LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ravendale-Termo Elementary School District

CDS Code: 18-64162-6010789

School Year: 2024-25

LEA contact information:
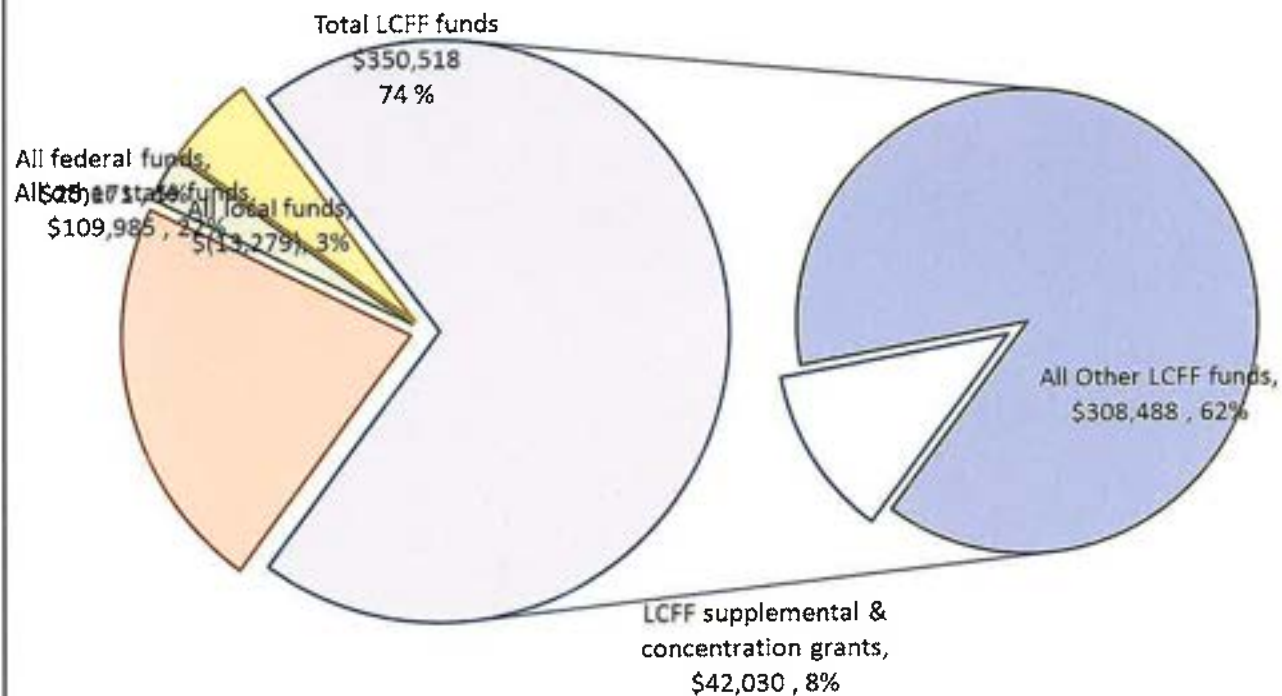
Jason Waddell

Superintendent

jwaddell@juniperridge.org

(530) 257-8200

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
$350,518
74 %

All federal funds,
$25,171
All other state funds,
$109,985 , 23%

All local funds,
$(13,279), 3%

All Other LCFF funds,
$308,488 , 62%

LCFF supplemental &
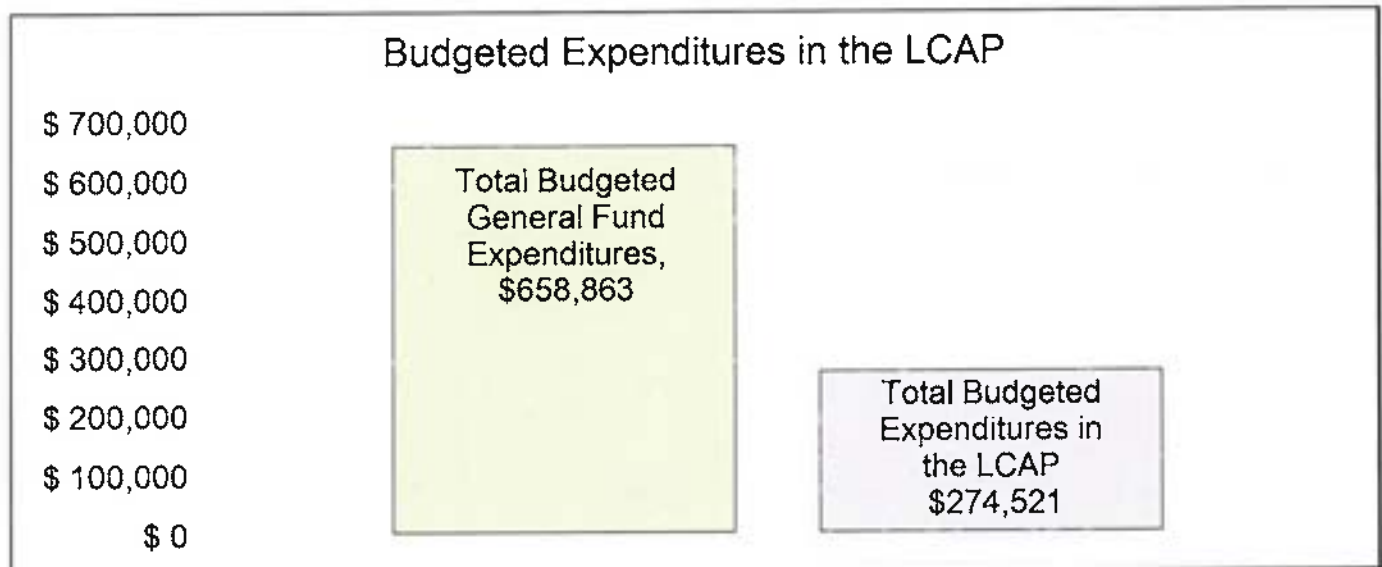concentration grants,
$42,030 , 8%

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

The text description for the above chart is as follows: The total revenue projected for Ravendale-Termo Elementary School District is $472,395, of which $350,518.00 is Local Control Funding Formula (LCFF), $109,985.00 is other state funds, $-13,279.00 is local funds, and $25,171.00 is federal funds. Of the $350,518.00 in LCFF Funds, $42,030.00 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

$ 700,000

$ 600,000

$ 500,000

$ 400,000

Total Budgeted General Fund Expenditures, $658,863

$ 300,000

$ 200,000

Total Budgeted Expenditures in the LCAP $274,521

$ 100,000

$ 0

This chart provides a quick summary of how much Ravendale-Termo Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Ravendale-Termo Elementary School District plans to spend $658,862.97 for the 2024-25 school year. Of that amount, $274,521.00 is tied to actions/services in the LCAP and $384,341.97 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund Expenditures and Transfers not listed in the LCAP is $384,341.97. Expenditures related to the district's core education program are among the expenditures not listed in the LCAP. These expenditures included personnel costs (salaries, health and welfare benefits, retirement contributions, and employer payroll taxes) for teachers, administrators, clerical staff, paraprofessionals, maintenance, custodial, health clerks, crossing guards, and computer and library technicians. Certificated Salaries no included is $71,952.00; Classified Salaries not included is $9,500.00; and Employee Benefits not included is $47,542.00. Other non personnel costs would be books and supplies, equipment, utilities, legal fees, lease payments, Special Education contributions, property insurance, professional services and contributions towards programs with encroachments. Books and supplies not included is $34,864.00; Professional Services not included is $225,736.00; Capital Outlay not included is $0.00; Other Outgo not included is $0.00; Indirect Costs not included is -$5,252.00; and Transfers Out not included is $0.00. For more detail on the entire school district budget, the public is encouraged to check out our website in which our SACS budget documents are posted.

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

In 2024-25, Ravendale-Termo Elementary School District is projecting it will receive $42,030.00 based on the enrollment of foster youth, English learner, and low-income students. Ravendale-Termo Elementary School District must describe how it intends to increase or improve services for high needs students in the

LCAP. Ravendale-Termo Elementary School District plans to spend $75,901.00 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

| $95,874 |

☐ Actual Expenditures for High Needs Students in LCAP

| $59,650 |

$ 0 $ 20,000 $ 40,000 $ 60,000 $ 80,000 $ 100,000 $ 120,000

This chart compares what Ravendale-Termo Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Ravendale-Termo Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Ravendale-Termo Elementary School District's LCAP budgeted $95,874.00 for planned actions to increase or improve services for high needs students. Ravendale-Termo Elementary School District actually spent $59,649.93 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-36,224.07 had the following impact on Ravendale-Termo Elementary School District's ability to increase or improve services for high needs students:

Although the total expenditures for actions and services to increase or improve services for high needs students in 2023/24 is less than the total budgeted expenditures for those planned actions and services, the percentage to increase services of 15.51% which reflects the proportion of funds generated by unduplicated pupils was met. The MPP was met through funds spent of $59,649.93 which is equivalent to 21.83% of expenditures to improve or increase services for unduplicated pupils. The District also provided .83% of qualitative services to the unduplicated pupils, for a total percentage to increase services of 22.66%. The original budget of $95,874 for high needs students was 35.09% of total general fund expenditures. The services identified for unduplicated pupils were still provided at a level higher than the funding received to support unduplicated students, the services provided just didn't cost as much as anticipated due to the inability to hire an additional part time Paraprofessional. The district has been able to provide one hour per day of Paraprofessional support with the 1.0 Classified FTE currently employed.

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
Ravendale-Termo Elementary School District	Jason Waddell Superintendent	jwaddell@juniperridge.org (530) 257-8200

Goals and Actions

Goal

Goal #	Description
1	The District will maintain and build upon all students' access to a broad course of study taught by a fully credentialed teacher that has received professional development in the implementation and utilization of the state standards with students learning in a facility that is safe and properly maintained. (Priorities 1, 2 and 7)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A- Percentage of Schools in Good or Exemplary Condition Metric: FIT/SARC	1A- 100% of schools were in good or exemplary condition (FIT/SARC)	1A- (Met) 100% of schools were in good or exemplary condition as measured by the FIT/SARC.	1A- (Met) 100% of schools were in good or exemplary condition as measured by the FIT/SARC.	1A- (Met) 100% of schools were in good or exemplary condition as measured by teh FIT/SARC.	100% of schools in good good exemplary condition (FIT/SARC)
1B- Percentage of teachers appropriately assigned and credentialed Metric: SARC/LCOE Credential Monitoring Report	1B- 100% of teachers were appropriately assigned and credentialed in 2020-2021 school year	1B- (Met) 100% of the teachers were appropriately assigned and credentialed in the 2021-2022 school year as measured by the LCOE Credential Monitoring Report and noted in the school's SARC.	1B- (Met) 100% of the teachers were appropriately assigned and credentialed in the 2022-2023 school year as measured by the LCOE Credential Monitoring Report and noted in the school's SARC.	1B- (Met) 100% of the teachers were appropriately assigned and credentialed in the 2023-2024 school year as measured by the LCOE Credential Monitoring Report and noted in the school's SARC.	100% of teachers will be appropriately assigned and credentialed (SARC/LCOE Credential Monitoring Report)
1C- Percentage of classrooms that have sufficient instructional materials Metric: (SARC/LCOE Credential Monitoring Report)	1C- 100% of classrooms had sufficient instructional materials in the 2020-2021 school year	1C- (Met) 100% of classrooms had sufficient instructional materials during the 2021-2022 school year as attested to via	1C- (Met) 100% of classrooms had sufficient instructional materials during the 2022-2023 school year as attested to via	1C- (Met) 100% of classrooms had sufficient instructional materials during the 2023-2024 school year as attested to via	1C- 100% of classrooms will have sufficient instructional materials (SARC/Board Resolution)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Metric: SARC/Board Resolution	Metric: SARC/Board Resolution	Board Resolution in September and noted in the SARC.	Board Resolution in September and noted in the SARC.	Board Resolution in September and noted in the SARC.	
2A- Implementation of State Standards/Local Evaluation Tool- Percentage of lessons utilizing State Standards	2A- Survey results from administrative walk-throughs show all subjects completed using current state standards 100% of the time with Math, ELA standards and current state curriculum as measured by the district's local survey tool.	2A- (Met) 100% of lessons delivered in all subjects were completed using current state standards and current curriculum as measured by the district's local survey tool.	2A- (Met) 100% of lessons delivered in all subjects were completed using current state standards and current curriculum as measured by the district's local survey tool.	2A- (Met) 100% of lessons delivered in all subjects were completed using current state standards and current curriculum as measured by the district's local survey tool.	100% of lessons delivered in all subjects will be done using current state standards and current curriculum.
Metric: Local Survey Tool	50% of science lessons have been delivered using CCSS.				
2B- English Learner Program Metric	2B- Not relevant as we do not have any English Learners or a DELAC.	2B- Not relevant as we did not have any English Learners or a DELAC during 2021-2022 school year.	2B- (Met) Survey showed that the English Learner Program operated in the "core" phase for all measurements in the English Learner metric.	2B- (Met) Survey showed that the English Learner Program operated in the "core" phase for all measurements in the English Learner metric.	English Language Learner parents will show that the district is operating in the "core" phase for all measurements in the English Learner metric.
Metric: Local Survey Tool					
2A- Staff input related to professional development needs- Level of engagement	2C- Survey results from staff reflect that the district is in "initial implementation" phase for ELA/ELD and "full implementation" phase for ELA/ELD and Mathematics related to professional development. The staff shared that they	2C- (Met) Survey results from staff showed that the district is in "full implementation" phase for ELA/ELD and Mathematics related to professional development. The staff shared that they	2C- (Met) Survey results from staff showed that the district is in "full implementation" phase for ELA/ELD and Mathematics related to professional development. The staff shared that they	Survey results from staff will show that the district is in "full implementation" phase for professional development in ELA/ELD and Mathematics, and "initial implementation" for
Metric: Local Survey and Mathematics Tool					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	development. The staff felt we were in "initial implementation" phase for all other core subject areas.	were in the "initial implementation" phase for other core subject areas.	were in the "initial implementation" phase for other core subject areas.	were in the "initial implementation" phase for other core subject areas.	staff development in all other core subject areas.
7A- Percentage of students with access to and enrolled in a broad course of study throughout school year. Metric: Local Measure; SIS	7A- 100% of our students had access to and participated in a broad course of study throughout the 2020-2021 school year. 7th and 8th grade students had access to a foreign language course taught by a credentialed teacher. 100% of our students had access to a computer in order to learn technology skills that are needed for career and college readiness. (SIS)	7A- (Met) 100% of our students had access to and participated in a broad course of study throughout the 2021-2022 school year. Our 7th and 8th grade students had access to a foreign language course taught online by a credentialed instructor. 100% of our students had access to a computer in order to learn technology skills that are needed for career and college readiness. (these items measured by a report pulled from the SIS)	7A- (Met) 100% of our students had access to and participated in a broad course of study throughout the 2022-2023 school year. Our 7th grade student had access to a foreign language course taught online by a credentialed instructor. 100% of our students had access to a computer in order to learn technology skills that are needed for career and college readiness. (these items measured by a report pulled from the SIS)	7A- (Met) 100% of our students had access to and participated in a broad course of study throughout the 2023-2024 school year. One 8th grade student was enrolled and was provided access to a foreign language course and credentialed instructor. 100% of our students had access to a computer in order to learn technology skills that are needed for career and college readiness.	100% of enrolled students will have access to and participate in a broad course of study. 7th and 8th grade students will have access to a foreign language course and 100% of our students will have access to a computer in order to learn technology skills that are needed for career and college readiness.
7B- Percentage of unduplicated students with access to and enrolment in a broad course of study and enrollment in a broad	7B- 100% of our unduplicated students had access to a broad course of study and were provided support	7B- (Met) 100% of our unduplicated students had access to a broad course of study and were provided	7B- (Met) 100% of our unduplicated students had access to a broad course of study and were provided	7B- (Met) 100% of our unduplicated students had access to a broad course of study and were provided	100% of our unduplicated students will have access to a broad course of study and will be provided

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
course of study and supports.	in many forms, including: small group instruction, one-on-one support with an instructional aide, supplemental coursework with technology and individualized tutoring as needed.	support in many forms, including: small group instruction, one-on-one support with an instructional aide, supplemental coursework with technology and individualized tutoring- as measured by teacher schedules, SIS and parent-teacher meeting notes.	support in many forms, including: small group instruction, one-on-one support with an instructional aide, supplemental coursework with technology and individualized tutoring- as measured by teacher schedules, SIS and parent-teacher meeting notes.	support in many forms, including: small group instruction, one-on-one support with an instructional aide, supplemental coursework with technology and individualized tutoring- as measured by teacher schedules, SIS and parent-teacher meeting notes.	support in many forms, including: small group instruction, one-on-one support with an instructional aide, supplemental coursework with technology and individualized tutoring as needed.
Metric: Local Measure; SIS; Meeting Notes: Schedules					
7C- Percentage of students with exceptional needs enrolled in grade-level appropriate courses and using grade-level materials. Metric:	7C- Not relevant as we do not have any students with disabilities enrolled this year.	7C- (Met) Our one student with a speech IEP is enrolled in grade-level, appropriate courses and uses grade-level materials as measured by teacher lesson plans and meeting notes.	7C- (Met) Our one student with a speech IEP is enrolled in grade-level, appropriate courses and uses grade-level materials as measured by teacher lesson plans and meeting notes.	7C- (Met) Our one student with a speech IEP is enrolled in grade-level, appropriate courses and uses grade-level materials as measured by teacher lesson plans and meeting notes.	100% of our students with exceptional needs will be enrolled in and participate in a broad course of study. 100% of our students with disabilities will be working with grade-level materials in both the RSP and general education classrooms. As necessary, when appropriate, students with disabilities may use foundational, skill--building materials that may be from other grade levels.

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.

(2021-2022)
Completing the actions in this goal turned-out to be more difficult than originally presumed. The impacts of the pandemic have created supply chain issues that have adversely impacted some trades more than others. The District discovered that there are supplies and/or parts that were needed to complete the actions in this goal that are not readily available. Unfortunately, the district was unable to secure the security locks needed to complete action one. Additionally, the contractor that provides the window tinting installation is no longer contracted to do work in California, so this portion of the action was not completed. The remaining parts (sanitation machine and blinds) are also experiencing a lag and will hopefully be completed by the fall. This means that these actions will carry over to the following LCAP year. The new server was purchased and installation/configuration will be completed as planned (1.1).
Professional development was completed as planned, but the costs were reduced through grant funding provided to the vendor (1.2)
NGSS Science Curriculum was purchased as planned (1.3).

(2022-2023)
The District was finally able to secure the additional blinds for the windows in the hallways and classrooms. The added safety measure has been important for staff and the local Sheriff's Department. The District will continue to seek options for new locks and the sanitation machine to help with cleaning. A supply chain issue was encountered this year as the district attempted to purchase products that were appropriate for our size of school. The district intends to secure these items in the third and final year of this LCAP.

(2023-2024)
The district was unable to secure new locks for the doors, mostly due to procurement issues with vendors capable of doing the installation in such a remote area. The sanitation machine was not purchased because the new employee at the school is able to keep-up on cleaning needs due to the lower number of students currently attending. The employee is confident that he can meet these needs by hand and does not require additional machinery.

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.

(2021-2022)
Material Differences by Action:
Action 1.2 - The District spent $821 less than planned due to the Google Training being offered for free and the fractions training offered at a reduced rate when bundled with SSD staff. The Google training was grant funded and ended-up not costing the district money for our teacher to attend. The difference will be used for other professional development opportunities that will help improve or increase services for our unduplicated students (Summer Session at SSD).

(2022-2023)

Action 1.1 - $2,836.62 difference did not replace looks or purchase floor scrubber

Action 1.2 - $275.00 difference cost of training less than anticipated

Action 1.4 - $2,672.00 difference Math curriculum less expensive than anticipated

The district purchased blinds this year and will no longer be looking to add window tinting. A floor scrubber is still needed and remaining funds will be used to purchase it as well as locks for the school. Math curriculum was less than expected so the district did not spent the budgeted amount- due to the limited options and the low number of students at the school.

(2023-2024)

Material Differences by Action:

Action 1.1 - The district spent $5000 less than planned due to not purchasing the locks and sanitization machinery. These funds will be used in future years for other needed updates to the facility.

Action 1.2 - The district spent $500 less than planned due to professional development opportunities being offered at no cost.

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

(2021-2022)

This goal is specifically focused on creating a safe environment for students to learn and equipping our teacher with a skillset that helps her provide a broad course of study to all students, including the ability to prepare students to be college and career ready with related technology skills. The specific actions in this goal have helped make progress towards meeting the overall needs associated with the goal. Metrics were met in all areas through employing appropriate employees, securing appropriate materials for our students, providing a learning environment with positive ratings on the FIT and ensuring that all students are enrolled in a broad course of study. Even with the minimum set-backs due to the pandemic, our students have been provided a comfortable environment for learning and our teaching staff has become more knowledgeable about the delivery of standards-based instruction through the completion of the associated trainings.

(2022-2023)

The focus of this goal remained the same through the second year of the LCAP cycle. Metrics for the basic services, standards based instruction and broad course of study were all met. Students at our school continue to have access to a clean, positive learning environment that contains the necessary elements for their education. The district will continue to leverage professional development opportunities for our staff and will seek additional programs that could benefit our students.

(2023-2024)

The focus of this goal remained the same through the second year of the LCAP cycle. Metrics for the basic services, standards based instruction and broad course of study were all met. Students at our school continue to have access to a clean, positive learning environment that contains the necessary elements for their education. The district will continue to leverage professional development opportunities for our staff and will seek additional programs that could benefit our students.

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.

(2021-2022)
The District will continue to provide relevant instructional training for our teaching staff to help them implement the state standards for all students. The District will again allocate $500 for training that will occur for staff. With the conclusion of the current Mathematics adoption (an 8-year cycle was purchased originally), the District will add an action to purchase bridge materials to be used until the next adoption becomes available. The estimated price for an additional three years is $2600.00 (Action 1.4).

(2022-2023)
The district will continue to leverage professional development opportunities for our staff in the coming year. As new programs or curriculum adoptions become available, the district will seek to provide training for staff so that our students will gain the benefit of teachers that understand how to best use the curriculum and provide opportunities for academic growth in the classroom. No changes are planned for the final year of the LCAP cycle in this goal.

(2023-2024)
The district will continue to leverage professional development opportunities for our staff in the coming year. As new programs or curriculum adoptions become available, the district will seek to provide training for staff so that our students will gain the benefit of teachers that understand how to best use the curriculum and provide opportunities for academic growth in the classroom. Opportunities to improve the school facility will be included in future adoptions of the LCAP.

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

Goals and Actions

Goal

Goal #	Description
2	All students will demonstrate growth towards meeting or exceeding standards in English Language Arts, Mathematics and English Language Proficiency. (State Priorities 4 and 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
4A- State Indicator/Academic Indicator: SBAC ELA and Math Performance Metric: CA Dashboard 5x5 ELA Placement Report; Local Analysis	4A- 2019 CA Dashboard: English Language Arts and Mathematics There were too few records to show results at each grade level. Overall, 50% of students in ELA and 75% of students in Math met or exceeded standards on testing done spring of 2018.	4A- (Met)	4A- (Met) There were too few records to show results at each grade level. Overall, all eligible students participated in testing done spring of 2022.	4A- (Met) There were too few records to show results at each grade level. Overall, all eligible students participated in testing done in the spring of 2023.	CA Dashboard: ELA and Math: All students will maintain or grow into an ELA and Math performance group of Green or Blue.
4B- State Indicator/Academic Indicator: Percentage of Pupils who have successfully completed courses that satisfy the requirements for	4B- Not relevant as we are a K-8 district.	4B- Not relevant as we are a K-8 district.	4B- Not relevant as we are a K-8 district.	4B- Not relevant as we are a K-8 district.	Not relevant as we are a K-8 district.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
entrance to the UC and CSU Systems. Metric: Dataquest, CALPADS, SIS					
4C- State Indicator/Academic Indicator: Percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE approved career technical education standards and frameworks. Metric: CALPADS	4C- Not relevant as we are a K-8 district.	4C- Not relevant as we are a K-8 district.	4C- Not relevant as we are a K-8 district.	4C- Not relevant as we are a K-8 district.	Not relevant as we are a K-8 district.
4D- State Indicator/Academic Indicator: Percentage of pupils wo have successfully completed both types of courses described in subparagraphs (B) and (C).	4D- Not relevant as we are a K-8 district.	4D- Not relevant as we are a K-8 district.	4D- Not relevant as we are a K-8 district.	4D- Not relevant as we are a K-8 district.	Not relevant as we are a K-8 district.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Metric: CALPADS, SIS					
4E- State Indicator/Academic Indicator: Percentage of English Learners who make progress toward English proficiency as measured by the English Language Assessments for California (ELPAC).	4E- Not relevant as we do not have any enrolled English Learner students.	4E- Not relevant as we do not have any enrolled English Learner students.	4E- Not relevant as we do not have any enrolled English Learner students that have taken the ELPAC for a second time to be able to measure progress. Our only EL student took the ELPAC for the first time during the 2022-2023 school year.	4E- Not relevant as we do not have any enrolled English Learner students that have taken the ELPAC for a second time to be able to measure progress. Our only EL student took the ELPAC for the first time during the 2022-2023 school year.	Not relevant as we do not have any enrolled English learner students.
Metric: ELPAC scores					
4F- Local Indicator/Academic Indicator: English Learner Reclassification Rates.	4E- Not relevant as we do not have any enrolled English Learner students.	4E- Not relevant as we do not have any enrolled English Learner students.	4F- Not relevant as we do not have any English Learner student this year and do not yet have data to measure.	4E (Not Met) No reclassifications occucred so far this year. With only one English Learner, not enough data is present yet to warrant a reclassification.	Not relevant as we do not have any enrolled English Learner students.
Metric: Local Reclassification Rate					
4G- State Indicator/Academic Indicator: Percentage of pupils who have passed an advanced	4G- Not relevant as we are a K-8 district.	4G- Not relevant as we are a K-8 district.	4G- Not relevant as we are a K-8 district.	4G- Not relevant as we are a K-8 district.	Not relevant as we are a K-8 district.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
placement exam with a score of 3 or higher					
4H- State Indicator/Academic Indicator: Percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.	4H- Not relevant as we are a K-8 district.	4H- Not relevant as we are a K-8 district.	4H- Not relevant as we are a K-8 district.	4H- Not relevant as we are a K-8 district.	Not relevant as we are a K-8 district.
8A- Other Outcomes: Percentage of students in Jr. High (7th and 8th grade) completing foreign language as indicated on their report card	100% of Jr. High students (7th and 8th grade) completed coursework for French One on Odysseyware system.	8A- (Met) 100% of Jr. High students (7th and 8th grade) completed coursework for French One on hte Odysseyware system.	8A- (Met) 100% of Jr. High students (7th grade) completed coursework for French One on the Odysseyware system.	8A- (Met) One 8th grade student enrolled and 8th grade student enrolled at the beginning of the year was enrolled in an online French One course using the Odysseyware system.	100% of Jr. High (7th grade and 8th grade) students will complete coursework for foreign language on Odysseyware system.

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.

(2021-2022)
The area of student achievement and increased academics was the nexus behind this LCAP goal. The District aimed to focus on supporting students with additional resources that would provide more individualized support and improve their academic scores. Our teacher prioritized local summative testing that was conducted throughout the year to measure students' achievement towards meeting the state standards and to measure growth from month to month and year to year. As a small district that doesn't recieve scores on our dashboard, it has become increasingly important that we can utilize local measurements to provide our staff with data around student learning. The first action (2.1) in

this goal was slated to be the recruitment and hiring of an instructional aide that could help provide small-group support for our students. Unfortunately, living in the frontier community that we do, this additional person was not found ($13,663.50 was not spent). Action 2.2 was to be spent purchasing Odysseyware, an online program for diagnostic testing and support. Action 2.3 was a one-year action to purchase headphones and other supplies to support the use of our chromebooks. Given the impacts of the pandemic, we did not purchase these materials and will instead keep this action for implementation in 2022. Action 2.4 centered on providing additional days of learning to help students recover from any losses due to the pandemic. Summer school was provided, but ended up costing $1,799 less than anticipated. Summer school will be provided again in year two of this LCAP.

(2022-2023)
Increased student acheivment continues to be the focus of this LCAP goal. Our teacher utilized local diagnostic testing software to track student progress throughout the school year and measured growth from one period to the next. Student data was shared following the use of the diagnostic tool and the teacher was able to alter lesson plans depending on the successes and failures that were measured through the tool. Additional instructional aide time was able to be added late in the school year, but it remains unclear if the district will be able to maintain a person to meet this need. Additional technology needs will be measured as school begins in the fall and any necessary accessories will be acquired.

(2023-2024)
Increased student acheivment continues to be the focus of this LCAP goal. Our teacher utilized local diagnostic testing software to track student progress throughout the school year and measured growth from one period to the next. Student data was shared following the use of the diagnostic tool and the teacher was able to alter lesson plans depending on the successes and failures that were measured through the tool. Additional instructional aide time is available for the classroom, but with a drop in the number of students, the allocated time has been reduced slightly. Tech supplies will continue to be monitored and purchased as needed. Summer Learning needs have changed with the mandate to offer ELOP to our students. The costs have gone down as classified staff are now operating the program instead of having a teacher providing traditional summer learning academics.

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.

(2021-2022)
Material Differences by Action:
Action 2.1 -$13,663.50 difference-unable to hire paraprofessional until sub found in Mid May-contributing
Action 2.2 +$6,781.00 difference-Odessyware cost more due to more students. Action is no longer contributing as it was purchased with Federal REAP funds.
Action 2.3 -$500 difference-didn't purchase headphones or chromebook supplies-contributing
Action 2.4 -$1,799 difference-summer school less expensive than estimated didn't do session in early August as thought-contributing

(2022-2023)

Material Differences by Action:
Action 2.1 -$15,409.46 difference unable to hire paraprofessional until sub found in March
Action 2.2 +$195.00 difference purchased Starfall software
Action 2.3 -$500 difference supply on hand Headphones & Chromebooks was enough for students enrolled
Action 2.4 -$15,599.37 difference didn't run summer school as many days as anticipated salaries were less due to fewer days

The instructional aide that the district had aspired to bring on board did not materialize. Unfortunately, there are very few willing, eligible candidates for a part-time job like this in the general area of the school. In late spring, the district was able to bring in an aide for a couple of hours. While the additioanl support was great, the district does not know if we will be able to keep someone in the position. Ultimately, we did not spend as much as planned in this area but will continue to try to fill the position in the future. Summer school costs were not as great as expected due to the lack of students available to be open for the number of anticipated days.

(2023-2024)
Material Differences by Action:
Action 2.1 - $17,808.93 less was spent on classroom instructional aide because time for the aide has been reduced and the district was not able to secure a person for the entire year.
Action 2.2 - $354 less was spent due to a lower number of licenses/programming needed for fewer students.
Action 2.3 - $500 less was spent due to not having supplies that were necessary with our lower number of students.
Action 2.4 - $6058.80 less was spent due to summer school no longer being offered with a teacher, but rather a classified staff through ELOP.

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

(2021-2022)
Action 2.1 was intended to provide our students with an additional adult in the classroom which would allow us to provide more small group interactions. Obviously, with not being able to hire this additional person, this action did not help us meet our intention of smaller groupings. The staff, board members, adiminstration and parents still believe that it woudl be beneficial to find another adult that can help in the classroom. The intention of providing more individualized time with students was actually indirectly met through summer school options, days of low attendance that afforded our teacher more time with those that were present and our van driver/cook/custodian was also able to help at times with providing individualized time with the teacher for certain children. Action 2.2 provided us with the product to measure student growth and we were able to fulfill the metrics that required this measurement because the software had been purchased. The District elected to use restricted, expiring federal funds (REAP) to purchase the software, thus removing it from being considered a contributing action. Action 2.3 was placed in the LCAP to purchase headphones and other supplies for our chromebooks. The specific headphones we were seeking were not readily available at onset of the school year and the district elected to move this action forward to the 2022-2023 school year to ensure that we could purchase exactly what was desired. This action would help make progress towards our goal of improving achievmentby allowing students more opportunities to work individually on the chromebooks without bothering those around them. The staff felt strongly that if provided more time working online and with "CAASPP-like" programs, the students would be more familiar and capable of navigating

the computers as required in current CAASPP testing environments. Action 2.4 was intended to provide summer school for students, thus giving them more one-on-one time with their teacher and allow them more time for work that might have been missed due to the pandemic. Student scores on summative assessments throughout the school year showed that the additional time and energy helped them maintain or increase their work toward proficiency with the state standards in Language and Math. The educational partners at JRES have no doubt that these extra activities have had a positive impact on student learning this year and will continue to be impactful in the near future.

(2022-2023)
Action 2.1 continues the intention to have an extra adult available for support in the classroom so that small group instruction can be maximized. The district was finally able to add some instructional aide time in the spring of 2023. The added time allowed the classroom teacher to split students into smaller groups while working on specific foundational skills. A new classified person was hired this spring after we lost our longtime van driver/cook/custodian. This person was able to perform aide duties while also taking over the cooking and cleaning duties as well. The school has seen a flurry of cleaning in the last few months and everyone notices how nice it looks. The district feels that the clean environment has helped with the attendance rate as the year progressed. The floor scrubber was not readily available for purchase this spring, but will be pursued in the summer months. Summer school will be held through early July but attendance is expected to be low due to several families having other engagements this summer. For those students that do attend, the district expects the outcome to be beneficial for those students.

(2023-2024)
Action 2.1 continues the intention to have an extra adult available for support in the classroom so that small group instruction can be maximized. The district was finally able to add some instructional aide time in the spring of 2023 but then lost that employee right after school started in the fall. A replacement employee was not found until November. The added time allowed the classroom teacher to split students into smaller groups while working on specific foundational skills. The new employee that started in November is currently cleaning/sanitizing the school without the need for more equipment or machinery. Other items to support the facility will be considered in the next LCAP. Summer campus are not offterered for students through the ELOP program. For those students that do attend, the district expects the outcome to be beneficial for those students.

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.

(2021-2022)
Action 2.1 will continue. The district will continue to seek an instructional aide to support our students.
Action 2.2 is complete insofaras the purchase is concerned. The software will continue to be used to support summative testing of students as we've purchased a three-year license.
Action 2.3 will be reinstated and headphones and supplies will be purchased for our chromebooks in the 2022-2023 school year.
Action 2.4 will remain for the 22-23 summer and possibly continue if funding and interest are present.

(2022-2023)

The district hopes to be able to continue to employ someone in the instructional aide position for the 23/24 school year. Technology accesories needs will be assessed in the fall and any items needed will be purchased. Should there be an interest, the district will look to have a summer school session for those that need time to work on foundational skills.

(2023-2024)
The district intends to continue employment with the instructional aide for the 24/25 school year. New computers are expected to be purchased to stay current on tech and safety needs. The ELOP program will continue to operate activities for students that provide enrichment.

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

Goals and Actions

Goal

Goal #	Description
3	The Ravendale-Termo Elementary School District will provide a safe and effective learning environment for every student by engaging parents, students and staff. (Local Priorities 3, 5, and 6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
3A- Percentage of parents who agree or strongly agree that the district seeking input in decision-making process. Metric: CA Healthy Kids Survey; Local measure	3A- 80% of parents agree or strongly agree that the school seeks input from parents/guardians in the decision-making process (Local survey-2020)	3A- (Met) 80% of parents agreed or strongly agreed that the school sought input form parents/guardians in the decision-making process per the local survey conducted in October/November 2021.	3A- (Met) 80% of parents agreed or strongly agreed that the school sought input form parents/guardians in the decision-making process per the local survey conducted in October/November 2022.	3A- (Not Met) Results from the fall 2023 CHKS administration are not available at this time.	Maintain or increase the percentage of parents that agree or strongly agree that the school seeks input from parents/guardians in the decision-making process.
3B- Percentage of parents that agree or agree that the parents agree or strongly agree that the school promotes school promotes unduplicated student parent participation. Metric: Event Attendance Logs; meeting notes; survey results	3B- 75% of unduplicated student parents agree or agreed that the school promotes school promotes unduplicated student parent participation. (Local survey 2020)	3B- (Met) 75% or more of parents agreed or strongly agreed that the school promoted parent participation per the local survey conducted in October/November 2021.	3B- (Met) 75% or more of parents agreed or strongly agreed that the school promoted parent participation per the local survey conducted in October/November 2022.	3B- (Not Met) Results from the fall 2023 CHKS administration are not available at this time.	Maintain or increase the percentage of parents of unduplicated students that agree or strongly agree that the school promotes parent participation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
3C: Local Indicator/Parent Involvement: Seeking with input from parent/guardians of students with disabilities in decision-making process.	3C- The district did not have any students with disabilities parents of students with disabilities at the time of the local survey, so no data was collected for this decision-making metric.	3C- (Met) 100% of parents of students with disabilities agreed or strongly agreed that they were included in the decision-making process per the local survey conducted October/November 2021.	3C- (Met) 100% of parents of students with disabilities agreed or strongly agreed that they were included in the decision-making process per the local survey conducted October/November 2022.	3C- (Not Met) Results from the fall 2023 CHKS administration are not available at this time.	3C Maintain or increase the percentage of parents of students with disabilities that agree or strongly agree that the school promotes parent participation.
Metric: Attendance Logs; meetings notes/minutes; survey results					
5A- Student Attendance Rates Metric: Local SIS Report	5A- 95% Attendance Rate (Local SIS)	5A- (Not Met) 86.62% attendance rate per SIS report.	5A- (Not Met) 83.09% attendance rate per SIS report.	5A- (Not Met) 85.61% attendance rate per SIS Report through Month 4.	5A- Maintain or increase the percentage of attendance of students at school (Local Measure)
5B- Chronic Absenteeism Rates Metric: CA Schools Dashboard; Dataquest	5B- Only one student was deemed chronically absent during the 20-21 school year(Local SIS measurement).	5B- (Not Met) Seven of the twelve students enrolled consistently at the school experienced chronic absenteeism during hte 21-22 school year per SIS report.	5B- (Not Met) Three of the five students enrolled consistently at the school experienced chronic absenteeism during the 22-23 school year per SIS report.	5B- (Met) No students have yet reached chronic absenteeism levels during the first half of the school year.	5B- Maintain or decrease the percentage (or number) of chronic absenteeism (local measure or state dashboard)
5C- Middle School Drop-out Rates Metric: Dataquest	5C- 0% Middle School Drop-out Rate (Dataquest)	5C- (Met) 0% Middle School Drop-out rate maintained per SIS report.	5C- (Met) 0% Middle School Drop-out rate maintained per SIS report.	5C- (Met) 0% Middle School Drop-out rate maintained per SIS report.	5C- Maintain 0% Middle School Drop-out Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
5D- High School drop-out Rates Metric: Dataquest	5D- Not relevant as we are a K-8 district.	5D- Not relevant as we are a K-8 district.	5D- Not relevant as we are a K-8 district.	5D- Not relevant as we are a K-8 district.	Not relevant as we are a K-8 district
5E- High School Cohort Graduation Rates Metric: CA Schools Dashboard	5E- Not relevant as we are a K-8 district.	5E- Not relevant as we are a K-8 district.	5E- Not relevant as we are a K-8 district.	5E- Not relevant as we are a K-8 district.	Not relevant as we are a K-8 district
6A- Suspension Rate Metric: CA Dashboard; SIS; Dataquest	6A- 0% Rate (2020 SIS Report)	6A- (Met) The district maintained a 0% suspension rate per SIS report.	6A- (Met) The district maintained a 0% suspension rate per SIS report.	6A- (Met) The district has maintained a 0% suspension rate through the first half of the school year per SIS report.	Maintain a 0% suspension rate.
6B- Expulsion Rate Metric: Dataquest; SIS	6B- 0% Expulsion Rate (2020 SIS Report)	6B- (Met) The district maintained a 0% expulsion rate per SIS report.	6B- (Met) The district maintained a 0% expulsion rate per SIS report.	6B- (Met) The district has maintained a 0% expulsion rate through the first half of the school year per SIS report.	Maintain a 0% expulsion rate.
6C- CA Healthy Kids Survey Results (CHKS) Percentage of students reporting feeling safe and connected to the school.	6C- The CA Healthy Kids Survey was administered to parents, staff and students in the fall of 2020.	6C- (Met) 100% of students reported feeling safe or very safe at school when polled with local survey in November 2021.	6C- (Met) 100% of students reported feeling safe or very safe at school when polled with local survey in November 2022.	6C- (Not Met) Results from the fall 2023 CHKS administration are not available at this time.	6C- Maintain or increase the number of students feeling safe and connected to the school.

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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Metric: CA Healthy Kids Survey (CHKS)	100% of students reported feeling safe or very safe at school, connected or very connected to the school when polled with local survey in November 2021.	92% of students reported feeling connected or very connected to the school when polled with local survey in November 2021.	92% of students reported feeling connected or very connected to the school when polled with local survey in November 2022.		

(2021-2022)
Goal Three is predominately about getting kids and their families engaged in the educational process at school. With Action 3.1, the district intended to provide "no-cost" meals to our students each day for snack and lunch. The district has not been involved in the National School Lunch Program (NSLP) for the past two decades, but the board has made it a priority to feed our students each day. Years of evidence is readily available to show how this has positively impacted our attendance rates and parent/student survey results show that this is a positive impact for our families. When polled, the board of trustees unanimously was in favor of contining this service for our students. Action 3.2 centered around transportation. Our school resides one hour from the closest town and most of our families do not have the means to transport their children to and from school each day. Without transportation by the school, our students would not enjoy hte same access toan education as their more affluent peers in the state. As part of Action 3.2, the district has enhanced its transportation services by providing "door-to-door" service for our students in order to improve attendance. Unfortunately, the pandemic and the rules associated with "feeling sick" did not allow students to be at school on many of the days they might have been in the past. We did not see our attendance rates increase due to impacts of the pandemic and the rules imposed by the California Public Health Department. Action 3.3 was enacted as planned. This action centers on utilizing our website as a means to distribute information to parents and to provide access to school resources. Action 3.4 was designed to purchase additional musical instruments and gardening supplies for our students to enhance their engagment at school. The items were not purchased simply because they were not yet needed. Our students continued to use what they currently had. This action will roll to the second year for implementation. Action 3.5 was intended to provide SEL materials to students and professional development for our teacher. This work was put on hold due to the overwhelming impacts of the pandemic. The action will move forward to year two. The final action- Action 3.6 was to charge an indirect for the programs run on behalf of our unduplicated students. This action was completed, albiet at a lower cost than anticpated.

(2022-2023)

Goal Three continues to focus on getting kids and their families engaged in the educational process at school. With Action 3.1, the district continues to provide "no-cost" meals to our students each day for snack and lunch. The district is not involved in the National School Lunch Program (NSLP), but the board has made it a priorty to feed our students each day. Years of evidence is readily available to show how this has positively impacted our attendance rates and parent/student survey results continue to show that this is a positive impact for our families. When polled, the board of trustees unanimously was in favor of contining this service for our students. Action 3.2 continues to focus on transportation. Our school resides one hour from the closest town and most of our families do not have the means to transport their children to and from school each day. Without transportation by the school, our students would not enjoy the same access to an education as their more affluent peers in the state. As part of Action 3.2, the district will continue its enhanced transportation efforts by providing "door-to-door" service for our students in order to improve attendance. Action 3.3 will continue to be centered on utilizing our website as a means to distribute information to parents and to provide access to school resources. Action 3.4 will continue our efforts to purchase additional musical instruments and gardening supplies for our students to enhance their engagement at school. Action 3.5 was intended to provide SEL materials to students and professional development for our teacher. The majority of this work is now done through a team of SEL experts at the Lassen County Office of Education. The final action- Action 3.6 will continue to charge an indirect cost for the programs run on behalf of our unduplicated students.

(2023-2024)

The focus of Goal Three continues to be on getting kids and their families engaged in the educational process at school. With Action 3.1, the district continues to provide "no-cost" meals to our students each day for snack and lunch. The district is not involved in the National School Lunch Program (NSLP), but the board has made it a priorty to feed our students each day. Years of evidence is readily available to show how this has positively impacted our attendance rates and parent/student survey results continue to show that this is a positive impact for our families. When polled, the board of trustees unanimously was in favor of contining this service for our students. Action 3.2 continues to focus on transportation. Our school resides one hour from the closest town and most of our families do not have the means to transport their children to and from school each day. Without transportation by the school, our students would not enjoy the same access to an education as their more affluent peers in the state. As part of Action 3.2, the district will continue its enhanced transportation efforts by providing "door-to-door" service for our students in order to improve attendancein our extremely rural area. Action 3.3 will continue to be centered on utilizing our website as a means to distribute information to parents and to provide access to school resources. Action 3.4 will continue our efforts to purchase additional musical instruments and gardening supplies for our students to enhance their engagment at school. Action 3.5 was intended to provide SEL materials to students and professional development for our teacher. The majority of this work is now done through a team of SEL experts at the Lassen County Office of Education. The final action- Action 3.6 will continue to charge an indirect cost for the programs run on behalf of our unduplicated students.

(2021-2022)

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.

Material Differences by Action:

Action 3.1 +$774 difference- Food purchases increased with more students and costs were higher this year than anticipated.- contributing

Action 3.2 +$265 difference- Transportation costs increased with the cost of fuel increasing throughout the year.- contributing

Action 3.3 -$168 difference- Website Hosting Costs were slightly less than anticipated.- contributing

Action 3.4 -$1,720 difference- Didn't purchase music instruments, garden supplies-contributing

Action 3.5 -$5,500 difference- Didn't purchase SEL second step curriculum or provide PD for SEL-contributing

Action 3.6 -$3,546 difference- Indirect cost lower due to lower s/c actual expenditures-contributing

(2022-2023)

Material Differences by Action:

Action 3.1 -$3,504 difference - Employee was out for medical reasons, substitute employee was less expensive and didn't have health benefits.

Action 3.2 -$6,313.96 difference - Employee was out for medical reasons, substitute employee was less expensive and didn't have health benefits.

Action 3.3 -168.40 difference - Annual web site hosting was less than anticipated.

Action 3.4 - $1,766.87 difference - No musical instruments were purchased, due to long winter unable to grow a garden.

Action 3.5 -$5,000 difference - Will work with LCOE to provide SEL services.

Action 3.6 -$3,127 difference - Less expenditures than anticipated resulting in a lower indirect cost rate being charged.

The district experience employee turnover following an extended employee sickness. The absence of the employee for a period of time disregulated our efforts to provide transportation to our students. This action caused our overall costs to go down. Not as much money was spent on Action 3.4 as we experienced a long, harsh winter and the ability to start the school garden early did not occur. These needs will roll over to the subsequent year. SEL curriculum costs were less than anticipated as was professional development in this area. The Lassen County Office of Education now operates a support staff that provides occasional training and support for our teacher.

(2023-2024)

Material Differences by Action:

Action 3.1 - $1557.30 less was spent on meals than budgeted. This difference occured because of the fewer number of students attending the school this past year. Although meal costs have increased, we are serving fewer meals.

Action 3.2 - $12,077.31 less was spent because the district did not have a driver for almost two months in the fall. The actual cost of fuel has increased, but with fewer students, the driver is not having to drive as many miles each day for home to school transportation.

Action 3.3 - $168 less was spent than budgeted. Costs for website did not increase as had been anticipated.

Action 3.4 - $1458.53 less was spent than budgeted. Not as many supplies were needed once our student population decreased.

Action 3.6 - $2154 less was spent on indirect costs because overall costs dropped as the number of students decreased.

Employee turnover continued to be an issue early in the year and this was coupled with a decline in overall enrollment. Both caused the district to spend less on the actions in goal three than planned.

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

(2021-2022)
Providing meals and transportation for free were intended to keep our attendance at the high levels we had seen in the past. Unfortunately, with the effects of COVID and the impacts of the CDPH rules related to isolation and quarantine, the district did not see the desired results that we had planned to see. Evidence from the teacher suggests that the increased communication and door-to-door delivery of students has also helped increase the ability for the teacher to get homework to students when they have been absent. So, while they might have been absent more this past year, the teacher has been able to keep the students progressing with thier classwork. The use of the website to disseminate information and to stay compliant with "posting" requirements has been successful. Our educational partners know that they can look to our district website for information about upcoming meetings, events and scheduling changes. Action 3.4 was not completed, however, this goal was written for the three year period. The district will continue to monitor our needs for art supplies, music and gardening. As items are needed over the next two years, the district will purchase them. Parent surveys indicated that parents would like to see more musical options for our students. Action 3.5 was unable to occur simply because we had too many initiatives and the massive number of student and staff absences negatively impacted our timelines. The SEL curriclum remains an important compenent for our students and will be executed in the 22-23 school year.

(2022-2023)
As in the previous year, providing meals and transportation for free were intended to keep our attendance at the high levels we had seen in the past. Unfortunately, with the effects the past few years following hte pandemic and poor habits for attendance, the district did not see the desired results that we had planned to see. Evidence from the teacher continues to suggest that the increased communication and door-to-door delivery of students has helped increase the ability for the teacher to get homework to students when they have been absent. So, while they might have been absent more this past year, the teacher has been able to keep the students progressing with thier classwork. The use of the website to disseminate information and to stay compliant with "posting" requirements continues to be successful. Our educational partners know that they can look to our district website for information about upcoming meetings, events and scheduling changes. Action 3.4 was not used to its fullest, however, this goal was written for the three year period. The district will continue to monitor our needs for art supplies, music and gardening. As items are needed over the next year, the district will purchase them. The Lassen County Office of Education now operates a support staff that provides occasional training and support for our teacher. The SEL realm remains an important compenent for our students and will be executed in the 23-24 school year.

(2023-2024)
Providing meals and transportation for free were intended to keep our attendance at the high levels we had seen in the past. Unfortunately, with the effects the past few years following the pandemic and poor habits for attendance, the district did not see the desired results that we had planned to see, but there was a marked improvement. The use of the website to disseminate information and to stay compliant with "posting" requirements continues to be successful. Our educational partners know that they can look to our district website for information about upcoming meetings, events and scheduling changes. Action 3.4 was not not used to its fullest, however, this goal was written for the three year period and with the number of students decreasing, it stands to reason that the amount of money spent will be less. The Lassen County Office of Education operates a support staff that provides occasional training and support for our students and will continue to be executed in future school years.

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.

(2021-2022)
For the 2022-2023 school year, the district will endeavor to continue all actions in Goal Three. The district will continue to provide free meals for all students, provide door-to-door transportation, host an informational website, purchase needed supplies, purchase and provide SEL curriculum and provide professional development for staff on the curriculum. Additionally, as the majority of our students are unduplicated pupils, the district recognizes that our students can benefit from these enhancements in a way that is more profound than their affluent neighbors and peers might experience. The district will continue to charge an indirect cost to supplemental and concentration monies for this reason. This practice makes sense with the district's demographics and impacts on the district administrative office.

(2022-2023)
For the 2023-2024 school year, the district will strive to continue the necessary actions in goal three. Meals for students will continue as will the home-to-school transportation. Our website will continue to be used to distribute information and the Lassen County Office of Education SEL team will support the SEL needs of our student and staff. This is a slight change in Action 3.5 since we will be working in tandem with the LCOE team for our SEL needs.

(2023-2024)
The next three-year cycle of the LCAP will certainly continue to see the use of "no cost" meals and student friendly transportation. Our website will continue to be a tool that is used for compliance and for communicating information with stakeholders. The Lassen County Office of Education will continue to be a valuable partner in supporting our students with nees that are excessive for our small staff, particularly in the SEL realm.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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:

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

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.

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

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
Ravendale-Termo Elementary School District	Jason Waddell Superintendent	jwaddell@juniperridge.org (530) 257-8200

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.

The Ravendale-Termo Elementary School District is a K-8 District with one K-8 School, Juniper Ridge Elementary School, located in Termo, CA- approximately one hour North of Susanville, CA in Lassen County. The school site serves approximately 6 students in transitional kindergarten through eighth grade (CALPADS Snapshot 1.17). During the 23-24 school year, the six students represented grade levels from Kindergarten through Seventh Grade. One certificated teacher works with the six students with the assistance of a full-time classified employee that provides transportation via the District's vans, cooks meals for the students, provides occasional custodial duties and also serves as an instructional aide for the students. As an educational entity, Juniper Ridge Elementary School is a community of students, teachers, parents and staff who value education and support the development of the students in the community. This small school site offers students the ability to learn in a structured atmosphere where students can reach their full potential, becoming independent and responsible 21st Century Learners. The Ravendale-Termo School District has an unduplicated pupil count of 100% with an enrollment at CBEDS (10/4/23) of six students. At the end of the year, we finished with 3 students. 33.3% of our three students are designated English Learners and we had a 0% reclassification rate this year. The District's Foster Youth Services Coordinator helps provide academic tutoring, mentoring and counseling services as need to all foster youth enrolled in the District- although none were enrolled as verified by the Foster Youth Count on the Snapshot. The District's Homeless Liaison ensures that Homeless Student needs are met with full enrollment rights afforded

homeless students, participation in all school activities and support as needed with accessing the academic program- no homeless students were enrolled as verified by the snapshot.

The school partners with the Lassen County Office of Education for Regionalized RSP services such as Speech Therapy, Adaptive PE, School Psychologist, Physical Therapy, and Counseling. For RSP students that need support in the classroom, the District will contract with a neighboring district for part-time RSP teaching support for an appropriate number of hours or days depending on the needs of our students with IEP services. At this time, the only service needed is for speech therapy with one student and this service is filled through a contract with an online provider. Ravendale-Termo Elementary School District has been identified to receive Equity Multiplier Funding.

Reflections: Annual Performance

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

Dashboard indicators and test score results are always going to be a challenge for a district as small as Ravendale. The student population is not large enough to create a student group of any kind on the dasdhboard. The inability to generate group scores and dashboard ratings by color is something that stakeholders have come to expect. This past spring, although we participated in the CAASPP testing, we only had a total of two students participate in the testing- the remainder of our students were in grades K-2 or had moved from the district prior to the start of testing. The stakeholders in the district are accustomed to demographic data and test score data not being reported out due to our small numbers to protect the privacy of our students. Although this is very different from most schools, our parents are used to more engagement and one-on-one attention from the classroom teacher and staff.

While no student scores for any of the dashboard measurements are available, the District closely monitors student progress on their academics and on their engagement with the school setting. The 2023-2024 school year saw an overall increase in student attendance. Even though the student population dropped as compared to the previous year, those students that remained at the school had a much higher attendance rate than those that left. With attendance stabilizing, the classroom teacher was able to provide a more robust curriculum as she was not always dealing with student absences and make-up work. Consequently, the district chronic absenteeism rate dropped as well with the uptick in attendance rates.

Stabilizing our school staff was a focus this past year and the district was fortunate to find new classified staff that has brought about better stability for our students. The classified staff member provides a number of critical services, including being able to meet the demands of the Expanded Learning Opportunities Program (ELOP). The extra supports that this employee provides have been appreciated by staff, students and families in the school community.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
1. Parents of Students	Due to the small size of the district and the difficulty some families have in being at meetings, the district has a standing item on the agenda at each board meeting to discuss LCAP items. Parents are welcome to attend. One parent (33.3%) regularly attends the meetings. Parents also provide input at parent/teacher conferences as well as a variety of community engagement events.
2. Staff (Teacher, Classified Staff, District Employees)	There are no bargaining units to consult, but the staff members at the school site have a strong voice for what items might need to be included in the LCAP. Staff is always welcome to share during our board meetings and they are consulted on a regular basis.
3. Community Members (Including Board Members)	Community members are invited to attend board meetings to discuss the actions in the LCAP. Our Board of Trustees actively solicits ideas from the community and shares the information at meetings.
4. Students	The district surveys the students about items around the campus, such as equipment, books, bathrooms and those things that provide connectedness to the school setting.
5. SELPA (Including other County District Administrators)	District administration sits on the SELPA board for Lassen County Office of Education representing the needs of our students with disabilities. Each year, administration shares the LCAP actions with the SELPA board.

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

Summary feedback received from staff, students, parents and community members maintained three key components for the upcoming LCAP.

1. Our increase in attendance rates this past year are a reflection of turnover in staff as well as a different dynamic with a couple of families. Parents continue to want to see reliable transportation and availability of a broad course of study for their students who live in this remote area. Having access to programs and opportunities that are present at other county schools is very important to this stakeholder group.
2. Improved academic offerings enhanced student learning and promoted positive engagement. New science curriculum, intervention materials and summer school offerings were just a few of the improved services that students took advantage of for better academic outcomes over the past two years. Students shared their interests in having more ways to learn including additional options for working with technology and physical education; our students are eager to see if there is a way to update/enhance our options outside for physical activity. The additional funding acquired through the Equity Multiplier was seen as a means to provide more stimulating equipment outside for students to enjoy, thus improving school climate and safety.
3. As the district is not part of the National School Lunch Program and is not currently able to take advantage of free-lunch for all, the district needs to continue to provide funding to the cafeteria for all students to be able to participate in the daily meal and snack program at the school. District Administration and the board of trustees were the drivers behind this particular action.

Together, all educational partner groups found these three items to be of the greatest importance for continuing to offer a meaningful educational environment for our students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The District will maintain and build upon all students' access to a broad course of study taught by a fully credentialed teacher that has received professional development in the implementation and utilization of the state standards with students learning in a facility that is safe and properly maintained.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

An analysis of the input from stakeholders has not identified any concerns or needs within state priorities 1,2 or 7. The data provided by the metrics will allow the district to monitor the maintenance of this goal and help identify and potential gaps created by a lack of progress. The actions have been selected based on input from stakeholders and their proven effectiveness in maintaining the positive outcomes of this goal. The Ravendale-Termo Elementary School District has developed this maintenance goal around Basic Services, Course Access and Implementation of CCSS because the areas of focus have seen, consistent and steady improvement and are no longer in the same category as some of the areas that we are focused on in previous goals. Basic Service metrics have been met since the implementation of the LCAP and are not viewed by stakeholders as a concern. Our facility is in good repair, our teacher is appropriately credentialed and our students each have the necessary materials for their studies. Course Access goals have been met through the implementation of grade level, appropriate placements for our students whether they be a general education student, an English Learner, a foster youth, homeless student or a student with disabilities. Our School Information System provides a check & balance system for our registrars to make sure that all students are enrolled in the appropriate courses and school administrators monitor textbook distribution, usage and lesson planning for grade level content in all appropriate areas. Teaching staff utilize standards-based curriculum and attend annual training designed to reinforce use of current state standards. With an adoption of new NGSS curriculum across all grade levels, the district is now current and up-to-date on all textbook adoptions. Parent involvement has traditionally been strong at Juniper Ridge Elementary School. The District continues to get good participation from parents when we administer the CA Healthy Kids Survey. Through the survey, parents have reported that they approve of the activities in the school and are generally supportive of programs. Lastly, parents regularly participate in a Community Advisory Committee through our local SELPA, providing an opportunity for parent involvement in the Special Education arena.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1A- Percentage of Schools in Good or Exemplary Condition Metric: FIT/SARC	1A- 100% of schools were in good or exemplary condition in 2023-2024. Metric: (FIT/SARC)			1A- 100% of schools will be in good or exemplary condition (FIT/SARC)	
1.2	1B- Percentage of teachers appropriately assigned and credentialed Metric: SARC/LCOE Credential Monitoring Report	1B- 100% of teachers were appropriately assigned and credentialed in 2023-2024. Metric: (SARC/LCOE Credential Monitoring Report)			1B- 100% of teachers will be appropriately assigned and credentialed during the school year Metric: (SARC/LCOE Credential Monitoring Report)	
1.3	1C- Percentage of classrooms that have sufficient instructional materials Metric: SARC/Board Resolution	1C- 100% of classrooms had sufficient instructional materials in 2023-2024. Metric: SARC/Board Resolution			1C- 100% of classrooms will have sufficient instructional materials during the school year Metric: SARC/Board Resolution	
1.4	2A- Implementation of State Standards/Local Evaluation Tool-Percentage of lessons utilizing State Standards	2A- Survey results from administrative walk-throughs show that staff is implementing state standards 100% of the time with Math, ELA and Social Studies.			2A- Survey results from administrative walk-throughs will show that staff is implementing state standards 100% of the time with Math	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Metric: Local Survey Tool	50% of science lessons have been delivered using CA state standards. (2023-2024)			ELA and Social Studies. 100% of science lessons will be delivered using CA state standards.	
1.5	Metric: Local Survey Tool	2B- Not relevant as we only have one English Learner and no DELAC. (2023-2024)			2B- Not relevant as we will only have one English Learner and no existing DELAC.	
	2B- English Learner Program Metric					
1.6	Metric: Local Survey Tool	2C- Survey results from staff reflect that the district is in "initial implementation" phase for ELA/ELD and "full implementation" phase for Mathematics related to professional development. The staff felt we were in "initial implementation" phase for all other core subject areas. (2023-2024)			2C- Survey results from staff will reflect that the district is in "full implementation" phase for ELA/ELD and "full implementation" phase for Mathematics related to professional development. The staff will state that we will be in "initial implementation" phase for all other core subject areas.	
	2A- Staff input related to professional development needs- Level of engagement					
1.7	7A- Percentage of students with access to and enrolled in a broad course of study throughout school year.	7A- 100% of our students had access to and participated in a broad course of study throughout the 2023-2024 school year. 7th and 8th grade students			7A- 100% of our students will have access to and participate in a broad course of study throughout the school year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Metric: Local Measure; SIS	had access to a foreign language course taught by a credentialed teacher. 100% of our students had access to a computer in order to learn technology skills that are needed for career and college readiness. (SIS)			7th and 8th grade students will have access to a foreign language course taught by a credentialed teacher. 100% of our students will have access to a computer in order to learn technology skills that are needed for career and college readiness. (SIS)	
1.8	7B- Percentage of unduplicated students with access to and enrollment in a broad course of study and supports. Metric: Local Measure; SIS; Meeting Notes; Schedules	7B- 100% of our unduplicated students had access to a broad course of study and were provided support in many forms, including: small group instruction, one-on-one support with an instructional aide, supplemental coursework with technology and individualized tutoring as needed. (2023-2024)			7B- 100% of our unduplicated students will have access to a broad course of study and will be provided support in many forms, including: small group instruction, one-on-one support with an instructional aide, supplemental coursework with technology and individualized tutoring as needed.	
1.9	7C- Percentage of students with	7C- 100% of students with exceptional needs			7C- 100% of students with	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	exceptional needs enrolled in grade-level appropriate courses and using grade-level materials. Metric: SIS	are enrolled in grade-level appropriate courses and using grade-level materials. (2023-2024)			exceptional needs will be enrolled in grade-level appropriate courses and using grade-level materials.	

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	Maintenance Equipment Update	Purchase misc. tools and equipment necessary to provide proper upkeep of the facility (Weed Trimmer, cordless blower, tree-trimming equipment, etc.)	$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Facility Repairs and Improvements	Utilizing funding from a wildfire settlement, the district complete parking lot repairs that will include crack-fill, sealing and restriping, upgrade the intercom system at the front doors and installation of a new front gate that will provide additional security. Additionally, the district will secure and install a generator that will allow fewer interruptions during power outages.	$57,000.00	No
1.3	Staff Professional Development	The district will provide specialized training utilizing the science of reading approach for our teacher through an MOU with the Lassen County Office of Education. Teaching staff will also be provided an opportunity to complete additional training with instructional practices for the transitional kindergarten program.	$1,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will demonstrate growth towards meeting or exceeding standards in English Language Arts, Mathematics and English Language Proficiency.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Analysis of student performance data as measured by the Smarter Balanced Assessment Consortium (SBAC) English Language Arts and Math assessments show that only three students were present for testing in the spring of 2023 that were eligible to take the mandated test. 66.6% of the students improved their score in ELA and the other 33% stayed the same. In mathematics, 66% scored in the same band as the year before and 33% dropped by one band. The district's one English Learner took the ELPAC for the first time, scoring overall as a novice English Learner- which was to be expected. Consequently, there were no students reclassified at that time either. Overall, students have done well- staying near the state averages mostly even though there are too few students in the district to show any indicators on the CA School Dashboard. The LEA has developed this goal to continue our focus on meeting academic expectations for all of our students. The district desires to see steady, consistent growth on student academic test scores as measured annually through the CAASPP and other local means. The actions in this broad goal provides our staff and students with tools to improve over the next three years.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	4A- State Indicator/Academic Indicator: SBAC ELA and Math Performance	4A- 2024 CA Dashboard: English Language Arts and Mathematics			4A- 2024 CA Dashboard: English Language Arts and Mathematics	
	Metric: CA Dashboard 5x5 ELA Placement Report; Local Analysis	There were too few records to show results at each grade level.			There will be too few records to show results at each grade level.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	4B- State Indicator/Academic Indicator: Percentage of Pupils who have successfully completed courses that satisfy the requirements for entrance to the UC and CSU Systems. Metric: Dataquest, CALPADS, SIS	4B- Not relevant as we are a K-8 district.			4B- Not relevant as we are a K-8 district.	
2.3	4C- State Indicator/Academic Indicator: Percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE approved career technical education standards and frameworks. Metric: CALPADS	4C- Not relevant as we are a K-8 district.			4C- Not relevant as we are a K-8 district.	
2.4	4D- State Indicator/Academic Indicator: Percentage of pupils wo have successfully	4D- Not relevant as we are a K-8 district.			4D- Not relevant as we are a K-8 district.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	completed both types of courses described in subparagraphs (B) and (C).					
	Metric: CALPADS, SIS					
2.5	4E- State Indicator/Academic Indicator: Percentage of English Learners who make progress toward English proficiency as measured by the English Language Assessments for California (ELPAC).	4E- There were too few English Learners to show results at each grade level. (2023-2024)			4E- There will be too few English Learners to show results at each grade level.	
	Metric: ELPAC scores					
2.6	4F- Local Indicator/Academic Indicator: English Learner Reclassification Rates.	4E- 0% of English Learners reclassified during the 2023-2024 school year.			4E- 100% of English Learners will be reclassified during the current school year.	
	Metric: Local Reclassification Rate					
2.7	4G- State Indicator/Academic Indicator: Percentage of pupils who have passed an advanced placement exam with a score of 3 or higher	4G- Not relevant as we are a K-8 district.			4G- Not relevant as we are a K-8 district.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	4H- State Indicator/Academic Indicator: Percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.	4H- Not relevant as we are a K-8 district.			4H- Not relevant as we are a K-8 district.	
2.9	8A- Other Outcomes: Percentage of students (7th and 8th grade) completing in Jr. High foreign language as indicated on their report card	100% of Jr. High students (7th and 8th grade) completed coursework for a foreign language on Odysseyware system in 2023-2024.			100% of Jr. High students (7th and 8th grade) will completedcoursework for a foreign language on Odysseyware system.	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Classroom Instructional Aide Support	A classroom instructional aide will help provide supplemental, small-group support to low-income students.	$4,385.00	Yes
2.2	Intervention and Supplemental Support Materials	Purchase online, interactive intervention materials and provide supplemental online support with access to diagnostic testing of CA state standards. Students routinely utilize the LEXIA online program to work on filling gaps in their learning related to English Language Arts.	$2,000.00	Yes
2.3	Updated Computers (Windows 11)	All classroom computers will need to be updated in order to provide the proper level of security and optimized support.	$9,000.00	Yes
2.4	Summer Expanded Learning Camps	The District will offer summer expanded learning camps with different themes each week in order to help meet the requirement to offer an additional thirty days of expanded learning. The camps will be facilitated by a classified employee and will include transportation and meals each day.	$14,388.00	Yes
2.5	EL Teacher	Provide EL support services to school which include ELPAC testing and consultation.	$0.00	Yes
2.6	Interactive Technology for Classrooms	Purchase/install interactive Promethean boards and provide training for staff. Learning Recovery Block Grant funds will be used to provide these state-of-the-art, iinteractive supports for student learning.	$16,154.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The Ravendale-Termo Elementary School District will provide a safe and effective learning environment for every student by engaging parents, students and staff.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The school climate has always been a positive one at Juniper Ridge Elementary School and the small setting operates much like a family. With very few students and staff, everyone learns to rely on one another, look out for one another and communication is much more individualized and frequent. The LEA has developed Goal three with this in mind. Student discipline issues are almost always solved without the use of suspension or expulsion and parents work with our staff to make sure that students behave appropriately while at school. The school has always provided good transportation as the rural nature of the district does not lend itself well to parents bringing their children to school each day. This past year, the school operated on an expanded bus route that provided more "door to door" transportation and student attendance was better than it had been for several years. The decision to continue some of these enhanced options was a part of the solution for the next school year. Additionally, the school has always provided a free meal to our students and has not been a part of the National School Lunch Program. With reimbursements for all students a common practice in the next year, the district will not benefit from these NSLP reimbursements to cover food costs. The district has added this service for our unduplicated costs as a contributing factor due to the fact that we do not receive reimbursements and our low-income students are hugely impacted by this service. Although we were not able to use the CHKS survey as intended, the district did manage to collect information from parents that proved they were happy with the level of meaningful participation with school decisions. Open public board meetings are held each month in the morning so that parents can attend as the kids are coming to school if they wish to be a part of the discussion on any given month.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3A- Percentage of parents who agree or strongly agree that the school seeks input in parents/guardians in the	3A- 100% of parents agree or strongly agree that the school seeks input from parents/guardians in the			3A- 100% of parents will agree or strongly agree that the school seeks input from	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	decision-making process. Metric: CA Healthy Kids Survey; Local measure	decision-making process (Local survey- Fall 2023)			parents/guardians in the decision-making process (Local survey)	
3.2	3B- Percentage of parents that agree or strongly agree that the school promotes unduplicated student parent participation. Metric: Event Attendance Logs; meeting notes; survey results	3B- 100% of unduplicated student parents agree or strongly agree that the school promotes parent participation (Local survey Fall 2023)			3B- 100% of unduplicated student parents will agree or strongly agree that the school promotes parent participation (Local survey)	
3.3	3C: Local Indicator/Parent Involvement: Seeking input from parent/guardians of students with disabilities in decision-making process. Metric: Attendance Logs; meetings notes/minutes; survey results	3C- 100% of parents of students with disabilities indicated that the school seeks input from parents/guardians of students with disabilities in the decision-making process.(Local survey Fall 2023)			3C- 100% of parents of students with disabilities will indicate that the school seeks input from parents/guardians of students with disabilities in the decision-making process.(Local survey)	
3.6	5A- Student Attendance Rates Metric: Local SIS Report	5A- 95% Attendance Rate for 2023-2024. (Local SIS)			5A- 95% Attendance Rate (Local SIS)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	5B- Chronic Absenteeism Rates Metric: CA Schools Dashboard; Dataquest	5B- One family had three students that were trending towards becoming chronically absent during the first couple months of school. They moved from the district in November during the 2023-24 school year. Of the remaining students, one student (33%) was chronically absent. (Local SIS measurement).			5B- 0% Chronic absenteeism rate for the school year. (Local SIS measurement).	
3.8	5C- Middle School Drop-out Rates Metric: Dataquest	5C- 0% Middle School Drop-out Rate for 2023-2024. (Dataquest)			5C- 0% Middle School Drop-out Rate (Dataquest)	
3.9	5D- High School drop-out Rates Metric: Dataquest	5D- Not relevant as we are a K-8 district.			5D- Not relevant as we are a K-8 district.	
3.10	5E- High School Cohort Graduation Rates Metric: CA Schools Dashboard	5E- Not relevant as we are a K-8 district.			5E- Not relevant as we are a K-8 district.	
3.11	6A- Suspension Rate Metric: CA Dashboard; SIS; Dataquest	6A- 0% Suspension Rate for 2023-2024. (2024 SIS Report)			6A- 0% Suspension Rate (SIS Report)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.12	6B- Expulsion Rate Metric: Dataquest; SIS	6B- 0% Expulsion Rate in 2023-2024. (2024 SIS Report)			6B- 0% Expulsion Rate (SIS Report)	
3.13	6C- CA Healthy Kids Survey Results (CHKS) Percentage of students reporting feeling safe and connected to the school. Metric: CA Healthy Kids Survey (CHKS)	6C- The CA Healthy Kids Survey was administered to parents, staff and students in the fall of 2023. Due to the small number of students, data is not reported for the school or in student groups. Administration compiles the scores to derive percentages. 100% of students reported feeling safe or very safe at school. 100% of students reported feeling connected or very connected to the school.			6C- The CA Healthy Kids Survey will be administered to parents, staff and students in the fall of 2024. Due to the small number of students, data will not be reported for the school or in student groups. Administration will compile the scores to derive percentages. 100% of students will report feeling safe or very safe at school. 100% of students will report feeling connected or very connected to the school.	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Provide "no-cost" meals to all students	Continue to provide "no-cost" meals to all students each day, to include: cafeteria personnel costs and food costs.	$25,576.00	Yes
3.2	Enhanced Transportation Services	Continue to provide enhanced transportation services that provide door-to-door service for each family in the school to increase attendance and to provide daily contact with parents during pick-up and drop-off.	$39,406.00	Yes
3.3	Communication Platforms	Continue to update school website and communication platforms for better interaction with parents, community members and staff.	$832.00	Yes
3.4	Student supplies	Continue to purchase student backpacks and educational supplies.	$450.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Social Emotional Learning Supports	The district will utilize support from the SEL team at the Lassen County Office of Education to provide direct services and support to our students.	$0.00	Yes
3.6	Indirect Costs	Continue to charge indirect costs to the Supplemental and Concentration funds tha are used in the LCAP- administrative oversight of programs.	$5,252.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The District will improve student academic, behavioral and social domains through better recess and physical education opportunities at the school site.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The district has developed this goal to provide better opportunities for students to engage through the act of play during recess and physical education times. Research shows that students have better academic, behavior and social outcomes when provided engaging opportunities to play in a healthy, supportive environment. The district has not updated any of its playground equipment since the opening of the school many years earlier. Student and staff feedback has highlighted the need for updated, interactive opportunities for the students to engage with one another outside of the classroom in a safe and exciting playground environment. There are no parks or other areas in the district that allow students to experience a place that offers safe, age-appropriate equipment to explore their developing coordination and use their imagination in a safe, kid-friendly area.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Student, Staff and Parent feedback through district surveys.	Student, staff and parent survey results show that there is a need for more opportunities for students to engage with each other through play while at recess and during physical education classtime. (local survey 2023-2024)			100% of student, staff and parent survey results will show that the school is providing more engaging opportunities for students during play time and physical education classtime. (local survey)	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	New Playground Equipment	For this Equity Multiplier goal, the district will take action to purchase and install new playground equipment that will enhance the school's recess and PE opportunities.	$96,078.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$42,030.00	$$5,684.00

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
15.241%	0.000%	$0.00	15.241%

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
1.3	**Action:** Staff Professional Development **Need:** Stakeholders have identified an ongoing need to engage in professional development opportunities that will enhance the instructional capacity of all staff. **Scope:**	This action will be provided on a schoolwide basis as the teacher that will attend trainings works with all students in the school. The unique needs and circumstances of our unduplicated students (all students) drive the primary focus of this action. The training will provide more instructional tools for our staff to work with students and their individual needs.	Local survey data and state mandated test scores will be used to measure effectiveness.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
2.2	**Action:** Intervention and Supplemental Support Materials	This action is provided on a schoolwide basis in order to meet the unique, individual needs of each of our learners. While the action has primarily focused intent to support our English Learner and our low-income students, it could be beneficial for all students. Since 100% of our students are part of the unduplicated count, it stands to reason that the action will benefit all students.	Local summative testing scores and lessons completed will be used to analyze effectiveness for this action.
	Need: The district has identified that online intervention resources are needed to help supplement the daily instruction in English Language Arts.		
	Scope: Schoolwide		
2.4	**Action:** Summer Expanded Learning Camps	This action is offered on a schoolwide basis in order to meet the needs of our families in the district. 100% of our students are part of the unduplicated student count, therefore this activity meets their needs as well as the needs of the entire school population.	Attendance records and survey results will be used to monitor effectiveness.
	Need: The district has determined that a need exists to offer a summer enrichment program in order to meet state mandates for the ELOP program.		
	Scope: Schoolwide		
2.6	**Action:** Interactive Technology for Classrooms	This action will be offered on a schoolwide basis in order to meet the unique needs of our unduplicated students, who constitute 100% of our school enrollment. The action is primarily directed at their unique needs and conditions.	Survey data will be captured from students, staff and parents in order to measure the effectiveness of this action.
	Need: District stakeholders have identified the need to update our interactive technology capabilities for our students in the school classrooms.		

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

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
2.1	**Action:** Classroom Instructional Aide Support **Need:** Stakeholders have identified the need to have additional instructional support available during the school day for small group, intervention needs. **Scope:** Limited to Unduplicated Student Group(s)	This action is primarily focused on the unique needs and circumstances of our low-income learners that might require more one-on-one support during instructional times in the classroom. Although we already have small ratios in our classroom, the added presence of another adult allows students to perform individualized tasks more readily than if they might need to wait thier turn with the classroom teacher.	Student, staff and family surveys as well as CAASPP scores will be used to measure effectiveness.
2.3	**Action:** Updated Computers (Windows 11) **Need:** The district stakeholders have determined that there is a need to update all computers that do not currently operate using Windows 11 Operating System. **Scope:**	This action is primarily directed towards our low-income students who do not have the same technology available in their homes as their more affluent peers in the county. This action is offered schoolwide in order to support the 100% unduplicated student population at Juniper Ridge Elementary.	Technology inventory survey will be used to measure the effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Limited to Unduplicated Student Group(s)	
2.5	**Action:** EL Teacher **Need:** With at least one English Learner at the school site, the need exists to provide EL services including translation and ELPAC testing. **Scope:** Limited to Unduplicated Student Group(s)	This action is being used to meet the unique needs of our English Learner population. The special, individualized needs of our English Learner students can only be met through specific, strategic measures to ensure compliance with state mandates as well as student success.	Staff and parent data will be used to monitor the effectiveness of this action.
3.1	**Action:** Provide "no-cost" meals to all students **Need:** District stakeholders have identified that it is a priority of the district to provide meals for our students on a daily basis. **Scope:** Limited to Unduplicated Student Group(s)	This action is being directed to serve our unduplicated students, in particular the needs of our low-income students at the school site. Providing a healthy, home-cooked meal each day of school is an action that is primarily directed to the unique needs and circumstances of our low-income population.	Student, staff and parent surveys will be used to monitor effectiveness.
3.2	**Action:** Enhanced Transportation Services **Need:** Given the unique geography of our rural district, there is a need to provide transportation for each of our students on a daily basis. **Scope:**	This action is primarily directed to the unique needs and circumstances present for our unduplicated student population. The door-to-door service provided by the school helps with attendance, student safety and school connectedness. The rural nature of our student population makes this action a primary directive for the district.	Student, staff and parent surveys will be used to measure effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.3	**Action:** Communication Platforms **Need:** The district has determined the need to provide a website for the school and district that shares important information with families and the community. **Scope:** Limited to Unduplicated Student Group(s)	This action is primarily directed at our unduplicated students and their families in order to provide an avenue for distributing information. 100% of our students are part of the unduplicated student count, making this action primarily directed to all students.	Parent survey results will be used to measure effectiveness of this action.
	Limited to Unduplicated Student Group(s)		
3.4	**Action:** Student supplies **Need:** Stakeholders have identified a need to have funds available to purchase school supplies for our low-income students. **Scope:** Limited to Unduplicated Student Group(s)	This action is primarily directed at our unduplicated students in order to provide needed school supplies for our students. 100% of our students are part of the unduplicated student count, making this action primarily directed to all students.	Survey results will be used to measure the effectiveness of this action.
3.5	**Action:** Social Emotional Learning Supports **Need:** Stakeholders have identified a need to support the social-emotional well-being of our students. **Scope:**	This action is primarily directed to meet the unique needs of our unduplicated student population. Our unduplicated students may not have access to the same level of outside support that other students in the county might have. Bringing these services to the school site helps meet the unique needs and conditions of our unduplicated families.	Student, staff and parent survey results will be used to measure the effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
3.6	**Action:** Indirect Costs **Need:** The district has identified a need to provide supports for our unduplicated students using supplemental and concentration funds in actions placed in the LCAP. Capturing the indirect costs for this adminstrative oversight is a logical use and need. **Scope:** Limited to Unduplicated Student Group(s)	The actions in the LCAP that are primarily directed to support the unique needs and conditions of our unduplicated students and their families is a directive for the local control plan and the administrative oversight for such action is an allowable expense to capture in this document. The actions and goals in the LCAP are primarily directed at these students.	Calculation checks will be used to monitor proper usage of this cost.
4.1	**Action:** New Playground Equipment **Need:** Stakeholder data shows a need to improve the school play options using the equity multiplier monies received for our unduplicated students. **Scope:** Limited to Unduplicated Student Group(s)	This action is designed to primarily serve our unduplicated students and their need for better access to more impactful opportunities to utilize "play" as part of their instructional day. The equipment's use will be primarily directed at the unique needs of our students and their lack of access to play structures anywhere else in the community.	Student, staff and parent surveys will be used to monitor effectiveness.

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

The District's percentage for increased services for low income pupils, foster youth, and English Learners is 21.31%. Increased services include free snacks and meals for all students daily, door-to-door transportation to and from school each day to increase engagement, increased professional development for teachers to hone their skills working with the unduplicated population of students, additional aide time to help provide more individualized instructional support in the core subjects, supplemental online instruction to help build missing

foundational skills, support for music instruction, technology upgrades to support remediation and testing opportunities and better resources for home to school communication regarding each student's progress through the use of translators and translation services. Goal 2, Action 5 and Goal 3, Action 5 recognize a percentage increase in services by dividing the estimated cost by the base grant to determine the percentage of increased services for EL supports and SEL supports provided by other agencies. The District believes that the services provided in this LCAP are the most effective use of funds, and are principally directed toward increasing/improving services for its low-income and foster youth pupils. Additionally, these actions/services will support the District in meeting its Annual Measurable Outcomes for all pupils, including the unduplicated pupils. The percentage for increased services will be met through the actions listed above. The Ravendale-Termo Elementary School District expects the implementation of the above listed contributing actions to disproportionately improve the academic and social/emotional support of unduplicated students at a greater rate then their non-unduplicated peers. The vast majority of the students in the district have less access to these services and outcomes than their peers in other counties of California. The isolated, frontier nature of the location of the school exacerbates the impact that is felt by those in the unduplicated ranks. Simply put, our students do not enjoy the proximities of services that other students might.

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.

The District has increased the hours of our classified driver/cook/custodian from 7.0 hours/day to 8.0 hours/day. This increase makes the employee eligible for health benefits. The pandemic's impact has shown that this position needs additional time as we have been paying extra for this employee to meet the daily needs of the students and staff at the school site. This position has direct contact and a direct impact on every student in our school each day. The driver is the first person that sees them each morning, the person that feeds them lunch, and they are the last employee that the children see at the end of each day when they are dropped-off at their homes. This position is vitally important to the district and its families.

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	only 1 school in the District which has greater than 55% 1:3	
Staff-to-student ratio of certificated staff providing direct services to students	only 1 school in the District which has greater than 55% 1:3	

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	$275,769.00	$42,030.00	15.241%	0.000%	15.241%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	$78,901.00	$133,620.00	$57,000.00	$5,000.00	$274,521.00

Total Personnel	Total Non-personnel
$49,734.00	$224,787.00

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	Maintenance Equipment Update	All	No			Specific Schools: Juniper Ridge Elementary	Year 1	$0.00	$3,000.00	$3,000.00	$0.00	$0.00	$0.00	$3,000.00	
1	1.2	Facility Repairs and Improvements	All	No			Specific Schools: Juniper Ridge	Years 1-2	$57,000.00	$0.00	$0.00	$57,000.00	$0.00	$0.00	$57,000.00	
1	1.3	Staff Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Juniper Ridge	Years 1-3	$1,000.00	$0.00	$0.00	$1,000.00	$0.00	$0.00	$1,000.00	
2	2.1	Classroom Instructional Aide Support	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Juniper Ridge K-8	Years 1-3	$4,385.00	$0.00	$4,385.00	$0.00	$0.00	$0.00	$4,385.00	
2	2.2	Intervention and Supplemental Support Materials	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Juniper Ridge	Years 1-3	$0.00	$2,000.00	$0.00	$0.00	$0.00	$2,000.00	$2,000.00	
2	2.3	Updated Computers (Windows 11)	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Juniper Ridge K-8	Year 1	$0.00	$9,000.00	$0.00	$6,000.00	$0.00	$3,000.00	$9,000.00	
2	2.4	Summer Expanded Learning Camps	English Learners Foster Youth	Yes	School wide	English Learners Foster Youth	Specific Schools: Juniper		$7,888.00	$6,500.00	$0.00	$14,388.00	$0.00	$0.00	$14,388.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	EL Teacher	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Juniper Ridge T/K-8	Years 1-3	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.6	Interactive Technology for Classrooms	English Learners Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: Juniper Ridge	Year One	$479.00	$15,675.00	$0.00	$16,154.00	$0.00	$0.00	$16,154.00	0.86%
3	3.1	Provide "no-cost" meals to all students	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Juniper Ridge K-8	Years 1-3	$15,576.00	$10,000.00	$25,576.00	$0.00	$0.00	$25,576.00		
3	3.2	Enhanced Transportation Services	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Foster Youth Low Income	Specific Schools: Juniper Ridge K-8	Years 1-3	$20,406.00	$19,000.00	$39,406.00	$0.00	$0.00	$0.00	$39,406.00	
3	3.3	Communication Platforms	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Juniper Ridge K-8	Years 1-3	$0.00	$832.00	$832.00	$0.00	$0.00	$0.00	$832.00	
3	3.4	Student supplies	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Foster Youth Low Income	Specific Schools: Juniper Ridge K-8	Years 1-3	$0.00	$450.00	$450.00	$0.00	$0.00	$0.00	$450.00	
3	3.5	Social Emotional Learning Supports	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools: Juniper Ridge K-8	Years 1-3	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	1.11%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.6	Indirect Costs	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income K-8	Specific Schools: Juniper Ridge	Years 1-3	$0.00	$5,252.00	$5,252.00	$0.00	$0.00	$0.00	$5,252.00	
4	4.1	New Playground Equipment	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Juniper Ridge	Year 1	$0.00	$96,078.00	$0.00	$96,078.00	$0.00	$0.00	$96,078.00	

2024-25 Contributing Actions Table

	Value
1. Projected LCFF Base Grant	$275,769.00
2. Projected LCFF Supplemental and/or Concentration Grants	$42,030.00
3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	15.241%
LCFF Carryover — Percentage (Percentage from Prior Year)	0.000%
Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	15.241%
4. Total Planned Contributing Expenditures (LCFF Funds)	$75,901.00
5. Total Planned Percentage of Improved Services (%)	1.970%
Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	29.493 %

Totals by Type	Total LCFF Funds
Total:	$75,901.00
LEA-wide Total:	$0.00
Limited Total:	$75,901.00
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	1.3	Staff Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Juniper Ridge	$0.00	
2	2.1	Classroom Instructional Aide Support	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Juniper Ridge K-8	$4,385.00	
2	2.2	Intervention and Supplemental Support Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Juniper Ridge	$0.00	
2	2.3	Updated Computers (Windows 11)	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Juniper Ridge K-8	$0.00	
2	2.4	Summer Expanded Learning Camps	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Juniper Ridge	$0.00	
2	2.5	EL Teacher	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Juniper Ridge T/K-8	$0.00	0.86%
2	2.6	Interactive Technology for Classrooms	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Juniper Ridge	$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 (%)
3	3.1	Provide "no-cost" meals to all students	Yes	Limited to Unduplicated Student Group(s)	Low Income Low Income	Specific Schools: Juniper Ridge K-8	$25,576.00	
3	3.2	Enhanced Transportation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Juniper Ridge K-8	$39,406.00	
3	3.3	Communication Platforms	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Juniper Ridge K-8	$832.00	
3	3.4	Student supplies	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Juniper Ridge K-8	$450.00	
3	3.5	Social Emotional Learning Supports	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools: Juniper Ridge K-8	$0.00	1.11%
3	3.6	Indirect Costs	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Juniper Ridge K-8	$5,252.00	
4	4.1	New Playground Equipment	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Juniper Ridge	$0.00	

2023-24 Annual Update Table

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)
Totals				**$114,207.00**	**$65,770.13**
1	1.1	Update security for buildings	No	$5,000.00	$0.00
1	1.2	Professional Development	Yes	$500.00	$0.00
1	1.3	Science Curriculum	No	$0.00	$0.00
1	1.4	Math Bridge Materials	No	$0.00	$0.00
2	2.1	Classroom Instructional Aide Support	Yes	$20,515.00	$2,706.07
2	2.2	Intervention and Supplemental Support Materials	No	$549.00	$195.00
2	2.3	Technology supplies	Yes	$500.00	$0.00
2	2.4	Targeted Summer Learning Program	Yes	$12,784.00	$5,925.20
2	2.5	EL Teacher	Yes		
3	3.1	Provide "no-cost" meals to all students	Yes	$22,936.00	$21,378.70
3	3.2	Enhanced Transportation Services	Yes	$42,365.00	$30,287.69

(Note: Totals row header shows "Totals — Last Year's Total Planned Expenditures (Total Funds) $114,207.00 — Total Estimated Expenditures (Total Funds) $65,770.13")

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Communication Platforms	Yes	$1,000.00	$832.00
3	3.4	Student supplies and Fine Arts materials	Yes	$2,000.00	$541.47
3	3.5	SEL Curriculum and Professional Development	Yes	$0.00	$0.00
3	3.6	Indirect Costs	Yes	$6,058.00	$3,904.00

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)
$42,376.00	$95,874.00	$59,649.93	$36,224.07	0.830%	0.830%	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) (Input LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Professional Development	Yes	$500.00	$0.00		
2	2.1	Classroom Instructional Aide Support	Yes	$20,515.00	$2,706.07		
2	2.3	Technology supplies	Yes	$500.00	$0		
2	2.4	Targeted Summer Learning Program	Yes	$0.00	$0.00		
2	2.5	EL Teacher	Yes			0.83%	0.83%
3	3.1	Provide "no-cost" meals to all students	Yes	$22,936.00	$21,378.70		
3	3.2	Enhanced Transportation Services	Yes	$42,365.00	$30,287.69		
3	3.3	Communication Platforms	Yes	$1,000.00	$832.00		
3	3.4	Student supplies and Fine Arts materials	Yes	$2,000.00	$541.47		
3	3.5	SEL Curriculum and Professional Development	Yes	$0.00	$0.00		
3	3.6	Indirect Costs	Yes	$6,058.00	$3,904.00		

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)
$273,205.00	$42,376.00	0.00%	15.511%	$59,649.93	0.830%	22.663%	$0.00	0.000%

Local Control and Accountability Plan 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.

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:

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.

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.

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);

  o **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:

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.

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

  o The school or schools to which the goal applies

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

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

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

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

Broad Goal

Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

- 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.

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.

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.

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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.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

- **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).

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

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

Total Planned Expenditures Table

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.

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

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

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

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

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

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

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.

Action Tables

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.

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

- 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 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.

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 is the percentage by which services for unduplicated pupils must be increased or improved as compared calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 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.

- o **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 schools/sites 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 school/site would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier school/site 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.

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 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.

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 action 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.

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

- 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).