# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Grant Elementary School

CDS Code: 45 70003 0000000

School Year: 2024-25

LEA contact information:

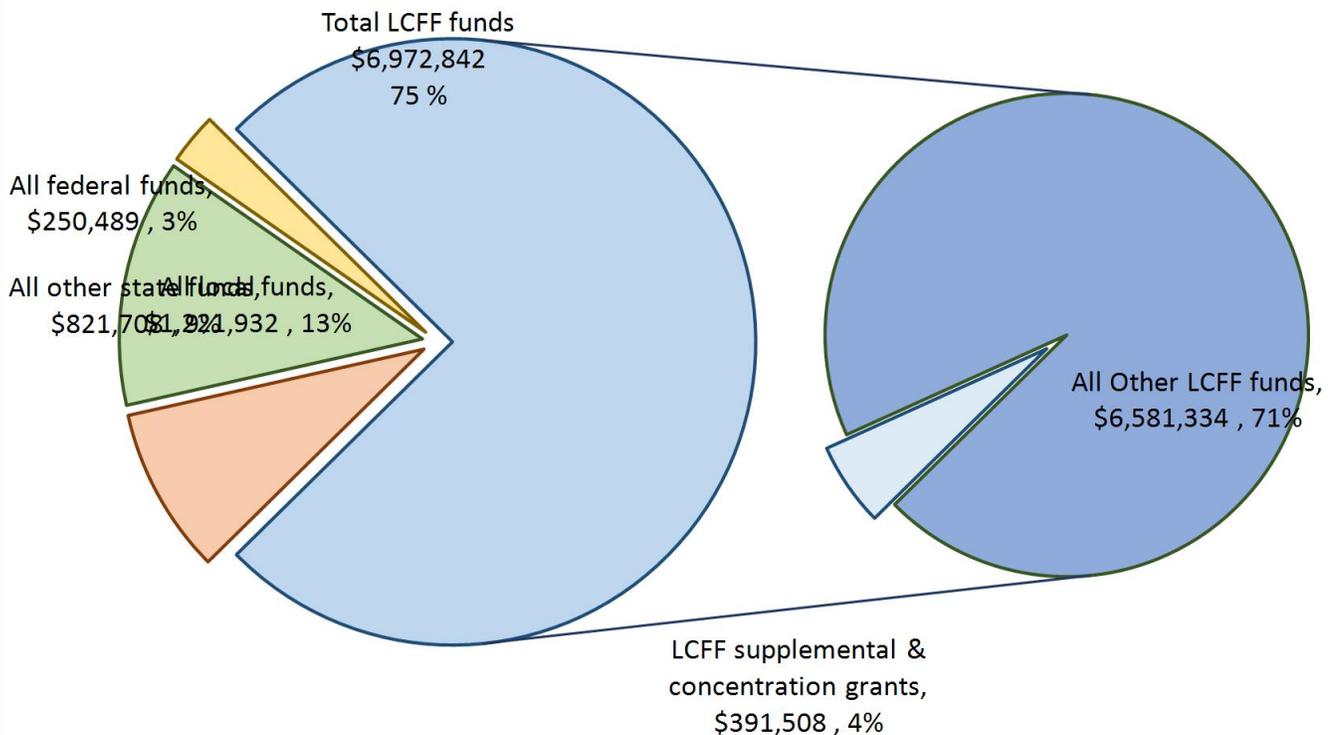Edward Schneider

Superintendent/Principal

eschneider@grantschoolcougars.com

(530) 243-4952

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

Total LCFF funds
$6,972,842
75 %

All federal funds, $250,489 , 3%

All other state funds, $821,708

All local funds, $1,221,932 , 13%

All Other LCFF funds, $6,581,334 , 71%

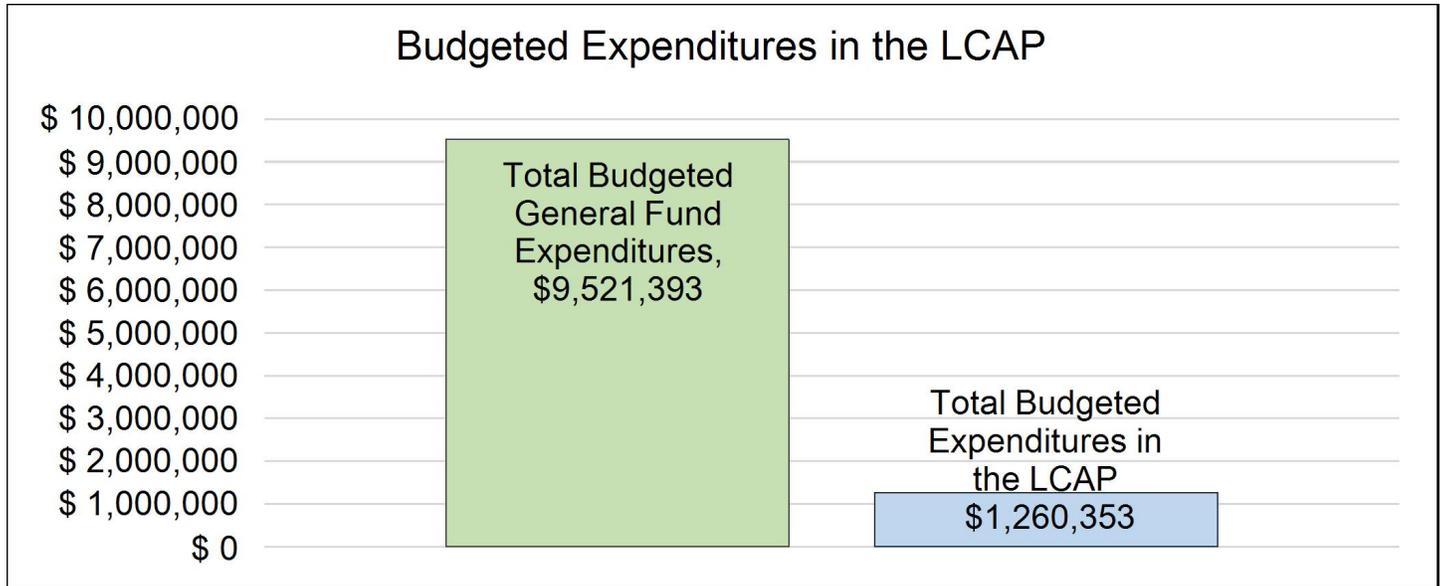LCFF supplemental & concentration grants, $391,508 , 4%

This chart shows the total general purpose revenue Grant Elementary School 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 Grant Elementary School is $9,266,971, of which $6,972,842.00 is Local Control Funding Formula (LCFF), $821,708.00 is other state funds, $1,221,932.00 is local funds, and $250,489.00 is federal funds. Of the $6,972,842.00 in LCFF Funds, $391,508.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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

## Budgeted Expenditures in the LCAP

| Amount | |
|---|---|
| $ 10,000,000 | |
| $ 9,000,000 | Total Budgeted General Fund Expenditures, $9,521,393 |
| $ 8,000,000 | |
| $ 7,000,000 | |
| $ 6,000,000 | |
| $ 5,000,000 | |
| $ 4,000,000 | |
| $ 3,000,000 | Total Budgeted Expenditures in the LCAP |
| $ 2,000,000 | |
| $ 1,000,000 | $1,260,353 |
| $ 0 | |

This chart provides a quick summary of how much Grant Elementary School 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: Grant Elementary School plans to spend $9,521,393.00 for the 2024-25 school year. Of that amount, $1,260,353.00 is tied to actions/services in the LCAP and $8,261,040 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

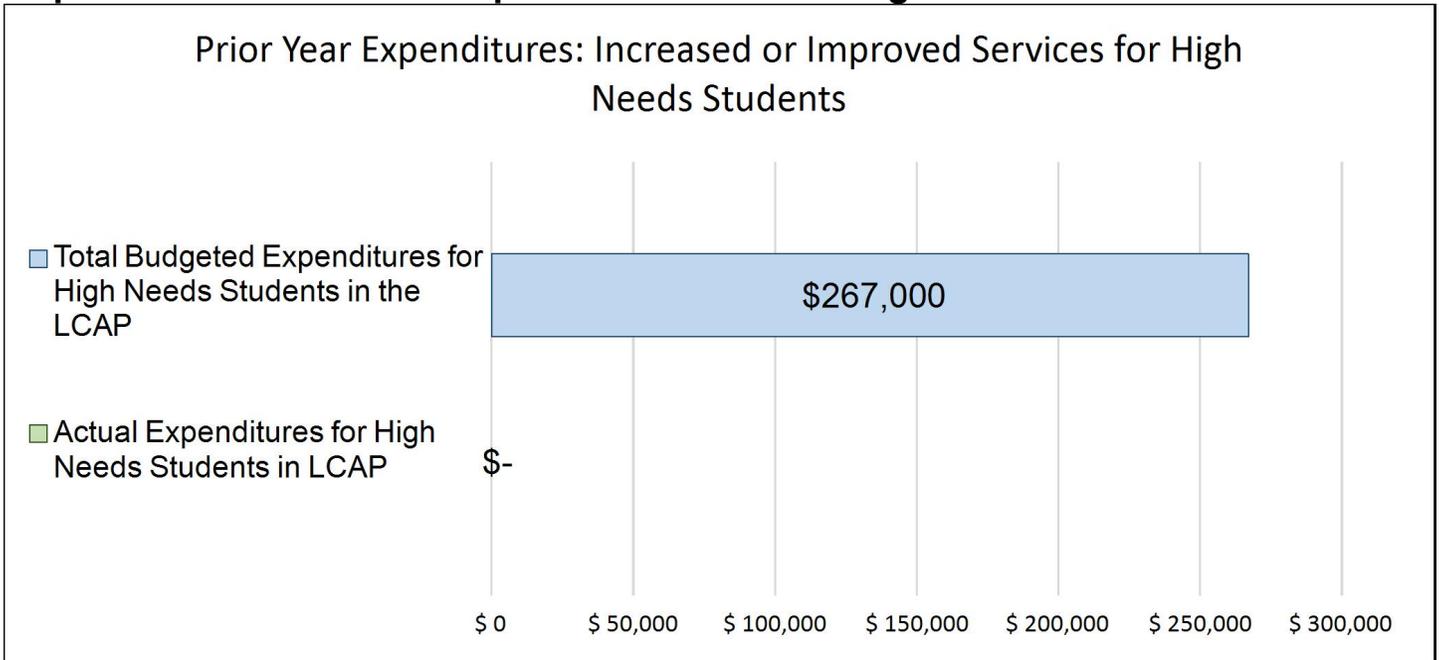General Fund Budget Expenditures for the school year that are not
included in the LCAP:
1. Administrative staff salaries;
2. Classified support staff salaries;
3. Benefit costs such as PERS, STRS, Medical, Dental & Vision
Insurance;
4. Instructional and general supplies such as paper, pencils, toner,
mechanical parts, and other miscellaneous items;
5. Contracted services such as liability insurance, travel and conference,
communications and utility costs.

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

In 2024-25, Grant Elementary School is projecting it will receive $391,508.00 based on the enrollment of foster youth, English learner, and low-income students. Grant Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. Grant Elementary School plans to spend $391,508.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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

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

| | |
|---|---|
| ☐ Total Budgeted Expenditures for High Needs Students in the LCAP | $267,000 |
| ☐ Actual Expenditures for High Needs Students in LCAP | $- |

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

This chart compares what Grant Elementary School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what  Grant Elementary School 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, Grant Elementary School's LCAP budgeted $267,000.00 for planned actions to increase or improve services for high needs students. Grant Elementary School actually spent $320.423.32 for actions to increase or improve services for high needs students in 2023-24.

# 2023–24 Local Control and Accountability Plan Annual Update

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Grant Elementary School | Edward Schneider<br>Superintendent/Principal | eschneider@grantschoolcougars.com<br>(530) 243-4952 |

## Goals and Actions

### Goal

| Goal # | Description |
|---|---|
| 1 | We create and maintain learning environments where students, staff, and parents feel welcome and safe. |

### Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Fitness Inspection Tool (FIT Form) SARC Data | 2020-21 FIT school rating of good. | FIT school rating of good. | FIT school rating of good. | FIT school rating of good. | FIT school rating of good or exemplary |
| School Attendance CALPADS Data | 2016-17 School Attendance Rate is 96.8%. | 92.53% as of April 22, 2021 | 95.7% as of March 31, 2023 | Attendance Rate as of June 13, 2024 95.90% | School attendance rate of 95% or higher |
| Chronic Absenteeism Rate CA School Dashboard | 2018-19 Current Chronic Absenteeism Rate 1.7% | 14% Chronic Absenteeism Rate | 26% Chronic Absenteeism Rate | 8.3% Chronic Absenteeism Rate | Achieve a Chronic Absenteeism Rate of 10% |
| Middle School Dropout Rate is 0% | 2019-20 Middle School Dropout Rate is 0% | Middle School Dropout Rate is 0% | Middle School Dropout Rate is 0% | Middle School Dropout Rate is 0% | Maintain Middle School Dropout Rate of 0% |
| Suspension Rate CA School Dashboard | 2014-15 baseline data was 2.2% for all students 6.1% for our Hispanic student group.  2016-17 Suspension Rate is 1.7% for all students and 1.5% for Hispanic students. | Suspension Rate 0.82% for all students 0% for Hispanics (2/7/22 data) | Suspension Rate 2.2% for all students 3.5% Two or More Races 5.3% Socioeconomically Disadvantage 5% Students with Disabilities 1.6% Hispanic | Suspension Rate (2022-2023 Dashboard) 2% for all students 4.1% Two or More Races 4.4% Socioeconomically Disadvantage | Achieve a suspension rate of 2.0% or lower for all student groups |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | 2.2% White | 3.8% Students with Disabilities<br>2.9% Hispanic<br>1.8% White | |
| Expulsion Rate CALPADS Data | 2016-17 Expulsion Rate of 0%. | 0 students have been expelled | 0 students have been expelled | 0 students have been expelled | Maintain Expulsion Rate of 0% |
| Local Measure: Student Survey Results | The actual number of students (by grade level) that reported in the Student Survey that they were bullied:<br>4th Grade-13/76 (17%)<br>5th Grade-16/46 (35%)<br>6th Grade-19/51 (37%)<br>7th Grade-17/49 (35%)<br>8th Grade-17/58 (29%)<br>Total-82/280=29%<br><br>The number of students surveyed that reported feeling VERY safe this year was:<br>4th Grade-88% (67/76), 11% Not Sure (8) | The percentage of students (by grade level) that reported in the December Student Survey that they were repeatedly physically or emotionally hurt on purpose:<br>4th Grade-25/65 (38.5%)<br>5th Grade-11/73 (15.1%)<br>6th Grade-19/50 (38%)<br>7th Grade-10/47 (21.3%)<br>8th Grade-12/56 (21.4%)<br>Total-77/291=26.9%<br><br>The percentage of students surveyed that reported feeling safe and welcome this | The percentage of students (by grade level) that reported in the December Student Survey that they were repeatedly physically or emotionally hurt on purpose:<br>4th Grade- 30/61 (49.2%)<br>5th Grade- 19/60 (31.1%)<br>6th Grade- 6/53 (11.3%)<br>7th Grade-10/51 (19.6%)<br>8th Grade- 12/54 (22.2%)<br>Total = 77/279 (26.68%)<br><br>The percentage of students surveyed that reported feeling safe and welcome this | We used a different survey for the development of the new LCAP template. | The percentage of students (by grade level) that reported in the December Student Survey that they were repeatedly physically or emotionally hurt on purpose:<br>4th Grade-Less than 5%<br>5th Grade- Less than 5%<br>6th Grade-Less than 5%<br>7th Grade-Less than 5%<br>8th Grade-Less than 5%<br>Total =Less than 5%<br><br>The percentage of students surveyed that reported feeling safe and welcome this |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 5th Grade-80% (37/46), 17% Not Sure (8)<br>6th Grade-69% (35/51), 29% Not Sure (15)<br>7th Grade-90% (44/49), 10% Not Sure (5)<br>8th Grade-88% (51/58, 9% Not Sure (5)<br>Total-234/280=84% | year (December student survey) was:<br>4th Grade-96.9% (63/65)<br>5th Grade-97.3%% (71/73)<br>6th Grade-94.0% (47/50)<br>7th Grade-93.6% (44/47)<br>8th Grade-92.9% (52/56)<br>Total-234/280=94.9.% | year (December student survey) was:<br>4th Grade- 60/61 (98.4%)<br>5th Grade- 56/61 (91.8%)<br>6th Grade- 51/53 (96.2%)<br>7th Grade- 47/51 (92.2%)<br>8th Grade- 48/54 (88.9%)<br>Total- = 262/280 (93.5%) | | year (December student survey) was:<br>4th Grade- 95%<br>5th Grade- 95%<br>6th Grade- 95%<br>7th Grade- 95%<br>8th Grade- 95%<br>Total-95% |
| Parent Engagement | 90% of our parents attended parent conferences, where they have the opportunity to make decisions for their child and the academic programs. | 97% of our parents attended parent conferences, where they have the opportunity to make decisions for their child and the academic programs. | 97% of our parents attended parent conferences, where they have the opportunity to make decisions for their child and the academic programs. | 96% of our parents attended parent conferences, where they have the opportunity to make decisions for their child and the academic programs. | 90% or above parent conference attendance rate |
| Parent Engagement | In 2020/21 67.2% of the parent surveys returned reflect the district seeks parental input in decision making. | Data not available due to COVID | 52.8% of the parent surveys returned reflect the district seeks parental input in decision making. | We used a different survey for the development of the new LCAP template. | Increase parental input in decision making on the parent survey to 75% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Parent Engagement | 100% of parents were invited to participate in programs for unduplicated pupils as well as individuals with exceptional needs. | 100% of parents were invited to participate in programs for unduplicated pupils as well as individuals with exceptional needs. | 100% of parents were invited to participate in programs for unduplicated pupils as well as individuals with exceptional needs. | 100% of parents were invited to participate in programs for unduplicated pupils as well as individuals with exceptional needs. | Maintain a 100% participation opportunity rate for unduplicated and exceptional need parents |

## Goal Analysis

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

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

All actions were implemented in this goal and successful as evidence by our metrics. We plan to carry many of these actions forward into our next 3 year 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.

There was a decrease in 1.7 as the School Counselor was out on leave for a portion of the shcool year. An increase occured in 1.12 as an additional behaviour support technician was added to the campus.

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

The actions in goal 1 were effective at meeting the goal. Our data points indicate a decline in suspension rates and chronic absenteeism. Educational partners have reviewed each action and eliminated the ones that they do not believe are making a difference in student achievement. Educational partners have brainstormed other actions for the new 3 year plan. Professional development will be offered in math engagement strategies in our new LCAP 3 year plan. We will carry forward the actions that are helping students to succeed and eliminate actions that staff find unnecessary. Most of our actions were effective as evidence by the California School Dashboard results. We are at the green performance level in all areas with the exception of suspension rates. Our suspension rate is less than 2% which is significantly lower

than other schools in the state and Shasta County.  Our counselor, behaviorist, administration and staff work together to redirect students and choose alternative options for suspension and behavior.

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

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

Before the State Board of Education voted on the new 3 year LCAP template, they heard repeated warnings from dozens of superintendents and school district administrators throughout California that piling on more extensive documentation would make districts' three-year LCAP unbearably long and unreadable.  In smaller school districts, where time and resources are already significantly limited, the current requirements of the LCAP add an undue burden. Every addition of a new table or box or check box or prompt to the LCAP makes it less and less useful as the tool to promote equity-focused, locally informed strategic resource allocation. We agreed to make the LCAP document useful for informing and engaging educational partners by streamlining the actions and reducing the goals to reduce the length and complexity. Student achievement in California has not rebounded after the precipitous declines of the COVID-19 pandemic, with English Language Arts (ELA) and Math scores remaining well below pre-pandemic levels. Student attendance has declined dramatically, and trauma and time away from school have led to mental health challenges, delays in social development, and behavioral concerns among students and a decline in academic achievement.

We have decided to eliminate action 1.1. We plan to add Kindergarten Round Up as a new action. We kept action 1.2, 1.3 and 1.4. We consolidated all of our safety actions under one action. We also consolidated school counseling, behaviorists, restorative practices, trauma informed practices, college and career support, PBIS, peer recognition and interventions into one action. Academic interventions were consolidated under one action.

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

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 2 | We ensure that all students will be either at or above grade level or making adequate progress towards being at grade level in reading, writing, math, and technology proficiency and all students will demonstrate at least one year of academic growth annually in each of these subjects. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| CAASPP Results for English/Language Arts (ELA), LCFF Evaluation Rubric- Academic Performance | Growth and improvement (from 17-18 to 18-19) for the CAASPP assessment results was:<br>*Cohort Tracking<br>3rd Grade: ELA 80% Meet/Exceeding<br>4th Grade: ELA 86% M/E (81% in 3rd Grade)<br>5th Grade: ELA 82% M/E (82% in 4th Grade)<br>6th Grade: ELA 82% M/E (86% in 5th Grade)<br>7th Grade: ELA 73% M/E (75% in 6th Grade)<br>8th Grade: ELA 60% M/E (68% in 7th Grade) | 2020-21 CAASPP ELA Results from Spring of 2021:<br>*State average = 49.01% Meet/Exceeding<br>**School average = 79.50% M/E<br>3rd Grade: ELA 78.46% M/E<br>4th Grade: ELA 80.59% M/E<br>5th Grade: ELA 85.51% M/E<br>6th Grade: ELA 81.25% M/E<br>7th Grade: ELA 75.92% M/E<br>8th Grade: ELA 74.14% M/E | 2021-22 CAASPP ELA Results from Spring of 2022:<br>*State average = 47.06% Meet/Exceeding<br>**School average = 74.80% M/E<br>3rd Grade: ELA 73.13% M/E<br>4th Grade: ELA 78.46% M/E<br>5th Grade: ELA 78.46% M/E<br>6th Grade: ELA 59.62% M/E<br>7th Grade: ELA 80.77% M/E<br>8th Grade: ELA 72.58% M/E | 2022-2023 CAASPP ELA Results from Spring of 2023:<br>*State average =46.66% Meet/Exceeding<br>**School average = 71.% M/E<br>3rd Grade: ELA 71.83% M/E<br>4th Grade: ELA 75.38% M/E<br>5th Grade: ELA 72.72% M/E<br>6th Grade: ELA 71.93% M/E<br>7th Grade: ELA 64.91% M/E<br>8th Grade: ELA 67.92% M/E | 2021-22 CAASPP ELA Results from Spring of 2022:<br>*State average = 47.06% Meet/Exceeding<br>**School average = 74.80% M/E<br>3rd Grade: ELA 82.5% M/E<br>4th Grade: ELA 82.5% M/E<br>5th Grade: ELA 82.5% M/E<br>6th Grade: ELA 82.5% M/E<br>7th Grade: ELA 82.5% M/E<br>8th Grade:ELA 82.5% M/E |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| CAASPP Results for Mathematics, LCFF Evaluation Rubric-Academic Performance | Growth and improvement (from 17-18 to 18-19) for the CAASPP assessment results was:<br>*Cohort Tracking<br>3rd Grade: Math 71% Meet/Exceeding<br>4th Grade: Math 71% M/E (75% in 3rd Grade)<br>5th Grade: Math 59% M/E (79% in 4th Grade)<br>6th Grade: Math 68% M/E (66% in 5th Grade)<br>7th Grade: Math 73% M/E (62% in 6th Grade)<br>8th Grade: Math 45% M/E (69% in 7th Grade) | 2020-21 CAASPP Math Results from Spring of 2021:<br>*State average = 33.76% Meet/Exceeding<br>**School average = 65.83%<br>3rd Grade: Math 78.47% M/E<br>4th Grade: Math 67.17% M/E<br>5th Grade: Math 52.94% M/E<br>6th Grade: Math 56.25% M/E<br>7th Grade: Math 72.22% M/E<br>8th Grade: Math 67.24% M/E | 2021-22 CAASPP Math Results from Spring of 2022:<br>*State average = 33.38% Meet/Exceeding<br>**School average = 62.87% M/E<br>3rd Grade: Math 73.14% M/E<br>4th Grade: Math 67.69% M/E<br>5th Grade: Math 67.69% M/E<br>6th Grade: Math 51.92% M/E<br>7th Grade: Math 65.39% M/E<br>8th Grade: Math 59.68% M/E | 2022-2023 CAASPP Math Results from Spring of 2023:<br>*State average = 34.62% Meet/Exceeding<br>**School average = 65.04% M/E<br>3rd Grade: Math 73.24% M/E<br>4th Grade: Math 66.15% M/E<br>5th Grade: Math 62.12% M/E<br>6th Grade: Math 59.65% M/E<br>7th Grade: Math 63.16% M/E<br>8th Grade: Math 64.16% M/E | 2021-22 CAASPP Math Results from Spring of 2022:<br>*State average = 33.38% Meet/Exceeding<br>**School average = 62.87% M/E<br>3rd Grade: Math 68% M/E<br>4th Grade: Math 68% M/E<br>5th Grade: Math 68% M/E<br>6th Grade: Math 68% M/E<br>7th Grade: Math 68% M/E<br>8th Grade: Math 68% M/E |
| ELPAC results | *Due to the fact that there are fewer than 10 identified ELL students at any grade level, ELPAC performance data will not be reported | Due to the fact that there are fewer than 10 identified ELL students at any grade level, ELPAC performance data will not be reported | Due to the fact that there are fewer than 10 identified ELL students at any grade level, ELPAC performance data will not be reported | Due to the fact that there are fewer than 10 identified ELL students at any grade level, ELPAC performance data will not be reported | All ELL students will show progress in their ELPAC performance |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Local Indicator-Reading | No baseline | 2021/22 NWEA Reading Results from February 2022: 73% proficient (50 percentile or higher) | 2022/23 NWEA Reading Results from February 2023: 66% proficient (50 percentile or higher) | 2023/24 NWEA Reading Results from November 2023: 62% proficient (50 percentile or higher) | 82.5% or higher of all students will be proficient in reading based on the universal assessment tool to be adopted |
| Local Indicator | 100% of students have access to standards-aligned curriculum | 100% of students have access to standards-aligned curriculum | 100% of students have access to standards-aligned curriculum | 100% of students have access to standards-aligned curriculum | 100% of students have access to standards-aligned curriculum |
| Local Indicator | 100% of ELL students received services to ensure access to state standards and ELD standards | 100% of ELL students received services to ensure access to state standards and ELD standards | 100% of ELL students received services to ensure access to state standards and ELD standards | 100% of ELL students received services to ensure access to state standards and ELD standards | 100% of ELL students received services to ensure access to state standards and ELD standards |
| Local Indicator-Reading Diagnostic Results | 1st Grade: Entry BPST 44%, Trimester 3 BPST 88% 2nd Grade: Entry BPST 82%, Trimester 3 BPST 96% Entry AimsWeb 68%, Trimester 3 Aims 83% 3rd Grade: Entry AimsWeb 76%, Trimester 3 Aims 85% Entry STAR 79%, Trimester 3 STAR 89% 4th: STAR 84% 5th: STAR 74% | 2021-22 Assessment Data: 1st Grade: Entry BPST 63%, Trimester 3 BPST 89% 2nd Grade: Entry BPST 83%, Trimester 3 BPST 95% Entry AimsWeb 56%, Trimester 3 AimsWeb 83% 3rd Grade: Entry AimsWeb 64%, Trimester 3 AimsWeb 75% Entry STAR 76%, | 2022-23 Assessment Data: 1st Grade: Entry BPST 62%, Trimester 3 BPST 78% 2nd Grade: Entry BPST 77%, Trimester 3 BPST 95% Entry AimsWeb 52%, Trimester 3 AimsWeb 80% 3rd Grade: Entry AimsWeb 62%, Trimester 3 AimsWeb 88% Entry STAR 74%, | 2023-24 Assessment Data: 1st Grade: Entry BPST 67%, Trimester 1 BPST 76% 2nd Grade: Entry BPST 69%, Trimester 1 BPST 79% Entry AimsWeb 61%, Trimester 1 AimsWeb 73% 3rd Grade: Entry AimsWeb 56%, Trimester 1 AimsWeb 77% Entry STAR 60%, | 90% or higher of all 1st & 2nd graders will be proficient in BPST. 90% or higher of all 2nd-3rd graders will be proficient in AimsWeb |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 6th: STAR 74%<br>7th: STAR 71%<br>8th: STAR 74% | Trimester 3 STAR 78%<br>4th-8th: Beginning 2021/22 STAR results were replaced by NWE | Trimester 3 STAR 78% | Trimester 1 STAR 71% | |
| Local Indicator-Math Diagnostic Results | No baseline | 2021/22 NWEA Math Results from February 2022:<br>69% proficient (50 percentile or higher) | 2022/23 NWEA Math Results from February 2023:<br>65% proficient (50 percentile or higher) | 2023/24 NWEA Math Results from November 2023:<br>52% proficient (50 percentile or higher) | 68% or higher of all students will be proficient in Math based on NWEA |
| Local Indicator-Learning Lab Enrollment | Total number of students (by grade level) that received Learning Lab intervention services:<br>K: 15 students<br>1st: 25 students<br>2nd: 10 students<br>3rd: 7 students<br>4th: 11 students<br>5th: 10 students<br>Total: 78 students | Total number of students (by grade level) that received Learning Lab intervention services 2021-22:<br>K: 18 students (reading)<br>1st: 16 students (reading)<br>2nd: 13 students (reading)<br>3rd: 15 students (math, reading)<br>4th: 12 students (math, reading)<br>5th: 9 students (math, reading)<br>6th: 8 students (reading, writing)<br>Total: 93 students | Total number of students (by grade level) that received Learning Lab intervention services 2022-23:<br>K:    23 students (reading)<br>1st:   20 students (reading)<br>2nd:  25 students (reading)<br>3rd:   22 students (math, reading)<br>4th:   13 students (math, reading)<br>5th:   12 students (math, reading)<br>Total: 115 students | Total number of students (by grade level) that received Learning Lab intervention services 2023-24:<br>K:    12 students (reading)<br>1st:   16 students (reading)<br>2nd:  16 students (reading)<br>3rd:   16 students (math, reading)<br>4th:   18 students (math, reading)<br>5th:    3 students (math, reading)<br>Total: 81 | All students identified below proficiency in reading will receive intervention services. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Course Access | All students, including those with exceptional needs, had access to a Broad Course of Study including courses described in EC 51210 and 51220(a)-(i) . | All students, including those with exceptional needs, have access to a Broad Course of Study | All students, including those with exceptional needs, have access to a Broad Course of Study | All students, including those with exceptional needs, have access to a Broad Course of Study | All students, including those with exceptional needs, have access to a Broad Course of Study |
| Teachers are appropriately assigned and fully credentialed | 100% of teachers were fully credentialed and appropriately assigned. | 100% of teachers are fully credentialed and appropriately assigned. | 100% of teachers are fully credentialed and appropriately assigned. | 88% of teachers are fully credentialed and appropriately assigned.<br><br>We have three teachers that have a multiple subject credential but are working on a single subject credential and PE credential. One of our teachers is an intern. | Maintain 100% of teachers appropriately credentialed. |
| Implementation of adopted academic content and performance standards | 100% of teachers implemented current and relevant State Standards training including ELD standards | 100% of teachers implement current and relevant State Standards training including ELD standards | 100% of teachers implement current and relevant State Standards training including ELD standards | 100% of teachers implement current and relevant State Standards training including ELD standards | Maintain 100% of teachers will implement current and relevant State Standards training |
| EL Reclassification Rate | Due to the fact that there are fewer than 10 identified ELL | Due to the fact that there are fewer than 10 identified ELL | Due to the fact that there are fewer than 10 identified ELL | There are fewer than 10 identified ELL students at any grade | All ELL students will show progress in their |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | students at any grade level, ELPAC performance data will not be reported | students at any grade level, ELPAC performance data will not be reported | students at any grade level, ELPAC performance data will not be reported | level, and therefore ELPAC performance data will not be reported out of privacy concerns. | reclassification as English proficient. |

## Goal Analysis

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

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

We implemented all actions in this goal.  We plan to consolidate our goals into one goal to streamline our strategic plan.  We plan to carry forward most of the actions into the next plan that we believe have been effective at meeting our goal.

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

In 2.1 there was an increase as additional software programs were purchased.  2.4 there was an increase as additional paraprofessionals were hired to assist in the Learning Lab in order to serve more students.  2.7 there was a decrease as the cost of the software was less expensive than budgeted for.  2.9 Intervention Tacher focused on the Learning Lab this year.  2.15 increase because were we able to provide a Spanish class.  2.8 increased due to additional Ed Tech programs being offered.  2.12 increased because the District focused on attendance and provided more student rewards as a result.

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

Not all actions in this goal were effective at meeting the goal as our CAASPP data flatlined with the exception of 6th grade English language arts and 8th grade math.  Our teachers that are not appropriately credential are continuing their education and should complete their certifications in the next year. We will eliminate action 2.7 as the before and after school interventions as it will be captured in the Expanded Learning Opportunities Plan. We continue to support our at-risk students in the Learning Lab and in classrooms. We will rewrite Action 2.12 regarding the Attendance Campaign to capture our new process for students who are chronically absent.

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

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

Before the State Board of Education voted on the new 3 year LCAP template, they heard repeated warnings from dozens of superintendents and school district administrators throughout California that piling on more extensive documentation would make districts' three-year LCAP unbearably long and unreadable.  In smaller school districts, where time and resources are already significantly limited, the current requirements of the LCAP add an undue burden. Every addition of a new table or box or check box or prompt to the LCAP makes it less and less useful as the tool to promote equity-focused, locally informed strategic resource allocation. We agreed to make the LCAP document useful for informing and engaging educational partners by streamlining the actions and reducing the goals to reduce the length and complexity. Student achievement in California has not rebounded after the precipitous declines of the COVID-19 pandemic, with English language arts (ELA) and math scores remaining well below pre-pandemic levels. Student attendance has declined dramatically, and trauma and time away from school have led to mental health challenges, delays in social development, and behavioral issues among students and a decline in academic achievement.

We have decided to eliminate the before/after school action 2.7 as it is captured in our Expanded Learning Opportunity Plan. We moved all of the actions in goal 2 to consolidate them with actions in goal 1. Some of the actions in goal 2 are now reported in the local survey report that accompanies the LCAP.  We refined our actions for foster youth, low income, homeless youth, English learners, students with disabilities, assessments, interventions, and broad course of study.

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

## *Instructions*

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

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

# Goals and Actions

**Goal(s)**

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

**Measuring and Reporting Results**

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

**Metric:**

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

**Baseline:**

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

**Year 1 Outcome:**

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

**Year 2 Outcome:**

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

**Year 3 Outcome:**

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

**Desired Outcome for 2023–24:**

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

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

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

**Goal Analysis**

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Grant Elementary School | Edward Schneider<br>Superintendent/Principal | eschneider@grantschoolcougars.com<br>(530) 243-4952 |

# 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.

Grant is a one-site school district located five miles west of Redding in the community of Centerville. The school serves approximately 85 preschool students and 625 transitional kindergarten through eighth grade students. Grant School provides dynamic learning opportunities to the community. At Grant, teachers and administration continuously and collaboratively seek and share learning and then act on what they learn, striving toward the success for every student. The goal is to enhance their effectiveness as professionals so that students benefit socially, emotionally and academically.

Grant has a long distinguished history of excellence. Grant annually scores above the county and state averages.  Now, as Grant continues to implement the California State Standards and the CAASPP assessment system, Grant continues to lead the way.  The entire Grant School community prides itself in the ability to prepare students for the future.

The Centerville area is highly regarded as a desirable place to live. Many professional families choose to reside within the Grant attendance boundaries because of Grant's high academic standards. The excellent educational programs offered and the high academic performance of students attending Grant also attracts students from outside of the attendance area. Over 54% of the children enrolled at Grant live outside the District's boundaries. Demographically speaking, we have experienced a significantly increase in our of students who are socioeconomically disadvantaged from 18.4% to 36% this past year.

## Reflections: Annual Performance

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

After reviewing the CA School Dashboard Data, our students are above standard (44.9 points) in English Language Arts and (22.9 points) Mathematics. Although we are above standard, we slightly declined in English Language Arts (7 points) and maintained in mathematics (-1.4 points). We will concentrate our efforts in best first instruction and supplement instruction through targeted interventions as it is our goal to

have all of our students at or above standard in math and English language arts. We will identify and target students using data to drive instruction and believe this will result in overall growth for our students

Red Performance Level Student Group(s): We have no student groups in the red performance level.

Chronic absenteeism continues to be a by-product of the pandemic. However, we have been able to bounce back quickly as compared to other schools in the state. Our families value education and understand that there is a link between good attendance and student achievement. We have made a concerted effort to target students and families to identify areas of support to ensure students are coming to school. Our Chronic Absenteeism Coordinator works weekly with students and their families to set attendance goals. While we have seen a decline of 17.7% from 26%, it is our goal to decrease the chronically absent students to less than 3% next year.

Suspension data indicates we are in the yellow performance indicator. 2% of all students were suspended at least one day in the 2022-2023 school year. We have no student groups in the red performance level and continue to offer alternatives to suspension. We plan to implement Leader in Me next year and are hopeful this framework will support all of our strategies and actions we have in place and enhance student/staff leadership.

# Reflections: Technical Assistance

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

Not applicable

# Comprehensive Support and Improvement

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

## *Schools Identified*

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

Not applicable

## *Support for Identified Schools*

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

Not applicable

## *Monitoring and Evaluating Effectiveness*

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

Not applicable

# Engaging Educational Partners

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

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|---|---|
| | We eliminated multiple goals and streamlined the LCAP to include one broad goal. We eliminated ineffective actions and consolidated actions. We included all required metrics and moved our survey results to the local indicator report.

Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners.

Administrators met weekly to discuss all 8 state priorities and the actions/strategies in the LCAP.  School administrators aligned the School Plan for Student Achievement with the district goals.

Met monthly with the Special Ed Director, the Mountain Valley JPA Special Education & the Shasta County SELPA administrator to determine specific actions for students with disabilities that are included in the LCAP. This included: reviewing job descriptions, programs offered and programs needed, transportation logistics, staff openings, policy, procedures, staff concerns and student IEPs to identify areas of challenge, root causes, and specific needs. |
| Other school personnel | We received feedback through staff surveys, School Site Council, and brainstorm sessions. Additionally, we reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities.

Annual presentation of the CA School Dashboard results and the CAASPP results.

Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners.

We engage regularly with local organizations to connect our families to local resources. Collaborative efforts have included joint events, resource sharing, and leveraging our networks to reach a wider audience. |

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

| Educational Partner(s) | Process for Engagement |
|---|---|
|  | Year-round: Monthly presentation to the Board on LCAP actions/services that have been implemented for the past month and will be implemented in the coming months.<br><br>Annual presentation of the CA School Dashboard results and the CAASPP results.<br><br>Annual presentation to the Governing Board at the regular meeting on Dashboard Local Indicators and survey results.<br><br>Sending periodic surveys and questionnaires has been a simple yet effective way to gather input and feedback from our community, staff and students.  The surveys have focused on everything from curriculum, extra-curricular activities to staff and/or administrative decisions. Surveys on professional development effectiveness have also been administered.<br><br>Acknowledged and celebrated the successes and achievement of students, teachers, and the community throughout the year. Recognizing these accomplishments has reinforced the idea that community members, staff and students are essential partners in the educational process.<br><br>Annual presentation to the Governing Board, at a regularly scheduled meeting, and to the classified/certificated staff on the LCAP development process.  A public hearing was held on June 13,2024 to review the plan, the local indicator report and the Budget Overview for Parents. The Governing Board approved the final plan on June 20, 2024. |
| SELPA | Met monthly with the Special Ed Director, the Mountain Valley JPA Special Education & the Shasta County SELPA administrator to determine specific actions for students with disabilities that are included in the LCAP. This included: reviewing job descriptions, programs offered and programs needed, transportation logistics, staff |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | openings, policy, procedures, staff concerns and student IEPs to identify areas of challenge, root causes, and specific needs.<br><br>We submitted our plan to the SELPA for review and feedback. |

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

The adopted LCAP was influenced by the following feedback:

Teachers- We will offer professional development in Positive Behavior Intervention and Supports, Social Emotional Learning, Functional Behavioral Assessments (FBAs), and math. They also asked for more supplemental materials. Staff asked for clarification in some of the actions and requested that some of the wording be changed in the LCAP. Language was revised based on their feedback. Administrators-After much discussion, the district decided to have one comprehensive goal to address the 8 state priorities. Using our school's mission with supporting actions and metrics, we believe it will streamline the plan and be easier to implement. Our educational partners reviewed our past actions and eliminated actions that were not helping us improve student outcomes.

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

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

We have also added actions to support our students in the red performance level as required by ED Code. Finally, we are a single school district so we included our federal funds in the LCAP.

Other school personnel- Staff asked for clarification in some of the actions and requested that some of the wording be changed in the LCAP. Language was revised based on their feedback. Professional development in SEL, PBIS and Functional Behavioral Assessments (FBAs) was requested.
District bargaining units- Staff asked for clarification in some of the actions and requested that some of the wording be changed in the LCAP. Language was revised based on their feedback.
Parents/Community-We added Positive Behavior Interventions and Support (PBIS) and additional support for students. These were already captured in our draft plan. After school support is captured in the Expanded Learning Opportunity Plan.
Students-Students requested additional PE and art. We are addressing these actions in our Expanded Learning Plan and Prop 28 plan.
Governing Board/Public
* SELPA-the p-lan was submitted to the SELPA but no changes were requested.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| **1** | The Grant Elementary School District is committed to building an integrated learning community based upon the principles of dignity, competence, and individual achievement. | 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.

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

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

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

complexity. Student achievement in California has not rebounded after the precipitous declines of the COVID-19 pandemic, with English language arts (ELA) and math scores remaining well below pre pandemic levels or stagnant. Student attendance has declined dramatically, and trauma and time away from school have led to mental health challenges, delays in social development, and behavioral issues among students and a decline in academic achievement.

We endeavor:
To develop basic academic skills.
To develop social responsibility and citizenship skills.
To develop self-confidence.
To develop lifelong, independent learning skills.
To promote and provide ongoing education for staff and community.
To encourage the exchange of open ideas and philosophies between staff members.
To provide a challenging, rich, and disciplined learning environment.

We believe:
That every child has the ability to be successful.
That each child deserves to be educated in a positive, safe, and healthy learning environment.
That parents are the key to the success of every child.
That home-to-school partnerships are essential to educational progress.
That well-trained, highly-skilled educators are fundamental to our mission.
That fiscal responsibility and proactive leadership are instrumental to the ongoing success of Grant School.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | Student performance-CAASPP English Language Arts | 2022-2023<br>71% students met or exceeded standard for English language arts<br><br>The CA School Dashboard Indicates the following:<br>Green progress indicator<br>44.9 points above standard | | | 75% students met or exceeded standard for English language arts<br><br>The CA School Dashboard Indicates the following:<br>Blue progress indicator | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Declined 7 Points | | | | |
| 1.2 | Student performance-CAASPP Mathematics | 2022-2023<br>65.04% students met or exceeded standard for math<br><br>The CA School Dashboard Indicates the following:<br>Green progress indicator<br>22.9 points above standard<br>Maintained -1.4 Points | | | 75% students met or exceeded standard for math<br><br>The CA School Dashboard Indicates the following:<br>Blue progress indicator | |
| 1.3 | Student performance-CAASPP Science | 2022-2023<br>56.31% students met or exceeded standard for science | | | 62% students met or exceeded standard for science | |
| 1.4 | Student performance-ELPAC Proficiency | 2022-2023<br>The CA School Dashboard Indicates the following:<br>No performance color<br>Less than 11 students - data not displayed for privacy | | | The CA School Dashboard Indicates the following:<br>No performance color<br>Less than 11 students - data not displayed for privacy | |
| 1.5 | Student performance-ELPAC Reclassification Rate | 2022-2023<br>The CA School Dashboard Indicates the following: | | | The CA School Dashboard Indicates the following: | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | No performance color<br>Less than 11 students - data not displayed for privacy | | | No performance color<br>Less than 11 students - data not displayed for privacy | |
| 1.6 | Student Attendance Rates | 2023-2024<br>95% attendance rate | | | 96% attendance rate | |
| 1.7 | Student Chronic Absenteeism Rate | 2022-2023<br>The CA School Dashboard Indicates the following:<br>Green performance indicator<br>8.3% for 2022-2023<br>Declined 17.7% | | | The CA School Dashboard Indicates the following:<br>Blue performance indicator<br>Less than 1% | |
| 1.8 | Middle School Drop Out Rate | 2022-2023<br>0% Middle school students dropped out | | | Maintain 0%<br>Middle school students dropped out | |
| 1.9 | Student Suspension Rates | 2022-2023<br>The CA School Dashboard Indicates the following:<br>Yellow performance indicator<br>2% suspended at least one day<br>Maintained -0.2% | | | The CA School Dashboard Indicates the following:<br>Blue performance indicator<br>Less 1% suspended at least one day | |
| 1.10 | Student Expulsion Rates | 2022-2023<br>0% expulsions | | | Maintain 0% expulsions | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.11 | Teacher Credentialing (This data can also be found in the Local Indicator Report Priority 1 that accompanies the LCAP approval process) | 2023-2024 Teachers Credential Clear Credential 25.714 Out of Field 3 Intern 1 | | | 100% of teachers have a clear credential | |

# 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 | Alternatives to Suspension Peer Conflict Resolution Program | Implement a Peer Conflict Resolution Program with support from Assistant Principal School Counselor Counselor Program-continue to provide at-risk guidance/school counselor Behaviorists-1 FTE | $191,170.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Behavior Support Team and provide more access and resources to all students including foster youth, English Learners and low-income students. Train new classified and certificated staff in Trauma Informed Practices including learning about each families needs and goals for their children. Continue to train staff on the use of restorative practices in their interactions with students. School Counselor continues to implement a college and career readiness program. Professional development in Functional Behavioral Assessments (FBAs) | | |
| 1.2 | Character & Leadership Development | Character development for all students to prevent bullying, promote good choices and embed student leadership throughout the school utilizing Leader in Me, restorative practices, student leadership, and goal setting. Implement Positive Behavioral Interventions and Support strategies to address bullying and behavior expectations in grades TK-8. Continue to implement peer recognition program to recognize student achievement in front of their peers through assemblies, class visits, etc. Principal's List-lunch for grades 3-8 to honor 3.5 and above grade point average, trimester celebrations, kindness week, read across Grant, etc. Social emotional learning | $1,000.00 | No |
| 1.3 | Federal Funds Multi-Tiered System of Support Student Achievement | We are a single school district and are required to have our Title Funds in our LCAP.<br><br>Title I funds- Para I, Instructional materials and supplies, NonCap Equipment, Gen Op Expense<br>Title II funds- Professional Development<br>Title IV funds- Instructional materials and supplies, NonCap Equipment, Gen Op Expense<br>Review/Revise Response to Intervention Model for academic and school wide supports<br>Provide paraprofessional support in Learning Lab and in classrooms to provide intervention services. | $42,418.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Student Achievement: We strive for all students to be at or above grade level or making adequate progress towards being at grade level in reading, writing, math, and technology proficiency and all students will demonstrate at least one year of academic growth annually in each of these subjects. | | |
| **1.4** | Safety | Safety: We create and maintain learning environments where students, staff, and parents feel welcome and safe through the completion of the safety evaluation. Safety protocols and drills are in place.<br>Renew First Aid/CPR for staff<br>Safety Committee will meet regularly to discuss protocols, procedures, drills and the Safety Plan. | $360.00 | No |
| **1.5** | Parent Engagement/Effective Communication | Maintain district website and social media platforms<br>Hold recognition/appreciation event for school community and educational partner groups.<br>Community Night, Veteran's Day, Spelling Bee, Pancake Breakfast, Music performances, Movie Night, Father/Daughter dance, Grandparents Day and other family engagement events.<br>Connect parents with community resources through the School<br>Provide resources for at-risk families<br>Kindergarten Round Up<br>Cub Kick-off<br>All parents are encouraged to make decisions for the district and school through serving on Site Council and providing feedback through Board meetings and surveys. Parents of unduplicated students and individuals with exceptional needs are contacted by the teachers, support staff, counselors, and administration to encourage their participation in their children's education. | $12,830.00 | No |
| **1.6** | Benchmark Assessments & | Curriculum-based benchmark assessments will be implemented in English Language Arts and Math across all grade levels NWEA and IXL | $34,286.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | Online Academic Supports | Web-based subscription service renewals (Ren Place, AIMS Web, Read Live, etc) Implement CAASPP Interim Assessments in grades 3-8 in English language arts, math and science. | | |
| **1.7** | Intervention Staff | Learning Lab-Provide full-time certificated teacher to work with intervention staff, grade level teams, and students. Instructional Materials & Supplies Non Cap Equipment Paraprofessional staff (salary & benefits) | $198,838.00 | Yes |
| **1.8** | Professional Learning | Pay registration costs and compensation for instructional staff to participate in math, early literacy, writing, and educational technology training. Positive Behavior Intervention and Supports Mathematics Social emotional learning | $12,457.00 | No |
| **1.9** | Broad Course of Study/Elective Program | Enhance existing elective program for junior high students to provide access to a broad course of study, including challenge, enrichment, and STEM opportunities. PE Music and arts Foreign language | $173,599.00 | No |
| **1.10** | Facilities | Large facilities projects will be completed during the summer. Routine maintenance will occur everyday. | $150,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| **1.11** | English Learners | Credential teachers with English Learner certificates.<br>We strive to provide our English Learners with the support needed for purposeful English development. We support and encourage English learners to use language to interact meaningfully in school and beyond.<br>We provide tiered intervention for students not progressing in the English Language Development standards and modify instruction based on student needs.<br>Using the English Learner Road Map as our guide, we will provide our English Learners with the following: Language development will occur in and through subject matter learning and is integrated across the curriculum, including integrated English Language Development and designated English Language Development using the English Language Arts/English Learner Standards.<br>Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery.<br>English Learner students will be monitored for annual progress.<br>English Learner students are provided with both designated and integrated support within the school day.<br>Teachers also work in grade-level teams, in order to understand the English Language Development Standards and how they are aligned to the CA Common Core State Standards for English Language Arts/Literacy.<br>Teachers continue to assess existing instructional materials and supplement them with resources from the library, Internet, and primary source documents to develop CA English Language Development Standards aligned lessons.<br>Finally, we see parents as critical partners in their child's education and provide parents with strategies to support their child. English learners will be reclassified based on our district protocol. | $1,000.00 | Yes |
| **1.12** | Special Education/Students with Disabilities | Special Education Teachers<br>General and special educators work together to implement programs and services that enable students with disabilities to access the state academic content standards or content at their own academic level.<br>Special Education students are provided with Tier 1, 2 , and 3 supports both academically and socially. | $441,895.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Staff meet regularly to discuss progress and make adjustments for individual student's needs.<br>Special Education staff will ensure Individualized Education Plans (IEP) are implemented and that each student understands the goals that they are working towards.<br>Progress monitoring<br>Alternatives to suspension including a structured day and restorative chats/projects.<br>Students with disabilities that have committed a suspendable offense will be redirected through the Behaviorist, provided access to the refocus room and a structured day.  They will also receive one on one support from staff members. | | |
| **1.13** | Foster Youth Services / Homeless Youth Services | We provide the following support for Foster and Homeless Youth:<br>Coordinate with the case worker and attendance staff.<br>Ensure that transportation is not a barrier.<br>Assign a mentor (youth or adult) to provide guidance, encouragement, and assistance.<br>Help them to find a quiet and supportive place to work and study.<br>Intervene early when they are missing a lot of school.<br>Provide them with community resources such as:<br>Clothes closets<br>Food banks<br>Health clinics<br>Laundry services<br>Hygiene kits<br>Annually train our classified and certificated staff to have an understanding of homelessness and Foster Youth rights and specific needs.<br>Refer students to before/after-school intervention activities, etc.<br>Coordinate with the Homeless and Foster Youth liaison in the district.<br>Reach out to homeless families on a continuous basis.<br>Make sure that the student is enrolled in a free and reduced meal program.<br>Assign students a "buddy" to help them learn their way around school.<br>Give the student necessary school supplies, to take home.<br>Keep some nutritional snacks for those students who might need additional nutrition. | $500.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | We see parents as critical partners in their child's education and provide parent outreach with our families on an ongoing basis.<br>Alternatives to suspension | | |

# 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 |
|---|---|
| $$391,508 | $ |

**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 |
|---|---|---|---|
| 6.014% | 0% | $0.00 | 6.014% |

**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 | **Action:**<br>Alternatives to Suspension<br>Peer Conflict Resolution Program<br><br>**Need:**<br>Support for students who at-risk academically and/or behaviorally<br><br>**Scope:** | This action supports our at-risk students and is part of our districtwide multi-tiered system of support. | Suspension rate<br>Attendance rate<br>Chronic absenteeism 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 |
|---|---|---|---|
| | LEA-wide | | |
| 1.7 | **Action:**<br>Intervention Staff<br><br>**Need:**<br>Provide small group instruction for our at-risk students<br><br>**Scope:**<br>LEA-wide | Students that are performing below standard.<br>This is part of our multi-tiered system of support. | CAASPP English language arts<br>CAASPP mathematics |

## Limited Actions

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 1.11 | **Action:**<br>English Learners<br><br>**Need:**<br>Support English learners in math and literacy<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | We review data to target intervention support using a multi-tiered system of support for all students based on their individual needs. Increase English learner proficiency in English language and math | CAASPP English language arts<br>CAASPP mathematics<br>English Learner Proficiency Indicator<br>English Learner Reclassification rates |
| 1.13 | **Action:**<br>Foster Youth Services / Homeless Youth Services<br><br>**Need:** | Reduce the barriers keeping students from accessing learning supports. | Suspension rate<br>Chronic absenteeism rate<br>CAASPP English language arts<br>CAASPP mathematics |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Support for Foster Youth/Homeless Youth<br><br>**Scope:**<br>Limited to Unduplicated Student Group(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.

## 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 | $6,509,824 | $391,508 | 6.014% | 0% | 6.014% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $640,317.00 | $415,559.00 | $0.00 | $204,477.00 | $1,260,353.00 | $1,072,574.00 | $187,779.00 |

| 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 | Alternatives to Suspension Peer Conflict Resolution Program | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | On-going | $183,670.00 | $7,500.00 | $191,170.00 | | | | $191,170.00 | |
| 1 | 1.2 | Character & Leadership Development | All | No | | | All Schools | On-going | $0.00 | $1,000.00 | $1,000.00 | | | | $1,000.00 | |
| 1 | 1.3 | Federal Funds Multi-Tiered System of Support Student Achievement | Students who are at-risk academically and socially | No | | | All Schools | On-going | $29,755.00 | $12,663.00 | | | | $42,418.00 | $42,418.00 | |
| 1 | 1.4 | Safety | All | No | | | All Schools | On going | $0.00 | $360.00 | | $360.00 | | | $360.00 | |
| 1 | 1.5 | Parent Engagement/Effective Communication | All | No | | | All Schools | On-going | $12,080.00 | $750.00 | $12,830.00 | | | | $12,830.00 | |
| 1 | 1.6 | Benchmark Assessments & Online Academic Supports | All | No | | | All Schools | On-going | $34,286.00 | $0.00 | | | | $34,286.00 | $34,286.00 | |
| 1 | 1.7 | Intervention Staff | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | On-going | $196,289.00 | $2,549.00 | $198,838.00 | | | | $198,838.00 | |
| 1 | 1.8 | Professional Learning | All | No | | | All Schools | On-going | $0.00 | $12,457.00 | $9,100.00 | $3,357.00 | | | $12,457.00 | |
| 1 | 1.9 | Broad Course of Study/Elective Program | All | No | | | All Schools | On-going | $173,599.00 | $0.00 | $75,879.00 | $97,720.00 | | | $173,599.00 | |
| 1 | 1.10 | Facilities | All | No | | | All Schools | On-going | $0.00 | $150,000.00 | $150,000.00 | | | | $150,000.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.11 | English Learners | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | On-going | $1,000.00 | $0.00 | $1,000.00 | | | | $1,000.00 | |
| 1 | 1.12 | Special Education/Students with Disabilities | Students with Disabilities | No | | | All Schools | On-going | $441,895.00 | $0.00 | | $314,122.00 | | $127,773.00 | $441,895.00 | |
| 1 | 1.13 | Foster Youth Services / Homeless Youth Services | Foster Youth Low Income | Yes | Limited to Unduplicated Student Group(s) | Foster Youth Low Income | All Schools | On-going | $0.00 | $500.00 | $500.00 | | | | $500.00 | |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $6,509,824 | $391,508 | 6.014% | 0% | 6.014% | $391,508.00 | 0.000% | 6.014 % | **Total:** | $391,508.00 |
| | | | | | | | | **LEA-wide Total:** | $390,008.00 |
| | | | | | | | | **Limited Total:** | $1,500.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Alternatives to Suspension Peer Conflict Resolution Program | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $191,170.00 | |
| 1 | 1.7 | Intervention Staff | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $198,838.00 | |
| 1 | 1.11 | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $1,000.00 | |
| 1 | 1.13 | Foster Youth Services / Homeless Youth Services | Yes | Limited to Unduplicated Student Group(s) | Foster Youth Low Income | All Schools | $500.00 | |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| Totals | $1,073,148.00 | $1,211,213.68 |

| 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 | Contracted Services for Counseling | Yes | $67,155.00 | $89,230.76 |
| 1 | 1.2 | Peer Conflict Resolution Program | No | $5,000.00 | $5,403.94 |
| 1 | 1.3 | Character Development | No | $17,000.00 | $18,571.98 |
| 1 | 1.4 | First Aid/CPR | No | $3,000.00 | $2,970.83 |
| 1 | 1.5 | Website and Social Media | No | $15,000.00 | $13,821.57 |
| 1 | 1.6 | School Counselor Program | No | $5,000.00 | $5,500.00 |
| 1 | 1.7 | At Risk Guidance/School Counselor | Yes | $82,000.00 | $63,656.26 |
| 1 | 1.8 | Implement PBIS | No | $12,500.00 | $13,448.67 |
| 1 | 1.9 | Peer Recognition | No | $2,500.00 | $2,290.90 |
| 1 | 1.10 | Recognition/Appreciation | No | $1,500.00 | $1,609.93 |
| 1 | 1.11 | Response to Intervention Model Update | No | $3,000.00 | $3,000.00 |

| 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 | 1.12 | Behavior Support Assistant | No | $75,000.00 | $80,704.93 |
| 1 | 1.13 | Trauma Informed Practices | Yes | $6,000.00 | $3,212.08 |
| 1 | 1.14 | Restorative Practices | Yes | $20,000.00 | $27,757.80 |
| 1 | 1.15 | Chronic Absenteeism Coordinator | Yes | $10,000.00 | $10,869.00 |
| 2 | 2.1 | Benchmark Assessments | No | $140,485.00 | $154,580.62 |
| 2 | 2.2 | Web-based subscription service renewals | No | $10,000.00 | $11,836.55 |
| 2 | 2.3 | Provide full-time certificated teacher to work with intervention staff, grade level teams, and students. | Yes | $113,425.00 | $110,522.16 |
| 2 | 2.4 | Provide paraprofessional support in Learning Lab and in classrooms to provide intervention services. | No | $350,738.00 | $415,291.03 |
| 2 | 2.5 | Implement California Assessment for Student Progress and Performance (CAASPP) Interim Assessments | No | $1,680.00 | $1,085.02 |
| 2 | 2.6 | Pay registration costs and compensation for instructional staff to participate in math, early literacy, writing, and educational technology training | No | $6,000.00 | $16,135.83 |
| 2 | 2.7 | Provide intervention programs | No | $20,000.00 | $13,074.95 |
| 2 | 2.8 | Education Technology Advisor | No | $55,065.00 | $76,641.06 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 2 | 2.9 | Use Intervention Teacher to provide monthly training to paraprofessionals on general education and intervention strategies | No | $2,000.00 | $0.00 |
| 2 | 2.10 | Articulation | No | $680.00 | $0.00 |
| 2 | 2.11 | English Language Development assessment and instruction services | Yes | $15,420.00 | $15,420.00 |
| 2 | 2.12 | Attendance Campaign | No | $500.00 | $3,052.93 |
| 2 | 2.13 | Highly Effective Teachers | No | $500.00 | $1,151.79 |
| 2 | 2.14 | College Trips | No | $7,000.00 | $7,803.59 |
| 2 | 2.15 | Elective Program | No | $10,000.00 | $28,083.61 |
| 2 | 2.16 | College and Career Readiness | No | $5,000.00 | $5,305.63 |
| 2 | 2.17 | Assessments | No | $10,000.00 | $9,425.00 |

# 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) |
|---|---|---|---|---|---|---|
| $324,995.00 | $267,000.00 | $379,071.83 | ($112,071.83) | 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 | Contracted Services for Counseling | Yes | $20,155.00 | $89,230.76 | | |
| 1 | 1.7 | At Risk Guidance/School Counselor | Yes | $82,000.00 | $64.521.29 | | |
| 1 | 1.13 | Trauma Informed Practices | Yes | $6,000.00 | $6,241.08 | | |
| 1 | 1.14 | Restorative Practices | Yes | $20,000.00 | $74,029.10 | | |
| 1 | 1.15 | Chronic Absenteeism Coordinator | Yes | $10,000.00 | $10,869.00 | | |
| 2 | 2.3 | Provide full-time certificated teacher to work with intervention staff, grade level teams, and students. | Yes | $113,425.00 | $118,760.60 | | |
| 2 | 2.11 | English Language Development assessment and instruction services | Yes | $15,420.00 | $15,420.00 | | |

# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $6,628,551.00 | $324,995.00 | 0.23% | 5.133% | $379,071.83 | 0.000% | 5.719% | $0.00 | 0% |

# Local Control and Accountability Plan Instructions

[Plan Summary](Plan%20Summary)

[Engaging Educational Partners](Engaging%20Educational%20Partners)

[Goals and Actions](Goals%20and%20Actions)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](Increased%20or%20Improved%20Services)

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

### Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

# Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

# Instructions

**Respond to the prompts as follows:**

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

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

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

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

**Complete the table as follows:**

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

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

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

## Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**
Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

### Type of Goal

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

### State Priorities addressed by this goal.

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

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

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

    - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

**Broad Goal**
Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

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

    o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

## Metric #

- Enter the metric number.

## Metric

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

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

    o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

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

    o The baseline data must remain unchanged throughout the three-year LCAP.

        ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

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

  o  When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o  Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o  As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪  The reasons for the ineffectiveness, and

    ▪  How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

## Total Funds

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

## Contributing

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

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

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

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

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

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

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

## Purpose

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

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

**Statutory Requirements**

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

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

**For School Districts Only**

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

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

# Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

## LCFF Carryover — Dollar

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

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

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

# Required Descriptions:

## LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

## Identified Need(s)

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

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

- o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

# Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

# Contributing Actions Table

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

# Annual Update Table

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

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

# Contributing Actions Annual Update Table

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

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

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

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

    o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

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

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

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

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

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

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

## Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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