



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Raymond-Knowles Union Elementary School District

CDS Code: 20652766024095

School Year: 2024-25

LEA contact information:

Deena Hegerle

Superintendent/CBO

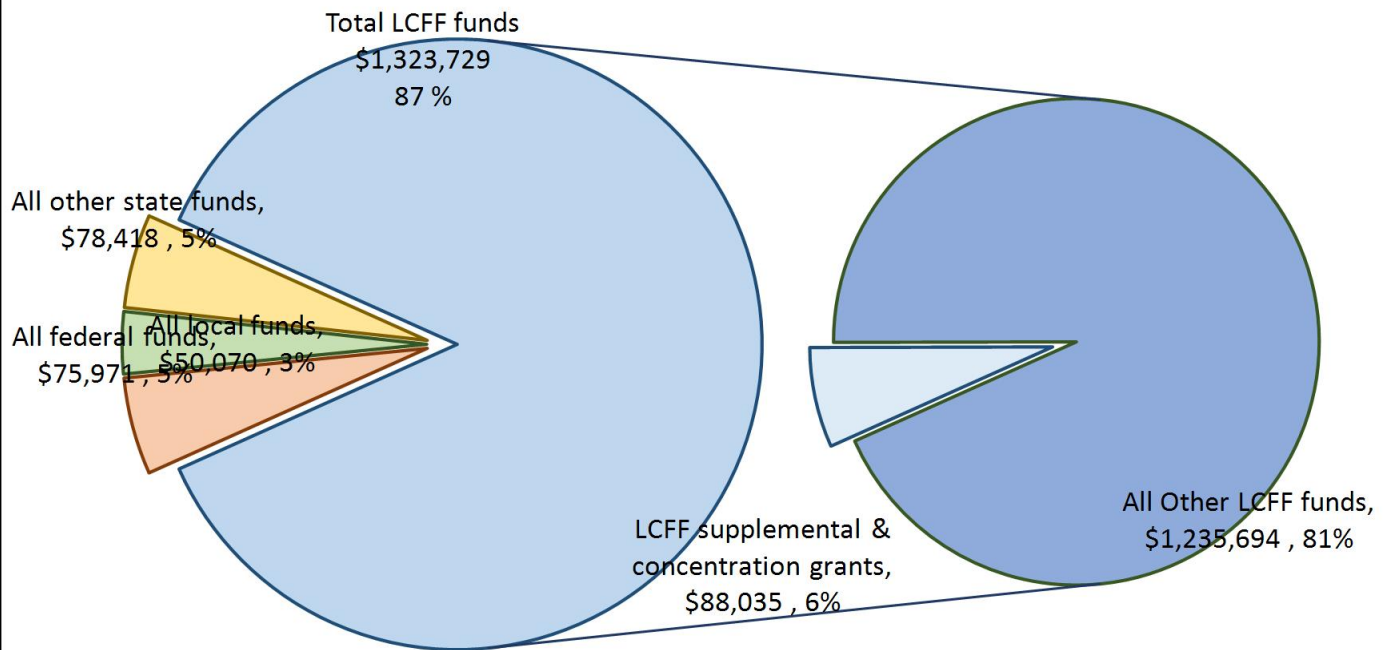
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559.689.3336

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

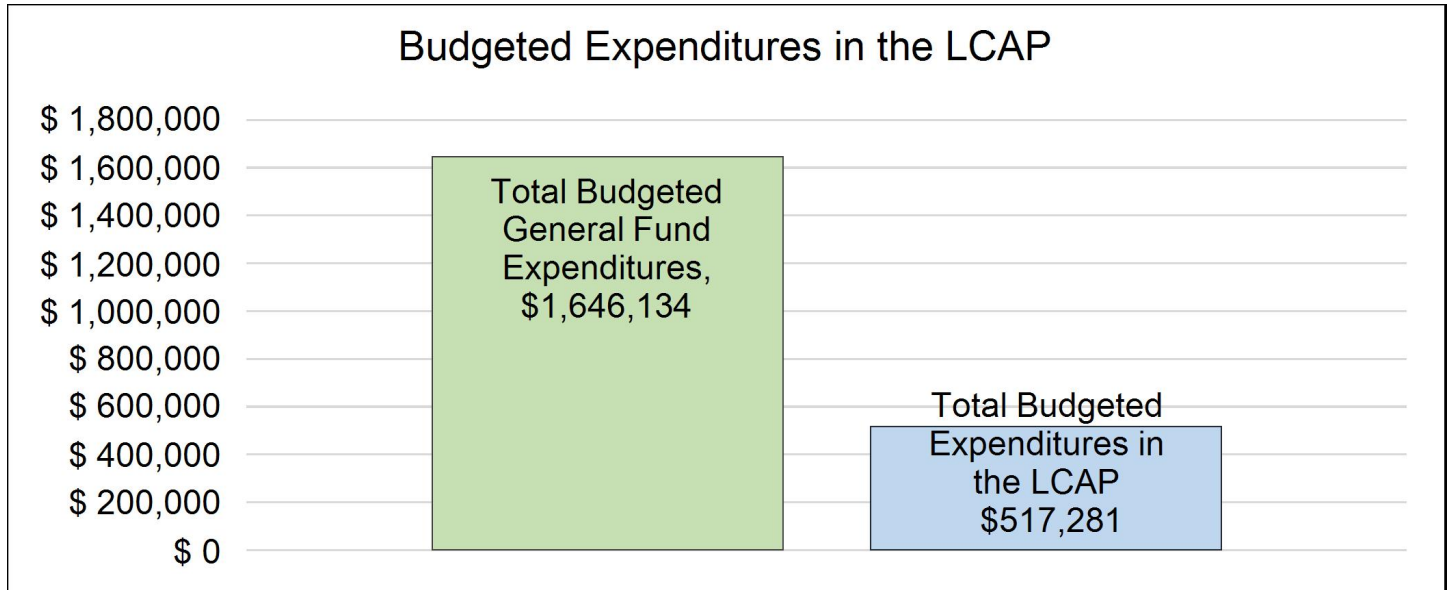


This chart shows the total general purpose revenue Raymond-Knowles Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Raymond-Knowles Union Elementary School District is \$1,528,188, of which \$1,323,729 is Local Control Funding Formula (LCFF), \$78,418 is other state funds, \$50,070 is local funds, and \$75,971 is federal funds. Of the \$1,323,729 in LCFF Funds, \$88,035 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 Raymond-Knowles Union Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Raymond-Knowles Union Elementary School District plans to spend \$1,646,134 for the 2024-25 school year. Of that amount, \$517,281 is tied to actions/services in the LCAP and \$1,128,853 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

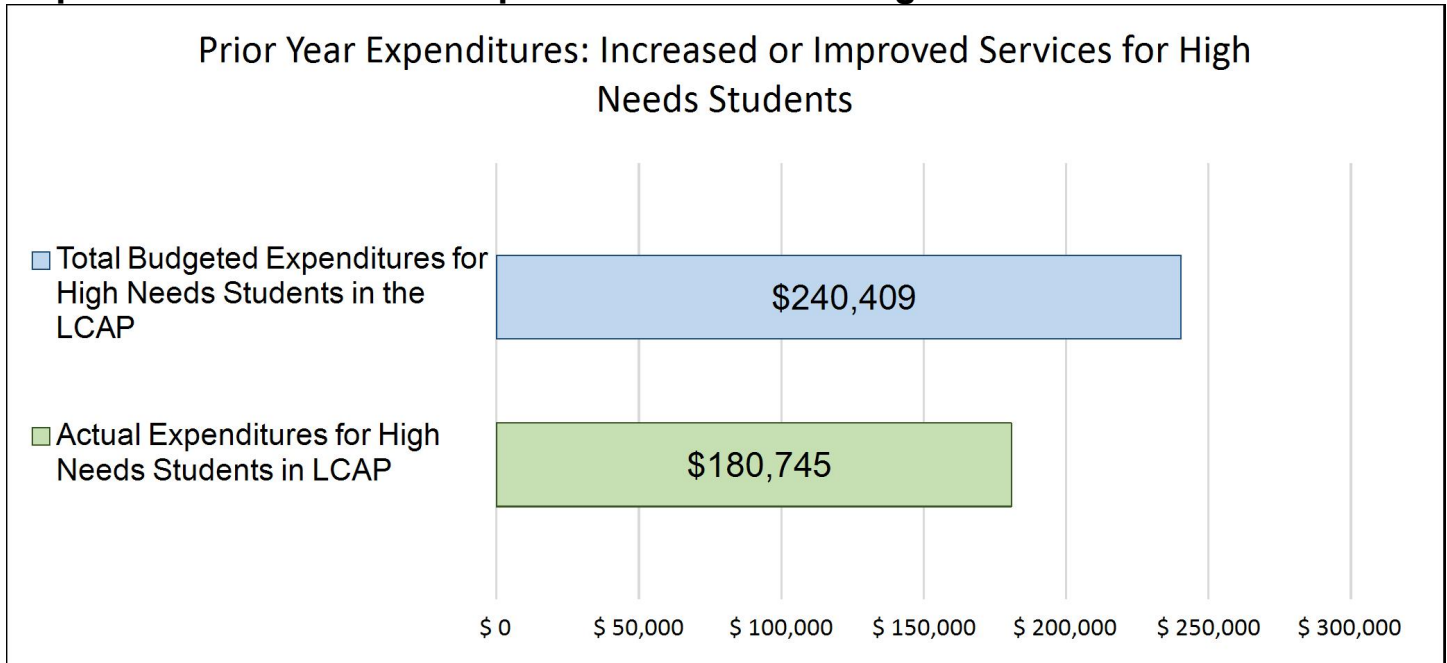
The General Fund Budget Expenditures for the school year that were not included in the Local Control and Accountability Plan (LCAP) consist of essential operational costs such as salaries, benefits, operational utilities, and supplies. These expenditures are crucial for the day-to-day functioning of the school but fall outside the specific goals and actions outlined in the LCAP.

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

In 2024-25, Raymond-Knowles Union Elementary School District is projecting it will receive \$88,035 based on the enrollment of foster youth, English learner, and low-income students. Raymond-Knowles Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Raymond-Knowles Union Elementary School District plans to spend \$273,221 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 Raymond-Knowles Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Raymond-Knowles Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Raymond-Knowles Union Elementary School District's LCAP budgeted \$240,409 for planned actions to increase or improve services for high needs students. Raymond-Knowles Union Elementary School District actually spent \$180,745 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-59,664 had the following impact on Raymond-Knowles Union Elementary School District's ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high-needs students in 2023-24 were less than the total budgeted expenditures for those planned actions and services. This discrepancy was primarily due to a large carry-over from 2022-23, as the District was unable to hire a Learning Director due to a lack of qualified candidates. As a result, the funds from 2022-23 were carried over and added to the budgeted LCFF Supplemental & Concentration Grants for 2023-24.

Despite this carry-over, the actual expenditures being less than budgeted did impact the planned actions and services. Some initiatives or enhancements that were intended to be implemented with the full budget were either delayed or scaled down. Consequently, while there were improvements and increased services for high-needs students, the extent and scope of these improvements were not as comprehensive as originally planned.



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
Raymond-Knowles Union Elementary School District	Deena Hegerle Superintendent/CBO	dhegerle@rkusd.org 559.689.3336

Goals and Actions

Goal

Goal #	Description
1	RKUESD students will master core academic content in a challenging, disciplined, safe, and supportive environment for students and staff, with the support of highly qualified teachers, families, and the community, so they can reach their full potential of becoming productive citizens of high moral character, making life-long contributions to society.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA: Distance from Standard	2.8 points below standard [2019 California School Dashboard]	Data not available. "Distance from Standard" has not been reported on the California School Dashboard since 2019.	Overall -- 33.9 points below standard Low-Income -- 35.7 points below standard [2022 California School Dashboard]	Overall -- 38.8 points below standard Low-Income -- 72.8 points below standard Hispanic -- 58.1 points below standard White -- 24.9 points below standard Students with Disabilities -- 145.1 points below standard [2023 CA School Dashboard]	Overall -- 3 points above standard Low-Income -- 3 points above standard [2024 California School Dashboard]
SBAC Math: Distance from Standard	15.7 points below standard [2019 California School Dashboard]	Data not available. "Distance from Standard" has not been reported on the California School Dashboard since 2019.	Overall -- 25.4 points below standard Low-Income -- 39.6 points below standard [2022 California School Dashboard]	Overall -- 50.4 points below standard Low-Income -- 96.1 points below standard Hispanic -- 72.0 points below standard White -- 37.4 points below standard	Overall -- 10 points below standard Low-Income -- 15 points below standard [2024 California School Dashboard]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Students with Disabilities -- 160.8 points below standard [2023 CA School Dashboard]	
English Learners Making Progress Towards English Language Proficiency: ELPAC Summative Assessment	No Data Reported – Too Few Students to Report [2019 California School Dashboard]	Data is not reported since there are fewer than 10 students.	Data is not reported since there are fewer than 10 students.	Data are not reported since there are fewer than 11 students.	55% English Learners Making Progress Towards English Language Proficiency [2022 California School Dashboard]
Reclassification Rate	0% [2020-2021 DataQuest English Learner Data]	Data not reported.	Data not reported.	Data are not reported since there are fewer than 11 students.	20% [2023-2024 DataQuest English Learner Data]
Teachers Appropriately Credentialed and Assigned Report to Board	NOT MET -- Results were not reported at the Board meeting at which the LCAP was adopted 100% Teachers Appropriately Credentialed and Assigned	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 100% of teachers were appropriately credentialed and assigned.	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 40% of teachers were appropriately credentialed. 60% were interns. 100% were appropriately assigned with no vacancies.	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 81.8%% of teachers were appropriately credentialed and assigned [2021-22 CDE DataQuest}	MET -- Results Reported. 100% of teachers appropriately credentialed and assigned. [2024 Report to Board]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			[2020-21 CDE DataQuest}		
iReady Assessments	<p>2019-2020 iReady Math Assessments:</p> <p>K-1 not assessed 2nd : 0% met typical annual growth 3rd : 42% met typical annual growth 4th: 80% met typical annual growth 5th : 67% met typical annual growth 6th : 43% met typical annual growth 7th : 43% met typical annual growth 8th : 67% met typical annual growth</p> <p>2019-2020 iReady ELA Assessments:</p> <p>K-3 not assessed 4th: 60% met typical annual growth 5th : 33% met typical annual growth 6th : 57% met typical annual growth</p>	<p>2021-22 iReady Math Assessments</p> <p>Percentage of students “Early on grade level” or “mid or above grade level” Overall– 35% Grade 2 36% Grade 3 42% Grade 4 10% Grade 5 30% Grade 6 60% Grade 7 50% Grade 8 38%</p> <p>2021-22 iReady ELA Assessments:</p> <p>Percentage of students “Early on grade level” or “mid or above grade level” Overall– 34% Grade 2 27% Grade 3 33% Grade 4 30% Grade 5 28% Grade 6 40% Grade 7 50%</p>	<p>2022-23 iReady Math Assessments</p> <p>Percentage of students “Early on grade level” or “mid or above grade level” Overall – 34% Grade 1 -- 33% Grade 2 -- 50% Grade 3 -- 40% Grade 4 -- 14% Grade 5 -- 17% Grade 6 -- 50% Grade 7 -- 20% Grade 8 -- 43%</p> <p>2022-23 iReady ELA Assessments:</p> <p>Percentage of students “Early on grade level” or “mid or above grade level” Overall – 38% Grade 1 -- 34% Grade 2 -- 0% Grade 3 -- 50% Grade 4 -- 29% Grade 5 -- 42%</p>	<p>2023-24 iReady Math Assessments</p> <p>Percentage of students “Early on grade level” or “mid or above grade level” Overall -- 30% Grade 1 -- n/d Grade 2 -- 50% Grade 3 -- 67% Grade 4 -- 33% Grade 5 -- 14% Grade 6 -- 9% Grade 7 -- 42% Grade 8 -- 0%</p> <p>2023-24 iReady ELA Assessments:</p> <p>Percentage of students “Early on grade level” or “mid or above grade level” Overall -- 39% Grade 1 -- n/d Grade 2 -- 34% Grade 3 -- 33% Grade 4 -- 56%</p>	<p>2023-24 iReady Math Assessments</p> <p>Percentage of students “Early on grade level” or “mid or above grade level” Overall– 75% Grade 2 75% Grade 3 75% Grade 4 75% Grade 5 75% Grade 6 75% Grade 7 75% Grade 8 75%</p> <p>2023-24 iReady ELA Assessments:</p> <p>Percentage of students “Early on grade level” or “mid or above grade level” Overall– 75% Grade 2 75% Grade 3 75% Grade 4 75% Grade 5 75% Grade 6 75% Grade 7 75%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	7th : 43% met typical annual growth 8th : 64% met typical annual growth	Grade 8 38%	Grade 6 -- 44% Grade 7 -- 20% Grade 8 -- 57%	Grade 5 -- 28% Grade 6 -- 36% Grade 7 -- 42% Grade 8 -- 25%	Grade 8 75%
Maintain Campus in Good Repair Report to Board	NOT MET -- Results were not reported at the same Board meeting at which the LCAP was adopted Facility was in good repair. [2020 Facilities Inspection Tool (FIT) Report to Board]	MET -- Results were reported at the Board meeting at which the LCAP was adopted. Facility was in good repair.	MET -- Results were reported at the Board meeting at which the LCAP was adopted. Facility was in good repair [2022 Facilities Inspection Tool (FIT) Report to Board]	MET -- Results were reported at the Board meeting at which the LCAP was adopted. Facility was in good repair. [2024 Local Indicators Report to the Board]	MET -- Results Reported. Facility in good repair. [2024 Report to Board]
School Climate Survey: % of Students Feeling Safe at School Report to Board	NOT MET -- Results were not reported at the Board meeting at which the LCAP was adopted. 56.3% of junior high students reported feeling safe and connected to the school. [2021 Student Survey]	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 57.1% of surveyed students reported feeling safe at school.	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 58.2% of surveyed students reported feeling safe at school.	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 52% of surveyed students reported feeling safe at school. [2024 Student Survey]	MET -- Results Reported 70% of surveyed students reported feeling safe at school. [2024 Student Survey]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>School Climate Survey:</p> <p>% of Students Feeling Connected to School</p> <p>Report to Board</p>	<p>NOT MET -- Results were not reported at the Board meeting at which the LCAP was adopted.</p> <p>56.3% of junior high students reported feeling safe and connected to the school.</p> <p>[2021 Student Survey]</p>	<p>MET -- Results were reported at the Board meeting at which the LCAP was adopted.</p> <p>43.1% of surveyed students reported feeling connected to the school.</p>	<p>MET -- Results were reported at the Board meeting at which the LCAP was adopted.</p> <p>53.6% of surveyed students reported feeling connected to the school</p>	<p>MET -- Results were reported at the Board meeting at which the LCAP was adopted.</p> <p>71% of surveyed students reported feeling connected to the school.</p> <p>[2024 Student Survey]</p>	<p>MET -- Results Reported</p> <p>70% of surveyed students reported feeling connected to the school.</p> <p>[2024 Student Survey]</p>
Attendance	<p>89.64%</p> <p>[2020-21 Aeries Monthly Summary total]</p>	<p>79.64%</p> <p>[2021-22 Aeries Monthly Summary total]</p>	<p>87.73%</p> <p>[2022-23 Aeries Monthly Summary total]</p>	<p>91.46%</p> <p>[2023-24 Aeries Monthly Summary total]</p>	<p>95%</p> <p>[2023-24 District Calculations]</p>
Suspension Rate	<p>2.4%</p> <p>[2019-20 DataQuest]</p>	<p>0%: Overall 0%: Low-Income 0%: White 0%: Hispanic</p> <p>[2020-21 DataQuest]</p>	<p>0%: Overall 0%: Low-Income 0%: White 0%: Hispanic</p> <p>[2022 CA School Dashboard]</p>	<p>Overall -- 2.1% Low-Income -- 3.4% Hispanic -- 0% White -- 4.4% Students with Disabilities -- 5.9%</p> <p>[2023 CA School Dashboard]</p>	<p>0%</p> <p>[2023-24 DataQuest]</p>
Expulsion Rate	<p>1.19%</p> <p>[2019-20 DataQuest]</p>	<p>0%</p> <p>[2020-21 DataQuest]</p>	<p>0%</p> <p>[2021-22 DataQuest]</p>	<p>0%</p> <p>[2022-23 DataQuest]</p>	<p>0%</p> <p>[2023-24 DataQuest]</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate	0% [2020-21 CALPADS Report 8.1c]	0% [2021-22 CALPADS Report 8.1c]	0% [2022-23 CALPADS Report 8.1c]	0% [2022-23 CALPADS Report 8.1c]	0% [2023-24 CALPADS Report 8.1c]
Chronic Absenteeism	22% [2020-21 CALPADS report 14.2]	23.4%: Overall 28.6%: Low-Income 19.1%: White 23.8%: Hispanic 33.3%: SWD [2020-21 DataQuest]	69.3%: Overall 69.2%: Low-Income 72.5%: White 61.3%: Hispanic 58.8%: SWD [2022 CA School Dashboard]	Overall -- 45.5% Low-Income -- 43.6% Hispanic -- 32.4% White -- 50.0% Students with Disabilities -- 37.5% [2023 CA School Dashboard]	15% [2023-24 CALPADS Report 14.1]
State Standards Implementation and English Learner Access to Core Curriculum and ELD Standards: Report to Board	NOT MET -- Results were not reported at the Board meeting at which the LCAP was adopted State Standards were implemented in ELA, Math, Social Science, Science, PE, and Visual and Performing Arts.	MET -- Results were reported at the Board meeting at which the LCAP was adopted. State Standards were implemented in ELA, Math, Social Science, Science, PE, and Visual and Performing Arts. Using the state's self-reflection instrument, the District was rated at a 3.5 for implementation progress on a scale of 1 to 5.	MET -- Results were reported at the Board meeting at which the LCAP was adopted. State Standards were implemented in ELA, Math, Social Science, Science, PE, and Visual and Performing Arts. Using the state's self-reflection instrument, the District was rated at a 4.0 for implementation	MET -- Results were reported at the Board meeting at which the LCAP was adopted. State Standards were implemented in all classes in ELA, Math, Social Science, Science, PE, and Visual and Performing Arts. [2024 Local Indicators Report to Board]	MET -- Results Reported 4.0 average rating (on a scale of 1= exploration to 5 = sustained) for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards. [2024, Report to Board]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			progress on a scale of 1 to 5.		
Access to Standards-Aligned Materials: Report to Board	NOT MET – Results not reported to the Board at the meeting at which the LCAP was adopted. 100% of students had access to standards-aligned instructional materials.	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 100% of students had access to standards-aligned instructional materials.	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 100% of students had access to standards-aligned instructional materials.	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 100% of students had access to standards-aligned instructional materials. [2024 Local Indicators Report to Board]	MET -- Results Reported 100% of students have access to standards-aligned curriculum materials. [June, 2024, Report to Board]
Access to a Broad Course of Study: Report to Board	NOT MET – Results not reported to the Board at the meeting at which the LCAP was adopted. All students had access to a broad course of study.	MET -- Results were reported at the Board meeting at which the LCAP was adopted. All students had access to a broad course of study.	MET -- The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs were reported at the Board meeting at which the LCAP was adopted. All students had access to a broad course of study.	MET -- Results were reported at the Board meeting at which the LCAP was adopted. The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs were reported at the Board meeting at which the LCAP was adopted.	MET -- Results Reported The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs will be reported to the Board. All students will have access to a broad course of study.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>All students had access to a broad course of study.</p> <p>[2024 Local Indicators Report to Board]</p>	[2024 Report to Board]
Parent Engagement Report to Board	NOT MET – Results not reported to the Board at the meeting at which the LCAP was adopted.	<p>MET -- Results were reported at the Board meeting at which the LCAP was adopted.</p> <p>Using the state's self-reflection instrument, the District was rated at a 3.9 for parent and family engagement progress on a scale of 1 to 5.</p>	<p>MET -- Results were reported at the Board meeting at which the LCAP was adopted.</p> <p>The state's self-reflection instrument was not used this year. Using the District's family engagement survey, it was rated at a 3.7 for communicating with parents and families on a scale of 1 to 5.</p>	<p>MET -- Results were reported at the Board meeting at which the LCAP was adopted.</p> <p>The state's self-reflection showed a 4.3 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool.</p> <p>[2024 Local Indicators Report to Board]</p>	<p>MET -- Results Reported</p> <p>The state's self-reflection tool will reflect an average rating of 4.5 (on a scale of 1= strongly disagree to 5 = strongly agree) for parent and family engagement</p> <p>[2024, Report to the Board]</p>

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.

Concluding a second year without a permanent, full-time Principal, we found that many actions were challenging to complete as planned due to how busy the Superintendent, Learning Director, instructional staff, and support staff were kept in effectively completing their other duties.

- 1.1 - The District hired a Learning Director and the action was implemented as planned.
- 1.2 - This action was successfully implemented, but not to the expected extent. Counseling services were provided, as students requested, which was significantly less than anticipated. Anonymous bully reporting was available. Social and emotional learning was evident school-wide, though we were not able to provide professional learning.
- 1.3 - Implementation of this action was successful. Communication with Parent Square was carried out. Teachers used conferences and Back to School Night to share information regarding standards being covered and Ideas and resources for parents to help their students academically; parent participation in the classrooms was encouraged; and an attractive school website was maintained.
- 1.4 - This action was not implemented as planned. The review and revision of the English Learner support and reclassification processes and procedures and the discussion of progress on the ELPAC assessment, including a report card that indicated an EL student's progress towards reclassification were not accomplished due to lack of staff to guide the task. The lack of a principal created challenges on completing many actions in the manner and degree that was planned. The District successfully provided a broad course of study, including unduplicated pupils' access to the standards and supports for students with exceptional needs, and materials to support access to the curriculum were not purchased, due to the lack of staff to assess what was needed and to complete the ordering. The Resource teacher accomplished quarterly progress reports based on students with disabilities progress towards their IEP goals.
- 1.5 - The Response to Intervention Teacher successfully implemented this action and provided the planned services.
- 1.6 - Implementation of most aspects of this action were successful. The Superintendent/CBO, Learning Director, and staff collaborated to complete many tasks. However, a significant challenge was found in providing classrooms with updated supplies and learning materials for all students, particularly in finding time to assess needs and plan purchases. We continued to ensure that 8th grade graduation requirements was tied to mastery of content standards.
- 1.7 - Other than continuing with the custodian position, this action remains a work in progress and was not successfully implemented. Planned facility improvements are still on hold. Students were surveyed. The proposed trainings were not held. Improvements to facilities, blacktop resurfacing, and classroom and building repairs were, again, postponed due to continuing difficulties in finding contractors to complete the jobs during the school year.
- 1.8 - The Teacher on Special Assignment/Math Teacher was hired and successfully provided smaller group instruction and more individual support for students.
- 1.9 - Stipends to encourage staff retention were successfully provided.

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.

- 1.2 -- Under budget by \$16,940: Requests for counseling services were not as great as anticipated.
- 1.4 -- Under budget by \$15,240: Planned purchases of materials were not made.
- 1.5 --
- 1.6 -- Under budget by \$7,500: Not all of the planned purchases of materials were not made.
- 1.7 -- Under budget by \$84,002: Improvements to facilities, blacktop resurfacing, and classroom and building repairs were, again, postponed due to continuing difficulties in finding contractors to complete the jobs.
- 1.8 -- Under budget by \$45,063: The Math support teacher did not work full-time in 2023-24.

1.9 -- Over budget by \$12,559: Retention stipends were more costly than budgeted.

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

Actions 1.1, 1.3, 1.5, and 1.6, combined, were created to support improved academic outcomes for students and close achievement gaps between Low-Income students and the overall population. The state assessment data indicates that these actions have not been as effective as planned. Positive signs of effectiveness include the 2024 Students' survey responses, which confirmed that the math support has been positive and helpful, as was the support of the Learning Director. The staff also continues to stress the importance of the Learning Director position to support teachers and students, along with the math and Rtl supports. The SSC continues to stress the importance of the Learning Director position to support teachers and students. For the past two years, the District has been challenged to hire a full-time, permanent Principal to provide instructional leadership and support for the Learning Director and the instructional staff. School effectiveness research supports the need for school leaders to exhibit strong instructional leadership, especially in supporting teachers in developing the individual self-efficacy that combines into collective self-efficacy. Our experience has confirmed this research, and shown that implementation, with fidelity, of our improvement initiatives has been hampered by the lack of a principal who can ensure that the Learning Director can focus their full efforts on supporting instructional improvement.

Actions 1.2, 1.3, and 1.7 are all focused on a positive school environment that supports connectedness of students and families to the school. The metrics associated with this cluster of actions indicate the it has been effective in some regards, and less-than-so in others. Students' feelings of connectedness increased significantly, which suggests that the actions continue to be effective in increasing school connectedness. Chronic absenteeism rates declined significantly, another sign of the effectiveness of these actions. Suspension rates increased from the prior year. Because of the small population of our school, suspension rates are very volatile, and only one or two students, possibly in a single incidence, can make a significant difference in results. Because our suspension rate was still low, and is typically 0%, we believe that these results were an anomaly, and we will continue our program of behavior and social-emotional supports, including counseling services from Camarena Health for at-risk students, and social-emotional learning curriculum school-wide. Feedback from families show that communication efforts have been more effective, and will continue to improve next year. Parents who responded to surveys gave the school higher ratings for access to standards-aligned materials, providing students with academic support when needed, and for setting high expectations for our students. The state's self-reflection tool for family engagement reflected a high level of satisfaction with a 4.3 average score.

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

Metrics:

- "SBAC ELA: Distance from Standard" changed to "California School Dashboard: ELA Distance from Standard" for clarity.
- "SBAC Math: Distance from Standard" changed to "California School Dashboard: Math Distance from Standard" for clarity.

- "English Learners Making Progress Towards English Language Proficiency: ELPAC Summative Assessment" changed to "California School Dashboard:
- English Learners Making Progress Towards English Language Proficiency: ELPAC Summative Assessment" for clarity.
- "School Climate Survey: % of Students Feeling Safe at School" and "School Climate Survey: % of Students Feeling Connected to School" are now combined to avoid redundancy.
 - "Suspension Rate" and "Chronic Absenteeism" changed to "California School Dashboard: Suspension Rate" and "California School Dashboard: Chronic Absenteeism Rate" for clarity
 - Data source "[2022 Facilities Inspection Tool (FIT) Report to Board]" changed to "[2024 Local Indicators Report to the Board]" to reflect current practice.
 - Data source "[student survey]" changed to "[Local Indicators Report to Board]" to reflect current practice.
 - Data source "[Report to Board]" changed to "[Local Indicators Report to Board]" for clarity for metrics State Standards Implementation, Access to Standards- Aligned Materials, Access to a Broad Course of Study, and Parent Engagement.

Actions:

- The phrase "Conduct empathy interviews with students to identify and address feelings of not being safe at school" added to Action 1.2.
- The phrases "d. Student's progress and status of classwork" and "h. Annually hold Kindergarten Graduation celebration" added to Action 1.3. The phrase "g. School Site Council will meet at least 3 times a year (once a trimester) and continue to review, update, and discuss LCAP goals and actions" deleted from Action 1.3 and moved to Action 1.7, since it is a legal requirement and not part of a contributing action.
- In Action 1.4, third bullet, the phrase "all students" has been changed to "all English Learners and Low-Income students" to better reflect the intent of the action. The phrase "Continue to create quarterly progress reports based on students with disabilities progress towards their IEP goals" added to this action since it is a learner support.
- The phrase "Continue to create quarterly progress reports based on students with disabilities progress towards their IEP goals" was deleted from Action 1.5 and moved to Action 1.4. The phrase "Utilize Part-Time RTI Paraprofessional to work with students" was added to Action 1.5.
- The phrase "School Site Council will meet at least 3 times a year (once a trimester) and continue to review, update, and discuss LCAP goals and actions" added to Action 1.7. The phrases "c. Purchase additional cafeteria tables" and "d. Additional benches around campus to offer students a place to connect with one another" added to the action, as well.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Raymond-Knowles Union Elementary School District	Deena Hegerle Superintendent/CBO	dhegerle@rkusd.org 559.689.3336

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.

Knowles Union Elementary School District (RKUESD) is a single-school District located in the town of Raymond, an unincorporated community of less than 1,000 residents situated in the foothills of Eastern Madera County. The District encompasses 196.7 square miles of sparsely populated foothills. In 2023-24, RKUESD served 82 students enrolled in grades K-8, 8.5% of whom are American Indian, 42.7% Hispanic, 41.5% White, 6.1% Two or More Races, and 1.2% Asian. Approximately 52.4% of our students met the state's definition of Low-

Income, 4.9% were Foster Youth, and 4.9% homeless. Students with disabilities comprised 19.5% of our students, and 2.4% were English Learner students. The 2023-24 Unduplicated Pupil percentage was 53.7%

The mission of the Raymond-Knowles Union Elementary School District is to educate all students in a challenging, disciplined, safe, and supportive environment, so they can reach their full potential of becoming productive citizens of high moral character, making life-long contributions to society. Students are taught by four teachers assigned to multi-grade classrooms; one Learning Director; one Resource Teacher, and one Math Support teacher. One school and District secretary, one Chief Business Officer/Superintendent, two maintenance/janitorial/food services/bus drivers, one part-time maintenance worker, and a business services worker provide support to the educational program.

Students at RKUESD are instructed in 21st century skills that include the learning areas of core academic subjects using 21st century themes of life and career skills, critical thinking, communication, collaboration, creativity, technology, and information/media literacy. We are a 1:1, student to device school. Every student in grades Kindergarten through eighth grades has a computer or technology device assigned to them. Kindergarten through eighth grades use Chromebooks. We are also a Google Apps for Education (GAPE) school. We take pride in our students work and accomplishments. We host a student showcase events throughout the school year where we invite the community to the school to see students' work on display. Students share with their families and the community what they have learned and created in school. These events foster a positive relationship between the school and community.

The Governing Board is a group of publicly-elected volunteers who are educational partners in the community and are active in the school program.

Reflections: Annual Performance

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

Based on the 2023 California State Dashboard, the Raymond-Knowles Union Elementary School District has identified areas requiring immediate attention due to their performance in the "red" category. These areas include significant declines in both English Language Arts (ELA) and Math for low-income students, with a particular emphasis on improving outcomes for students with disabilities.

To address these challenges, we have implemented several targeted actions detailed in our LCAP, specifically under Goal 1, focusing on academic interventions and supports for our low-income student population, as well as targeted supports for Math and English Language Arts.

Goal 1, Action 1.5 focuses on Response to Intervention (RTI) and the hiring of an additional Math Support Teacher to provide more individualized and small group instruction.

Goal 1, Action 1.4 addresses additional support and progress monitoring for English Learners and low-income students through our Learning Director and the expansion of supplemental instructional materials.

Goal 1, Action 1.3 includes efforts to engage parents and families through enhanced communication and support programs, helping to reinforce learning outcomes at home.

These actions directly target the academic disparities identified on the CA State Dashboard and are aimed at reversing the declining trends

in ELA and Math for low-income and other high-needs students.

State Assessments, 2023 California School Dashboard, SBAC Distance from Standard:

Group ELA Change from 2022 Math Change from 2022

All Students 38.3 points below 4.9 points decline 50.4 points below 25.0 points decline

Low Income 72.8 points below 37.1 points decline 96.1 points below 53.2 points decline

Students w/Disabilities 145.1 points below 20.2 points decline 160.8 points below 29.8 points decline

Hispanic 58.1 points below 2.8 points decline 72.0 points below 17.1 points decline

White 24.9 points below 4.5 points decline 37.4 points below 21.5 points decline

English Learners n/r n/r

Foster Youth n/r n/r

Homeless n/r n/r

Overall results and those for all groups declined from the prior year. Inequalities in performance between All Students and Low-Income students are evident in both ELA and Math. During that time, the difference in scores between All Students and Low-Income students increased from 2 points to 34 points in ELA, and from 14 points to 46 points in Math. This change highlights the need to provide academic interventions and supports for Low-Income students, especially in Math.

State Assessments, SBAC Percentage of Students Meeting or Exceeding Standard:

Group ELA Change from 2022 Math Change from 2022

All Students 35.85% 2.44% decline 32.69% 6.44% decline

Low Income 24.24% 13.86% decline 18.76% 17.90% decline

Non-Low-Income 55.55% 18.5% increase 55.55% 11.80% increase

Students w/Disabilities 0% 8.33% decline 0% 29.09% decline

Hispanic 36.85% 1.56% increase 31.58% 13.94% increase

White 40.74% 0.63% decline 38.46% 15.11% decline

English Learners n/r n/r

Foster Youth n/r n/r

Homeless n/r n/r

Overall results and those for all groups with the exception of Hispanic students and Non Low-Income students declined from the prior year. Inequalities in performance between All Students and Low-Income students are evident in both ELA and Math. As with "Distance from Standard", the difference in percentages meeting/exceeding standard between All Students and Low-Income students increased substantially, as did the difference between Low-Income and Non Low-Income students. Declines for Low-Income students were greater in Math. These changes confirm the need to provide academic interventions and supports for Low-Income students, especially in Math.

iReady Math

Percentage of students "Early on grade level" or "mid or above grade level"

2023 2024

Overall -- 34% 30%

Grade 1 -- 33% n/d

Grade 2 -- 50% 50%

Grade 3 -- 40% 67%
Grade 4 -- 14% 33%
Grade 5 -- 17% 14%
Grade 6 -- 50% 9%
Grade 7 -- 20% 42%
Grade 8 -- 43% 0%

iReady Reading

Percentage of students “Early on grade level” or “mid or above grade level”

2023 2024

Overall -- 38% 39%
Grade 1 -- 34% n/d
Grade 2 -- 0% 34%
Grade 3 -- 50% 33%
Grade 4 -- 29% 56%
Grade 5 -- 42% 28%
Grade 6 -- 44% 36%
Grade 7 -- 20% 42%
Grade 8 -- 57% 25%

The iReady data generally confirm the state assessment results, overall, though it is inconsistent by grade levels. The numbers of our students who test at each grade level is very small, and results can be significantly impacted by just a few scores. We understand that we need to continue providing best first instruction and academic supports to all of our students to provide them with a successful academic experience and to reach our expected outcomes.

The District will continue the Learning Director support for teachers with standards-based lesson planning, grading, and intervention strategies; -a full-time certificated Response to Intervention (RTI) coordinator to implement a tiered system of academic interventions; and hire an additional Math Support teacher who will provide smaller group instruction and more individual support that is focused on individual grade levels.

2023 California School Dashboard: Suspension Rate

Overall -- 2.1%
Low-Income -- 3.4%
Hispanic -- 0%
White -- 4.4%
Foster Youth -- n/r
Homeless -- n/r
Students with Disabilities -- 5.9%

Suspension rates increased from the prior year. Because of the small population of our school, suspension rates are very volatile, and only one or two students, possibly in a single incidence, can make a significant difference in results. Because our suspension rate was still low, and is typically 0%, we believe that these results were an anomaly, and we will continue our program of behavior and social-emotional supports, including counseling services from Camarena Health for at-risk students, and social-emotional learning curriculum school-wide.

2023 California School Dashboard: Chronic Absenteeism 2023 Rate Change from 2022 Rate Madera County 2023 Rate

Overall -- 45.5% 23.8% decline 26%

Low-Income -- 43.6% 25.6% decline. 29%

Hispanic -- 32.4% 28.9% decline 27%

White -- 50.0% 22.5% decline 25%

Students with Disabilities -- 37.5% 21.3% decline 36%

Foster Youth -- n/r n/r

Homeless -- n/r n/r

Chronic absenteeism rates declined significantly from the prior year, though they remained the highest among Madera County districts. When compared to results for the County, data show that an inequality exists in the chronic absenteeism rate of Low-Income students in our school in relation to their peers county-wide, putting our Low-Income student group at risk of losing ground in academic achievement. The District will continue to provide high quality instruction in a safe and welcoming school climate that engages students. Also, the District will provide clear, timely communication and engaging activities for parents and families. We believe that re-engaging families in school will lead to better student engagement and continue to lower chronic absenteeism rates.

The overall attendance rate improved from 87.73% in 2022-23 to 91.46% in 2023-24.

The result from the 2024 student survey of school safety was also cause for concern. Among the students who responded, only 52% felt safe at school, a decline of 6% from the prior year. The conditions that are creating this disconnect from school will be addressed through providing more social-emotional and mental health supports.

With an 18% increase in students who feel connected to school, to 71%, we feel that we are on the right track in restoring a positive school climate. We will continue our efforts to do so.

Teachers gave the school high marks for providing standards-aligned materials in ELA, math, and social studies.

Parents who responded to surveys gave the school higher ratings for access to standards-aligned materials, providing students with academic support when needed, and for setting high expectations for our students. The state's self-reflection tool for family engagement reflected a high level of satisfaction with a 4.3 average score.

For the past two years, the District has been challenged to hire a full-time, permanent Principal to provide instructional leadership and support for the Learning Director and the instructional staff. School effectiveness research supports the need for school leaders to exhibit strong instructional leadership, especially in supporting teachers in developing the individual self-efficacy that combines into collective self-efficacy. Our experience has confirmed this research, and shown that implementation, with fidelity, of our improvement initiatives has been hampered by the lack of a Principal who can ensure that the Learning Director can focus their full efforts on supporting instructional improvement.

Required Actions:

- Improving ELA Distance from Standard for Low-Income students.
- Improving Math Distance from Standard for Low-Income students.

Reflections: Technical Assistance

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

Raymond-Knowles Union Elementary School District qualified for differentiated assistance (DA) because the Local Indicators were not met for two of more years. Madera County Superintendent of Schools is the Differentiated Assistance provider. The role of MCSOS is to provide assistance to the LEA to build the district's capacity to develop and implement actions and services based on the criteria of eligibility for the DA program. The services are tailored to the needs of the district.

Due to the shift in district administration over the past two years, MCSOS will assist in trainings and discussions to ensure all required documents and reports are understood and deadlines are met timely. The District and MCSOS participate in monthly meetings at which the participants review notes from the prior, ask and answer questions, review the LSFPU folder and updated information, look at 23-24 SFPD calendar to be aware of the deadline for entry into Dashboard, discuss any items for research, and draft and review the narratives for the local indicators.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teacher Educational Partners	Input Meeting, April 22, 2024. Surveyed, Spring 2024. Certificated staff were solicited through informational meetings and survey data. The District's teachers do not have a bargaining unit.
Other School Personnel Educational Partners	Surveyed, Spring 2024. Classified staff were solicited through informational meetings and survey data. The District's teachers do not have a bargaining unit.
Parents	Input Meeting, April 24, 2024. Surveyed, Spring 2024. Parents were solicited throughout the year for feedback on the effectiveness of the District's initiatives through a ParentSquare survey request and a school climate survey.
Community Educational Partners	The Public Comment period ran from June 17, 2024. A draft of the LCAP was made available to educational partners by request at the school and on the school website. Comments could be provided to the Superintendent for consideration. The public hearing of the plan was held on June 20, 2024.
Students	2024. Surveyed, Spring 2024. Student input was ascertained through an online survey questionnaire that the teachers initialed during class time to ensure student input.
School Administrator	Ongoing discussions throughout the school year. The administration initiated discussions with all education partner groups and created and distributed the surveys to the educational partner groups.

Educational Partner(s)	Process for Engagement
SELPA Consultation	<p>The District consulted with the SELPA through attendance at its monthly meetings and individual consultation with staff. Student records for the students receiving services from MCSOS were reviewed to ensure information was up-to-date and parents were receiving appropriate notification regarding their child's services. Based on input from SELPA staff and consultation with MCSOS service providers, the District has ensured that actions in the LCAP for persons with exceptional needs were aligned with the strategies in the Local Plan for students with disabilities.</p>
Parent Advisory Committee	<p>The School Site Council functions as the District's Parent Advisory Committee, reviews the goals and actions, and suggests changes based on the survey results of the educational partners. A draft of the Plan was presented to them for review and input on June 19, 2024. The Council members had no questions or comments that required a written response from the Superintendent.</p>
District English Learner Advisory Committee	<p>The District does not have an English Learner Parent Advisory Committee due to the small number of English Learners enrolled.</p>
Raymond-Knowles Union Elementary School District Board of Trustees	<p>Throughout the school year input was solicited and changes were proposed for discussion. The District's Board of Trustees reviewed the feedback from educational partners during several meetings and discussed current and future goals/actions that would best serve the needs of all RKS students based on the survey data. The LCAP submitted for RKUESD Governing Board approval was posted on the District's website and a link was included in the Board agenda, 72 hours before the meeting.</p> <p>The LCAP Plan was approved at the Board meeting of June 27, 2024. Additionally, the Board subsequently adopted the District Budget at this same meeting. The Local Indicator Report was also presented.</p>

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

All District parents, community members, and staff members impacted the LCAP for the upcoming school year by providing feedback at meetings and through the LCAP survey. The District staff was involved in developing the LCAP through staff meetings and discussions around goals and actions. The School Site Council, as well as several parents and community members, also provided input for the LCAP. The RKUESD School Board was informed on LCAP goals and was frequently asked for their feedback and ideas for the LCAP. Many effective and insightful conversations were had with all the above educational partners on the LCAP and its goals, actions, and services.

2024 Parent/Family Suggestions:

Strong themes from families were...trusting and respectful relationships with families -- 86%; welcoming environment -- 95%; accessible 2-way communication between families and educators -- 95%; accessible 2-way communication between families and educators. -- 80%; policies for teachers to meet with families and students to discuss progress and ways to work together to support improved student outcomes -- 89%; opportunities to provide input on policies and programs -- 81%, Some respondents felt that it "is still a work in progress to get the information out to parents and the community effectively and actually get participation", "There are opportunities but I don't know if people know about them and if they do they do not decide to go", and, "It would be nice if there was more than one session." Several parents commented that the District is doing a good job to encourage attendance, with the suggestion that flexible independent study options could help prevent excessive absences. Other themes included: School promotes academic success for all students-- 92%; School staff take parents' concerns seriously -- 86%; My child/children feel connected to their school -- 95%; My child/children feel safe at their school - 92%; Do you feel our school appropriately handles student discipline and behavior problems -- 72%, with several comments on repeat offenders and more stringent consequences needed.

2024 PAC/SSC Suggestions:

The SSC continues to stress the importance of the Learning Director position to support teachers and students. The members also requested the the District consider holding a Kindergarten Graduation ceremony (added to Action 1.3), purchase more cafeteria tables (added to Action 1.7), and offer after-school homework sessions for junior high students (Action 1.10).

2024 Staff Suggestions:

The staff also continues to stress the importance of the Learning Director position to support teachers and students, along with the math and Rtl supports.

2024 Students' survey responses confirmed that the math support has been positive and helpful, as was the support of the Learning Director. Students were divided on school safety, with some citing it as a strength, and others calling for stronger discipline. The teachers or adults at my school care about me -- 65%; I plan on attending college or some other school (trade school, technical school) after high school.-- 65%; My teachers are very knowledgeable in the subject areas they teach -- 95%; Teachers at my school want students to do well in their classes -- 100%. Only half of the students responding agreed that they feel safe at school. In response to this, the District has added "Conduct empathy interviews with students to identify and address feelings of not being safe at school" to Action 1.2.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	RKUEDS students will master core academic content in a challenging, disciplined, safe, and supportive environment for students and staff, with the support of highly qualified teachers, families, and the community, so they can reach their full potential of becoming productive citizens of high moral character, making life-long contributions to society.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

<p>Overall results and those for all groups in the CA School Dashboard "Distance from Standard" declined from the prior year. Inequalities in performance between All Students and Low-Income students are evident in both ELA and Math. During that time, the difference in scores between All Students and Low-Income students increased from 2 points to 34 points in ELA, and from 14 points to 46 points in Math.</p> <p>Overall results and those for all groups, with the exception of Hispanic students and Non Low-Income students, declined in the "Percentage Meeting or Exceeding Standard" from the prior year. Inequalities in performance between All Students and Low-Income students are evident in both ELA and Math. As with "Distance from Standard", the difference in percentages meeting/exceeding standard between All Students and Low-Income students increased substantially, as did the difference between Low-Income and Non Low-Income students. Declines for Low-Income students were greater in Math.</p> <p>The above data confirm the need to provide academic interventions and supports for Low-Income students, especially in Math.</p> <p>Suspension rates increased from the prior year. Because of the small population of our school, suspension rates are very volatile, and only one or two students, possibly in a single incidence, can make a significant difference in results. Because our suspension rate was still low, and is typically 0%, we believe that these results were an anomaly, and we will continue our program of behavior and social-emotional supports, including counseling services from Camarena Health for at-risk students, and social-emotional learning curriculum school-wide.</p>
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Chronic absenteeism rates declined significantly from the prior year, though they remained the highest among Madera County districts. When compared to results for the County, data show that an inequality exists in the chronic absenteeism rate of Low-Income students in our school in relation to their peers county-wide, putting our Low-Income student group at risk of losing ground in academic achievement. The District will continue to provide high quality instruction in a safe and welcoming school climate that engages students. Also, the District will provide clear, timely communication and engaging activities for parents and families. We believe that re-engaging families in school will lead to better student engagement and continue to lower chronic absenteeism rates.

Many of the District's facilities are aging and in poor repair. Continuing to address these needs is a priority for the District to ensure a safe, comfortable, and well maintained learning environment for students and staff. The District also recognizes the need to maintain strong relationships with the community. The school again regularly hosts events for students, families, and the community. This is important to RKUESD and the District is excited about hosting events at the school to rebuild relationships. There was also significant interest in parent education nights per our LCAP survey.

Because of challenges in hiring and retaining staff, particularly a school principal, implementation of the actions in the plan have not been consistent or accomplished with fidelity.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California School Dashboard: ELA Distance from Standard	Overall -- 38.8 points below standard Low-Income -- 72.8 points below standard Hispanic -- 58.1 points below standard White -- 24.9 points below standard Students with Disabilities -- 145.1 points below standard [2023 CA School Dashboard]			Overall -- 17 points below standard Low-Income -- 34 points below standard Hispanic -- 27 points below standard White -- 10 points below standard Students with Disabilities -- 100 points below standard [2026 CA School Dashboard]	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	California School Dashboard: Math Distance from Standard	Overall -- 50.4 points below standard Low-Income -- 96.1 points below standard Hispanic -- 72.0 points below standard White -- 37.4 points below standard Students with Disabilities -- 160.8 points below standard [2023 CA School Dashboard]			Overall -- 29 points below standard Low-Income -- 52 points below standard Hispanic -- 40 points below standard White -- 23 points below standard Students with Disabilities -- 100 points below standard [2026 CA School Dashboard]	
1.3	California Science Test (CAST): Percentage of Students Meeting or Exceeding Standard	All Students -- 23.53% Low-Income -- < 11 students Hispanic -- < 11 students White -- < 11 students Students with Disabilities -- < 11 students			All Students -- 40% Low-Income -- 40% Hispanic -- 40% White -- 40% Students with Disabilities -- 30%	
1.4	California School Dashboard: English Learners Making Progress Towards English Language Proficiency: ELPAC Summative Assessment	Data are not reported since there are fewer than 11 students. [2023 CA School Dashboard]			60% [2026 CA School Dashboard]	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Reclassification Rate	Data are not reported since there are fewer than 11 students.			10% [2025-2026 DataQuest English Learner Data]	
1.6	Teachers Appropriately Credentialed and Assigned: Report to Board [State law now requires that results from the most recent DataQuest "Teaching Assignment Monitoring Outcomes" be reported]	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 60.0% of teachers were appropriately credentialed and assigned [2022-23 CDE DataQuest]			MET -- Results will be reported at the Board meeting at which the LCAP is adopted. 100% of teachers will be appropriately credentialed and assigned. [2024-25 CDE DataQuest]	
1.7	iReady Assessments	Percentage of students "Early on grade level" or "mid/above grade level" ELA: Math: Overall -- 39% 30% Grade 1 -- n/d n/d Grade 2 -- 34% 50% Grade 3 -- 33% 67% Grade 4 -- 56% 33% Grade 5 -- 28% 14%			Percentage of students "Early on grade level" or "mid/above grade level" ELA: Math: Overall -- 50% 50% Grade 1 --50% 50% Grade 2 --50% 50% Grade 3 --50% 50% Grade 4 --50% 50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 6 -- 36% 9% Grade 7 -- 42% 42% Grade 8 -- 25% 0% [2023-24 iReady ELA Assessments]			Grade 5 --50% 50% Grade 6 --50% 50% Grade 7 --50% 50% Grade 8 --50% 50% [2026-27 iReady ELA Assessments]	
1.8	Maintain Campus in Good Repair: Report to Board	MET -- Results were reported at the Board meeting at which the LCAP was adopted. Facility was in good repair. [2024 Local Indicators Report to the Board]			MET -- Results will be reported at the Board meeting at which the LCAP was adopted. Facility will be in good repair. [2027 Local Indicators Report to the Board]	
1.9	School Climate Survey: % of Students Feeling Safe at School % of Students Feeling Connected to School	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 52% of surveyed students reported feeling safe at school. 71% of surveyed students reported			MET -- Results will be reported at the Board meeting at which the LCAP was adopted. 90% of surveyed students will report feeling safe at school.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		feeling connected to the school [2024 Local Indicators Report to Board] [2024 Student Survey]			90% of surveyed students will report feeling connected to the school [2027 Local Indicators Report to Board]	
1.10	Attendance	91.46% [2023-24 Aeries Monthly Summary Total]			95% [2026-27 Aeries Monthly Summary Total]	
1.11	California School Dashboard: Suspension Rate	Overall -- 2.1% Low-Income -- 3.4% Hispanic -- 0% White -- 4.4% Students with Disabilities -- 5.9% [2023 CA School Dashboard]			Overall -- 1% Low-Income -- 1% Hispanic -- 1% White -- 1% Students with Disabilities -- 1% [2026 CA School Dashboard]	
1.12	California School Dashboard: Chronic Absenteeism Rate	Overall -- 45.5% Low-Income -- 43.6% Hispanic -- 32.4% White -- 50.0% Students with Disabilities -- 37.5% [2023 CA School Dashboard]			Overall -- 20% Low-Income -- 20% Hispanic -- 15% White -- 20% Students with Disabilities -- 20% [2026 CA School Dashboard]	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Middle School Dropout Rate	0% [2022-23 CALPADS Report 8.1c]			0% [2025-26 CALPADS Report 8.1c]	
1.14	Expulsion Rate	0% [2022-23 DataQuest]			0% [2025-26 DataQuest]	
1.15	State Standards Implementation and English Learner Access to Core Curriculum and ELD Standards: Report to Board	MET -- Results were reported at the Board meeting at which the LCAP was adopted. State Standards were implemented in all classes in ELA, Math, Social Science, Science, PE, and Visual and Performing Arts. [2024 Local Indicators Report to Board]			MET -- Results will be reported at the Board meeting at which the LCAP was adopted. State Standards will be implemented in all classes in ELA, Math, Social Science, Science, PE, and Visual and Performing Arts. [2027 Local Indicators Report to Board]	
1.16	Access to Standards-Aligned Materials: Report to Board	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 100% of students had access to standards-			MET -- Results will be reported at the Board meeting at which the LCAP was adopted.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		aligned instructional materials. [2024 Local Indicators Report to Board]			100% of students will have access to standards-aligned instructional materials. [2027 Local Indicators Report to Board]	
1.17	Access to a Broad Course of Study: Report to Board	MET -- Results were reported at the Board meeting at which the LCAP was adopted. The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs were reported at the Board meeting at which the LCAP was adopted. All students had access to a broad course of study. [2024 Local Indicators Report to Board]			MET -- Results were reported at the Board meeting at which the LCAP was adopted. The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs will be reported at the Board meeting at which the LCAP was adopted. All students will have access to a	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>broad course of study.</p> <p>[2027 Local Indicators Report to Board]</p>	
1.18	Parent Engagement: Report to Board	<p>MET -- Results were reported at the Board meeting at which the LCAP was adopted.</p> <p>The state's self-reflection showed a 4.3 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self- Reflection Tool.</p> <p>[2024 Local Indicators Report to Board]</p>			<p>MET -- Results will be reported at the Board meeting at which the LCAP was adopted.</p> <p>The state's self-reflection will show a 4.5 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool.</p> <p>[2027 Local Indicators Report to Board]</p>	
1.19	<p>SBAC ELA: Percentage of students assessed meeting or exceeding standard</p> <p>SBAC Math: Percentage of students assessed meeting or exceeding standard</p>	<p>ELA</p> <p>All Students -- 35.9%</p> <p>Low-Income -- 24.2%</p> <p>Non Low-Income -- 55%</p> <p>English Learners -- < 11 students</p> <p>Hispanic -- 36.9%</p> <p>White -- 40.8%</p>			<p>ELA</p> <p>All Students -- 50%</p> <p>Low-Income -- 45%</p> <p>Non Low-Income -- 65%</p> <p>English Learners -- 40%</p> <p>Hispanic -- 50%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities -- 0% Math All Students -- 32.7% Low-Income -- 18.8% Non Low-Income -- 55% English Learners -- < 11 students Hispanic -- 31.6% White -- 38.5% Students with Disabilities -- 0%			White -- 50% Students with Disabilities -- 25% Math All Students -- 47% Low-Income -- 40% Non Low-Income -- 65% English Learners -- 35% Hispanic -- 47% White -- 50% Students with Disabilities -- 20%	

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	Planning to Meet the Needs of Struggling Students	The District will hire and retain a Learning Director (LD) to coach and support all teachers. The LD will support teachers with standards-based lesson planning, grading, and intervention strategies. This will be done through weekly meetings and modeling instruction in classrooms. The Learning Director will also provide teachers with hands-on experience on the best teaching strategies. Weekly meetings with new teachers and the LD will consist of instructional practices, data analysis, assessments, and classroom management.	\$104,718.00	Yes
1.2	Social-Emotional Supports	The District will provide: <ul style="list-style-type: none"> • Counseling services provided by Camarena Health for at-risk students on campus two days per month. • Access to the Public Works program that allows for anonymous bully reporting. • Social and Emotional Learning Curriculum school-wide. • Conduct empathy interviews with students to identify and address feelings of not being safe at school. 	\$25,050.00	Yes
1.3	Family and Community Engagement	The District will provide clear, timely communication and engaging activities for parents and families, including communications directed to parents of Low-Income students, English Learners, Foster Youth, and students with exceptional needs. <ul style="list-style-type: none"> • Timely and frequent communication with families via Parent Square • Community based events at the school (outdoor movie night, school carnival/festival, community parade). • Increase classroom to home communication, including: <ol style="list-style-type: none"> a. Information regarding standards being covered b. Ideas and resources for parents to help their students academically 	\$17,950.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>through multiple means of communication.</p> <p>c. Encourage parent participation in the classrooms.</p> <p>d. Student's progress and status of classwork</p> <p>e. Graded student work sent home regularly.</p> <p>f. Maintaining the school website.</p> <p>g. Maintain the school's Facebook account.</p> <p>h. Annually hold Kindergarten Graduation celebration</p> <ul style="list-style-type: none"> • Parent Education Workshops led by teachers. These workshops will focus on teaching parents on how to help their students with reading and math effectively. Parent Education Workshops on internet safety for children. • The school will host at least three Student Showcase events throughout the school year. The student work on display will emphasize student work samples from project-based learning, arts, music, and/or physical education. 		
1.4	Supports for Learners	<ul style="list-style-type: none"> • The District will review and revise, if necessary, English Learner support and reclassification processes and procedures to ensure EL progress is reviewed and targeted supports provided so they are assured access to instruction in the state standards. • The District will review and discuss progress on the ELPAC assessment. Add a section on the report card that indicates an EL student's progress toward reclassification. • The District will provide an instructional schedule that ensures all students will have access to a broad course of study (ELA, Math, ELD, Social Studies, Science, Arts, and PE), including unduplicated pupils' access to the standards and support for students with exceptional needs. • The District will provide Chromebooks for all English Learners and Low-Income students. Set up Apps for Education for incoming students. Purchase new applications or programs that will aid those students in mastering standards and closing inequalities in academic outcomes. • Independent Study: The District will purchase curriculum and devices as necessary to provide alternatives for Low-Income 	\$15,240.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>students who are struggling to be successful in a regular class setting.</p> <ul style="list-style-type: none"> Continue to create quarterly progress reports based on students with disabilities progress towards their IEP goals. <p>Title I -- Supplementary instructional materials and devices, professional consulting services, Foster and Homeless Youth support.</p>		
1.5	Response to Intervention Program	<p>The Learning Director will:</p> <ul style="list-style-type: none"> Implement a tiered system of academic interventions. Provide daily in-class and out-of-class interventions for students not meeting standards. 8th grade graduation requirements tied to mastery of content standards. Utilize Part-Time RTI Paraprofessional to work with students 	\$41,816.00	Yes
1.6	Professional Supports for Highly Effective Instruction	<ul style="list-style-type: none"> Monitor the credential status of all certificated employees on an annual basis. Provide Teacher Induction support to newly credentialed teachers. Provide a Mentor Teacher to new teachers The Learning Director will meet with new teachers weekly and veteran teachers biweekly. The Learning Director will work closely with teachers on implementing project-based learning with the lessons they create. Teachers and classrooms are provided with updated supplemental supplies and learning materials for all students. 	\$12,000.00	Yes
1.7	Safe and Welcoming School Climate	<ul style="list-style-type: none"> Continue one part-time custodian or outside company for custodial services Active shooter training for all staff 	\$187,133.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Students, staff, and families will be surveyed annually to collect data on feelings about parent and family engagement and school climate. School Site Council will meet at least 3 times a year (once a trimester) and continue to review, update, and discuss LCAP goals and actions. Professional Development for Food Services Complete Improvements to Facilities <p>a. Resurface Blacktop b. Classroom and Building Repairs c. Purchase additional cafeteria tables d. Additional benches around campus to offer students a place to connect with one another</p>		
1.8	Additional Math Support	<p>The District will hire and retain a Teacher on Special Assignment/Math Teacher who will provide smaller group instruction and more individual support that is focused on individual grade levels, 2-8.</p> <p>Title I -- Additional math support for primary grades.</p>	\$83,374.00	Yes
1.9	Hire and Retain Qualified Teachers and Support Staff	<p>Small rural school districts often struggle to attract highly qualified educators and staff due to competition from larger districts. Offering a signing bonus will make us more competitive in the job market and enable us to attract the best talent available. This will significantly enhance the quality of education we can provide to our students.</p> <p>Rural areas frequently face difficulties in recruiting and retaining educators, specialists, and support staff. The signing bonus will serve as a powerful incentive for individuals to consider a career with us, helping us address critical staff shortages and maintain appropriate staff-student ratios. Pairing this with retention stipends can motivate staff to stay with us long-term.</p> <p>Offering retention stipends can symbolize our commitment to employees. It demonstrates that we value their contributions and are willing to invest in</p>	\$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>their professional growth and well-being. This can foster greater loyalty and commitment among our staff, reducing turnover rates.</p> <p>A well-functioning school district is often the heart of rural communities. Attracting and retaining top talent not only enhances the educational experience for students but also contributes to the overall growth and prosperity of the community. These measures are necessary steps to overcome recruitment challenges, enhance staff retention, and ultimately benefit our students, staff, and the entire community.</p>		
1.10	Required Action: Improving ELA and Math Distance from Standard for Low-Income Students	<p>2023 California School Dashboard Distance from Standard results for Raymond-Knowles Elementary School Low-Income were in the "Very Low" performance range in ELA and Math, indicating a need to create a specific action to accelerate progress for them.</p> <p>The Distance from Standard in ELA was 72.8 points below standard; in Math, the Distance was 96.1 points below. Examining iReady assessment results, we found that the cohort of students moving from 7th to 8th grade next year declined from 20% "Early on grade level" or "mid or above grade level" in Math in 2023 to 0% in 2024. That same group had only 25% "Early on grade level" or "mid or above grade level" in Reading in 2024. The 6th to 7th grade cohort declined by 8% in Math from 2023 to 2024, and by 2% in Reading. In both grade levels, the total percentages meeting the "Early on grade level" or "mid or above grade level" marker were well below 50%. This indicated the need to address those areas for those students in order to improve overall achievement, and also to prepare them for success when they leave Raymond-Knowles Elementary School for high school.</p> <p>Raymond-Knowles Elementary will utilize after-school homework sessions for Low-Income junior high students to increase achievement in ELA and Math Distance from Standard. This is intended to identify and address individual student's needs in order to increase their skills and knowledge in ELA and Math.</p>		No

Action #	Title	Description	Total Funds	Contributing
1.11	Differentiated Assistance	<p>County superintendents provide differentiated assistance for eligible LEAs, in the form of individually designed assistance, to address identified performance issues, including significant disparities in performance among student groups. RKS will retain control to select the improvement strategies and actions they will implement to address identified challenges and opportunities. The Differentiated Assistance program will work to align with the district's existing LEA initiatives. MCSOS is the DA provider and will provide district-level leadership. MCSOS and RKS will work collaboratively and review the dashboard and local data to develop strengths and challenges.</p> <p>Meetings will be pre-scheduled and calendared. Meetings will be utilized to discuss questions regarding Local, State, and Federal Updates, review of the State and Federal Calendar, staffing, training, and other relevant information to ensure appropriate updates of important information. Progress of goals will be evaluated and monitored to ensure timelines are met.</p>	\$0	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$88,035	\$

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
7.649%	7.684%	\$87,792.82	15.333%

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>Action: Planning to Meet the Needs of Struggling Students</p> <p>Need: Overall results and those for all groups on the California School Dashboard Distance from Standard declined from the prior year. Inequalities in performance between All Students and Low-Income students are evident in both ELA and Math. During that</p>	<p>The District will hire and retain a Learning Director (LD) to coach and support all teachers. The LD will support teachers with standards-based lesson planning, grading, and intervention strategies. This will be done through weekly meetings and modeling instruction in classrooms. The Learning Director will also provide teachers with hands-on experience on the best teaching strategies. Weekly meetings with new teachers and the LD will consist of instructional practices, data analysis, assessments, and classroom management.</p>	<ul style="list-style-type: none"> California School Dashboard: ELA Distance from Standard California School Dashboard: Math Distance from Standard SBAC ELA: Percentage of

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>time, the difference in scores between All Students and Low-Income students increased from below standard to 34 points below in ELA, and from 14 points below standard to 46 points below in Math. This change highlights the need to provide academic interventions and supports for Low-Income students, especially in Math.</p> <p>The iReady data generally confirm the state assessment results, overall, though it is inconsistent by grade levels. The numbers of our students who test at each grade level is very small, and results can be significantly impacted by just a few scores. We understand that we need to continue providing best first instruction and academic supports to our Low-Income students, English Learners, and Foster Youth to provide them with a successful academic experience and to reach our expected outcomes.</p> <p>Over the years, including 2023-24, Educational Partners, including staff, students, and the SSC stressed the importance of having the support from the Learning Director.</p> <p>For the past two years, the District has been challenged to hire a full-time, permanent Principal to provide instructional leadership and support for the Learning Director and the instructional staff. School effectiveness research supports the need for school leaders to exhibit strong instructional leadership, especially in supporting teachers in developing the individual self-efficacy that combines into</p>	<p>This action is expected to significantly increase academic outcomes for Low-Income students, English Learners, and Foster Youth, because the District is confident that a Principal will be hired who can support the Learning Director. The Learning Director, in turn, will focus on guiding the collection, analysis, and effective use of data about our students to meet their academic and other needs, as research confirms that school leadership has a significant impact on the quality of instruction that occurs at a school. The LD will also assist the teachers in building their "toolkits" of strategies to better address the needs of their Low-Income, English Learner, and Foster Youth students. Higher quality first instruction will better address needs of our students in ELA, Math, and ELD. As a modification, the SBAC ELA and Math Percentages of students assessed meeting or exceeding standard will be added to further measure the effectiveness of this action.</p> <p>In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an schoolwide basis.</p>	<p>students assessed meeting or exceeding standard</p> <ul style="list-style-type: none"> • SBAC Math: Percentage of students assessed meeting or exceeding standard

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>collective self-efficacy. Our experience has confirmed this research, and shown that implementation, with fidelity, of our improvement initiatives has been hampered by the lack of a principal who can ensure that the Learning Director can focus their full efforts on supporting instructional improvement.</p> <p>Scope: Schoolwide</p>		
1.2	<p>Action: Social-Emotional Supports</p> <p>Need: With an 18% increase in students who feel connected to school, to 71%, we feel that we are on the right track in restoring a positive school climate. We will continue our efforts to do so.</p> <p>Suspension rates increased from the prior year. Because of the small population of our school, suspension rates are very volatile, and only one or two students, possibly in a single incidence, can make a significant difference in results. Because our suspension rate was still low, and is typically 0%, we believe that these results were an anomaly, and we will continue our program of behavior and social-emotional supports, including counseling services from Camarena Health for at-risk students, and social-emotional learning curriculum school-wide.</p>	<p>This action is provided on a schoolwide basis to address both academic and non-academic barriers to student success. The district has identified social-emotional well-being as critical to improving both academic outcomes and school connectedness for all students, particularly for unduplicated pupils (Low-Income, English Learners, and Foster Youth). The district will provide the following supports:</p> <ul style="list-style-type: none"> • Counseling services through Camarena Health, available for at-risk students two days per month. • Access to the Public Works program, which provides a platform for anonymous bullying reporting, allowing students to report concerns in a confidential manner. • Implementation of a school-wide Social-Emotional Learning (SEL) curriculum, ensuring all students are taught strategies to manage emotions, build positive relationships, and make responsible decisions. • Empathy interviews with students to identify why some feel unsafe, with the 	<ul style="list-style-type: none"> • California School Dashboard: Suspension Rates • California School Dashboard: Chronic Absenteeism Rates • School Climate Survey: % of Students Feeling Safe at School • School Climate Survey: % of Students Feeling Connected to School

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 area that will need attention is the 2024 student survey of school safety. Among the students who responded, only 52% felt safe at school, a decline of 6% from the prior year. As noted above, the number of the students in the cohort responding is small, and one student's response shifts the data by 5%. We recognize the need to assess students' needs through individual interaction, and use those data to make any necessary changes to District practices.</p> <p>Scope: Schoolwide</p>	<p>goal of uncovering the root causes and addressing them through SEL and mental health services.</p> <p>The action focuses on supporting students' emotional and mental health, which research has shown to be a critical factor in enhancing both academic performance and student engagement. By providing these services schoolwide, the district ensures that all students have access to the necessary supports.</p> <p>The allocation of funds for social-emotional supports is one of the most effective uses of resources to meet district goals, particularly for unduplicated pupils, for the following reasons:</p> <ol style="list-style-type: none"> 1. Supporting Research: Studies show that students who feel connected to school are more likely to excel academically and less likely to engage in risky behavior. By increasing school connectedness (already evidenced by the 18% improvement), the district is addressing a critical factor in improving academic outcomes. 2. Experience: The district's experience with the SEL curriculum and counseling services has shown improvement in student connectedness and behavior. The ongoing provision of Camarena Health's counseling services and SEL initiatives has proven to be beneficial, and continuing these services will help further address emotional and behavioral needs, leading to better learning outcomes. 3. Educational Theory: According to the Maslow's Hierarchy of Needs, students need to feel safe and emotionally secure before they can focus on academic learning. The empathy interviews and SEL strategies align with this theory, aiming to 	

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
		create a safe and supportive environment that fosters academic success.	
1.3	<p>Action: Family and Community Engagement</p> <p>Need: Chronic absenteeism rates declined significantly from the prior year, though they remained the highest among Madera County districts. When compared to results for the County, data show that an inequality exists in the chronic absenteeism rate of Low-Income students in our school in relation to their peers county-wide, putting our Low-Income student group at risk of losing ground in academic achievement. The District will continue to provide high quality instruction in a safe and welcoming school climate that engages students.</p> <p>While several parents commented that the District is doing a good job to encourage attendance, an assessment of local conditions indicates that the District needs to maintain its efforts to communicate the importance of regular school attendance. Since Family Educational Partners suggested that the District might provide flexible independent study options that could help prevent excessive absences, the District needs to clearly communicate those options to families.</p> <p>Parents who responded to surveys gave the school higher ratings for access to standards-aligned materials, providing students with</p>	<p>This action is provided on a schoolwide basis to address chronic absenteeism, improve family engagement, and support academic achievement, particularly for unduplicated pupils (Low-Income, English Learners, and Foster Youth). The Family and Community Engagement plan focuses on clear, timely communication and engaging activities to connect parents and families more deeply with the school and to promote regular attendance.</p> <p>The district will implement the following strategies:</p> <ul style="list-style-type: none"> • Timely and frequent communication with families via Parent Square, ensuring that information is accessible and easy to understand. • Frequent communication regarding flexible independent study options, helping families better understand alternatives that can prevent excessive absences. • Hosting community-based events such as outdoor movie nights, school carnivals, festivals, and parades to increase family involvement. • Expanding classroom-to-home communication, which includes: <ul style="list-style-type: none"> o Sharing information on standards being covered in class. o <p>Providing resources and ideas for parents to help students academically.</p> <p>o</p>	<ul style="list-style-type: none"> • California School Dashboard: Chronic Absenteeism Rates • Parent Engagement: Report to Board

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>academic support when needed, and for setting high expectations for our students. The state's self-reflection tool for family engagement reflected a high level of satisfaction with a 4.3 average score.</p> <p>Scope: Schoolwide</p>	<p>Encouraging parent participation in classrooms.</p> <ul style="list-style-type: none"> o Sending graded student work home regularly to keep families informed about student progress. o Maintaining the school website and Facebook account as channels of communication. o Hosting Kindergarten Graduation celebrations to build community and family pride. <ul style="list-style-type: none"> • Offering Parent Education Workshops led by teachers, covering topics such as helping students with reading and math, as well as internet safety for children. <p>By offering frequent communication and engagement activities, the district aims to not only maintain the excellent ratings on the state's self-reflection tool but also to reduce chronic absenteeism by ensuring that families are fully aware of independent study options and the importance of regular attendance.</p> <p>This is the most effective use of funds to meet the district's goals for unduplicated pupils by addressing both attendance and academic engagement, which are critical to improving outcomes for these students. Here's why:</p> <p>1. Supporting Research: Studies show that family involvement is one of the strongest predictors of student success. By increasing engagement, particularly among families of unduplicated pupils, the district is creating a support system that fosters</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>higher academic achievement and lower absenteeism rates.</p> <p>2. Experience: The district's Parent Square communication platform and past community events have already shown effectiveness in improving parent satisfaction and engagement, as reflected in the 4.3 average score on the state's family engagement tool. Expanding these efforts will likely yield even better results, particularly in reducing chronic absenteeism.</p> <p>3. Educational Theory: Bronfenbrenner's Ecological Systems Theory supports the idea that students thrive when there is a strong connection between the school and the family environment. By providing tools and resources for parents to support their children academically and encouraging their participation in school life, the district is enhancing the overall learning environment for students.</p>	
1.5	<p>Action: Response to Intervention Program</p> <p>Need: Overall results and those for all groups on the California School Dashboard Distance from Standard declined from the prior year. Inequalities in performance between All Students and Low-Income students are evident in both ELA and Math. During that time, the difference in scores between All Students and Low-Income students increased from below standard to 34 points below in ELA, and from 14 points below standard to 46 points below in Math. This change highlights the need to provide academic interventions</p>	<p>This action is provided schoolwide to ensure that all students, particularly unduplicated pupils, benefit from a tiered system of academic interventions that target their individual learning needs. The Learning Director plays a key role in implementing and overseeing these interventions. The district will implement the following strategies:</p> <ul style="list-style-type: none"> • The Learning Director will implement a tiered intervention system to provide both in-class and out-of-class support for students who are not meeting standards. • Students will receive daily academic interventions, with additional supports available during and after school, particularly for junior high students through after-school homework sessions. 	<ul style="list-style-type: none"> • California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of students assessed meeting or exceeding standard

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>and supports for Low-Income students, especially in Math.</p> <p>The iReady data generally confirm the state assessment results, overall, though it is inconsistent by grade levels. The numbers of our students who test at each grade level is very small, and results can be significantly impacted by just a few scores. We understand that we need to continue providing best first instruction and provide academic supports to our Low-Income students, English Learners, and Foster Youth to provide them with a successful academic experience and to reach our expected outcomes.</p> <p>2024 staff survey results continued to stress the importance of the Learning Director position to support teachers and students, along with the math and Rtl supports. Students' survey responses confirmed that the support of the Learning Director has been positive.</p> <p>Scope: Schoolwide</p>	<ul style="list-style-type: none"> • 8th-grade graduation requirements will be tied to the mastery of content standards, ensuring that students meet academic benchmarks before progressing to high school. • The district will continue to provide professional development and support to staff, focusing on the retention of high-quality, well-trained educators who can collaborate effectively to meet students' needs. <p>This tiered intervention system is designed to address the unique needs of Low-Income students, English Learners, and Foster Youth by identifying areas of academic difficulty and responding with targeted interventions. By providing these supports on a schoolwide basis, the district can ensure that all students, especially those most at risk, receive the help they need to succeed.</p> <p>The Response to Intervention program is the most effective use of funds to meet the district's goals for unduplicated pupils, particularly in addressing the growing achievement gap in ELA and Math. Here's why:</p> <ol style="list-style-type: none"> 1. Supporting Research: Research shows that tiered intervention systems (Rtl) are highly effective in closing achievement gaps by providing early, targeted support before students fall too far behind. This aligns with the district's data-driven approach to identifying struggling students early and intervening with tailored academic supports. 2. Experience: Feedback from both staff and students indicates that the interventions overseen by the Learning Director have already had a 	<ul style="list-style-type: none"> • SBAC Math: Percentage of students assessed meeting or exceeding standard

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>positive impact. With improvements in implementation and consistency, these supports are expected to yield even stronger results.</p> <p>3. Educational Theory: Vygotsky's Zone of Proximal Development suggests that students learn best when they are supported just beyond their current level of competency. The tiered intervention system supports this by offering scaffolded learning opportunities that challenge students while providing the support necessary to master new concepts.</p>	
1.6	<p>Action: Professional Supports for Highly Effective Instruction</p> <p>Need: Overall results and those for all groups on the California School Dashboard Distance from Standard declined from the prior year. Inequalities in performance between All Students and Low-Income students are evident in both ELA and Math. During that time, the difference in scores between All Students and Low-Income students increased from 2 points below standard to 34 points below in ELA, and from 14 points below standard to 46 points below in Math. This change highlights the need to provide academic interventions and supports for Low-Income students, especially in Math.</p> <p>The iReady data generally confirm the state assessment results, overall, though it is inconsistent by grade levels. The numbers of our students who test at each grade level is</p>	<p>This implemented on a schoolwide basis to ensure all students benefit from high-quality instruction and continuous teacher development. The Learning Director plays a critical role in supporting teachers through collaboration, professional development, and coaching, particularly in project-based learning and interventions for struggling students.</p> <p>The District will:</p> <ul style="list-style-type: none"> • Monitor the credential status of all certificated employees to ensure they meet all state requirements. • Provide Teacher Induction support to newly credentialed teachers, giving them the resources and guidance to succeed in their first years of teaching. • Assign a Mentor Teacher to support new teachers as they navigate their roles and responsibilities. • Ensure the Learning Director meets with new teachers weekly and veteran teachers biweekly to support instructional improvement and classroom management. 	<ul style="list-style-type: none"> • California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of students assessed meeting or exceeding standard • SBAC Math: Percentage of students assessed meeting or exceeding standard

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>very small, and results can be significantly impacted by just a few scores. We understand that we need to continue providing best first instruction and provide academic supports to our Low-Income students, English Learners, and Foster Youth to provide them with a successful academic experience and to reach our expected outcomes.</p> <p>Over the years, including 2023-24, Educational Partners, including staff, students, and the SSC stressed the importance of having the support from the Learning Director.</p> <p>Scope: Schoolwide</p>	<ul style="list-style-type: none"> • The Learning Director will assist teachers in implementing project-based learning by helping to design lessons that align with students' academic needs and goals. • Provide updated supplemental supplies and learning materials for all classrooms, ensuring that all students have access to the resources they need for success. <p>By providing these resources and ongoing support, the district expects to see improved academic outcomes for Low-Income students, English Learners, and Foster Youth. The collaborative professional development model—involving mentorship, frequent collaboration, and targeted instructional support—will allow teachers to identify and address the specific needs of their students more effectively. The Learning Director's role is pivotal in ensuring that teachers have the necessary tools and support to implement best practices that will close the achievement gap.</p> <p>Effectiveness of Funds for Unduplicated Pupils and Meeting District Goals</p> <p>Investing in Professional Supports for Highly Effective Instruction is the most effective use of funds to meet the district's goals for unduplicated pupils. Here's why:</p> <p>1. Supporting Research: Research shows that continuous professional development and coaching, especially through mentor programs, improve teaching effectiveness. High-quality professional support fosters teacher retention, enhances instructional skills, and ultimately benefits student outcomes. Teacher Induction programs are particularly effective in helping new teachers develop the skills they need to succeed in the classroom.</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>2. Experience: Feedback from staff surveys and observations during Learning Director meetings shows that targeted support for teachers has had a positive impact on instructional quality. Teachers report that frequent collaboration with the Learning Director and mentor teachers has helped them better meet the needs of their students.</p> <p>3. Educational Theory: Collaborative learning and project-based learning are grounded in educational theory that supports active engagement, critical thinking, and problem-solving among students. The district's approach aligns with these theories by providing teachers with the tools and resources to create meaningful learning experiences for their students.</p> <p>As part of an ongoing commitment to evaluating the effectiveness of this action, the district will add SBAC ELA and Math percentages as metrics for measuring progress. This will help determine whether the professional supports provided to teachers are translating into improved student outcomes. Continuous data monitoring and feedback will allow for adjustments to the action as needed to ensure it remains effective.</p>	
1.8	<p>Action: Additional Math Support</p> <p>Need: Between 2022 and 2023, the difference in scores between All Students and Low-Income students on the California School Dashboard Distance from Standard increased from 14 points below standard to 46 points below in Math. This change highlights the need to</p>	<p>This action is provided on a schoolwide basis to ensure that all students, particularly Low-Income students, English Learners, and Foster Youth, receive targeted support that meets their specific learning needs in Math. The District will hire and retain a Teacher on Special Assignment/Math Teacher who will:</p> <ul style="list-style-type: none"> • Provide smaller group instruction and more individualized support focused on students in grades 2-8. 	<ul style="list-style-type: none"> • California School Dashboard: Math Distance from Standard • SBAC Math: Percentage of students assessed meeting or

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>provide academic interventions and supports for Low-Income students in Math.</p> <p>2024 Students' survey responses confirmed that the math support has been positive and helpful.</p> <p>Scope: Schoolwide</p>	<ul style="list-style-type: none"> • Deliver Math interventions that address specific learning gaps identified through assessments, focusing on foundational skills and grade-level competencies. • Offer Title I-funded math support for primary grades to provide early intervention and support for younger students, preventing the widening of learning gaps as they progress through school. <p>This action will benefit the district's unduplicated pupils by ensuring that they receive the attention and instruction necessary to improve their performance in Math. By focusing on individualized instruction in smaller groups, the District will be able to identify and address specific learning needs, which is critical for Low-Income students, English Learners, and Foster Youth who may require additional time and resources to achieve grade-level proficiency.</p> <p>Effectiveness of Funds for Unduplicated Pupils and Meeting District Goals</p> <p>The allocation of funds for Additional Math Support is the most effective use of resources to meet the District's goals for its unduplicated pupils in the state and local priority areas. Here's why:</p> <ol style="list-style-type: none"> 1. Supporting Research: Research shows that small group instruction and targeted interventions are among the most effective methods for improving academic outcomes in Math, particularly for students who are performing below standard. Studies also suggest that intensive, individualized support leads to better academic outcomes for students with higher needs, such as Low-Income students and English Learners. 2. Experience: The District's experience has 	<p>exceeding standard</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>demonstrated that targeted Math support is beneficial, as confirmed by the 2024 student survey responses, where students reported positive experiences with the Math interventions already in place.</p> <p>3. Educational Theory: Differentiated instruction and response to intervention (RtI) models advocate for tailored teaching methods that meet the individual learning needs of students. This action aligns with these models by offering smaller group instruction that can be adapted to different learning levels and needs, ensuring that every student receives the support they require to succeed.</p> <p>To ensure the continued effectiveness of this action, the district will implement additional metrics for monitoring student progress, such as the SBAC Math percentages for students assessed as meeting or exceeding standards. This will help gauge the success of this initiative and inform any necessary adjustments to the program.</p>	
1.9	<p>Action: Hire and Retain Qualified Teachers and Support Staff</p> <p>Need: Overall results and those for all groups on the California School Dashboard Distance from Standard declined from the prior year. Inequalities in performance between All Students and Low-Income students are evident in both ELA and Math. During that time, the difference in scores between All Students and Low-Income students increased</p>	<p>The District will offer retention stipends to its employees.</p> <p>This action is expected to significantly increase academic outcomes for Low-Income students, English Learners, and Foster Youth, since it is designed to address their identified needs in math and ELA by a stable, high-quality, and well-trained instructional staff. Evidence from our local experience shows that experienced teachers with access to professional development get positive results. The "Employee Retention Data: Average</p>	<ul style="list-style-type: none"> • California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of students assessed

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>from below standard to 34 points below in ELA, and from 14 points below standard to 46 points below in Math. This change highlights the need to provide academic interventions and supports for Low-Income students, especially in Math.</p> <p>For the past two years, the District has been challenged to hire a full-time, permanent Principal to provide instructional leadership and support for the Learning Director and the instructional staff. School effectiveness research supports the need for school leaders to exhibit strong instructional leadership, especially in supporting teachers in developing the individual self-efficacy that combines into collective self-efficacy. Our experience has confirmed this research, and shown that implementation, with fidelity, of our improvement initiatives has been hampered by the lack of a principal who can ensure that the Learning Director can focus their full efforts on supporting instructional improvement.</p> <p>Small rural school districts often struggle to attract highly qualified educators and staff due to competition from larger districts. Offering a signing bonus will make us more competitive in the job market and enable us to attract the best talent available. This will significantly enhance the quality of education we can provide to our students.</p> <p>Rural areas frequently face difficulties in recruiting and retaining educators, specialists, and support staff. The signing bonus will serve</p>	<p>Yearly Retention Rate" will be annually reported in the Annual Update to this action.</p> <p>In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an schoolwide basis.</p>	<p>meeting or exceeding standard</p> <ul style="list-style-type: none"> • SBAC Math: Percentage of students assessed meeting or exceeding standard • EmployeeRetention Data: Average Yearly Retention Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>as a powerful incentive for individuals to consider a career with us, helping us address critical staff shortages and maintain appropriate staff-student ratios. Pairing this with retention stipends can motivate staff to stay with us long-term.</p> <p>Offering retention stipends can symbolize our commitment to employees. It demonstrates that we value their contributions and are willing to invest in their professional growth and well-being. This can foster greater loyalty and commitment among our staff, reducing turnover rates.</p> <p>A well-functioning school district is often the heart of rural communities. Attracting and retaining top talent not only enhances the educational experience for students but also contributes to the overall growth and prosperity of the community. These measures are necessary steps to overcome recruitment challenges, enhance staff retention, and ultimately benefit our students, staff, and the entire community.</p> <p>Scope: LEA-wide</p>		

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

N/A

Additional Concentration Grant Funding

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

N/A

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

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	1,150,953	88,035	7.649%	7.684%	15.333%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$451,354.00	\$0.00	\$0.00	\$65,927.00	\$517,281.00	\$234,942.00	\$282,339.00

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	Planning to Meet the Needs of Struggling Students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$104,718.00	\$0.00	\$104,718.00				\$104,718.00	
1	1.2	Social-Emotional Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$25,050.00	\$25,050.00				\$25,050.00	
1	1.3	Family and Community Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$17,950.00	\$17,950.00				\$17,950.00	
1	1.4	Supports for Learners	All	No			All Schools	Ongoing	\$0.00	\$15,240.00				\$15,240.00	\$15,240.00	
1	1.5	Response to Intervention Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$41,816.00	\$41,816.00				\$41,816.00	
1	1.6	Professional Supports for Highly Effective Instruction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$12,000.00	\$12,000.00				\$12,000.00	
1	1.7	Safe and Welcoming School Climate	All	No			All Schools	Ongoing	\$16,850.00	\$170,283.00	\$178,133.00			\$9,000.00	\$187,133.00	
1	1.8	Additional Math Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2 Years	\$83,374.00	\$0.00	\$41,687.00			\$41,687.00	\$83,374.00	
1	1.9	Hire and Retain Qualified Teachers and Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$30,000.00	\$0.00	\$30,000.00				\$30,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
1	1.10	Required Action: Improving ELA and Math Distance from Standard for Low-Income Students	All	No			All Schools 7th and 8th grades	Ongoing								
1	1.11	Differentiated Assistance	All	No				2 Years								

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,150,953	88,035	7.649%	7.684%	15.333%	\$273,221.00	0.000%	23.739 %	Total:	\$273,221.00
								LEA-wide Total:	\$30,000.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$243,221.00

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	Planning to Meet the Needs of Struggling Students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$104,718.00	
1	1.2	Social-Emotional Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$25,050.00	
1	1.3	Family and Community Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$17,950.00	
1	1.5	Response to Intervention Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$41,816.00	
1	1.6	Professional Supports for Highly Effective Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$12,000.00	
1	1.8	Additional Math Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$41,687.00	
1	1.9	Hire and Retain Qualified Teachers and Support Staff	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$30,000.00	

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			

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$370,063.00	\$211,157.00

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	Planning to Meet the Needs of Struggling Students	Yes	\$83,290.00	\$82,796
1	1.2	Social-Emotional Supports	Yes	\$20,995.00	\$4,055
1	1.3	Family and Community Engagement	Yes	\$10,750.00	\$8,524
1	1.4	Supports for Learners	No	\$15,240.00	
1	1.5	Response to Intervention Program	Yes	0	0
1	1.6	Professional Supports for Highly Effective Instruction	Yes	\$12,000.00	\$4,500
1	1.7	Safe and Welcoming School Climate	No	\$114,414.00	\$30,412
1	1.8	Additional Math Support	Yes	\$83,374.00	\$38,311
1	1.9	Hire and Retain Qualified Teachers and Support Staff	Yes	\$30,000.00	\$42,559

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)
\$118,285	\$240,409.00	\$180,745.00	\$59,664.00	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	Planning to Meet the Needs of Struggling Students	Yes	\$83,290.00	\$82,796		
1	1.2	Social-Emotional Supports	Yes	\$20,995.00	\$4,055		
1	1.3	Family and Community Engagement	Yes	\$10,750.00	\$8,524		
1	1.5	Response to Intervention Program	Yes				
1	1.6	Professional Supports for Highly Effective Instruction	Yes	\$12,000.00	\$4,500		
1	1.8	Additional Math Support	Yes	\$83,374.00	\$38,311		
1	1.9	Hire and Retain Qualified Teachers and Support Staff	Yes	\$30,000.00	\$42,559		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,142,607	\$118,285	13.15	23.502%	\$180,745.00	0.000%	15.819%	\$87,792.82	7.684%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

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