture, students develop essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These competencies not only foster a positive school climate but also enhance students' ability to focus, regulate emotions, and engage effectively in learning. As a result, SEL contributes to creating an environment conducive to academic success by reducing behavioral issues, improving classroom dynamics, and increasing overall student motivation and engagement. By prioritizing SEL within the LCAP, LEAs can support the holistic development of students, ultimately leading to improved academic outcomes and long-term success.</p>	<p>1. Reduction in Behavioral Incidents: A decrease in disciplinary actions, such as suspensions, expulsions, or behavioral referrals, can indicate that SEL programs are fostering positive behavior and emotional regulation among students. This metric reflects an improvement in students' ability to manage emotions, resolve conflicts constructively, and demonstrate empathy towards others.</p> <p>2. Improvement in Academic Performance: SEL initiatives often correlate with enhanced academic outcomes, including higher grades, standardized test scores, and graduation rates. When students feel emotionally supported and develop essential social skills through SEL programs, they are more likely to engage in learning, exhibit resilience</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>in the face of challenges, and perform better academically across various subjects and grade levels.</p> <p>3. Enhanced School Climate and Student Well-being: Positive changes in school climate surveys, student self-reports, and assessments of well-being can indicate the effectiveness of SEL implementation. These metrics encompass factors such as students' sense of belonging, perceived safety, and overall satisfaction with the school environment. SEL programs that foster positive relationships, foster a culture of respect and inclusivity, and provide support for mental health can contribute to a more supportive and nurturing school climate where students thrive socially, emotionally, and academically.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.9	<p><b>Action:</b> Community Engagement -TB exams, Fingerprinting</p> <p><b>Need:</b> Having parent and community volunteers is essential for a school district as they provide valuable support, expertise, and resources that enhance the overall educational experience and positively impact student achievement and well-being.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Parent and community volunteers play a pivotal role in addressing the need for higher student achievement on a LEA wide basis. By actively engaging parents and community members in various educational activities such as tutoring, mentoring, and extracurricular programs, schools can provide additional support and resources to students. These volunteers offer personalized attention and guidance to students, reinforcing classroom learning and fostering a positive learning environment. Moreover, their involvement strengthens the connection between schools and the broader community, promoting a sense of collective responsibility for student success. Through collaborative efforts between educators, parents, and community volunteers, LEAs can effectively enhance student achievement and promote educational equity across their districts as outlined in the LCAP.</p>	<p>1. Volunteer Engagement: This metric assesses the number of volunteers actively participating in school activities, events, and programs. It also evaluates the consistency and duration of their involvement. Higher levels of volunteer engagement indicate a strong sense of community support and investment in the educational process.</p> <p>2. Impact on Student Success: This metric evaluates the tangible impact of parent and community volunteers on student outcomes, such as academic achievement, attendance rates, and socio-emotional development. It may involve tracking improvements in standardized test scores, graduation rates, and other academic indicators directly linked to volunteer-supported initiatives and interventions.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>3. Parental and Community Satisfaction: This metric measures the satisfaction levels of parents, guardians, and community members with the volunteer programs and their perceived impact on the school community. Surveys, feedback forms, and focus groups can be used to gather qualitative data on stakeholders' perceptions of volunteer efforts, including their effectiveness in enhancing school culture, fostering positive relationships, and addressing community needs.</p>
<p><b>3.10</b></p>	<p><b>Action:</b> Communication - translation services</p> <p><b>Need:</b> Translation services are imperative for a school district to ensure equitable access to educational resources and opportunities for all students, regardless of their native language, thereby fostering inclusivity and promoting academic success.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Incorporating translation services in the Local Control and Accountability Plan (LCAP) effectively addresses the imperative for higher student achievement across a Local Education Agency (LEA) on a comprehensive scale. By offering translation services, the LEA ensures that language barriers do not hinder students' access to educational resources, materials, and communication between educators, parents, and guardians. This inclusivity promotes a supportive environment conducive to learning for all students, regardless of their native language or background. Consequently, improved communication enhances parental involvement, fosters stronger partnerships between schools and families, and ultimately</p>	<p>1. Increased Parental Engagement: Measure the frequency and depth of parental involvement in school activities, parent-teacher conferences, PTA meetings, and other school events before and after the implementation of translation services. An increase in parental engagement indicates that translation services have successfully bridged the communication gap</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>contributes to increased academic success and student achievement throughout the LEA.</p>	<p>between the school and families.</p> <p>2. Improved Academic Performance of English Learners: Track the academic progress of English Learner (EL) students before and after the introduction of translation services. Compare their grades, standardized test scores, graduation rates, and language proficiency levels to gauge whether access to translated materials and communication has positively impacted their learning outcomes.</p> <p>3. Feedback and Satisfaction Surveys: Conduct surveys or gather feedback from families to assess their satisfaction with the translation services provided by the school district. Inquire about the clarity, accessibility, and usefulness of translated materials, as well as the effectiveness of communication channels.</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Positive responses indicate that translation services are meeting the needs of diverse families and fostering a more inclusive educational environment.

### **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
<b>1.11</b>	<p><b>Action:</b> English Learner Instruction</p> <p><b>Need:</b> English learner instruction is essential for school districts to ensure that students who are not proficient in English have the necessary support to acquire language skills and succeed academically. Without such instruction, English learners may struggle to comprehend curriculum materials, communicate effectively, and participate fully in classroom activities. Providing tailored English learner instruction helps these students access educational opportunities and achieve their full potential.</p> <p><b>Scope:</b></p>	English learner instruction in a school district typically addresses the diverse needs of students who are acquiring English proficiency. This often involves specialized programs, such as English as a Second Language (ESL) or bilingual education, tailored to support language acquisition while simultaneously ensuring access to core academic content. Instructional strategies may include language immersion, sheltered instruction, and culturally responsive teaching practices to foster linguistic and academic growth among English learners. Additionally, comprehensive assessment measures are often employed to monitor progress and provide targeted support where needed.	1. Language Proficiency Levels: Tracking language proficiency levels of students over time is crucial. This can be done through standardized language proficiency tests such as TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System), or through in-house assessments tailored to the curriculum's learning objectives. Assessments should cover listening, speaking,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		<p>reading, and writing skills, providing a comprehensive view of students' language abilities.</p> <p>2. Student Engagement and Participation: Active engagement and participation are indicators of effective instruction. Monitoring students' involvement in class discussions, group activities, and their willingness to communicate in English provides insights into their comfort and confidence levels with the language. Observations, surveys, and feedback sessions can be used to gather data on student engagement and identify areas that need improvement in instructional strategies or course materials.</p> <p>3. Retention and Application of Knowledge: Assessing students' ability to retain and apply language knowledge in real-life contexts is essential. This includes evaluating their</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			comprehension of English texts, their ability to express themselves fluently and accurately in various situations, and their capacity to understand and respond to instructions given in English. Performance-based assessments, such as presentations, debates, and writing assignments, can measure students' application of language skills beyond the classroom.

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.

In addition to the LEA-wide and School-wide actions described in prompt 1, we will provide the following actions to meet our required percentage of 32.9% to increase or improve services.

As provided in the Identified Needs and Metric sections, local attendance data, teacher feedback, and the District English Learner Advisory Committee and SSC identified our Hispanic students (EMS) and Homeless populations (EUSD) are struggling with higher chronic attendance rates.

To address this need we will provide school-home communication and ensure translation and home language services are offered at all district locations including student-led conferences, increased volunteer opportunities, and providing home-to-school transportation. (Goal 1: 10; Goal 3: 1, 2, 3, 9, 10).

We anticipate our Homeless Populations and Hispanic students' attendance rates will increase. Feedback from monthly attendance reports will continue to inform the effectiveness of these actions.

As provided in the Identified Needs and Metric sections, local assessment data, and feedback from staff and the DELAC our English Learners (EMS, EES, EUSD), Hispanic Students (EMS & EES), Socioeconomically Disadvantaged Students (EMS & EES), White students (EMS), and Students with Disabilities (EUSD) are scoring Very Low in Math on the CAASPP. Also, our English Learners (EMS, EES, EUSD), Hispanic Students (EES), Socioeconomically Disadvantaged Students (EES), and Students with Disabilities (EUSD) are scoring very low in ELA on the CAASPP.

To address this need we will utilize the Illustrative Mathematics curriculum in Math and a district Math Specialist throughout the district. We will utilize Lexia, Accelerated Reader, Literacy Teachers, and Literacy Aides in ELA. We will also provide professional development on the curriculum, data analysis, and extended time for students. (Goal 1: 1, 3, 4, 6, 7, 8, 9, 11; Goal 2: 1, 2, 3, 7, 8; Goal 3:1).

We anticipate seeing higher Math & ELA achievement for our English Learners, Hispanic Students, Socioeconomically Disadvantaged Students, White students, and Students with Disabilities on the CAASPP. Feedback from both teachers and DELAC and SSC will continue to inform the training offered.

As provided in the Identified Needs and Metric sections, local data, and feedback from the PAC and parents, our White students are being suspended at a higher rate than their peers.

To address this need we will continue to provide a mental health clinician at each school site, behavior specialist, and school nurse while we also expand our implementation of PBIS and restorative justice practices. In addition, we will provide additional opportunities for students to be connected to the school through sports, music, extracurricular and co-curricular activities (Goal 2: 4, 5, 6; Goal 3: 5, 6, 7, 8)

We anticipate this will decrease the number of suspensions in our White student population. Feedback from our mental health clinicians and other support staff will ensure we are seeing a decrease in the suspension rate throughout the school year.

### ***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 to increase achievement for our lowest performing groups. Here are our specific groups: English learners are very low (EMS, EES, and EUSD) in Math and ELA. Overall students are also in the red for English Learner Progress (EES, EMS, EUSD). Hispanic students are in the red for Math (EMS & EES) and for ELA (EES). Hispanic students are in the red for Chronic Absenteeism (EMS). SED students are in the red for Math (EMS & EES) and ELA (EES). White students are in the red for Math (EMS) and suspension rates. Homeless populations are in the red for Chronic Absenteeism (EUSD) and Math (EUSD). Students with Disabilities are in the red for ELA (EUSD) and Math (EUSD).

EUSD will receive an additional \$393,174.46. All of our sites are over 55% unduplicated so all schools require additional staffing. This is how we will distribute the funds:

As provided in the Identified Needs and Metric sections, the chronic absenteeism rate for our Homeless populations (EUSD) and Hispanic Students (EMS) is high.

To address this need, we will have 2 Behavior Specialists at the cost of \$269,681 for all sites, to provide increased support for mental health issues specifically for homeless populations and Hispanic populations . In addition, we will continue the availability of our nurse at the cost of \$69,334 for all sites and increased support for physical and mental health.

We expect the chronic absenteeism rate for our Hispanic and homeless students to decrease significantly more than the chronic absenteeism rate of all other students, as the increased communication and transportation are designed to meet the needs most associated with the chronic stresses and experiences of these students. However, because we expect that all students with less than a 100% attendance rate will benefit, these actions are provided on an LEA-wide basis.  
(Goal 1: Action 10, 11; Goal 2: 8; Goal 3: Actions 1, 2, 3, 9, 10)

Additionally, as demonstrated in the Identified Needs and Metric sections, CAASPP ELA and math data school-level assessments, and input from our DELAC and SSC identified English Learners, Hispanic populations, students with disabilities, and Low-Income students across the district are struggling with reading and math. English Learner Progress is low at EES and EMS, and also district wide.

To address this need, we will hire a teacher at the cost of \$ 81,422 to lower class sizes at the elementary school and two roving subs at the cost of \$ 166,322 for all sites to provide stability for our students.

We expect this will have a significant impact on reading and math levels and CAASPP ELA and Math scores of English Learners and Low-Income students in the extended learning opportunities during the day, after school, and over the summer. However, as all students might also benefit, these actions are being provided on an LEA-wide basis.  
(Goal 1: Actions 1, 3, 4, 9; Goal 2: 1, 2, 3, 4, 7, 12; Goal 3: 1,4)

All of these positions will be continued over the next few years as the funding has allowed. This will allow services to be uninterrupted for all students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	25:983

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 certificated staff providing direct services to students	N/A	59:983

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$10,211,001	\$3,351,199	32.819%	0.000%	32.819%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,354,754.00	\$1,472,983.00	\$0.00	\$204,729.00	\$5,032,466.00	\$4,091,770.00	\$940,696.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Facility Improvements	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$47,200.00	\$15,000.00	\$32,200.00			\$47,200.00	
1	1.2	Credential Reviews	All	No			All Schools	ongoing	\$0.00	\$139,207.00		\$139,207.00			\$139,207.00	
1	1.3	Necessary Instructional Materials - Common Core	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$36,000.00	\$36,000.00				\$36,000.00	
1	1.4	Increased Student Access to Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$37,820.00	\$30,000.00	\$67,820.00				\$67,820.00	
1	1.5	Increased Number of Students Meeting A-G Requirements	All	No			Specific Schools: Esparto High School	ongoing	\$31,180.00	\$0.00		\$31,180.00			\$31,180.00	
1	1.6	Increased Completion of CTE Capstone Courses	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	9-12	ongoing	\$0.00	\$14,500.00	\$14,500.00				\$14,500.00	
1	1.7	College Ready	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	9-12	ongoing	\$3,887.00	\$0.00	\$3,887.00				\$3,887.00	
1	1.8	Staff Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	9-12	ongoing	\$0.00	\$5,949.00	\$5,949.00				\$5,949.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$980,861.00	\$30,000.00	\$27,300.00	\$983,561.00			\$1,010,861.00	
1	1.10	School-Home Communication	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$35,864.00	\$0.00	\$35,864.00				\$35,864.00	
1	1.11	English Learner Instruction	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	ongoing	\$448,884.00	\$0.00	\$448,884.00				\$448,884.00	
2	2.1	Professional Development- CAASPP Training and Para Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$920,287.00	\$0.00	\$682,078.00	\$33,480.00		\$204,729.00	\$920,287.00	
2	2.2	Quality Instruction - Early Literacy, Library Tech, Reading Assessments, Math (supports our lowest performing students: socio-economically disadvantaged, white, homeless populations, students with disabilities, English Learners, and Hispanic).	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$461,851.00	\$0.00	\$461,851.00	\$0.00			\$461,851.00	
2	2.3	Extended Learning: (supports our lowest performing students: socio-economically disadvantaged, white, homeless populations, students with disabilities, English Learners, and Hispanic).	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$22,464.00	\$0.00	\$22,464.00				\$22,464.00	
2	2.4	Increased Student Access to Science, Technology, History	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$8,500.00	\$8,500.00				\$8,500.00	
2	2.5	Increased Student Access to Electives	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Esparto Middle School	Ongoing	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	



Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.6	Increased Student Access to Music	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Esparto Elementary and Esparto Middle School		\$138,325.00	\$2,000.00	\$140,325.00				\$140,325.00	
2	2.7	Increased Access to Career Workshops & Experiences	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	
2	2.8	Improved Vertical Articulation & Career-Tech Articulation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$87,360.00	\$0.00	\$87,360.00				\$87,360.00	
2	2.9	Instructional Supervision & Professional Development - Special Ed	All	No			All Schools	Ongoing	\$21,840.00	\$0.00		\$21,840.00			\$21,840.00	
2	2.10	Data Analysis of Academic Achievement	All	No			All Schools	Ongoing	\$0.00	\$8,691.00		\$8,691.00			\$8,691.00	
2	2.11	RTI Strategies	All	No			All Schools	Ongoing	\$57,456.00	\$0.00		\$57,456.00			\$57,456.00	
3	3.1	Community Engagement - Student Led Conferences, Parent Square	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$6,849.00	\$6,849.00				\$6,849.00	
3	3.2	Community Engagement - Defray volunteer costs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$750.00	\$750.00				\$750.00	
3	3.3	Student Attendance Awards, DARE, Home to School Transportation- (supports our most chronically absent student subgroups: Homeless populations and Hispanic).	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$481,800.00	\$481,800.00				\$481,800.00	
3	3.4	Increase Graduation Rates	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	9-12	Ongoing	\$16,428.00	\$0.00	\$9,790.00	\$6,638.00			\$16,428.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.5	Integrated Services - Counseling, OT, Restorative Justice, PBIS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$593,470.00	\$50,000.00	\$484,740.00	\$158,730.00			\$643,470.00	
3	3.6	Student Engagement - Academic Field Trips	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	TK-12	Ongoing	\$0.00	\$12,000.00	\$12,000.00				\$12,000.00	
3	3.7	Student Engagement - Athletics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	6-12	Ongoing	\$0.00	\$62,500.00	\$62,500.00				\$62,500.00	
3	3.8	Social Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$206,502.00	\$0.00	\$206,502.00				\$206,502.00	
3	3.9	Community Engagement -TB exams, Fingerprinting	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$750.00	\$750.00				\$750.00	
3	3.10	Communication - translation services	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$27,291.00	\$0.00	\$27,291.00				\$27,291.00	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$10,211,001	\$3,351,199	32.819%	0.000%	32.819%	\$3,354,754.00	0.000%	32.854 %	<b>Total:</b>	\$3,354,754.00
								<b>LEA-wide Total:</b>	\$2,715,419.00
								<b>Limited Total:</b>	\$448,884.00
								<b>Schoolwide Total:</b>	\$190,451.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Facility Improvements	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
1	1.3	Necessary Instructional Materials - Common Core	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,000.00	
1	1.4	Increased Student Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$67,820.00	
1	1.6	Increased Completion of CTE Capstone Courses	Yes	Schoolwide	English Learners Foster Youth Low Income	9-12	\$14,500.00	
1	1.7	College Ready	Yes	Schoolwide	English Learners Foster Youth Low Income	9-12	\$3,887.00	
1	1.8	Staff Development	Yes	Schoolwide	English Learners Foster Youth Low Income	9-12	\$5,949.00	
1	1.9	Professional Learning	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$27,300.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.10	School-Home Communication	Yes	LEA-wide	English Learners Low Income	All Schools	\$35,864.00	
1	1.11	English Learner Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$448,884.00	
2	2.1	Professional Development-CAASPP Training and Para Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$682,078.00	
2	2.2	Quality Instruction - Early Literacy, Library Tech, Reading Assessments, Math (supports our lowest performing students: socio-economically disadvantaged, white, homeless populations, students with disabilities, English Learners, and Hispanic).	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$461,851.00	
2	2.3	Extended Learning: (supports our lowest performing students: socio-economically disadvantaged, white, homeless populations, students with disabilities, English Learners, and Hispanic).	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$22,464.00	
2	2.4	Increased Student Access to Science, Technology, History	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,500.00	
2	2.5	Increased Student Access to Electives	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Esparto Middle School	\$2,500.00	
2	2.6	Increased Student Access to Music	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Esparto Elementary and Esparto Middle School	\$140,325.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.7	Increased Access to Career Workshops & Experiences	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	
2	2.8	Improved Vertical Articulation & Career-Tech Articulation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$87,360.00	
3	3.1	Community Engagement - Student Led Conferences, Parent Square	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,849.00	
3	3.2	Community Engagement - Defray volunteer costs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$750.00	
3	3.3	Student Attendance Awards, DARE, Home to School Transportation- (supports our most chronically absent student subgroups: Homeless populations and Hispanic).	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$481,800.00	
3	3.4	Increase Graduation Rates	Yes	Schoolwide	English Learners Foster Youth Low Income		\$9,790.00	
3	3.5	Integrated Services - Counseling, OT, Restorative Justice, PBIS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$484,740.00	
3	3.6	Student Engagement - Academic Field Trips	Yes	Schoolwide	English Learners Foster Youth Low Income	TK-12	\$12,000.00	
3	3.7	Student Engagement - Athletics	Yes	LEA-wide	English Learners Foster Youth Low Income	6-12	\$62,500.00	
3	3.8	Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$206,502.00	
3	3.9	Community Engagement - TB exams, Fingerprinting	Yes	LEA-wide	Low Income	All Schools	\$750.00	
3	3.10	Communication - translation services	Yes	LEA-wide	English Learners Low Income	All Schools	\$27,291.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,590,766.00	\$4,717,369.00

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	Facility Improvements	Yes	\$47,200.00	\$47,200
1	1.2	Credential Reviews	No	\$139,207.00	\$139,207
1	1.3	Necessary Instructional Materials - Common Core	Yes	\$36,000.00	\$40,962
1	1.4	Increased Student Access to Technology	Yes	\$68,023.00	\$75,145
1	1.5	Increased Number of Students Meeting A-G Requirements	No	\$29,695.00	\$31,180
1	1.6	Increased Completion of CTE Capstone Courses	Yes	\$14,500.00	\$6,983
1	1.7	College Ready	Yes	\$3,702.00	\$3,887
1	1.8	Staff Development	Yes	\$5,949.00	\$5,800
1	1.9	Professional Learning	Yes	\$1,010,861.00	\$1,010,861
1	1.10	School-Home Communication	Yes	\$35,864.00	\$35,864
1	1.11	English Learner Instruction	Yes	\$417,497.00	\$428,331

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Professional Development- CAASP Training and Para Support	Yes	\$869,956.00	\$825,935
2	2.2	Quality Instruction - Early Literacy, Library Tech, Reading Assessments	Yes	\$405,415.00	\$421,034
2	2.3	Extended Learning	Yes	\$22,382.00	\$24,633
2	2.4	Increased Student Access to Science, Technology, History	Yes	\$8,500.00	\$2,701
2	2.5	Increased Student Access to Electives	Yes	\$2,500.00	\$440
2	2.6	Increased Student Access to Music	Yes	\$137,865.00	\$132,568
2	2.7	Increased Access to Career Workshops & Experiences	Yes	\$1,500.00	\$410
2	2.8	Improved Vertical Articulation & Career-Tech Articulation	Yes	\$87,360.00	\$87,360
2	2.9	Instructional Supervision & Professional Development - Special Ed	No	\$21,840.00	\$21,840
2	2.10	Data Analysis of Academic Achievement	No	\$8,691.00	\$8,691
2	2.11	RTI Strategies	No	\$57,456.00	\$57,456
3	3.1	Community Engagement - Student Led Conferences, Parent Square	Yes	\$6,849.00	\$13,142
3	3.2	Community Engagement - Defray volunteer costs	Yes	\$750.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Student Attendance Awards, DARE, Home to School Transportation	Yes	\$481,800.00	\$478,800
3	3.4	Increase Graduation Rates	No	\$6,638.00	\$6,638
3	3.5	Integrated Services - Counseling, OT, Restorative Justice, PBIS	Yes	\$510,511.00	\$544,848
3	3.6	Student Engagement - Academic Field Trips	Yes	\$12,000.00	\$13,808
3	3.7	Student Engagement - Athletics	Yes	\$62,500.00	\$81,205
3	3.8	Social Emotional Learning	Yes	\$49,714.00	\$141,774
3	3.9	Community Engagement -TB exams, Fingerprinting	Yes	\$750.00	\$1,375
3	3.10	Communication - translation services	Yes	\$27,291.00	\$27,291



# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$3,210,051	\$3,132,202.00	\$3,257,350.00	(\$125,148.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Facility Improvements	Yes	\$15,000.00	\$15,000		
1	1.3	Necessary Instructional Materials - Common Core	Yes	\$36,000.00	\$40,962		
1	1.4	Increased Student Access to Technology	Yes	\$68,023.00	\$75,145		
1	1.6	Increased Completion of CTE Capstone Courses	Yes	\$14,500.00	\$6,983		
1	1.7	College Ready	Yes	\$3,702.00	\$3,887		
1	1.8	Staff Development	Yes	\$5,949.00	\$5,800		
1	1.9	Professional Learning	Yes	\$27,300.00	\$27,300		
1	1.10	School-Home Communication	Yes	\$35,864.00	\$35,864		
1	1.11	English Learner Instruction	Yes	\$417,497.00	\$428,331		
2	2.1	Professional Development-CAASP Training and Para Support	Yes	\$690,680.00	\$646,659		
2	2.2	Quality Instruction - Early Literacy, Library Tech, Reading Assessments	Yes	\$405,415.00	\$421,034		
2	2.3	Extended Learning	Yes	\$22,382.00	\$24,663		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	Increased Student Access to Science, Technology, History	Yes	\$8,500.00	\$2,701		
2	2.5	Increased Student Access to Electives	Yes	\$2,500.00	\$440		
2	2.6	Increased Student Access to Music	Yes	\$137,865.00	\$132,568		
2	2.7	Increased Access to Career Workshops & Experiences	Yes	\$1,500.00	\$410		
2	2.8	Improved Vertical Articulation & Career-Tech Articulation	Yes	\$87,360.00	\$87,360		
3	3.1	Community Engagement - Student Led Conferences, Parent Square	Yes	\$6,849.00	\$13,142		
3	3.2	Community Engagement - Defray volunteer costs	Yes	\$750.00	\$0		
3	3.3	Student Attendance Awards, DARE, Home to School Transportation	Yes	\$481,800.00	\$478,800		
3	3.5	Integrated Services - Counseling, OT, Restorative Justice, PBIS	Yes	\$510,511.00	\$544,848		
3	3.6	Student Engagement - Academic Field Trips	Yes	\$12,000.00	\$13,808		
3	3.7	Student Engagement - Athletics	Yes	\$62,500.00	\$81,205		
3	3.8	Social Emotional Learning	Yes	\$49,714.00	\$141,774		
3	3.9	Community Engagement -TB exams, Fingerprinting	Yes	\$750.00	\$1,375		
3	3.10	Communication - translation services	Yes	\$27,291.00	\$27,291		

## 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)
\$9,778,391	\$3,210,051	0	32.828%	\$3,257,350.00	0.000%	33.312%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

**Comprehensive Support and Improvement**

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

*Schools Identified*

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

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

*Support for Identified Schools*

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

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

*Monitoring and Evaluating Effectiveness*

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

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

**Engaging Educational Partners**

**Purpose**

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

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

**Requirements**

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

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

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

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

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

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

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

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

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

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



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

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

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

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

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

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

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

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

### Year 1 Outcome

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

### Year 2 Outcome

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

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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



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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

## Total Funds

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

## Contributing

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

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

## Required Actions

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

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

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

### Purpose

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

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

### Statutory Requirements

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

#### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

#### Identified Need(s)

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

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

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

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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

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

### Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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



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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

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

## LCFF Carryover Table

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

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

### **Contributing Actions Annual Update Table**

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

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

### **LCFF Carryover Table**

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

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

California Department of Education  
November 2023