LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Stony Creek Joint Unified School District

CDS Code: 11 62653 1132109

School Year: 2024-25

LEA contact information:
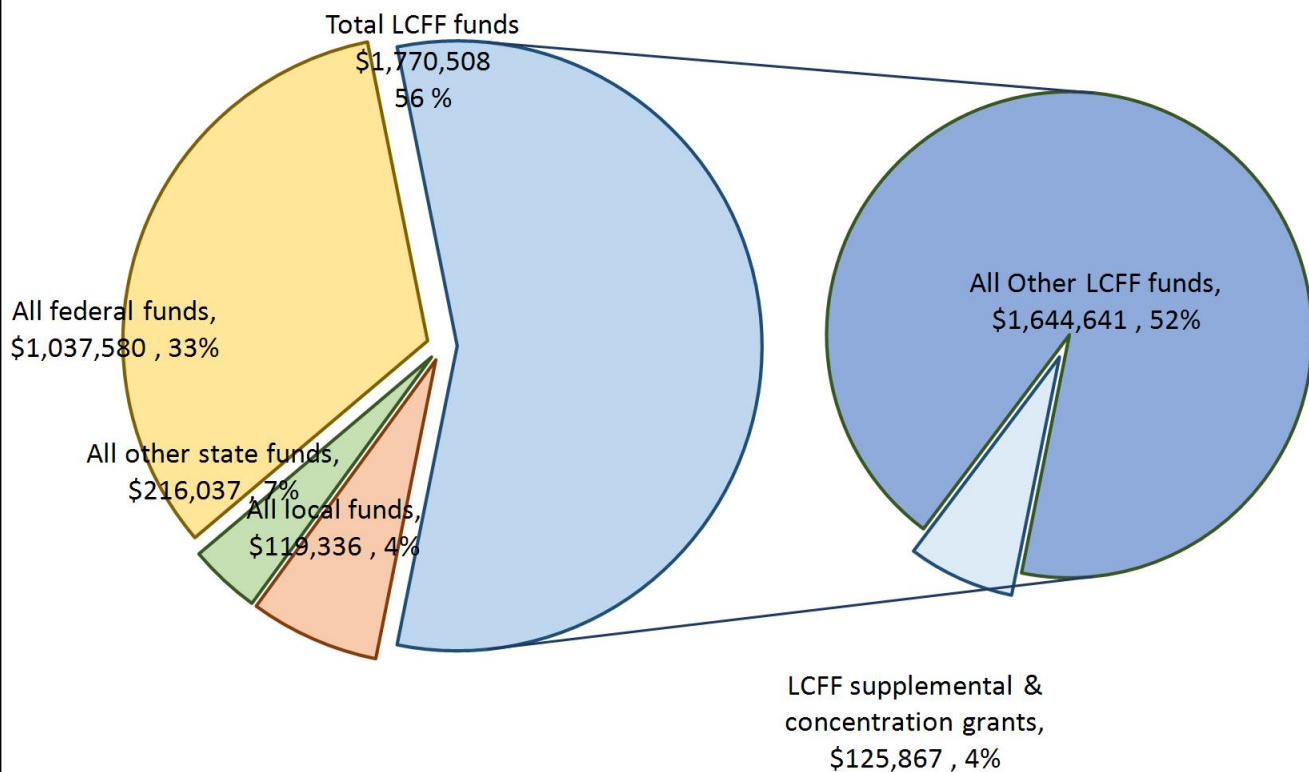
Emily Pendell

Superintendent/Principal

ependell@scjusd.org

5309685361

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
$1,770,508
56 %

All federal funds,
$1,037,580 , 33%

All other state funds,
$216,037 , 7%

All local funds,
$119,336 , 4%

All Other LCFF funds,
$1,644,641 , 52%

LCFF supplemental &
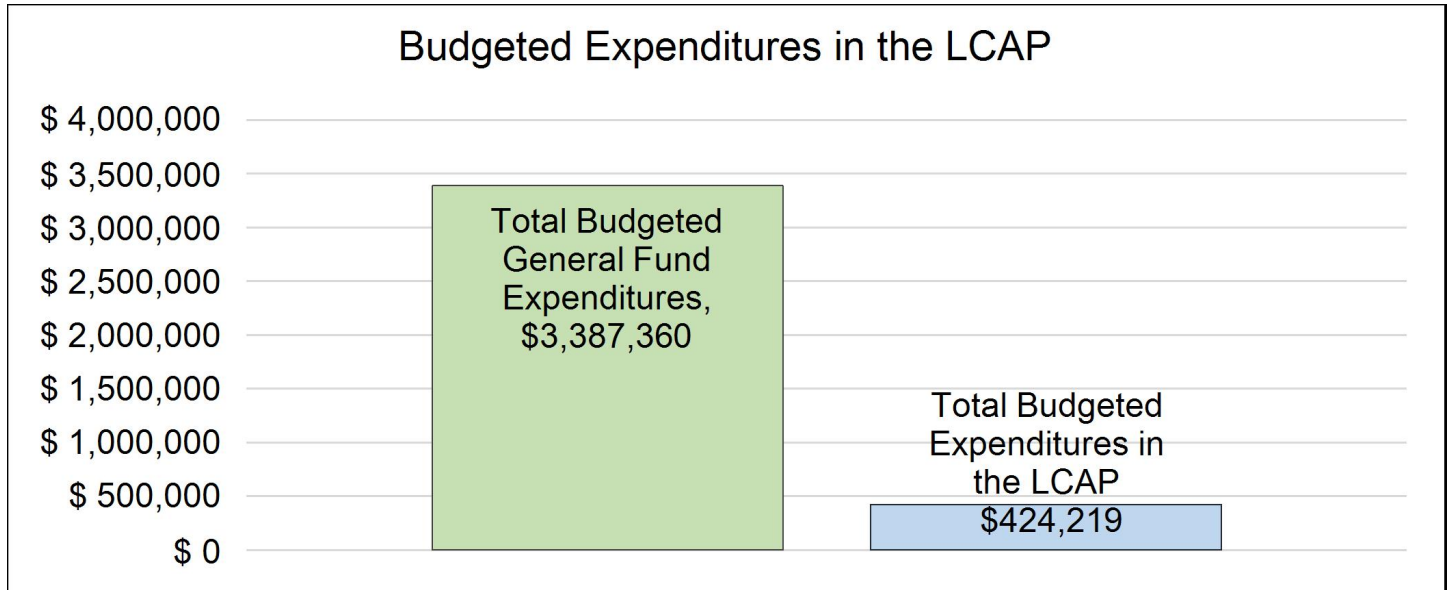concentration grants,
$125,867 , 4%

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

The text description for the above chart is as follows: The total revenue projected for Stony Creek Joint Unified School District is $3,143,461, of which $1,770,508 is Local Control Funding Formula (LCFF), $216,037 is other state funds, $119,336 is local funds, and $1,037,580 is federal funds. Of the $1,770,508 in LCFF Funds, $125,867 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

$ 4,000,000	
$ 3,500,000	
$ 3,000,000	Total Budgeted General Fund Expenditures, $3,387,360
$ 2,500,000	
$ 2,000,000	
$ 1,500,000	Total Budgeted Expenditures in the LCAP
$ 1,000,000	
$ 500,000	$424,219
$ 0	

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

The text description of the above chart is as follows: Stony Creek Joint Unified School District plans to spend $3,387,360 for the 2024-25 school year. Of that amount, $424,219 is tied to actions/services in the LCAP and $2,963,141 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
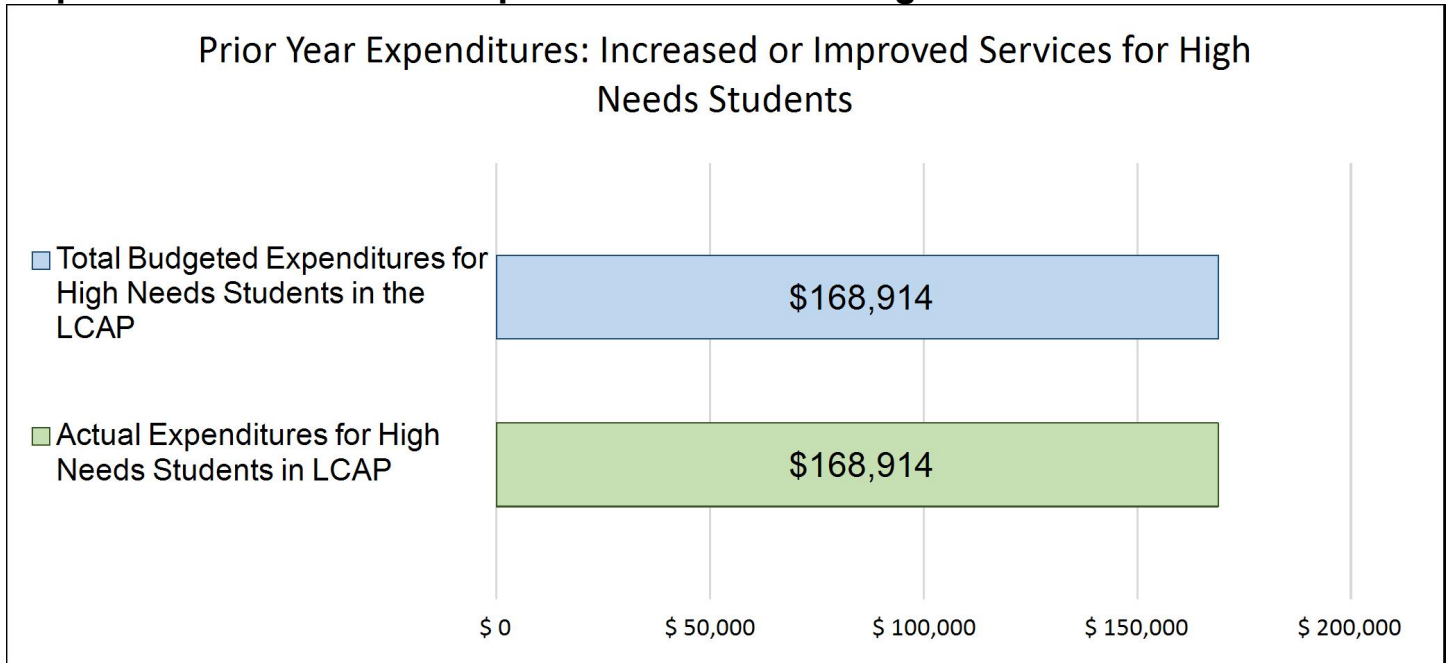
The District costs do not include the following:
- Regular Teaching Staff
- Transportation
- Facilities
- Administrative, core services and other essential and non-instructional services

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

In 2024-25, Stony Creek Joint Unified School District is projecting it will receive $125,867 based on the enrollment of foster youth, English learner, and low-income students. Stony Creek Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Stony Creek Joint Unified School District plans to spend $185,165 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	$168,914
☐ Actual Expenditures for High Needs Students in LCAP	$168,914

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

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

The text description of the above chart is as follows: In 2023-24, Stony Creek Joint Unified School District's LCAP budgeted $168,914 for planned actions to increase or improve services for high needs students. Stony Creek Joint Unified School District actually spent $168,914 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Stony Creek Joint Unified School District	Emily Pendell Superintendent/Principal	ependell@scjusd.org 5309685361

Goals and Actions

Goal

Goal #	Description
1	State Priorities 1: Basic, 2 Implementations of State Standards & 7 Course Access: 1 The Stony Creek Joint Unified School District will maintain a optimal learning environment for students by hiring highly qualified teachers in all grade levels and subject areas. The school district will provide all students with appropriate Common Core State Standard curriculum in Mathematics, English/Language Arts, Next Generation Science, Social Studies and implement performance standards in reading, math and writing in all grade levels to ensure students are meeting and improving in state standards. School district facilities and equipment will be modernized and in good repair to ensure all SCJUSD schools are comparable to other school districts in the surrounding areas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Local Indicator/Teacher credential	A) 2019-21 No misaligned teacher assignments. B) School district is currently seeking a science teacher and English/ Continuation Teacher for for Elk Creek High School for the 2021-22 school year. C) All K-8 teachers are appropriately credentialed in their appropriate subject areas.	A) 2021-22 misaligned teacher at Bidwell Point Continuation School. B) School district will have full staff of teachers to start the 2022-23 school year. 1 teacher will need to complete single subject service credential at Elk Creek High School. C. All K-8 teachers are appropriately credentialed.	A) 22-23 Principal of school district subbed for Bidwell Point Continuation high School. Principal is certified in all academic areas to teach alternative education. District is actively seeking to find permanent teacher for this position. B. Elk Creek High School was short a teacher (science) and this was taught by the agriculture teacher. All teachers grades 9-12	A) Full-time credentialed teacher was hired for the 2023-2024 school year for Bidwell Point Continuation High School. B &C) All teachers, are appropriately credentialed for their subject areas.	A&B) All teaching positions at the high school will be filled in appropriately filled with credentialed and highly qualified teachers grades 9-12 C) All K-8 teachers are appropriately credentialed.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			are appropriately credentialed. C. All K-8 teachers are appropriately credentialed.		
Priority 1: Local Indicator/ Instructional materials	There is no insufficient materials in curriculum according to Williams Report 2021 A) All K-6 Mathematics, English Language Arts and Science curriculum meets CCSS. District is actively seeking Social Studies Curriculum for grades K-6 and hope to have implemented by 2022-23 school year. B) Grades 7&8 have have Math, English Language Arts and Social Studies curriculum meeting CCSS. The district Is seeking a Science curriculum that meets NGSS standards at	There is no insufficient materials in curriculum according to Williams Report 2021 A) All K-8 curriculum in Mathematics, English Language Arts and Science curriculum meets CCSS. Adoption of K-6 Social Studies curriculum not yet adopted. District is looking to pilot social studies curriculum in 2022-23 school year. B) Grades 7&8 have implemented ELA, Math and SS curriculum meeting CCSS. The district will continue to seek science curriculum for grades 7&8 to meet NGSS standards.	There is no insufficient materials in curriculum according to Williams Report 2022 A) All K-8 curriculum in Mathematics, English Language Arts and Science curriculum meets CCSS. Adoption of K-6 Social Studies curriculum not yet adopted. District is looking to pilot social studies curriculum in 2022-23 school year. B) Grades 7&8 have implemented ELA, Math and SS curriculum meeting CCSS. The district will continue to seek science curriculum for grades 7&8 to meet NGSS standards.	There are no insufficient materials in curriculum according to the 2023 Williams Report. A) All K-8 curriculum in Mathematics, English Language Arts and Science curriculum meets CCSS. Adoption of K-6 Social Studies curriculum not yet adopted. District underwent a change in leadership. New K-6 Social Studies curriculum will be researched for a 2024-2025 pilot. B) Grades 7&8 have implemented ELA, Math and SS curriculum meeting CCSS. The district	A & B) All K-8 classrooms will meet CCSS aligned curriculum in all four content areas of English Language Arts, Mathematics, Science and Social Studies C) Grades 9-12 will have CCSS aligned English and Science curriculum which will meet A-G requirements and meet WASC certification. D) Edgenuity Program will be used to meet the needs in remediation courses in English and Mathematics as well as provide more course offerings for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the grade 7&8 grade levels. C) Grades 9-12 have CCSS aligned curriculum in Social Studies and Math. District is seeking for a CCSS English curriculum and science curriculum (NGSS) to be implemented in 21-22 school year. A-G courses are provided to students and are WASC approved. D) Grades 9-12 will also adopt on line programs to support and expand instruction to meet the needs of individual students and courses are WASC certified and meet A-G requirements.	C) Grades 9-12 adopted CCSS ELA aligned curriculum. Science curriculum has been reviewed for adoption in the 2022-23 school year. A-G courses are provided to students and are WASC approved. D) Edgenuity was adopted and implemented in grades 9-12. However, this program was not popular and will be used in specific offered for individual students. Edgenuity courses meet WASC certified and meet A-G requirements.	C) Grades 9-12 adopted CCSS ELA aligned curriculum. Science curriculum has been reviewed for adoption in the 2022-23 school year. A-G courses are provided to students and are WASC approved. D) Second year of EDGENUITY adoption in grades 9-12 for elective classes and credit recovery . EDGENUITY courses meet WASC certified and meet A-G requirements.	adopted TWIG Science curriculum to align with CCSS. C) Grades 9-12 adopted CCSS ELA aligned curriculum. Savvas Science curriculum has been adopted. A-G courses are provided to students and are WASC approved. A part-time academic counslor works with students to follow A-G requirements. D) Third year of EDGENUITY adoption in grades 9-12 for elective classes and credit recovery . EDGENUITY courses meet WASC certified and meet A-G requirements.	students. All courses offered in Edgenuity will be WASC accredited. Course offerings will meet foreign language, advance courses and elective courses in all core areas.
Priority 1: Local Indicator/ Facilities in good repair	All SCJUSD facilities are in good repair according to the FIT report dated January 2021.	All SCJUSD facilities are in good repair according to the FIT report dated January 2021	All SCJUSD facilities are in good repair according to the FIT report dated January 2022.	According to the 2023 FIT report: Elk Creek Elementary is rated as Fair.	A) A bubbler/botte stations will installed near the outdoor

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	A) The school district will replace one drinking fountain at IVE and install two drinking fountains at Elk Creek High School in 2021-22 school year. A) The district will repair fence damage and install fencing around the bus area at Elk Creek High School. Elk Creek Elementary will also have a new fence installed in the parking lot area and along the drive way to ensure student safety. C) A new water sprinkler system will be installed at the Elk Creek Elementary School campus that will be more efficient and save on water costs for the district.	A) Drinking fountains have all been replaced with hydration stations. B) Fencing has been installed around the bus area at ECHS and ECES. Repairs to perimeter fencing will take place over the summer of 2022. C) New water sprinkler systems were installed at both ECE and ECHS.	A, B, C) projects completed.	Indian Valley Elementary is rated as Fair. Elk Creek High School is rated as Good. Bidwell Point Continuation School is rated as Good. A, B, C) projects completed.	classroom and replace a current drinking fountain with a bubbler/bottle filler station near the football field. B) Fencing will be repaired near the football field and walk way leading up to the elementary school. New fencing will separate student areas from the bus barn at the high school. The elementary school will receive new fencing in the back of the school near the staff lounge as well as a fence near the driveway loop and play area to ensure student safety. C) Water sprinkler system for Elk Creek Elementary School will be installed that will save money for the district and ensure proper coverage when watering.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2: Local Indicator/Implementation of State Standards/ELD	The school district does not have ELD students. All students will offered CCSS state adopted curriculum grades K-12. A) The school district will continue to expand its curriculum to include increasing materials for Native American students. This will include both classroom libraries and the high school library which will have a dedicated section to Native American literature. B) All Elk Creek High School students receive A-G courses that are WASC certified. Graduation rates from 2019 are 100% Cultural responsible materials will be available to staff and students to educate	The school district does not have ELD students. All students will offered CCSS state adopted curriculum grades K-12. A) The district allocated money to teachers to expand and update school classroom libraries which included Native American literature and authors. ECHS increased Native American literature but has not completed a dedicated section. Work is in progress. B) All Elk Creek High School students receive A-G courses that are WASC certified. Graduation rates from 2021 are 100% Cultural responsible materials will be available to staff and students to educate	The school district does not have ELD students. All students will offered CCSS state adopted curriculum grades K-12. A) The district allocated money to teachers to expand and update school classroom libraries which included Native American literature and authors. ECHS increased Native American literature Work is in progress. B) All Elk Creek High School students receive A-G courses that are WASC certified. Graduation rates from 2022 are 100%. This included a student who attended summer school to finish up course work and a student who completed course work at the continuation school.	A) K-8 and 9-12 classrooms were updated with new literature and artwork with a focus on Native American literature. B) Elk Creek High School is WASC accredited through 2024. Mid cycle review was in March 2021. Accreditation visit is scheduled for April 2024. Culturally relevant assemblies have been provided to students as well as community members.	A) Each K-8 classroom will receive $3,000 in 2021-22 and 22-23 school year to update and purchase new literature books, posters and artwork. Elk Creek High School will be budgeted $5,000 for 2021-22 and 22-23 school years to update its library books, posters and artwork. 20% of this will be spent on Native American literature, posters and art. B) Elk Creek High School is WASC accredited through 2024. Mid cycle review was in March 2021. The school district as a whole will adopt cultural relevant literature, posters and assemblies to educate students and staff in regards to students with diverse backgrounds.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students with diverse backgrounds.	students with diverse backgrounds.	Cultural responsible materials will be available to staff and students to educate students with diverse backgrounds.		
Priority 7: Local Metric/A broad course of study	All students in grades K-12 will have access to school adopted curriculum in English Language Arts, Mathematics, Social Studies, Science, Physical Fitness, Visual and Performing Arts and health. A) Highschool curriculum includes health and drivers education. these two classes are now part of the graduation requirements. B) High school students will have the option of to receive career technology pathway in welding/ agriculture science	All students in grades K-12 will have access to school adopted curriculum in English Language Arts, Mathematics, Social Studies, Science, Physical Fitness, Visual and Performing Arts and Health. A) Highschool curriculum includes health and drivers education which have been fully implemented and are part of the graduation requirements. B) This pathway has not been fully utilized and the advisor is moving toward the broader ag.	All students in grades K-12 will have access to school adopted curriculum in English Language Arts, Mathematics, Social Studies, Science, Physical Fitness, Visual and Performing Arts and Health. A) Highschool curriculum includes health and drivers education which have been fully implemented and are part of the graduation requirements. B) This pathway is moving toward the broader ag. mechanics for high school students. This	All K-12 students receive a broad course of study. A-D) Highschool curriculum meets all A-G required courses and the school is WASC accredited including on line school curriculum.	All K-12 students receive a broad course of study. A-D) Highschool curriculum meets all A-G required courses and the school is WASC accredited including on line school curriculum.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	through the FFA curriculum. C) Foreign language courses will be offered to high school students through the Edgenuity on line program.	mechanics pathway for high school students. This will provide more "variety" to students in the program. C) Foreign language courses were not utilized this past year but will continue to be offered through Edgenuity for students seeking a pathway to a four year college.	pathway will provide a wider course of study to students in the program. C) Foreign language courses offered through EDGENUITY for students seeking a pathway to a four year college.		
Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs	A) Part time Resource Specialist teacher and 3 para educators support students with special needs for the school district. Para educator support will increase under SB89 funding adding two more para educators to the district for 2021-22 school year. B) Service support includes use of para	A) Part time Resource Specialist teacher and 3 para educators support students with special needs for the school district. Para educator support will increase under SB89 funding adding two more para educators to the district for 2021-22 school year. Two additional para educators were hired one each at the	A) Part time Resource Specialist teacher and 3 para educators support students with special needs for the school district. Para educator support increased under SB89 funding with two para educators to the district for 2021-22 school year. Two additional para educators were hired one each at the	A)Glenn County provides support for 1 2hr. para professional at IVE and 1 full time para at Elk Creek High School. B) Continued to provide service and support for students who need support academically and socially utilizing Para Educators, remediation programs	A)Continue with this program for 2021-22 school year. Glenn County provides support for 1 2hr. para professional at IVE and 1 full time para at Elk Creek High School B) Continue to provide service and support for students who need support academically and socially utilizing Para Educators, remediation programs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	educators, SPARK afterschool program for grades K-8, tutoring for grades 9-12, other programs and services include counseling, remediation programs for reading and math to assist students in achieving to grade level.	elementary school sites. B) Service support includes use of para educators, SPARK afterschool program for grades K-8, tutoring for grades 9-12, other programs and services include counseling, remediation programs for reading and math to assist students in achieving to grade level.	elementary school sites. B) Service support includes use of para educators, SPARK afterschool program for grades K-8, tutoring for grades 9-12, other programs and services include counseling, remediation programs for reading and math to assist students in achieving to grade level.	in math and in reading and math.	in math and in reading and math.
Priority 6: Local Metric/Expulsion rate	Elk Creek High School expulsion rate:0%	Elk Creek High School expulsion rate:0%	Elk Creek High School expulsion rate:0%	Elk Creek High School expulsion rate: 0%	Continue to have 0 expulsions
Priority 7: State Indicator/College/Career Indicator (HS Only)	Graduation rates from 2019 are 100%. A) Career tech in welding/ag science pathway is available for students at ECHS. No students currently are in this pathway.	Graduation rates from 2021 is 75% with one senior at BPCS completing credits during summer and fall 2022 if needed. A) Career tech in welding/ag science pathway is available	Graduation rates from 2022 was 100% with one senior at summer school and one student at BPCS completing credits during fall of 2022. A) 2022 career technology	Elk Creek High School graduation rate is 100%. A) A new Agriculture teacher was hired and continued the ag mechanics pathway. A new animal science	Elk Creek High School maintains a graduation rate of 100%. A) 25% of the students enrolled in the career pathway completed the program.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		for students at ECHS. However, this pathway will switch to ag. mechanics in 2022-23. No students currently are in this pathway.	implemented the ag. mechanics pathway. No students currently are in this pathway.	pathway is being explored.	

Goal Analysis

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

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

All teaching positions were filled with credentialed and highly qualified teachers in grades 9-12. All K-8 teachers were appropriately credentialed. All K-8 classrooms met CCSS aligned curriculum in three of the four content areas: ELA, math, and science. Grades 9-12 had CCSS aligned curriculum. WASC accreditation was achieved. Edgenuity was used to meet the needs for remediation courses. Bubbler/bottle filling stations were replaced. Fencing was installed. Water sprinkler system was installed. High school student received a board course of study. There were 0 expulsions.

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.

A CCSS aligned Social Studies curriculum for K-8 was not adopted. HS courses were not A-G aligned. The graduation rate declined to 83%.

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

The actions were ineffective at improving student performance.

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.

The lack of student performance data makes it nearly impossible to see student progress towards academic goals.

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	State Priorities 3: Parent Involvement; 5:Student Engagement & 6: School Climate: SCJUSD school will improving parent involvement in decision by establishing parent committees in school safety, budgeting, booster club and strategic planning committees. Pupil achievement will increase by giving students more options other than the standard curriculum and in career oriented courses. Pupil attendance rates will improve by increasing attendance incentives and focusing on improved school culture by increasing student lead activities. The school district will continue to improve on school climate and reduce suspension rates by providing additional counseling support and increasing staff training in working with at risk students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	2021 Parent Survey: 35% return: A) Higher expectations of student achievement: 64% B) Communication by teachers: 50% Parent input on surveys indicated that teachers need to do a better job communicating with parents regarding classroom behavior and grades. C) Better communication by	2022 Parent Survey: 21% return: A) Higher Expectations for student achievement: 66% B) Communication by teachers: 66%. Increase from the past year. Parent input on surveys indicated that teachers need to do a better job communicating with parents regarding classroom behavior and grades..	2023 Parent Survey 14% return A) Higher expectations for student achievement: 70% Indicate more opportunity for post graduation trips college/ trade school; parents indicate students thinking more of post secondary education over previous years. B) Communication by teachers/ school Parent input states it is inconsistent and not	District has a new superintendent/principal. Survey was not sent out in 2023-2024. California Healthy Kids survey was distributed with an ending date of 2/29/24. District is working to increase parental involvement. We are building a school site council. We have a successful Agriculture Advisory Committee. Administration is investigating new	Parent Surveys 50% return A) Increase to 75% This will be accomplished through improved classroom management and engaging instruction techniques, more student accountability in attendance, prepared for class, student support. B) Increase communication by teachers to to 100% by teachers to parents and students by parents by calling or emailing or holding

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	admin 90% Parent input on surveys indicated that teachers need to do a better job communicating with parents regarding classroom behavior and grades. D) School connectiveness to school: 50%Parent input on surveys indicated that school as a whole need to do a better job communicating with parents school activities, meetings and using the school as a community hub by sponsoring events.	C) Communication by administration: 60% decrease from previous year. Parent input on surveys indicated that teachers need to do a better job communicating with parents regarding classroom behavior and grades.. D) Connectedness to school: 80% Increase by 30%. Parent input on surveys indicated that school as a whole need to do a better job communicating with parents school activities, meetings and using the school as a community hub by sponsoring events.	timely enough- same day or 24 hours prior. C) Communication by admin is 90%. Teachers need to communicate better regarding management issues and grades. D) Connectedness' to school: 90% parent survey state students are safe, enjoy attending, get along with peers (some issues with bullying) have access to counseling and staff respects children	parent communication programs to replace our current outdated system. Administration is working to add the Aeries Parent Portal so families can access their students' grades.	SST meetings for academics and classroom concerns, utilize new website/app to communicate with parents regarding classroom calendar, assignments, etc. Utilize ARIES grade porthole to monitor academics. C) Increase communication by administration and special education teacher for parents and students by calling or emailing or holding IEP meetings for academics and classroom concerns. Ensure progress reports go out quarterly for special needs students, utilize new website/app to communicate with parents regarding classroom calendar, assignments, etc. D) Increase parent connectiveness to school to 75% by

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					having school meetings and special events, community gatherings, athletics to build sense of community to the school.
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	Dashboard indicators district wide are in the Red A) 40% of students identified as chronically absent	Dashboard indicators district wide: 49% of students identified as chronically absent.	Dashboard indicators district wide: 28.4% of students are chronically absent Improvement of 21% over last year.	Dashboard indicators district wide: 39.7% of students are chronically absent. As of 2/5/24, 40.3% of students are chronically absent.	Chronic absenteeism to green by 2024
Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator	Elk Creek High School Graduation Rate: 100% Bidwell Point Graduation Rate: 100%	Elk Creek High School Graduation Rate:100% Bidwell Point Graduation Rate: 0% (senior will be 5th year.)	Elk Creek High School Graduation Rate: 100% (one student went to summer school to complete requirements)	Elk Creek High School Graduation Rate: 100% of seniors on track to graduate on time.	Maintain 100% graduation rate
Priority 5: Local Metric/Student Engagement/School attendance rates	2020School Attendance Rates overall 89% A) K-6 school rates were 91% Two families with multiple kids enrolled in ECE and IVE are classified chronic absenteeism	2021-22 School Attendance Rates overall improved slightly to 90.38% in all grades A) K-8 Attendance rates overall are 90.99% TK-3:86.27%	2022-23 School Attendance Rates overall (P-2 Reporting Period) A) K-8 attendance rates 91.14% TK-3 -90.5% 4-6 -92.15% 7-8 -90.77 %	As of 2/5/24, School Attendance Rates overall: A) K-4 89.79% B)5-8 89.15% C) 9-12 84.36% D) Bidwell Point Continuation HS 90.92%	Increase school district attendance to 92%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	has large impact on attendance B) Elk Creek High School attendance rates average 88% Tardy to first period, hard to reach or unresponsive parents, lack of school connectivity	4-6-92.47% 7-8-89.84% B) Elk Creek High School attendance rates improved 92.45% Bidwell Point Continuation School 64.92%	In all attendance improvement is .15% over last year.. B) ECHS 9-12 attendance rates 89.69% BPCS- 75.3% ECHS Highschool attendance minimal drop of 2.76% BPCS attendance increased 10.38%		
Priority 5: Local Metric/Student Engagement/High school dropout rate	Elk Creek High School drop out rate: 0% Indian Valley Elementary School (intermediate school) Drop Out Rate: 0%	Elk Creek High School drop out rate: 0% Indian Valley Elementary School (intermediate school) Drop Out Rate: 0%	Elk Creek High School drop out rate: 0% Indian Valley Elementary School (intermediate school) Drop Out Rate: 0%	Elk Creek High School drop out rate: 0% Indian Valley Elementary School (intermediate school) Drop Out Rate: 0%	Maintain 0% drop out rate for both Elk Creek High School and Indian Valley Elementary School (intermediate school)
Priority 6: State Indicator/Student Suspension Indicator	2019 Dashboard was Red with 39% suspension rate. Drug related suspensions were the major cause	School district had 2 suspensions related to profanity/ defiance.	Dashboard indicator suspensions at 2.9% which is medium range. Drug related and defiance/disruption suspensions major reasons.	Dashboard indicator suspension rate at 3.3%.	Suspension rates to green by continuing via classroom management and increased counseling services.
Priority 6: Local Indicator/Local tool for school climate	Student Survey 2021: Grade 9-12	Student Survey 2022: A) Grade 9-12	Student Survey 23 A)Grades 9-12:	District has new administrator. Previous survey is	Students have to be to want to be at SCJUSD schools

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students rated school as a 3 on 1-5 scale Get good education at school: 70% Emotional/ Academic Support:90% Lack of courses/ new equipment/ more school activities more class management Grades 4-8: Students rated 4.5 on 1-5 scale Feel connected to school: 90% Emotional/Academic Support 90% Get a good education: 90% More activities, new equipment, assemblies, field trips, sports, more programs	Students rated school as a 3.5 on 1-5 scale. Slight increase over last year. Get good education at school: 66% Slight drop from previous year. Emotional/ Academic Support: 80% Slight drop from previous year. Lack of courses/ new equipment/ more school activities more class management B) Grades 4-8: Students rated 4.5 on 1-5 scale Feel connected to school: 85% slight decrease from last year. Emotional/Academic Support 95% slight increase from last year. Get a good education: 96% which is slight increase from last year. More activities, new equipment,	Student rated scale is 3 which is slight decrease over last year. Surveys indicate students want life skills courses and more activities for students to participate in. Most feel connected to school and are receiving a good education overall but want more hands on work and more stringent work and management in class overall. Students feel supported academically and emotionally. Grades 4-8: Students rated 4.4 which is that same as last year. Most feel connected, safe and feel better education at small school. Students would like more field trips and continue to expand programs and encourage activities. Campus needs	unavailable. Students and families were given California Healthy Kids Survey. Results will be available 2/29/24.	Grade 9-12: Good education 90% Emotional Support: 95% Address school needs by purchasing new equipment for FFA, increase sports program, increase school curriculum to better meet student needs, increase academic support and expectations Grades 4-8 Connectiveness to schools 95% Good education 95% classroom management/ instruction programs/ student accountability Address equipment, programs, sports requests school programs for student engagement

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		assemblies, field trips, sports, more programs.	attention: blacktop, track and playground		
Priority 6: Local Metric/Expulsion rate	2019 SCJUSD 1 Expulsion: threat of violence	No Expulsions 2021-22.	No Expulsions 2022-23	No expulsions.	0 expulsions

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.

District has a new superintendent/principal. California Healthy Kids survey was distributed with an ending date of 2/29/24. District is working to increase parental involvement. We are building a school site council. We have a successful Agriculture Advisory Committee. Administration is investigating new parent communication programs to replace our current outdated system. Administration is working to add the Aeries Parent Portal so families can access their students' grades.

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.

Chronic absenteeism remains an issue for the district. Did not meet our goal.

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

Actions were ineffective.

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

We are keeping the goal but adjusting the actions to achieve this goal. We are adopting more user friendly technology programs to help the district and it's staff communicate easily with families. We are implementing PBIS to increase parental involvement and decrease student absenteeism.

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	State Priorities 4 Pupil Achievement and 8 Pupil Outcomes: Students will receive instruction to achieve their maximum potential. All students will progress through the grades Tk-12 grades and demonstrate improvement through CAASPP test scores (grades 3-8, 11), and graduation rates through effective teaching instruction and student academic accountability. This instruction and accountability will include writing, mathematics and reading benchmark assessments throughout the school year. Common Core State Standards curriculum will be implemented in all core subject areas in grades K-12. Professional development in reading, writing and math instruction, classroom management, social emotional training and technology for staff. SCJUSD students will receive a broad course of study to ensure that students are well education and prepared for graduation and post graduation employment, college, military or trade schools. All students will benefit from having counseling services for emotional support. High school classes will meet A-G requirements and are WASC accredited.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	2019 CAASPP ELA Scores: ECE/IVE: English Language Arts 8% met/ exceed standard	2021 CAASPP ELA Score 25% met or exceeded standard.	2022 CAASPP ELA score 52% met or exceeded standard	2023 CAASPP ELA score 34.78% met or exceeded standard	CAASP Scores: 50% English Language Arts meet/exceed standard
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	2019 CAASPP Mathematics Scores: ECE/IVE:	A) 2021 CAASPP Mathematics Scores 15% met or exceeded standard.	A) 2022 CAASPP Mathematics Score 31% met or exceeded standard	A) 2023 CAASPP Mathematics Score 40.48% met or exceeded standard	CAASPP Scores: 33% Mathematics meet/exceed standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Mathematics met/exceed standard:10.5%		B) 2022 CAASPP Science Score 16% met or exceeded standard	B) 2023 CAASPP Science Score 30.18% met or exceeded standard	66% Science meet/exceed standard
Priority 4: State Indicator/College and Career Indicator/EAP11th Grade SBAC results	2019 CAASPP Grade 11 ELA: Mathematics: 5% met or exceeded standard English Language Arts 21% met or exceeded standard	2021 CAASPP Grade 11 ELA: 50% met or exceeded standard. 2021 CAASPP Grade 11 Mathematics: 0% met or exceeded standard. 2021 CAASPP Grade 11 Science: 50% met or exceeded standard	2022 CAASPP Grade 11 ELA: 55% met or exceeded standard. 2022 CAASPP Grade 11 Mathematics: 22% met or exceeded standard. 2022 CAASPP Grade 11 Science: 16% met or exceeded standard	2023 CAASPP Grade 11 ELA: 40% met or exceeded standard. 2023 CAASPP Grade 11 Mathematics: 33% met or exceeded standard. 2023 CAASPP Grade 11 Science: 0% met or exceeded standard	CAASPP Scores: 33% Mathematics meet/exceed standard 55% English Language Arts meet/exceed standard
Priority 4: College and Career Ready/A-G course completion	2019Graduation Information A) 33% graduates met A-G requirements. B) ECHS WASC accreditation through 2024 C) 33% ECHS graduation rate	2021 Graduation Information A) 100% graduates met A-G requirements. B) ECHS WASC accreditation through 2024. Mid-year review was in 2021 with new goals adopted by WASC team. C) 100% graduation rate at both Elk Creek High School and Bidwell Point Continuation High School.	2022 Graduation information A) 75% graduates met A-G requirements One graduate from BPCS B) N/A C) 100% graduation rate at both Elk Creek High School and Bidwell Point Continuation High School.	A) 100% of seniors are currently meeting A-G requirements. B) ECHS WASC review is taking place in April 2024. C)100% graduation rate at both Elk Creek High School and Bidwell Point Continuation High School	Graduates rates will continue to be 100% for ECHS and BPCS A) All high school graduates will meet A-G requirements B) WASC Certification ongoing Edgenuity program fully implemented at ECHS. C) 100% graduation rates at ECHS/BPCS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: State Indicator/College and Career Indicator/Career pathway completion	Welding No student completed welding pathway	Welding: 50% of students completed the welding pathway	Welding: 0% of students completed the welding pathway	Welding: 0% of students will complete the welding pathway. District has hired a new Ag teacher. New pathway options will be developed summer 2024.	33% of seniors will complete welding pathway
Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 89, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)	Local Indicators: No Data Available NEXTGEN Math Read Naturally STAR Reading Writing Benchmarks Grades 3-8, 11 Average Rubric Score	Local Indicators: Writing Benchmark grades 2-8,average: 2.5/ 4 Grade 11 average 2/4 Read average grades 2-8 Grade 2 2.1 Grade 3 3.3 Grade 4 3.7 Grade 5 4.1 Grade 6 3.9 Next Gen Math- Grades 2-8 supplement math curriculum for specific skill for CAASPP	Local Indicators: Writing Benchmark grades 2-8 average 2.6/4 Grade 11 average 3/4 Reading average grades 2-8 Grade 2 3.2 Grade 3 2.4 Grade 4 3.2 Grade 5 3.5 Grade 6 3.4 Next Gen math- Grades 2-8 supplement math STAR reading test data for reading Read Naturally used grades 2&3	District is researching a new benchmark and assessment system.	No Data for 2019. School District implemented running records for grades K-6 as well as writing benchmark tests in 2020

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8: State Indicator/College/Career Indicator (HS only)	Post Graduation for grade 12 4 students: 1 student UC Davis 1 student transfer to another school district 1 students drop out/ moved to Colusa County 1 student transfer to BPCS (5th year senior graduate Employment (no data available)	Post Graduation 2021 4 students 1 at Yuba City College 1 UTT College 1 unemployed/ no secondary schooling 1 fire fighting training program	Post Graduation 2022 4 students/ 1 from Bidwell Point 1 at Shasta College 3 unemployed/ no secondary schooling	District has new administration. Data will be collected on post-graduation data moving forward.	Goal: 33% students will enroll in post secondary education institution: career tech/ trade school or community college. School District will provide college trips to local and out of state colleges for students to visit.

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.

Elk Creek High School achieved WASC accreditation.

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

There were no differences.

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

The actions were largely ineffective due to little follow-through by administration and without on going performance data to evaluate the effectiveness of the programs.

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.

Consistant curriculum is in progress for our K-8 students. The district has adopted iReady to give diagnostic assessments at least 3 times per school year. Staff will evaluate this data and use it to inform their instructional practices.

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
4	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

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.

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.

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

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.

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
5	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

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.

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.

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

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.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Stony Creek Joint Unified School District	Emily Pendell Superintendent/Principal	ependell@scjusd.org 5309685361

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 Stony Creek Joint Unified School District, situated within the confines of Glenn County, operates as a small, rural institution. Providing primary to high school education, the District serves roughly 65 students. This district comprises four distinct educational establishments, namely Elk Creek High School, Bidwell Point Continuation School, Elk Creek Elementary School, and Indian Valley Intenmediate School. An array of combination classes can be found across all the institutions, aimed to cater to the unique needs of the student population. The District serves a diverse range of communities, consisting of Elk Creek, Grindstone Rancheria, and Stonyford. The primary retirement hub of Elk Creek plays host to the district office and three schools in its location. In contrast, Grindstone Rancheria, identified as a federal Native American Rancheria, houses more than half of the District's students. Lastly, Stonyford, primarily populated by ranching families, proudly accommodates the Indian Valley Intenmediate School. Challenges stem inherently from the remote geographical location of this District. Limited local opportunities constrain economic operations to School District initiatives, Forest Services, ranching, and a handful of small-scale businesses. However, the unwavering support from the community strengthens the resolve to deliver high-quality education to all students. Notably, the socio-economic challenges faced by these communities are highlighted by the fact that the entirety of the student population qualifies for free/reduced meals as well as receiving equity multiplier funding at Bidwell Point. Proving resilient, the Stony Creek Joint Unified School District thrives despite adversities. This achievement stems from the WASC accreditation earned by Elk Creek High School and the addition of A-G approved courses to their curriculum. The District lays finm emphasis on agricultural science, underscored by a robust FFA program that enrolls all high school students in an agriculture science class during their time. At the elementary and high school levels, class sizes average to a 12:1 and 7:1 ratio respectively. This ensures a nourishing, personal interaction between the receptive learners and the staff. A diverse faculty comprising full-time and part-time teachers, academic and mental health counselors, and para educators ensure a well-balanced academic and emotional support system for the students. The District also significantly supports cultural and extracurricular activities. For instance, the SPARK program provides supplementary tutoring and cultural activities for K-6 students. To further enhance student experience, plans to expand the athletic programs are underway, introducing sports like football, basketball, volleyball and track. All the endeavors of the Stony Creek Joint Unified School District reinforce their mission to instill growth and development within students. Despite imminent socio-economic challenges, the district upholds its promise to deliver high-quality education, sustain smaller class sizes, and propound additional academic and cultural initiatives. This unwavering dedication towards education and community building has garnered the District deserved community support.

Reflections: Annual Performance

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

During the recent annual performance assessment, it was observed that Elk Creek Elementary was in the red on the California Dashboard Attendance Indicator. A particularly alarming area of concern was the persistently low attendance rates of socioeconomically disadvantaged students. To address this issue, a partnership with the Glenn County Office of Education (COE) was formed to conduct detailed empathy surveys aimed at uncovering the root causes of chronic absenteeism among students.

In an effort to improve student attendance and create a more positive school environment, the school embarked on the implementation of a Positive Behavioral Interventions and Supports (PSIS) program. This initiative saw significant advancements in stakeholder engagement, highlighted by the active participation of various stakeholders in the PSIS Tier 1 training sessions. The primary goal behind these efforts was to cultivate a community- centric school identity, laying the groundwork for the successful introduction of PSIS Tier 1 in the fall of 2024.

The collaboration with the COE, particularly the adoption of the Multi-Tiered System of Supports (MTSS) framework, played a crucial role in enhancing holistic learning experiences for students. This approach was met with positive feedback from families and students alike, reaffirming the district's dedication to a comprehensive educational strategy.

However, the annual review also brought to light several challenges. Notably, certain families consistently demonstrated low levels of engagement, primarily due to transportation issues. The inability to find alternative means of transportation when the school bus was missed led to sporadic attendance and limited participation in school meetings, further exacerbated by insufficient communication between the school and these families.

Reflections: Technical Assistance

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

At this time, no technical assistance is being provided.

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.

Elk Creek Elementary

Support for Identified Schools

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

A collaboration has been formed with the County Office of Education (COE) to carry out needs assessments and hold empathy interviews, involving diverse stakeholders for their crucial contributions. To effectively address chronic absenteeism, Stony Creek Joint Unified School District will implement evidence-based practices, such as early identification and intervention, personalized support plans, and family engagement strategies, ensuring that interventions are informed by data and proven methodologies to improve student attendance rates. Selected staff members have undergone training to apply Positive Behavior Intervention Support (PBIS) at a Tier 1 level, with full implementation planned for Fall 2024. Students' progress is consistently assessed using iReady, which provides diagnostic evaluations at three different instances within the academic year. Specialized training has been provided lo staff on this tool to ensure they can effectively analyze the data collected to improve their teaching methods. In addition to this, iReady's adaptable instruction is employed in classrooms to identify weak areas and offer personalized learning for students. A trial run of the iReady Core Math Curriculum is currently being conducted in grades K-8, aiming to offer a consistent learning experience across all grades while simultaneously emphasizing the importance of diagnostic assessments and personalized learning. As a result, through this variety of strategies and systems, schools requiring assistance within the district are accurately identified. Additionally, targeted Reading intervention by a reading intervention specialist significantly enhances students' reading skills, focusing on their specific needs and challenges to improve literacy.

Monitoring and Evaluating Effectiveness

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

Through the consistent use of the iReady diagnostic assessment, comprehensive support within the school district is monitored. This assessment is administered not less than three times every year, ensuring equitable tracking of each student's academic progression. The task of gathering assessment data is undertaken by the fully committed team, devoted to meticulously documenting and evaluating the results of these assessments. The feedback from this process is further applied to formulate custom-designed professional programs targeted at enhancing staff expertise. Staff meet regularly lo discuss the implementation of the iReady CORE math curriculum. The efficacy and pertinence of this curriculum are assessed, anticipating a review and discourse about its continued employment in spring 2025.

Engaging Educational Partners

Educational Partner(s)	Process for Engagement
Teachers	- Regular meetings were conducted with teachers to discuss the school climate and address existing concerns. This strategy aimed to promote open communication and ensure that the teachers' experiences and perspectives were integral to the decision-making processes. - The California Healthy Kids Survey was administered in the Spring of 2024 to obtain a comprehensive understanding of the school environment from the teachers' perspective. This enabled the school district to better comprehend and address the issues affecting both teachers and students within the district. - A staff meeting was organized to specifically discuss the goals of the school district. This facilitated a comprehensive review of the district's objectives and progress, and encouraged a dialogue about future goals among the members of the school district.
Principals	
Administrators	
Other School Personnel	Engaged in meetings with other school personnel to review and assess the data procured from the California Healthy

Educational Partner(s)	Process for Engagement
	Kids Survey. The objective was to pinpoint any representation gaps and devise strategies for comprehensive educational partner engagement. • Organized outreach initiatives specifically targeted towards groups identified as underrepresented through data analysis. Communication was established through phone calls and local meetings to gather their input.
Certificated Bargaining Unit	• Regular meetings were held with the Local Education Agency (LEA) Bargaining Unit to discuss routine updates and significant matters concerning the school district's operations. • The LEA Bargaining Unit participated in three scheduled inservice days, fostering a deeper understanding and collaboration towards our shared educational objectives. • We utilized the California Healthy Kids Survey to collect valuable feedback from our educational partner, the LEA Bargaining Unit. • A thorough survey was conducted among the staff to gather input on student needs and evaluate potential modifications to the Local Control and Accountability Plan (LCAP), incorporating feedback from the LEA Bargaining Unit.
Classified Bargaining Unit	• Initiated regular staff meetings with LEA Bargaining Unit (CSEA) to facilitate ongoing communication and collaboration. • Distributed the California Healthy Kids Survey among the staff members of the LEA Bargaining Unit (CSEA) to solicit their perceptions and perspectives. • Scheduled two inservice days with LEA Bargaining Unit (CSEA) for professional development. • Sought feedback from LEA Bargaining Unit (CSEA) through various mediums. These mediums include face-to- face

Educational Partner(s)	Process for Engagement
	meetings, online surveys, and dedicated inservice days. This feedback was used to inform the development of the district's LCAP.
Parents	- The California Healthy Kids Survey was administered to gain insights into parent needs during the Spring of 2024. - Regular monthly meetings were conducted with the Grindstone Parent Advisory Council (GPAC) to gather parental feedback and discuss ongoing issues. - Data received was analyzed to identify under-represented groups, and proactive efforts were made to reach them via phone and local meetings.
Students	- Administered the California Healthy Kids Survey, ensuring participation and understanding among students in the spring of 2024. - Met with students to gather feedback about school culture and course offerings.
SELPA	• Met with SELPA director to discuss student needs and staffing.

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

In response to the feedback received from staff, students, and teachers expressing a desire for enhanced school culture and more consistent behavior expectations, Stony Creek Joint Unified has developed a broad goal to address these concerns with the following actions:
- A uniform set of behavioral expectations is being established across all grade levels, enacted through a reward-centric approach to promote a constructive school environment, and is stemming from the shared desires expressed by staff, students, and teachers for heightened school culture and regularity in behavioral expectations. (Action 1.1)
- Public access to school board policies is facilitated via the district website, promoting family and community engagement within the LEA. (Action 1.4)

In response to the feedback received from staff and families, which underscored the necessity for data-driven instruction and advancement in

English Language Arts and Mathematics, Stony Creek Joint Unified has formulated a broad goal to address these concerns through specific actions:

- The iReady diagnostic assessment, administered at least thrice yearly, furnishes instruction-informing data to teachers and families. (Action 2.1)
- The initiation of adaptive lessons via the iReady program, shaped to fit individual needs and address areas of weakness, is facilitated by the school district for the holistic development of students in grades K-8. (Action 2.2)
- The iReady CORE Math curriculum is being implemented in grades K-8, ensuring continuity of learning. (Action 2.3)
- A framework of support systems, inclusive of tiered intervention strategies, is created as part of implementing Multi-Tiered System of Supports (MTSS) for the benefit of students. (Action 2.4)
- A summer program in grades K-6 is implemented, primarily serving students lagging in math or ELA, in response to staff and family feedback advocating for data-driven instruction. (Action 2.5)
- An after-school program focusing on elevating literacy and math skills has been provided to students in grades K-6. (Action 2.6)
- Specialized small group and one-on-one reading strategy intensives are provided by a Reading Intervention Specialist for students K-4, responding to feedback regarding data-driven instruction in English Language Arts. (Action 2.8)

In response to the feedback received from educational partners, emphasizing the necessity for expanded Career and Technical Education (CTE) opportunities and college classes, Stony Creek Joint Unified has developed a broad goal to address this feedback through the implementation of specific actions.

- Dual enrollment is offered by the school district, providing high school students with broader class opportunities (Action 3.3)
- Accreditation is achieved by the school to ensure quality, enhance funding eligibility, and foster trust - providing benefits to its institution and students. (Action 3.4)
- Increased interest in school and career pathways is being fostered by the school district, driven by feedback from educational partners. (Action 3.5)
- A-G alignment for high school courses is implemented, offering students standardized college preparatory curriculum and promoting equitable access to higher education. (Action 3.6)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The District aims to enhance school climate and culture, alongside boosting student attendance and parent involvement for the upcoming academic year. Strategic initiatives will address each campus's specific challenges, with an emphasis on personalized attendance management and engagement strategies. Evaluation will involve school climate surveys, attendance records, and monitoring parental participation in school activities and digital platforms.	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 overarching challenge faced by the school district is rooted in a deficiency of parent involvement and chronic absenteeism. A disconnect felt by parents from the educational institutions, coupled with delayed transmission of school-related data, is a significant contributing factor to the absence of parental participation. Chronic absenteeism is distressingly widespread, as demonstrated by the Dashboard, which reflects that nearly half of the student body remain consistently absent. This, in turn, negatively impacts both student engagement and the school climate, as deduced from the results of the California Healthy Kids Survey. The primary objective of the District is to boost parent involvement and curtail chronic absenteeism. This goal aligns with State Priorities 3, 5 and 6, encapsulating parent involvement, pupil engagement, and school climate, in that order. There is an expectation that an enhancement in the connection parents feel towards the schools their children are enrolled in, will create a conducive atmosphere of shared responsibility involving educators, families, and the larger community. This approach directly corresponds with Priority 3. The tackling of chronic absenteeism is in line with Priority 5, and is expected to better the school attendance rates. This increased parent engagement and improved consistent attendance can then lead to a more positive school climate (correlated with Priority 6). That would cultivate a sense of safety and a feeling of school connectedness. All things considered, these changes are forecast to bring about an improvement in student perspective towards their schools. This, in turn, is expected to stimulate an interest in learning and eventually lead to increased academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 6 C. other local measures, including surveys of pupils,	According to the CA Healthy Kids Survey, 55% of ECHS students			Increase the percentage of all students in grades	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	parents, and teachers on the sense of safety and school connectedness School Connectedness on CA Healthy Kids Survey	say they feel connected to school. 72% at IVES.			7- 12 reporting they feel connected to school to at least 65%.	
1.2	Priority 5 B. chronic absenteeism rates Source: CA School Dashboard	Dashboard indicates that 48.8% of our students are chronically absent.			Reduce the LEA's chronic absenteeism rate to 30%.	
1.3	Priority 5 A. school attendance rates Source: Daily Attendance Reports	The daily attendance rate was 90% for ECE, 89% for IVE, and 84% for ECHS.			Increase the daily attendance rate to 90% for all LEA school sites.	
1.4	Priority 3 A. the efforts the school district makes to seek parent input in making decisions for the school district and each individual school site Source: CA Healthy Kids Survey	0% of parents participated in the school climate survey.			20% of parents will complete the school climate 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
1.1	Consistent behavioral expectations and incentives	The District is responsible for establishing uniform behavioral expectations across all grade levels. An affirmative approach will be employed to reward student behavior, which in return, is projected to nurture a positive school culture. This initiative is part of the District's strategic efforts to improve the school environment, increase student attendance, and encourage parental participation. Spending Items: Positive Behavior Interventions & Supports (PBIS) Training PBIS incentives and signage	$3,900.00	No
1.2	Communication with families	The District utilizes ParentSquare, an educational communication platform, to embody its dedication to improving school environment, student attendance, and parental engagement effectively. Essential school information is shared promptly and transparently with parents, maintaining consistent communication. This approach provides parents with the relevant details they need to actively participate in their children's academic journey. Spending Items: Aeries ParentSquare Subscription	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Transparency of student progress	The online gradebook function within the student information system, Aeries, will be available to parents of seventh through twelfth-grade students. This access empowers parents to track their child's academic progress and grades at their convenience. Spending Items: Aeries subscription	$1,000.00	No
1.4	Transparency of school policies	Public access to the school board's policies through the District's website has been made easier. Efforts have been made to encourage family and community awareness and involvement within the Local Education Agency. Spending Items: GAMUT subscription	$3,910.00	No
1.5	Chronic Absenteeism for Socioeconomically Disadvantaged Students	In order to address chronic absenteeism for socioeconomically disadvantaged students, we are going to use evidence based practices to increase attendance, targeting students at Elk Creek Elementary.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The District aims to ensure all students improve in English Language Arts (ELA) and Math, reaching or surpassing educational standards. Intensive teaching strategies and innovative educational activities will be key, with regular, state-aligned assessments in ELA and Math to monitor progress and effectiveness. This data-driven approach is central to adapting future teaching methods, highlighting the District's commitment to academic excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The CA School Dashboard highlighted a pressing need for enhancements in literacy and numeracy among students in the District. This was particularly noted among socioeconomically disadvantaged students who were significantly below the standard in both English Language Arts (ELA) and Mathematics, as per the CAASPP test results. In light of these performance deficits, the District has set a goal to boost students' proficiency in literacy and mathematics, giving special attention to socioeconomically disadvantaged students. This goal is congruent with State Priorities 2 and 4 that advocate for the application of state-academic standards for all students and focus on performance in standardized tests. The execution of this initiative is anticipated to mitigate the existing disparities and favorably contribute towards equitable learning opportunities, in alignment with the State's equity objectives. For the successful realization of this objective, the action plan involves revisiting and reassessing the curriculum instruction and assessment strategies in place to cater to the diverse needs of all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 4 A. statewide assessments Percent of students in 3-8 and 11 who meet or exceed	34.78% of All 22.58% of Socioeconomically Disadvantaged			40% of All 28% of Socioeconomically Disadvantaged	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards in ELA. Data source: California Assessment of Student Performance and Progress (CAASPP)					
2.2	Priority 4 A. statewide assessments Percent of students in 3-8 and 11 who meet or exceed standards in math. Data source: California Assessment of Student Performance and Progress (CAASPP)	40.48% of All 25% of Socioeconomically Disadvantaged			45% of All 30% of Socioeconomically Disadvantaged	
2.3	Percent of students performing at or above grade level on ELA local assessment. Data source: iReady Diagnostic Assessment	26% of all 32% of grades 1-4 30% of grades 5-8 8% of grades 9-12			35% of all	
2.4	Percent of students performing at or above grade level on math local assessment. Data source: iReady Diagnostic Assessment	27% of all 32% of grades 1-4 29% of grades 5-8 17% of grades 9-12			35% of all	
2.5	Priority 2 A. the implementation of state	ELA: Rating of 5 Math: Rating of 4			ELA: 5 Math: 5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	board adopted academic content and performance standards for all students Implementation of state board adopted academic content and performance standards for all students.	Science: Rating of 4 History: Rating of 2			Science: 5 History: 4	
2.6	Priority 4 A. statewide assessments Percent of students performing at or above grade level on the statewide assessment CAST	0% of 11th graders for 2023-2024 25% of 8th graders for 2023-2024 28% of 5th graders for 2023-2024			25% of 11th graders 50% of 8th graders 50% of 5th graders	

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	Diagnostic assessment	The District is committed to administering the iReady diagnostic assessment at least three times annually. This is aimed at supplying educators and families with crucial data which is essential for informed instruction. Ultimately, this contributes to the attainment of the goal for Progression and Achievement in English Language Arts and Mathematics for all students. Spending Items: iReady subscription	$4,000.00	No
2.2	Personalized instruction	The iReady program in the District provides adaptive lessons to all students from kindergarten to 8th grade. This program is tailored to individual student needs and focuses on areas where they might be struggling with standards. As part of this program, Tier 1 interventions are also provided. Spending items: iReady CORE Math Curriculum	$4,000.00	No
2.3	Common core aligned math program	As mandated by the District, the iReady CORE Math curriculum must be implemented across grades K-8. This program, directly related to the District's diagnostic assessment, promotes consistent learning throughout the grade levels. This action is in alignment with the goal of "Progression and Achievement in English Language Arts and Mathematics for All Students". Spending items: iReady CORE Math Curriculum	$4,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Multi-Tiered Systems of Supports framework	A structured framework of support systems, including tiered intervention strategies, has been established as part of the Multi-Tiered System of Supports (MTSS) implementation. The purpose of this action is to foster progress and achievement in English Language Arts and Mathematics, as well as teaching the whole child for all students. Spending items: MTSS conference and training	$1,000.00	No
2.5	Summer program	Students enrolled in kindergarten through sixth grade are invited to join a summer educational program designed to provide personalized learning experiences. This initiative prioritizes students who are currently achieving below their grade level in Mathematics or English Language Arts. To assess the program's impact, we will employ the iReady diagnostic assessment as a measure of its effectiveness.	$0.00	No
2.6	Afterschool program (SPARK)	The District will offer an after-school program aimed at enhancing literacy and mathematics skills for students in grades K-6.	$0.00	No
2.7	Professional development	Teachers and administrators will be provided with opportunities for consistent professional development and coaching. This crucial initiative aims to enhance the implementation of Multi- Tiered Systems of Support (MTSS) and the introduction of a new curriculum. Furthermore, we are committed to teaching strategies that facilitate intervention and align with the broader objective: to promote progression and achievement in English Language Arts and Mathematics for all students. Spending items: Training and conferences	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	Reading Intervention Specialist	The provision of specialized, small-group, and individualized intensive interventions focusing on reading strategies for students in kindergarten through the fourth grade. These interventions are overseen by the Reading Intervention Specialist within the District. Spending items: Reading Intervention Specialist	$55,000.00	No
2.9	Maintain small class sizes at Elk Creek Elementary	Maintaining a small class size allows teachers to tailor each lesson and necessary interventions to the unique needs of students. This is a cornerstone to the District's strategic approach to foster academic growth and success in English Language Arts and Mathematics for all learners. Spending Items: Additional teacher at Elk Creek Elementary	$185,165.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Ensure every student has access to a wide-ranging study program, certified by California State University and the University of California, and includes Career Technical Education pathways. A key component is the Freshmen Career Planning Course, offered in collaboration with Butte College, aimed at bolstering students' career readiness. The program's success hinges on university admission rates, enrollment in the planning course, and securing WASC high school accreditation.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The District has established a goal to improve availability to a wide-ranging curriculum and Career and Technical Education (CTE), to meet all students' comprehensive preparation needs for college and prospective careers. According to the State's Priority 7, an extensive course of study is extremely beneficial for students as it combines academic content and 21st-century skills like critical thinking and collaboration. To further this objective, increased CTE access, as outlined in Priority 8, provides students with diverse career experiences and practical understanding. The achievement of this objective aligns with the State's focus on promoting equal access to and inclusion in education resources, thereby reflecting the fundamentals of Priority 1. Essentially, attaining this goal will boost students' preparedness for college and readiness for their careers, ensuring compatibility with state priorities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 4 B. A-G Course Completion/CTE Pathways	0% of high school graduates met A-G requirements			75% of high school graduates will meet A-G requirements	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Priority 4 B. A-G Course Completion/CTE Pathways	0% of high school graduates have completed a CTE pathway; 0% of high school students are enrolled in a CTE pathway			25% of graduates will complete a CTE pathway. 75% of high school students will be enrolled in a CTE pathway.	
3.3	Post-Graduation College/Career Rate	60% of high school graduates are enrolled in a community college in the fall.			75% of high school seniors will be enrolled in a college, university, or technical school upon graduation.	
3.4	Priority 5 E. high school graduation rates Data source: CA School Dashboard	87.5% of high school seniors graduated.			100% of high school seniors graduate.	
3.5	Priority 1 A. teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	22% of teachers are misassigned			0% of teachers are misassigned.	

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	Increase teacher salary schedule to attract and retain highly qualified teachers.	The District will establish a competitive pay scale designed to attract qualified teachers. This initiative is likely to expand access to a wider variety of courses and could potentially boost college acceptance rates.	$25,000.00	No
3.2	Increase professional development opportunities to attract and retain high qualified teachers.	The District is committed to providing increased opportunities for professional development to our educators. These initiatives, designed to cater to the diverse learning needs of our students, also serve to attract and retain highly qualified teachers. By reinforcing the skills of our teachers and supporting their efforts we effectively contribute to the overall improvement of our educational environment. Spending items: Conferences and trainings	$10,000.00	No
3.3	Add Dual Enrollment Classes for high school students.	The district prioritizes the expansion of dual enrollment to broaden the range of class opportunities available to high school students. This endeavor seeks to equip students with college credits and familiarize them with the college class environment in a well-managed and supportive context, consequently boosting their confidence.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	WASC Accreditation	The District actively pursues accreditation from the Western Association of Schools and Colleges (WASC) for Elk Creek High School. WASC accreditation is a seal of approval that attests to high-quality standards and encourages ongoing improvement and accountability within these institutions. It guarantees access to funding and resources. Additionally, it benefits students by improving their collegiate admission opportunities and potential scholarships. This accreditation bolsters trust and confidence among stakeholders, thereby strengthening the schools' reputations and fostering community support.	$0.00	No
3.5	Create CTE Pathways	Developing Career and Technical Education (CTE) pathways will enhance student engagement in academic pursuits, thereby improving attendance rates. Additionally, it will bolster our capacity to prepare our students for both college and career success upon graduation. Spending Items: eDynamic subscriptions	$5,000.00	No
3.6	High School course offerings are A-G aligned	Ensures students complete a curriculum that meets the University of California (UC) and California State University (CSU) admission requirements, improving their tertiary education prospects. Standardizing course quality and content provides a consistent academic foundation and promotes equity by ensuring every student has access to college-qualifying courses, supporting their academic and career goals.	$0.00	No
3.7	Academic Counselor Support	Personalized academic planning is provided to meet the requirements for graduation and college admissions. This is achieved through the guidance of a high school academic counselor. They offer critical advice regarding college applications, scholarships, and exploring potential careers. The	$37,000.00	No

Action #	Title	Description	Total Funds	Contributing
		counselor assists students in navigating their post-secondary options. Advocacy is provided for student welfare and resource linkage is encompassed within the counselor's responsibilities. The primary emphasis of this action is on meeting students' social and emotional needs.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The District aims to boost student learning and assist with credit recovery by appointing additional instructors for study skill and credit recovery classes. This supports the lowest-performing student groups, ensuring they meet credit requirements. The plan will be implemented from September to June and monitored through quarterly assessments and bi-monthly data reviews.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The goal focuses on addressing critical state priorities by implementing comprehensive measures to support high school students in meeting graduation requirements. Specifically, for Priority 4, Pupil Achievement, the goal targets enhancing students' performance on standardized tests and improving college readiness. This is achieved by analyzing existing data, which reveals that a staggering 50% of high school students are currently credit deficient. In response, the goal proposes the development and implementation of an enhanced curriculum and innovative instructional strategies. These measures are designed to directly support student achievement, ensuring that learning experiences are both engaging and effective.

In addressing Priority 5, Pupil Engagement, the goal places a significant emphasis on increasing high school graduation rates. Recognizing the critical issue of credit deficiency among students, the goal outlines a comprehensive approach to provide targeted support and interventions. This multifaceted strategy aims to keep students on track for graduation, focusing on personalized learning plans that address each student's unique needs and obstacles to success.

Moreover, when it comes to Priority 8, Other Pupil Outcomes, the goal underscores the importance of a robust curriculum enriched with formative assessments. These assessments are crucial for guiding future instruction and helping to close achievement gaps among students. By incorporating feedback from educational partners and stakeholders, the goal ensures that the curriculum is not only aligned with state standards but also effectively meets the diverse needs of all students. This collaborative approach aims to enhance overall pupil outcomes by fostering an educational environment that is responsive, inclusive, and tailored to promote success for every student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 5 E. high school graduation rates	85.7%			100%	

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	Additional credentialed teacher to create more support.	Hire an additional teacher to maintain small class sizes and establish periods for study skills and credit recovery. Spending Items: Teacher salary	$78,244.00	No

Action #	Title	Description	Total Funds	Contributing

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
$125867	$5520

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
8.181%	0.000%	$0.00	8.181%

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
2.9	**Action:** Maintain small class sizes at Elk Creek Elementary **Need:** The leadership team at Elk Creek Elementary School has identified the necessity to sustain small class sizes throughout all student groups. This requirement emerges from the comprehension that minimal class sizes enable more focused instruction and	The decision to maintain small class sizes at Elk Creek Elementary was taken to meet the varied needs of all student groups within the educational institution. This strategy stems from the understanding by the leadership team that smaller classes enable more personalized instruction and targeted interventions, effectively catering to the unique needs of each student. The benefits of this action are especially seen in Elk Creek Elementary wherein it aids in tailoring learning for students from Kindergarten through to 8th grade. By	2.1, 2.2, 2.3,2.4

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
	intervention, accommodating to distinctive student needs. The decision to maintain small class sizes effectively addresses the essential need for personalized attention for every student. This approach allows educators to tailor their teaching methods to meet the unique requirements of each learner, thereby significantly improving the educational experience. This action's scope covers all the various student groups within Elk Creek Elementary. By sustaining small class sizes, the institution is assuring that every scholar receives the benefits of personalized instruction, irrespective of their individual situations. The leadership team is dedicated to observing the impact of this decision on student outcomes, pursued through regular evaluations and feedback sessions. **Scope:** Schoolwide	targeting this single school, the action allows for a more concentrated endeavor towards enhancing the academic experiences of the students. The rationale behind this initiative was designed to align with the primary goal of offering personalized attention to every student, thereby enhancing their learning journey. This scope was chosen as it enables tailored learning experiences not just in terms of breadth, but also in depth, across a variety of grade levels and amongst diverse student populations within the school. Moreover, through consistent evaluations and feedback sessions, the efficacy of this initiative can be continuously monitored and adjusted as necessary. Focusing our efforts on Elk Creek Elementary allows for a more significant, impactful influence, thereby substantially enriching the educational journey for every student attending the institution.	

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

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

Additional Concentration Grant Funding

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

The submission text was evaluated thoroughly. Upon examination, it was observed that no changes were required as the submission text was "No Applicable". Therefore, in compliance with the given instructions, "Not Applicable" is the returned result. If a more refined text is provided in the future, further scrutiny and refinement will be undertaken.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	9.29
Staff-to-student ratio of certificated staff providing direct services to students	N/A	6.5

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	1538492	125867	8.181%	0.000%	8.181%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$281,219.00	$88,000.00	$0.00	$55,000.00	$424,219.00	$381,409.00	$42,810.00

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
This table was automatically populated from this LCAP.																
1	1.1	Consistent behavioral expectations and incentives	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$3,900.00	$3,900.00				$3,900.00	
1	1.2	Communication with families	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.3	Transparency of student progress	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.4	Transparency of school policies	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide School wide Limited to Undupli...	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$3,910.00	$3,910.00				$3,910.00	

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
					cated Student Group(s)											
1	1.5	Chronic Absenteeism for Socioeconomically Disadvantaged Students	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$0.00	$0.00				$0.00	
1	1.6		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.7		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.8		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.9		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Group(s)											
1	1.10		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.11		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.12		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.13		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.14		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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	1.15		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.16		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.17		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.18		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.19		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.20		Students with Disabilities		LEA-wide	English Learners	All Schools									

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
			English Learners Foster Youth Low Income		School wide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools:									
1	1.21		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.22		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.23		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.24		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.25		Students with Disabilities English Learners Foster Youth		LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools:									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income		Limited to Unduplicated Student Group(s)											
1	1.26		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.27		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.28		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.29		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.30		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Unduplicated Student Group(s)											
1	1.31		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.32		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.33		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.34		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.35		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Student Group(s)											
1	1.36		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.37		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.38		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.39		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.40		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					s)											
1	1.41		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.42		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.43		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.44		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.45		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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	1.46		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.47		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.48		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.49		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.50		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.1	Diagnostic assessment	All Students with	No	LEA-wide	English Learners	All Schools		$0.00	$4,000.00	$4,000.00				$4,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Disabilities English Learners Foster Youth Low Income		School wide Limited to Undupli cated Student Group(s)	Foster Youth Low Income	Specific Schools: K-8K-8									
2	2.2	Personalized instruction	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide School wide Limited to Undupli cated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: K-8		$0.00	$4,000.00	$4,000.00				$4,000.0 0	
2	2.3	Common core aligned math program	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide School wide Limited to Undupli cated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: K-8		$0.00	$4,000.00	$4,000.00				$4,000.0 0	
2	2.4	Multi-Tiered Systems of Supports framework	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide School wide Limited to Undupli cated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$1,000.00	$0.00		$1,000.00			$1,000.0 0	
2	2.5	Summer program	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide School wide Limited to Undupli cated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: K-6		$0.00	$0.00	$0.00				$0.00	
2	2.6	Afterschool program (SPARK)	All Students with Disabilities English Learners	No	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$0.00	$0.00				$0.00	

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
			Foster Youth Low Income		Limited to Unduplicated Student Group(s)		K-6									
2	2.7	Professional development	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$0.00	$0.00				$0.00	
2	2.8	Reading Intervention Specialist	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: K-4		$55,000.00	$0.00				$55,000.00	$55,000.00	
2	2.9	Maintain small class sizes at Elk Creek Elementary	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Elk Creek Elementary K-4		$185,165.00	$0.00	$185,165.00				$185,165.00	
2	2.10		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.11		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Unduplicated Student Group(s)											
2	2.12		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.13		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.14		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.15		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.16		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Student Group(s)											
2	2.17		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.18		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.19		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.20		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.21		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					s)											
2	2.22		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.23		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.24		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.25		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.26		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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	2.27		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.28		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.29		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.30		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.31		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.32		Students with Disabilities		LEA-wide	English Learners	All Schools									

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
			English Learners Foster Youth Low Income		School wide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools:									
2	2.33		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.34		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.35		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.36		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.37		Students with Disabilities English Learners Foster Youth		LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools:									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income		Limited to Unduplicated Student Group(s)											
2	2.38		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.39		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.40		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.41		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.42		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Unduplicated Student Group(s)											
2	2.43		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.44		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.45		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.46		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.47		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Student Group(s)											
2	2.48		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.49		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.50		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.1	Increase teacher salary schedule to attract and retain highly qualified teachers.	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$25,000.00	$0.00	$25,000.00				$25,000.00	
3	3.2	Increase professional development opportunities to attract and retain high qualified teachers.	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to Unduplicated Student Group(	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$10,000.00	$10,000.00				$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
3	3.3	Add Dual Enrollment Classes for high school students.	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.4	WASC Accreditation	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Elk Creek High School		$0.00	$0.00	$0.00				$0.00	
3	3.5	Create CTE Pathways	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.6	High School course offerings are A-G aligned	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Elk Creek High School		$0.00	$0.00	$0.00				$0.00	
3	3.7	Academic Counselor Support	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Elk Creek High School		$37,000.00	$0.00		$37,000.00			$37,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.8		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.9		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.10		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.11		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.12		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.13		Students with Disabilities		LEA-wide	English Learners	All Schools									

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
			English Learners Foster Youth Low Income		Schoolwide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools:									
3	3.14		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.15		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.16		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.17		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.18		Students with Disabilities English Learners Foster Youth		LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools:									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income		Limited to Unduplicated Student Group(s)											
3	3.19		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.20		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.21		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.22		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.23		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Unduplicated Student Group(s)											
3	3.24		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.25		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.26		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.27		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.28		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Student Group(s)											
3	3.29		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.30		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.31		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.32		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.33		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					s)											
3	3.34		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.35		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.36		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.37		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.38		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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	3.39		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.40		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.41		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.42		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.43		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.44		Students with Disabilities		LEA-wide	English Learners	All Schools									

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
			English Learners Foster Youth Low Income		School wide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools:									
3	3.45		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.46		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.47		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.48		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.49		Students with Disabilities English Learners Foster Youth		LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools:									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income		Limited to Unduplicated Student Group(s)											
3	3.50		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.1	Additional credentialed teacher to create more support.	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Elk Creek High School		$78,244.00	$0.00	$28,244.00	$50,000.00			$78,244.00	
4	4.2		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.3		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.4		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Unduplicated Student Group(s)											
4	4.5		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.6		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.7		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.8		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.9		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Student Group(s)											
4	4.10		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.11		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.12		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.13		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.14		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					s)											
4	4.15		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.16		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.17		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.18		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.19		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
4	4.20		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.21		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.22		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.23		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.24		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.25		Students with Disabilities		LEA-wide	English Learners	All Schools									

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
			English Learners Foster Youth Low Income		School wide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools:									
4	4.26		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.27		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.28		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.29		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.30		Students with Disabilities English Learners Foster Youth		LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools:									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income		Limited to Unduplicated Student Group(s)											
4	4.31		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.32		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.33		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.34		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.35		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Unduplicated Student Group(s)											
4	4.36		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.37		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.38		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.39		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.40		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Student Group(s)											
4	4.41		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.42		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.43		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.44		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.45		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					s)											
4	4.46		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.47		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.48		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.49		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.50		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
5	5.1		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.2		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.3		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.4		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.5		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.6		Students with Disabilities		LEA-wide	English Learners	All Schools									

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
			English Learners Foster Youth Low Income		School wide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools:									
5	5.7		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.8		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.9		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.10		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.11		Students with Disabilities English Learners Foster Youth		LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools:									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income		Limited to Unduplicated Student Group(s)											
5	5.12		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.13		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.14		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.15		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.16		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Unduplicated Student Group(s)											
5	5.17		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.18		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.19		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.20		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.21		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Student Group(s)											
5	5.22		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.23		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.24		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.25		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.26		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					s)											
5	5.27		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.28		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.29		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.30		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.31		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
5	5.32		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.33		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.34		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.35		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.36		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.37		Students with Disabilities		LEA-wide	English Learners	All Schools									

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
			English Learners Foster Youth Low Income		Schoolwide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools:									
5	5.38		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.39		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.40		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.41		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.42		Students with Disabilities English Learners Foster Youth		LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools:									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income		Limited to Unduplicated Student Group(s)											
5	5.43		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.44		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.45		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.46		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.47		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Unduplicated Student Group(s)											
5	5.48		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.49		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.50		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1538492	125867	8.181%	0.000%	8.181%	$185,165.00	0.000%	12.035 %	**Total:**	$185,165.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$185,165.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Diagnostic assessment				K-8	$4,000.00	
2	2.9	Maintain small class sizes at Elk Creek Elementary	Yes	Schoolwide	Low Income	Specific Schools: Elk Creek Elementary	$185,165.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,338,036.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Teacher Salary	No	$605,148.00	
1	1.2	Special Education Teacher	No	$40,000.00	
1	1.3	Para Educator support all campuses	No	$135,575.00	
1	1.4	Install Playground Equipment	No	$25,000.00	
1	1.7	Science Lab ECHS modernization	No	$7,500.00	
1	1.8	1 van	No	$52,000.00	
1	1.9	FFA Workshop / Greenhouse equipment	No	$5,000.00	
1	1.10	Counselor Support: Academic	No	$45,000.00	
1	1.11	Additional Teacher ECHS/ Bidwell Point Dual Assignment	Yes	$84,457.00	
1	1.12	Maintain Small Class Size ECES	Yes	$84,457.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.13	Kitchen Tables for ECES and IVE	No	$35,000.00	
1	1.15	Utility Truck-grounds	No	$35,000.00	
1	1.17	Outdoor Classroom for agriculture/ Barn	No	$50,000.00	
1	1.20	Ice Machine ECHS	No	$5,000.00	
1	1.21	Wood Splitter/ tree removal	No	$2,500.00	
2	2.1	InTouch Parent Notification Service	No	$1,500.00	
2	2.2	Schoolinsites / Parent APP	No	$2,500.00	
2	2.3	School classroom library	No	$5,000.00	
2	2.4	Scholastic News	Yes	$1,000.00	
2	2.6	Renaissance Reading/ Freckle/ LALIO Reading/Math program	Yes	$4,000.00	
2	2.7	Mystery Science / Generation Genius / Committee for Children	No	$4,000.00	
2	2.8	Music Program K-12	No	$6,000.00	
2	2.9	Physical Education Equipment	No	$5,000.00	
2	2.10	Technology Lab	No	$5,500.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.11	Parent/ Community/ School Events	No	$2,000.00	
2	2.12	school apparel	No	$5,000.00	
2	2.13	GAMUT School Board/Policy Update/ Training	No	$7,500.00	
2	2.14	CSBA Subscription	No	$2,500.00	
2	2.15	Elective Courses	No	$8,000.00	
2	2.16	Classroom Art Program	No	$2,000.00	
2	2.17	Moby Max	No	$3,499.00	
2	2.18	My Caert	No	$2,700.00	
2	2.19	School Academic and Attendance Incentives	No	$3,500.00	
2	2.20	Storymaker License	No	$15,000.00	
2	2.21	Teacher computers	No	$6,000.00	
3	3.1	NextGen Math	No	$7,000.00	
3	3.2	Increase CAASPP test scores in ELA	No	$4,000.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Mathematics High School Curriculum	No	$9,000.00	
3	3.4	Welding Path Way Grades 11& 12	No	$1,000.00	
3	3.5	Professional Development for staff/ classified/certificated	No	$7,000.00	
3	3.6	WASC accreditation/ Admin Training	No	$1,700.00	
3	3.7	Science Lab equipment	No	$1,000.00	
3	3.8	Post high school continuation education program	No	$3,500.00	

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)
146937	$168,914.00	$168,914.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update. This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.11	Additional Teacher ECHS/ Bidwell Point Dual Assignment	Yes	$84,457.00	84457		
1	1.12	Maintain Small Class Size ECES	Yes	$84,457.00	84457		
2	2.4	Scholastic News	Yes				
2	2.6	Renaissance Reading/ Freckle/ LALIO Reading/Math program	Yes				

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

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)
	146937		0.000%	$168,914.00	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

  - The school or schools to which the goal applies

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

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

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

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

Broad Goal
Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

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

Maintenance of Progress Goal
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

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

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

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

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

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

Year 1 Outcome

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

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

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

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

- 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.

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

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

        ▪ The reasons for the ineffectiveness, and

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

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

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

  - o Professional development for teachers.

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

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

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

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

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

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

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

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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