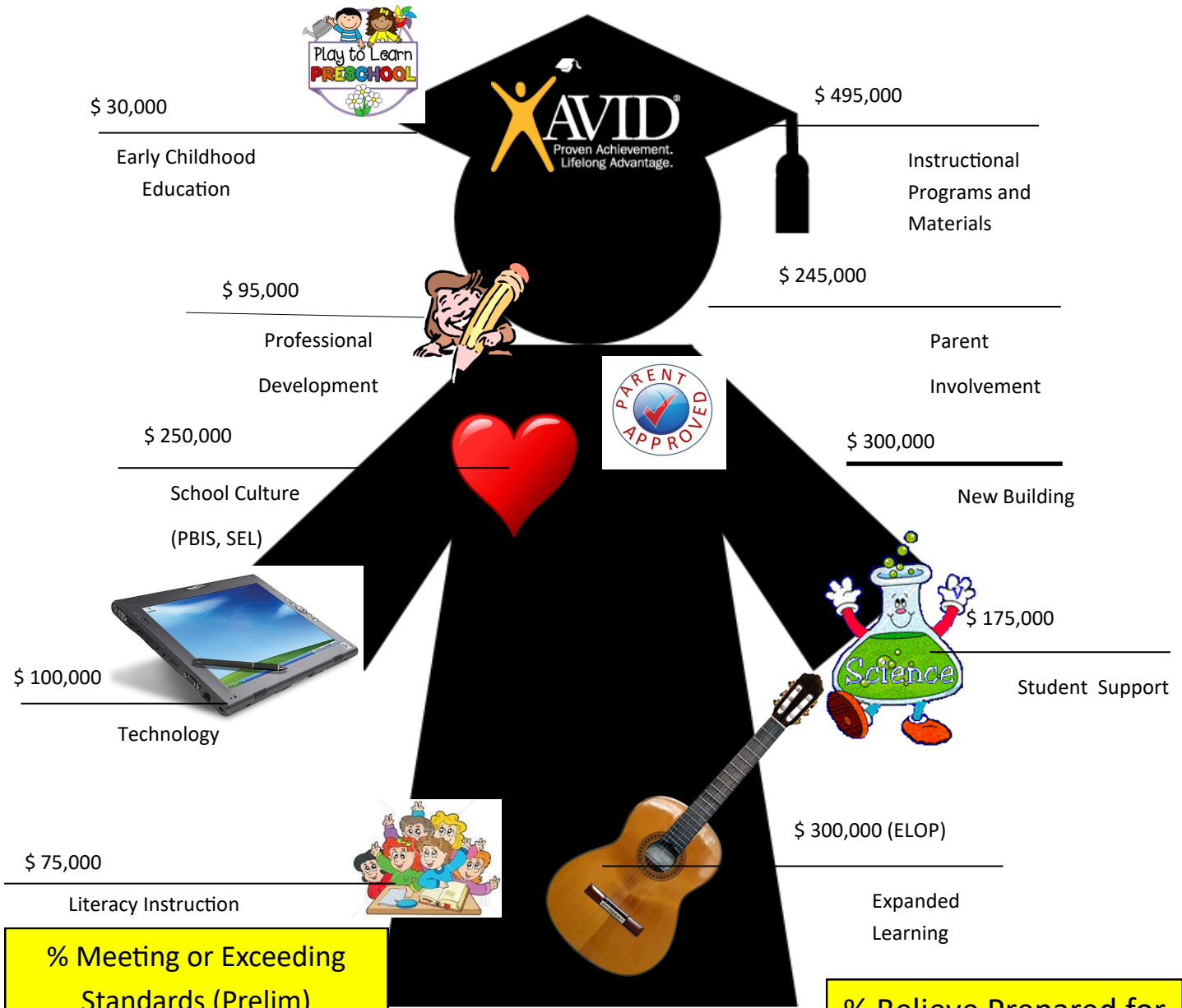


Buttonwillow LCAP Summary

Attendance
93%

2024-2025

Referrals-57
Suspensions-2



% Meeting or Exceeding Standards (Prelim)
 ELA- 24%
 Math- 15%
 EL Progress: 44%

Total LCFF Supplemental/ Concentration Allocation and Carryover
\$1,802,871

% Believe Prepared for Academic Success
 Parents- 50%
 Students- 82%



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
Buttonwillow Union School District	Hiedi Witcher District Superintendent	hwitcher@buttonwillowschool.com (661)764-5166

Goals and Actions

Goal

Goal #	Description
1	All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math, as well as growth in English language proficiency as demonstrated through state assessments, local formative assessments, and course grades. (Priority 2, 4, 7)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of state adopted academic standards for all students Priority 2a	Based on Option 2 Reflection Tool data from 20-21, we averaged a score of Full Implementation. NGSS was the lowest score at Beginning Development.	Based on Option 2 Reflection Tool data from 21-22, we continued to average a score of Fully Implementing. NGSS has moved up to Full Implementation.	Based on Option 2 Reflection Tool data from 22-23, all standards areas score at Full Implementing.	Based on Option 2 Reflection Tool data from 23-24, all standards areas score at Full Implementing.	Based on Option 2 Reflection Tool all standards areas will score at Full Implementation or above
Enabling EL's to access CCSS and ELD standards to gain content knowledge Priority 2b	Based on 19-20 classroom walkthrough data, 95% of classrooms implement Designated and Integrated lessons as recommended	Based on 21-22 classroom walkthrough data, 90% of classrooms implemented Designated and Integrated lessons as recommended 100% of EL's had access to devices and home connectivity	Based on 22-23 classroom walkthrough data 92% of classrooms implemented designated and integrated lessons as recommended 100% of EL have access to devices and home connectivity	Based on 23-24 classroom walkthrough data 90% of classrooms implemented designated and integrated lessons as recommended 100% of EL have access to devices and home connectivity	100% of classrooms will implement Designated and Integrated strategies appropriately 100% of EL students will maintain access to devices and home connectivity
Interim Comprehensive	Based on ICA results from May of 2021,	CAASPP results have not been released.	21-22 CAASPP Results:	22-23 CAASPP Results:	45% of students who met or exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Assessment Results (3rd - 8th) Priority 4a: Student Performance on CAASPP	30% of students met or exceeded grade-level standards in ELA and 18% in math. English learners (ELs), 22% of whom met or exceeded grade-level standards in ELA and 11% of whom met or exceeded grade-level standards in Math.	Based on IAB ELA results 16% of students scored Above Standard, 39% scored Near Standard. Math results 9% scored Above Standard, 36% scored Near Standard. For EL's, in ELA 19% scored Above Standard, 40% scored Near Standard. In Math for EL's, 9% scored Above Standard, 40% scored Near Standard.	20% Met or Exceeded Standards for ELA (6% for EL's) 11% Met or Exceeded Standards in Math (4% for EL's)	19% Met or Exceeded Standards for ELA (9% for EL's) 11% Met or Exceeded Standards in Math (7% for EL's) Preliminary 23-24 CAASPP Results 24% Met or Exceeded Standards for ELA 15% Met or Exceeded Standards for Math	grade-level standards in ELA and 40% in math. English learners (ELs), 40% of whom met or exceeded grade-level standards in ELA and 35% of whom met or exceeded grade-level standards in Math.
EL's making progress toward EL proficiency Priority 4e	Based on 20-21 Summative ELPAC results, 49% scored moderately or well developed. Based on 2019 Dashboard results, 41.7% of EL's made progress.	Based on 21-22 ELPAC results, 56% scored Moderately or Well Developed. When compared to 20-21 results, 56% made progress toward English proficiency.	Based on ELPI results on the 2022 California Dashboard 50.4% are making progress toward English language proficiency Based on preliminary 22-23 ELPAC results 55% scored Moderately or Well Developed.	Based on ELPI results on the 2023 California Dashboard 42.8% are making progress toward English language proficiency Based on preliminary 23-24 ELPAC results 45.4% scored Moderately or Well Developed.	60% will score moderately or well developed. More than 50% will make progress as measured by Dashboard results.
EL Reclassification Rate Priority 4f	Based on Data Quest reports from 2018-19, 12 students met reclassification criteria (5%)	Based on local data from 21-22 5.97% of eligible EL students met criteria for	Based on local data from 22-23 3% of eligible EL students met criteria for re-	Based on local data from 23-24 7% of eligible EL students met criteria for re-	8% of EL students will meet eligibility criteria for reclassification

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		reclassification (12 students)	classification (7 students)	classification (12 students)	
Quarterly Grades Priority 8: Other Pupil Outcomes	Based on 4th quarter grades, 25% of students in 3rd - 8th grades earned a "D" or "F" in ELA. 17% of students earned a "D" or "F" in Math.	Based on 21-22, 4th quarter grades, 25% of students in 3rd - 8th grade earned a "D" or "F" in ELA, 18% of students earned a "D" or "F" in math.	Based on 22-23, 4th quarter grades 12% of students in 3rd - 8th grade earned a "D" or "F" in ELA, 16% of students earned a "D" or "F" in math. For EL students: 10% earned a "D" or "F" for ELA and 15% for math.	Based on 23-24, 4th quarter grades 13% of all students in 3rd - 8th grade earned a "D" or "F" in ELA, 17% of all students earned a "D" or "F" in math. For EL students: 16% earned a "D" or "F" for ELA and 22% for math.	15% of students in 3rd - 8th grades earned a "D" or "F" in ELA. 15% of students earned a "D" or "F" in Math. (All and EL's)
Core Growth Skills Assessment Results (TK-2nd) Priority 8: Other Pupil Outcomes	Based on end of year results from May of 2021, 28% of students met standard on grade level skills and standards.	Based on AIMSWeb data from May, 2022 18% of TK-2nd grade students attained grade level skills in reading. (Core Growth data is no longer accessible)	Based on AIMSWeb data from May, 2022 20% of TK-2nd grade students attained grade level skills in reading. (Core Growth data is no longer accessible)	Based on AIMSWeb data from May, 2024, 24% of TK-2nd grade students attained grade level skills in reading. (Core Growth data is no longer accessible)	40% of students met standard on grade level skills and standards based on end of the year results from May 2024
% of students completing A-G requirements Priority 4b	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District
% of pupils completing CTC pathway Priority 4c	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District
% of pupils completing B&C Priority 4d	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of pupils passing AP exams Priority 4g	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District
% of pupils scoring 3 or higher on EAP Priority 4h	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District
Access to and enrollment in a broad course of study Priority 7a	Based on Student Information System reviews and classroom walkthrough data, 100% of students are enrolled in a broad course of study	Based on Student Information System reviews and classroom walkthrough data, 100% of students are enrolled in a broad course of study	Based on Student Information System reviews and classroom walkthrough data, 100% of students are enrolled in a broad course of study	Based on Student Information System reviews and classroom walkthrough data, 100% of students are enrolled in a broad course of study	Maintain 100% of enrollment in a broad course of study
Programs and service to support high needs students Priority 7b	Based on 19-20 classroom walkthrough data, 95% of classrooms implement Designated and Integrated lessons as recommended. 60% of students participated in expanded learning opportunities	Based on 21-22 classroom walkthrough data, 90% of classrooms implement Designated and Integrated lessons as recommended. 50% of students participated in expanded learning opportunities Based on a review of SAT team files, 16 students received additional supports (5% of all students)	Based on 22-23 classroom walkthrough data, 75% of classrooms implement Designated and Integrated lessons as recommended. 70% of students participated in expanded learning opportunities Based on a review of SAT team files, 12 students received additional supports (4% of all students)	Based on 23-24 classroom walkthrough data, 90% of classrooms implement Designated and Integrated lessons as recommended. 81% of students participated in expanded learning opportunities Based on a review of SAT team files, 26 students received additional supports (9% of all students)	100% of classrooms will implement Designated and Integrated strategies appropriately; 75% of students will participate in expanded learning opportunities SAT Team referrals will be below 3% of all students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Programs and services for students with disabilities Priority 7c	Based on reviews of student IEP's and assessment results, 100% of eligible students received appropriate resources	Based on reviews of student IEP's and assessment results, 100% of eligible students received appropriate resources	Based on reviews of student IEP's and assessment results, 100% of eligible students received appropriate resources	Based on reviews of student IEP's and assessment results, 100% of eligible students received appropriate resources	Maintain appropriate programs and services for all eligible students
Programs and services developed and provide to low income, EL, and foster youth Priority 7b	Based on scheduling reports and classroom walkthrough data, 100% of eligible students received designated and integrated EL supports or extended learning opportunities for unduplicated pupils who are struggling academically.	This is a duplicate of Priority 7b and will be discontinued	Discontinued	Discontinued	This is a duplicate of Priority 7b and will be discontinued
Programs and services developed and provide to students with disabilities Priority 7c	Based on IEP reviews, 100% of Special Education services were provided as written in their IEP's	This is a duplicate of Priority 7c and will be discontinued	Discontinued	Discontinued	This is a duplicate of Priority 7c and will be discontinued

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.

Based on a review of our LCAP actions, feedback from teachers, parents, and students through surveys, and additional data sources (listed in Measuring and Reporting Results section) all actions in Goal 1 were fully implemented, some successes and challenges are described below.

To achieve the goal of increasing student mastery of grade level standards, a multifaceted approach was implemented. Professional development (Action 1.1) sessions were conducted regularly to empower educators with updated pedagogical strategies and content knowledge. Additional instructional time (Action 1.2) was provided through extended school hours. Supplementary materials (Action 1.3), including curricular support materials and digital resources, bolster classroom instruction. Additional teachers (Action 1.4) are hired to reduce class sizes and offer personalized attention. Technology support (Action 1.5) ensures seamless integration of digital tools into teaching practices and student learning. The AVID (Action 1.6) program principles are adopted, offering structured support for student success. Expanded learning programs (Action 1.7), such as after-school enrichment/intervention, partnerships with community organizations, and summer programs enrich students' educational experiences. Early childhood education (Action 1.8) is prioritized through the expansion of our infant, preschool, and TK programs and materials for educators in supporting the unique needs of our early learners. Additional Support teachers (Actions 1.9 and 1.10) were also fully implemented which allowed students to receive support in reading, science, and music.

While we were able to implement all of the actions, some challenges we faced were not able to deeply implement some actions due to the lack of staff and resources in a small school and community. For example, professional development was provided in areas identified as a need, but we had to be creative due to lack of subs or some staff not being able to stay for after school trainings; there were ample funds provided for supplemental materials, but teachers did not always have time in their day to implement additional programs; after school programs were offered throughout the year, but at times it was difficult to find staff or community members who were willing to run those sessions.

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.

Buttonwillow Union School District conducted an analysis of material differences between Budget Expenditures and Estimated Actual Expenditures. The total budgeted for LCAP Goal 1 was \$1,445,000.00. The estimated actual expenditures for 2023-2024 are \$1,255,000.00. Expenditures were less than expected by \$190,000. The substantive differences are due to:

Action 1.1 Professional Development: Due to the continued challenges of finding substitutes, we had to limit professional development opportunities that occurred off-site or during the normal school day; teachers were not always able to attend trainings offered after school; also, many trainings we used to send people to are now offered online, which has significantly decreased the amounts needed for travel and lodging.

Action 1.3 Supplemental Materials: Ample supplemental materials were offered, but funding exceeded the ability of our small staff to implement additional programs.

Action 1.6 AVID Implementation: Even though we significantly increased the number of teachers who attended AVID Summer Training, we were unable to utilize all of the allocated funds.

Action 1.7 Extended Learning Programs: Due to the addition of the Expanded Learning Opportunities Grant, most of the expenses for after-school programs were fulfilled by that grant.

Action 1.8 Early Childhood Education: We continued to allow all eligible 4 years old students to attend TK, while that plan was fulfilled we also received the TK implementation grant funds which off-set much of the additional cost.

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

LCAP Goal 1 is to support all students in demonstrating growth towards meeting or exceeding grade level standards in ELA, Math, and English Language Proficiency.

Based on the results of our year 3 outcomes, there was growth observed in preliminary CAASPP Results (approximately 5% growth in ELA and Math), preliminary ELPAC Results (approximately 3% growth in proficiency), and TK - 2nd grade reading skills. We came close to reaching our desired outcome for EL Reclassification Rate and Quarterly Grades.

Data and survey results show that Actions 1 (Professional Development), 3 (Supplemental Materials), 4 (Class Size Reduction), and 6 (AVID) have been essential for this school year's growth.

Specifically, while there has been progress made toward the desired goal for academic achievement, we have observed significant progress in the implementation of research-based instructional practices such as AVID and Early Childhood Education, which are intended to accelerate standards-based learning. Based on school survey results, 84% of our students feel they can be successful when they leave our school due to the actions for this goal. Based on an analysis of the data sources listed above (Measuring and Reporting Results) and Dashboard results, the district believes all actions in goal 1 are proving to be effective in helping our staff and students make progress towards this goal.

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

Based on 22-23 CAASPP, ELPAC, and current survey results the implementation of our current goals, metrics, desired outcomes, and actions are demonstrating growth. Based on this data and feedback from our Educational Partners the following changes will be made to the following actions in this goal:

1.1 Professional Development: Based on our district vision, instructional plan, and staff survey results, we will be focusing our professional development focus areas next year on core curriculum implementation, research-based instructional practices, reading instruction, and AVID.

1.2, 1.4, 1.9, and 1.10 will be merged into one action

An additional goal will be added to allow for more elective classes in the upper grades to begin to provide career exploration opportunities.

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	Increase the number of students identified as needing targeted (Tier 2) and intensive (Tier 3) social, emotional and mental health support by 10%. We will also increase the percent of students feeling engaged at school by 5% and decreasing chronic absences by 5% all by May 26, 2024. These will be measured by responses during wellness checks, survey data, engagement tracking, attendance ,and behavioral data. (Priorities 5 ,6, and 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SEL Screener (Tier 1 and 2) Priority 6c: School Climate	0% (not administered until 21/22 school year)	12% of students qualified for Tier 2 assistance. 2% qualified for Tier 3 assistance.	9% of students qualified for Tier 2 assistance. 2% qualified for Tier 3 assistance.	9% of students qualified for Tier 2 assistance. 1% qualified for Tier 3 assistance.	Less than 5% of students will be identified needing Tier 2 assistance
Middle School Dropout Rate Priority 5c	Based on CALPADS EOY report, we did not have any Middle School dropouts in the 2020-21 school year.	Based on CALPADS EOY report, we did not have any Middle School dropouts in the 2020-21 school year.	Based on CALPADS EOY report, we did not have any Middle School dropouts in the 2022-23 school year.	Based on CALPADS EOY report, we did not have any Middle School dropouts in the 2023-24 school year.	Maintain 0% dropout rate
Chronic Attendance Indicator Priority 5b	Based on the 2019 Dashboard, we scored blue. 2.5% Chronic Absentee, Declined 1.7%.	In the absence of 2021 Dashboard data, based on analysis of SIS data, 49% of our students qualified as Chronically Absent in 2021-2022	Based on 21-22 Dashboard data, we were in the Very High area with 49.3% of students chronically absent. Based on local results, for 22-23 35% of students qualified as chronically absent.	Based on the 23 Dashboard data, we were Yellow with 33.6% of students chronically absent and a decrease of 15.6%. Based on local results, for 23-24, 23% of students qualified as chronically absent.	Maintain blue ranking Chronic Absentee Rate below 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates Priority 5a	Based on information from our SIS, our 2020-21 attendance rate was 89.5%	Based on information from our SIS, our 2021-22 attendance rate was 89.4%	Based on information from our SIS, our 22-23 attendance rate was 91.5%	Based on information from our SIS, our 23-24 attendance rate was 93%	Attendance Rate at or above 96%
Staff, Student, and Parent Connectedness Survey Results Priority 6 c.	Based on 18-19 student survey results, 77% look forward to coming to school each day. 92% felt that an adult on campus cared about them.	Based on 21-22 student survey results, 70% look forward to coming to school each day. 95% felt an adult on campus cared about them.	Based on 22-23 student survey results, 68% look forward to coming to school each day. 87% felt an adult on campus cared about them.	Based on 23-24 student survey results, 80% of students look forward to coming to school each day. 74% felt an adult on campus cared about them.	90% or more of students will look forward to coming to school each day and feel that an adult on campus cares about them.
Pupil Behavior Reporting and Suspension Rates Priority 6 a	Based on the 2019 Dashboard, we scored Orange in Suspension for 1.9% of students being suspended once and a 1.6% increase. There were not any suspensions or expulsions in the 19-20 school year. For the 20-21 school year, 1% of students have received at least one referral, with no suspensions or expulsions.	In the absence of 2021 Dashboard data, based on information from our SIS, 9 students were suspended this year for a suspension rate of 2.5%. 8% of students received at least one referral. 8 of 9 suspended students were identified as EL and SED. 6% of the 8% receiving referrals were identified as EL and SED.	Based on the 2022 Dashboard, we received a Medium score with 2.6% suspended at least one day. Based on local results, for 22-23 our current suspension rate is 1.7%	Based on the 2023 Dashboard, we earned a green ranking for 1.2% suspension rate, decreased by 1.4% Based on local results, for 22-23 our current suspension rate is .06% and our current referral rate is 18%	Earn blue ranking for less than .5% suspensions. Maintain referral rate below 5% of all students
Pupil Expulsion Rates Priority 6 b	Based on SIS and CALPADS data, there have not been any	Based on SIS and CALPADS data, there have not been any	Based on SIS and CALPADS data, there have not been any	Based on SIS and CALPADS data, there have not been any	Maintain no expulsions

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	expulsions from Buttonwillow	expulsions from Buttonwillow	expulsions from Buttonwillow	expulsions from Buttonwillow	
High School Dropout Rate Priority 5d	Not applicable for a PK-8th District	Not applicable for a PK-8th District	Not applicable for a PK-8th District	Not applicable for a PK-8th District	Not applicable for a PK-8th District
High School Graduation Rate Priority 5e	Not applicable for a PK-8th District	Not applicable for a PK-8th District	Not applicable for a PK-8th District	Not applicable for a PK-8th District	Not applicable for a PK-8th District

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.

Based on a review of our LCAP actions, feedback from teachers, parents, and students through surveys, and additional data sources (listed in Measuring and Reporting Results section) all actions in Goal 2 were implemented, some challenges and successes are described below. Actions 2.1, 2.2, and 2.6, were largely implemented and targeted student Social-Emotional Learning. Based on feedback from parents and staff, the changes made to the SEL program this year were beneficial and will continue to be refined. PBIS (Action 2.2) has been implemented for several years and additional reminder activities for staff and students have been requested for the 24-25 school year. Pupil support services (2.6) were fully provided and will continue as requested by all survey respondents. Actions 2.3, 2.5, and 2.7 were all fully implemented during this school year and were successful based on preliminary attendance data. Based on staff feedback, we will be reviewing our attendance policies and Tiered system of support to ensure we are being proactive in preventing students from becoming chronically absent. Action 2.4-We had planned on implementing a SARB panel, but due to lack of staffing, legal support, or a priority at this time, we were not able to get the team assembled.

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.

Buttonwillow Union School District conducted an analysis of material differences between Budget Expenditures and Estimated Actual Expenditures. The total budgeted for LCAP Goal 2 was \$485,000. The estimated actual expenditures for 2022-2023 are \$340,000. Expenditures were less than expected by \$145,000. The substantive differences are due to:

- 2.1 SEL/Program Support-While this action was fully implemented, based on the decrease of students needing SEL support this school year and the prior purchase of the NearPod program, all of the funds were not needed.
- 2.2 PBIS Implementation-Discipline data confirms that our PBIS program continues to encourage positive discipline structures. Again while this action was fully implemented, all of the funds were not required.
- 2.6 Pupil Support Services-This action was also fully implemented, but did not require the amount allocated due to the decreased cost of staff.

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

LCAP Goal 2 is focused on supporting students social, emotional, and mental health.

Based on the results on our Year 3 Outcomes, there was a significant decrease in the percentage of students who qualified as Chronically Absent and there was an increase in overall attendance percentage. In addition our Suspension rate decreased, but our referral rate increased.

The district is achieving the desired improvement in chronic absenteeism and student well-being and we have observed significant progress in the implementation of social-emotional supports intended to integrate students back into the school environment after the inconsistency caused by the COVID pandemic. Giving students and families instant access to health and counseling services at school has decreased absenteeism rates and behavioral incidences. Based on an analysis of our results, the district believes all actions in goal 2 have been proven to be effective in making progress towards this goal.

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

Based on preliminary attendance and suspension data, and survey results the implementation of our current goals, metrics, desired outcomes, and actions are demonstrating positive results.

Desired outcomes will be updated based on current data and survey trends

A few changes will be made to actions in this goal:

Actions will be added with strategies to address the increase in referrals (Actions 1 and 2)

Merging Actions Student Attendance Supports (2.3), Student Attendance (2.4), and Student Wellness (2.5) into one action addressing student support services

Student Attendance: Continue to research possibility of a SARB panel to better support chronic absent families and students.

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	Increase the percent of parents partnering with the school to accelerate student growth (academic and social emotional) reaching an average of 80% participation by the 23-24 school year. This will be measured through sign-in sheets and survey participation rate responses.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Promote parental participation in programs Priority 3b	Based on sign-in sheets, 60% of families of unduplicated pupils participated in district sponsored events	Based on sign-in sheets 70% of families attended/participated in feedback for the LCAP. All other events were canceled due to Covid restrictions.	Based on sign-in sheets, 40% of unduplicated families attended/participated in feedback for the LCAP.	Based on sign-in sheets, 50% of unduplicated families attended/participated in feedback for the LCAP.	80% of families of unduplicated pupils will participate in district sponsored events
Seek parent input in making decisions for the school Priority 3a	Based on parent survey results, 60% of families reporting that they participated in one or more school sponsored event	Based on parent survey results, 82% of families reported the school gave them opportunity to provide input into school programs. Due to Covid restrictions, additional events were not provided	Based on parent survey results, 100% of respondents reported the school gave them an opportunity to provide input into school programs.	Based on parent survey results, 100% of respondents reported the school gave them an opportunity to provide input into school programs.	80% of families reporting that they participate in one or more school sponsored event
Promote parent participation in	Based on parent survey results, 3% of respondents reported	Based on survey results, 21% of respondents reported	Based on survey results, 15% of respondents reported	Based on survey results, 9% of respondents reported	100% of eligible parents will respond to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
programs for students with disabilities Priority 3c	they had a child with a disability. 100% of eligible parents participated in IEP meetings	they had a child with a disability. During the school year, 100% of qualified parents participated in IEP meetings.	they had a child with a disability. During the school year, 100% of qualified parents participated in IEP meetings.	they had a child with a disability. During the school year, 100% of qualified parents participated in IEP meetings.	our parent survey and IEP meetings
Providing information and communicating with parents and families Priority 3b		Added this metric in 22-23 During the 21-22 school year, approximately 45 social media posts were posted on our website. Approximately 52 informational messages were sent to parents. On average, 90% of parents received weekly messages. Social Media posts occurred at least once every two weeks	During the 22-23 school year, approximately 50 social media posts were posted on our website. Approximately 45 informational messages were sent to parents. 94% of parents reported receiving weekly messages. Social Media posts occurred at least once a week.	During the 23-24 school year, approximately 60 social media posts were posted on our website. Approximately 60 informational messages were sent to parents. 94% of parents reported receiving messages. Social Media posts occurred at least once a month.	95% of parents will receive weekly messages Social Media posts will occur at a minimum of once a week

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.

Of all of our Goals, this goal proved to be the most challenging for us this school year:

Action 3.1 was fully implemented, but not fully effective. A new system for teacher-to-parent communication was fully implemented. The challenge was getting parents signed up for and using the new system.

Action 3.2 Parent Education, Training, and Family Nights were minimally implemented this year due to not having the staff to organize and run the trainings.

Actions 3.3 and 3.5 were also fully implemented, but not many parents signed up to attend field trips. These opportunities will continue to be offered.

Action 3.4 Parent Advisory Coordinator was not implemented due to a lack of interested staff or community members available for this positions.

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.

Buttonwillow Union School District conducted an analysis of material differences between Budget Expenditures and Estimated Actual Expenditures. The total budgeted for LCAP Goal 3 was \$142,000. The estimated actual expenditures for 2023-2024 are \$22,000. Expenditures were less than expected by \$120,000. The substantive differences are due to:

- Action 3.1 Parent Communication: While this action was fully implemented, we used the program integrated with our SIS, therefore program costs were not as high as expected.
- Action 3.2 Parent Education, Training, and Family Nights: Most of the planned events were provided by community agencies or presenters who were free and did not require additional costs to provide
- Action 3.3 Field Trips: Due to continued COVID restrictions and civil unrest at colleges, many of the planned field trips were not able to be offered, therefore there was not a need to pay for parent expenses
- Action 3.4 Parent Advisory Coordinator: Lack of interested staff or community members in these positions

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

LCAP Goal 3 is focused on partnerships with the school and our parents.

While most of our Year 3 Outcomes were met, the amount of district-sponsored events was not sufficient to measure adequate progress. This was not a problem with the actions, but the people needed to implement these actions.

While the district is not achieving the desired results in offering parent engagement opportunities, parent survey feedback and results show that parents are asking for and interested in additional training opportunities including information on bullying prevention, Healthy Social Media, and Attendance. The district will be making this goal a priority next year. Based on an analysis of these results, the district believes all actions in goal 3 are proven to be effective in making progress towards the goal, when fully implemented.

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

Based on preliminary parent training attendance rosters and parent feedback (surveys and LCAP Taco Night posters), implementation of our current goals, metrics, desired outcomes, and actions are demonstrating growth. However, there was an identified need by all groups to improve on the implementation of the actions in this goal.

The following changes will be made to the actions:

The addition of a contract to assist in providing providing activities/trainings for our parents.
Parent Education (3.2) and Field Trips (3.3) will be merged into one action
Parent Advisory Coordinator (3.4) will be eliminated as we could not fill this position in 3 years

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	The metrics and actions described below will be implemented to ensure that the progress made within Priority 1 (Basic Services) and Course Access (Priority 7) will be maintained over the coming three years. In addition to maintaining small class sizes, highly qualified teachers will provide standards-based instruction and all students will have access to the necessary courses and technology for learning at school and at home. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focus goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of new teachers making progress in induction program, as measured by Comprehensive Candidate report Priority 1a	During the 20-21 school year 100% of teachers enrolled in the Teacher Induction program completed requirements. (2 teachers completed year 2 of Teacher Induction, 1 teacher completed year 1, one teacher participated in the Intern Program.)	During the 21-22 school year 100% of teachers enrolled in the Teacher Induction program completed requirements. (3 teachers completed year 1, 4 teachers participated in the Intern Program.)	During the 22-23 school year 100% of teachers enrolled in the Teacher Induction program completed requirements. (2 teachers completed year 1, 1 teacher completed year 2, 6 teachers participated in the Intern Program.)	During the 23-24 school year 80% of teachers enrolled in the Teacher Induction program completed requirements. (2 teachers completed year 1, 1 teacher completed year 2, 4 teachers participated in the Intern Program) One teacher went out on maternity leave and will complete year 2 next year.	100% qualified teachers will complete appropriate induction requirements.
Standards Aligned materials for every student Priority 1b	In the 20-21 school year, based on classroom observations 100% of	In the 21-22 school year, based on classroom observations and the Williams Visitation,	In the 22-23 school year, based on classroom observations and the Williams Visitation,	In the 23-24 school year, based on classroom observations 100% of	100% of students will have current textbooks

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students had current textbooks	100% of students had current textbooks	100% of students had current textbooks	students had current textbooks	
School facilities are maintained and in good repair Priority 1c	Based on 2020-21 FIT report, all areas of the school met exemplary status.	Based on 2021-22 FIT report, all areas of the school met exemplary status. Due to increase in need of resources for families, Resource Center needs to be updated and expanded. In the 2021-22 school year, approximately 300 families received services from the Resource Center (90% of currently enrolled students) 0% of construction has been completed	Based on 2022-23 FIT report, all areas of the school met exemplary status. Due to increase in need of resources for families, Resource Center needs to be updated and expanded. In the 2022-23 school year, approximately 320 families received services from the Resource Center (95% of currently enrolled students) 0% of construction has been completed	Based on 2023-24 FIT report, all areas of the school met exemplary status. Due to increase in need of resources for families, Resource Center needs to be updated and expanded. In the 2023-24 school year, approximately 325 families received services from the Resource Center (95% of currently enrolled students) 25% of construction has been completed	Maintain FIT report where all areas of the school meet exemplary status. Maintain 90% of families receiving services from Resource Center. 50% of construction completed on new building for Resource Center
Access to a broad course of study Priority 7a	100% of students are enrolled in required courses based on SIS course records	100% of students are enrolled in required courses based on SIS course records	100% of students are enrolled in required courses based on SIS course records	100% of students are enrolled in required courses based on SIS course records	100% of students will continue to be enrolled in required courses based on SIS course records

Goal Analysis

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

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

All actions in Goal 4 were fully implemented, therefore, there were no substantive differences in planned actions and actual implementations 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.

There were no 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.

LCAP Goal 4 focuses on ensuring that basic services and course access are maintained. (Action 4.2). All actions in this goal have proven effective in helping us reach this goal as evidenced by all Year 3 Outcomes being met including teachers meeting program requirements, students having textbooks, facilities meeting FIT requirements, and students having access to a broad course of study. The district is achieving the desired results for basic services and providing quality teachers. The district continues to work with teachers to ensure they are meeting or making progress toward credentialing requirements.

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.

This goal was created out of a perceived need for LCAP compliance. This goal is no longer needed and will not be continued.

Action 4.3 will be moved to Goal 1, Action 6 for Early Childhood Education

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

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,923,482.00	\$4,351,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	Yes	\$150,000.00	\$90,000.00
1	1.2	Additional Instructional Time	Yes	\$175,000.00	\$175,000.00
1	1.3	Supplemental Materials	Yes	\$130,000.00	\$50,000.00
1	1.4	Additional Teachers	Yes	\$441,941.00	\$445,000.00
1	1.5	Technology Support	Yes	\$136,941.00	\$130,000
1	1.6	AVID Implementation	Yes	\$100,000.00	\$40,000.00
1	1.7	Extended Learning Programs	Yes	\$411,600.00	\$320,000.00
1	1.8	Early Childhood Education	Yes	\$100,000.00	\$45,000.00
1	1.9	Intervention Teacher	Yes	\$170,000.00	\$170,000.00
1	1.10	Supplemental Teacher	Yes	\$205,000.00	\$205,000.00

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)
2	2.1	SEL Program/Support	Yes	\$125,000.00	\$60,000.00
2	2.2	PBIS Implementation	Yes	\$35,000.00	\$20,000.00
2	2.3	Student Attendance Supports	Yes	\$30,000.00	\$10,000.00
2	2.4	Student Attendance	No	\$60,000.00	\$60,000.00
2	2.5	Student Wellness	No	\$20,000.00	\$20,000.00
2	2.6	Pupil Support Services	Yes	\$240,000.00	\$240,000.00
2	2.7	Additional Teacher	Yes	\$100,000.00	\$100,000.00
3	3.1	Parent Communication	Yes	\$21,000.00	\$9,000.00
3	3.2	Parent Education, Training, and Family Nights	Yes	\$100,000.00	\$5,000.00
3	3.3	Field Trips	Yes	\$15,000.00	\$5,000.00
3	3.4	Parent Advisory Coordinator	Yes	\$5,000.00	\$0.00
3	3.5	Translation	Yes	\$2,000.00	\$2,000.00
4	4.1	School Facilities	No	\$100,000.00	\$100,000.00
4	4.2	Qualified Teachers	No	\$1,500,000.00	\$1,500,000.00

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)
4	4.3	Community Resource Center	Yes	\$300,000.00	\$300,000.00
4	4.4	School Safety	No	\$250,000.00	\$250,000.00

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)
\$1347871	\$2,372,000.00	\$1,917,000.00	\$455,000.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	\$125,000.00	\$90,000.00		
1	1.2	Additional Instructional Time	Yes	\$175,000.00	\$175,000.00		
1	1.3	Supplemental Materials	Yes	\$80,000.00	\$50,000.00		
1	1.4	Additional Teachers	Yes	\$425,000.00	\$425,000.00		
1	1.5	Technology Support	Yes	\$125,000.00	\$125,000.00		
1	1.6	AVID Implementation	Yes	\$100,000.00	\$40,000.00		
1	1.7	Extended Learning Programs	Yes	\$30,000.00	\$20,000.00		
1	1.8	Early Childhood Education	Yes	\$100,000.00	\$45,000.00		
1	1.9	Intervention Teacher	Yes	\$160,000.00	\$160,000.00		
1	1.10	Supplemental Teacher	Yes	\$125,000.00	\$125,000.00		
2	2.1	SEL Program/Support	Yes	\$125,000.00	60,000		
2	2.2	PBIS Implementation	Yes	\$30,000.00	20,000		

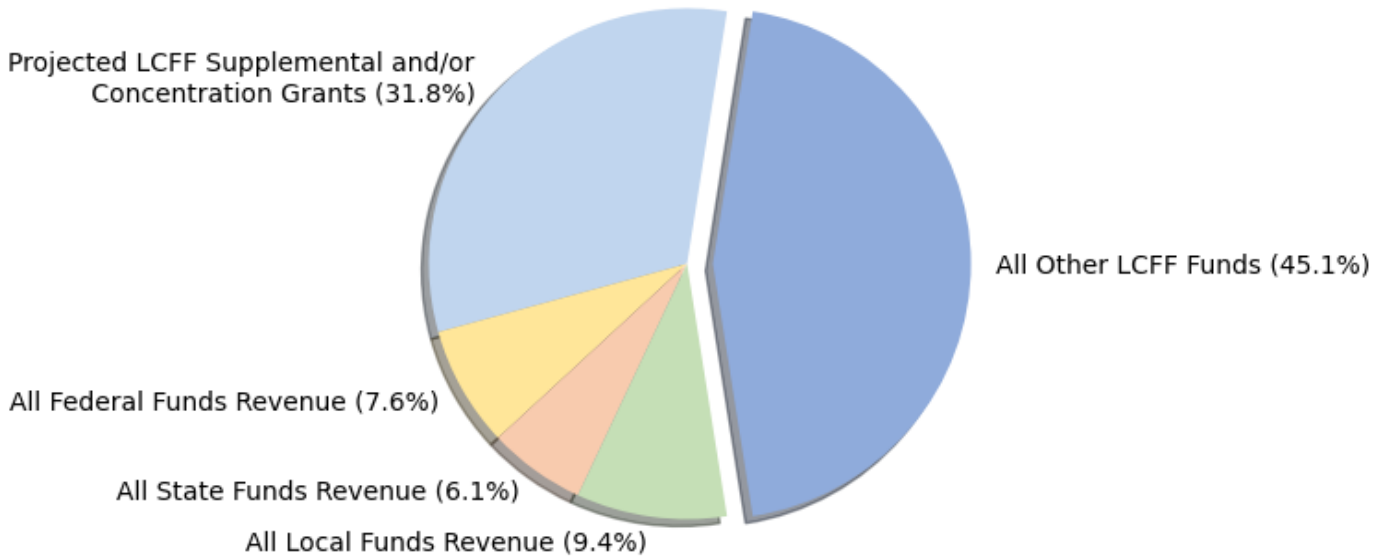
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	Student Attendance Supports	Yes	\$30,000.00	10,000		
2	2.6	Pupil Support Services	Yes	\$200,000.00	150,000		
2	2.7	Additional Teacher	Yes	\$100,000.00	100,000		
3	3.1	Parent Communication	Yes	\$20,000.00	10,000		
3	3.2	Parent Education, Training, and Family Nights	Yes	\$100,000.00	5,000		
3	3.3	Field Trips	Yes	\$15,000.00	5,000		
3	3.4	Parent Advisory Coordinator	Yes	\$5,000.00	0		
3	3.5	Translation	Yes	\$2,000.00	2,000		
4	4.3	Community Resource Center	Yes	\$300,000.00	300,000		

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Buttonwillow Union Elementary School District
 CDS Code: 15 63370 0000000
 Schools Year: 2024-25
 LEA Contact Information:
 Mrs. Hiedi Witcher
 Superintendent
 hwitcher@buttonwillowschool.com
 (661) 764-5166

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).

Projected Revenue by Funding Source



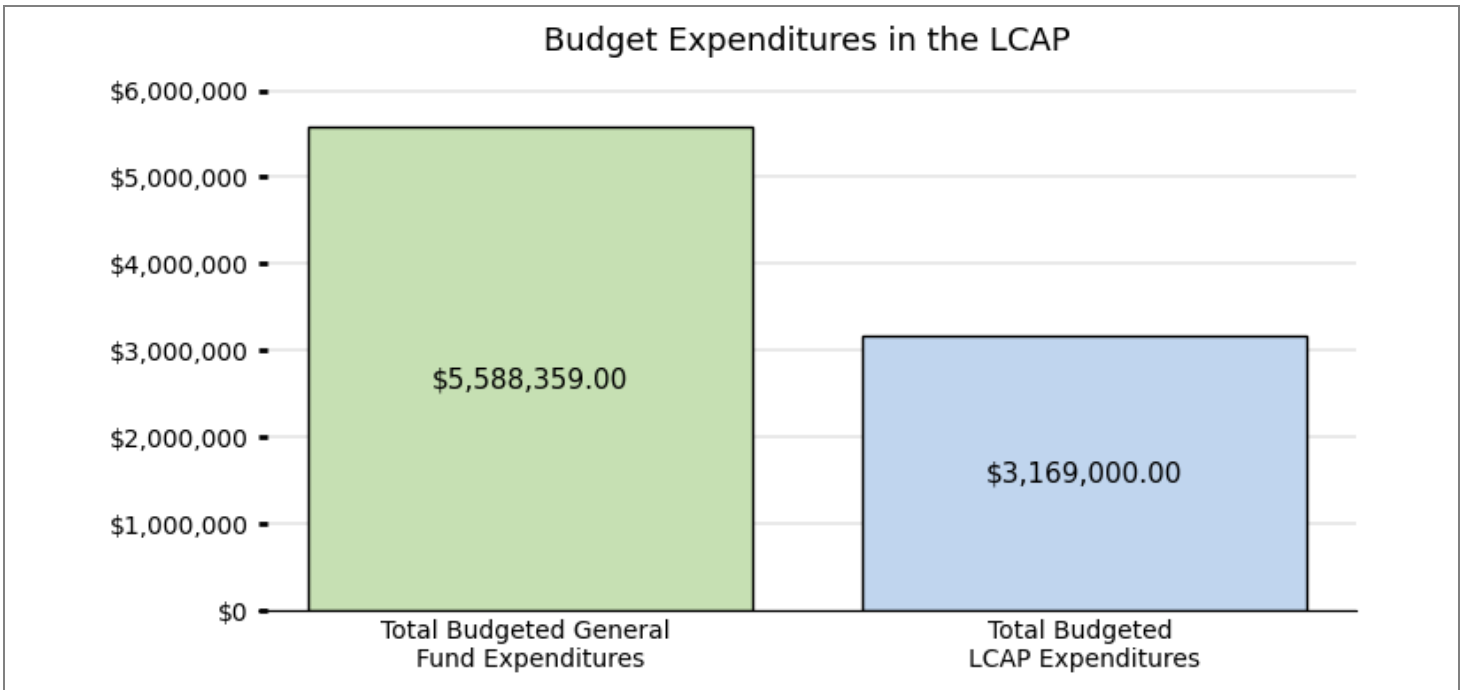
Funding Source	
	Projected LCFF Supplemental and/or Concentration Grants \$1,347,871
	All Federal Funds Revenue \$323,085
	All State Funds Revenue \$259,813
	All Local Funds Revenue \$399,325
	All Other LCFF Funds \$1,910,394

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

The text description for the above chart is as follows: The total revenue projected for Buttonwillow Union Elementary School District is \$5,588,359.00, of which \$4,606,136.00 is Local Control Funding Formula (LCFF), \$259,813.00 is other state funds, \$399,325.00 is local funds, and \$323,085.00 is federal funds. Of the \$4,606,136.00 in LCFF Funds, \$1,347,871.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students). 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.

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



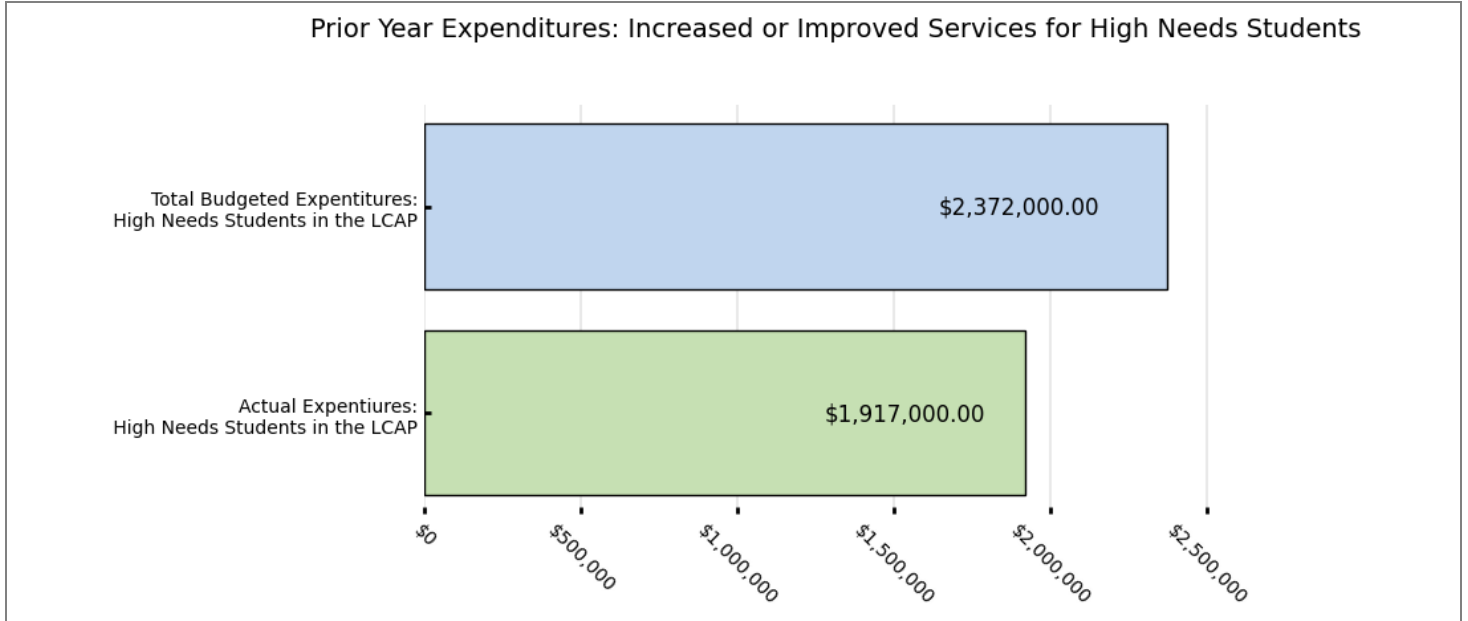
This chart provides a quick summary of how much Buttonwillow Union Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Buttonwillow Union Elementary School District plans to spend \$5,588,359.00 for the 2024-25 school year. Of that amount, \$3,169,000.00 is tied to actions/services in the LCAP and \$2,419,359.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: The budget of the local school district covers a variety of expenses, which include several types of salaries and operational costs. These costs encompass classified salaries, teacher salaries, and administrator salaries. Additionally, the budget provides funds for textbooks and core educational materials, which are essential for the learning process. Expenses related to transportation and utility costs are also included in the monetary plan.

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

In 2024-25, Buttonwillow Union Elementary School District is projecting it will receive \$1,347,871.00 based on the enrollment of foster youth, English learner, and low-income students. Buttonwillow Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Buttonwillow Union Elementary School District's LCAP budgeted \$2,372,000.00 for planned actions to increase or improve services for high needs students. Buttonwillow Union Elementary School District actually spent \$1,917,000.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of \$455,000.00 had the following impact on Dinuba Unified School District's ability to increase or improve services for high needs students: The Buttonwillow Union School District anticipates a budget of \$1,347,871 for 2024-25 based on the enrollment of foster youth, English learner, and low-income students. The district is obligated to outline strategies to enhance services for high needs students in the LCAP. It is planning to allocate \$2,385,000 for this purpose as detailed in the LCAP.



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
Buttonwillow Union Elementary School District	Mrs. Hiedi Witcher, Superintendent	hwitcher@buttonwillowschool.com, (661) 764-5166

Plan Summary 2024 - 2025

General Information

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

The history of the Buttonwillow Union School District, a single school district, extends over a remarkable 120-year period, dedicated to fulfilling the educational needs of the Buttonwillow Community's learners from Pre-K to the 8th grade. Serving a primarily Hispanic demographic, comprising 95% of its students, the district also provides educational services to a substantial number of English Learners (55%) and Socially Economically Disadvantaged Students (91%). The representation of foster youth eligible for education in the district remains minimal, less than 1%. The educational endeavors implemented at the Buttonwillow Union School District are established strongly on the principles of Advancement Via Individual Determination (AVID). Driven by the mission of enabling students to be academically successful, self-assured, and productive members of society, the district places substantial emphasis on systemic transformations to ensure exceptional education. The district's pursuance of parent involvement is in line with the Local Control and Accountability Plan (LCAP). Feedback from parents regarding their child's education contributes significantly to enhancing the quality of instruction and educational services. Their input forms a critical aspect of the drive towards achieving educational excellence. Additionally, the district incorporates the Positive Behavioral Interventions and Supports (PBIS) Program and the Academic Intervention (Response to Acceleration), fostering a supportive and positive learning atmosphere. A range of programs including after-school and sports initiatives, music programs, and field trips offered for all grades, serve to promote well-rounded learning. The district is praised for its focus on fostering positive relationships, encouraging on-task behavior, and continuous enhancement of academic and physical fitness performance. Embodying the principle of "One School, One Town, One Community", the Buttonwillow Union School District demonstrates its dedication to inclusivity and community involvement. This commitment is set to further materialize with the forthcoming establishment of a new Early Childhood Education and Resource Center, anticipated to commence service in the Fall of 2024. While the district is primarily funded by state and federal funds, bolstered by several others, including the Community Schools Grant (Cohort 2), and ELOP grants. The educational framework within the Buttonwillow Union School District persistently adapts and grows, continually shaping itself into a distinguished environment conducive to student development for the foreseeable future.

Reflections: Annual Performance

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

In accordance with the 2023 California School Dashboard results, growth in numerous areas was observed. Improvements in English Language (EL) Progress, English Language Arts (ELA) across all levels, particularly for Hispanic and Socio Economically Disadvantaged (SED) students, and in Math for EL learners and Hispanic students were noted. An increase in access to and enrollment in a broad curriculum (Priority 7a) was also observed. Areas requiring special attention, notably ELA for EL and Math for all students, inclusive of Hispanic and SED students, were identified. These will be addressed through the implementation of all actions in Goal 1. Success in meeting all local indicators in the 2023 California School Dashboard assessment was achieved by the district, with high rankings for Suspension Rates among various student groups being earned.

Feedback was sought from parents, students, and staff. A positive outlook for the future and a sense of belonging were reported by students, while preparing for life beyond high school was recognized by parents. Priority areas such as Small Class Sizes, Supplemental Programs, Professional Development, and Parent Training/Events were identified by staff. Areas of concern include earning Red status on the Dashboard, such as Suspension Rates for Students with Disabilities, ELA for English Learners, and Math for all students—particularly Hispanic and Socio-Economically Disadvantaged groups—were highlighted. In response to requests for further development, plans to modify current activities are being formulated. Expansion of after-school programs and increased parent nights were requested by parents, while an increase in electives, an updated Social-Emotional Learning program, and more parent-related events were requested by teachers. Greater variety in field trips and items in the BEEP store were expressed by the student body. These identified issues are planned to be addressed in the upcoming academic year, relying on the district’s shared commitment to continuous improvement.

Reflections: Technical Assistance

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

There is no technical assistance underway at this time.

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.

There are no schools within the LEA eligible for comprehensive support and improvement.

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	<ul style="list-style-type: none"> • Conducted an in-person input meeting with teachers to gather direct feedback for the district's goals and objectives [April] • Produced a feedback survey targeting teachers to collect their insights and suggestions regarding educational improvements and priorities [April] <ul style="list-style-type: none"> ◦ Scheduled the feedback survey to be available to teachers for a week-long period from April 22 to April 29, ensuring ample time for participation and comprehensive data collection • Analyzed survey responses from teachers to identify common themes and actionable recommendations to enhance the district's educational strategies <ul style="list-style-type: none"> ◦ Utilized the gathered feedback from in-person meetings and surveys to develop and refine district policies and initiatives in collaboration with teachers
Principal	<ul style="list-style-type: none"> • Conducted an in-person input meeting with the principal to gather preliminary feedback and discuss key educational goals [April] • Produced a comprehensive school feedback survey to acquire detailed responses from the principal regarding various school programs and initiatives [April] • Scheduled a follow-up period to review survey results with the principal, fostering a collaborative approach to identifying areas for improvement • Facilitated ongoing correspondence with the principal to ensure continued engagement and to address any feedback provided during the input meeting and the survey process <ul style="list-style-type: none"> ◦ Analyzed the feedback from the principal to inform strategic decisions and align district efforts with the identified needs and priorities
Classified Staff	<ul style="list-style-type: none"> • Conducted an in-person input meeting with classified staff to gather feedback and discuss strategies for achieving district goals. [April 17] • Produced and distributed a feedback survey to classified staff to collect their insights on the district's performance and potential areas for improvement. [April 22 - 29]

Educational Partner(s)	Process for Engagement
Parents	<ul style="list-style-type: none"> • Conducted meetings with parents during LCAP Taco Night to solicit in-person feedback on educational goals and initiatives [April] • Produced school feedback survey, allowing parents to provide detailed input over a two-week period [April 24 - May 6] • Presented to the Public at Regular Board Meeting on June 10, 2024
Students	<ul style="list-style-type: none"> • Conducted the School Connectedness Survey with KCSOS KIDS Program to gather student feedback and assess their connection to the school environment [April 1 - April 19] • Produced a school feedback survey to obtain detailed input from students regarding their educational experience, administered from [April 22 - April 29]
Bargaining Unit (Buttonwillow Teachers Association, we do not have a classified union)	<ul style="list-style-type: none"> • Conducted an in-person input meeting with the Buttonwillow Teachers Association to solicit feedback regarding district-wide educational goals. [April 17] • Produced a feedback survey targeting school staff and facilitated the collection of responses to understand pressing educational needs and suggestions. [April 22-29]
School Site Council/DELAC	<ul style="list-style-type: none"> • Conducted a meeting with the School Site Council/DELAC to present survey results and feedback on [May 21] <ul style="list-style-type: none"> ◦ Shared how the collected feedback influenced the actions in the Local Control and Accountability Plan (LCAP) during the meeting ◦ Addressed the group with a comprehensive review of feedback implementation without receiving any questions or comments from the attendees.
Kern SELPA	<ul style="list-style-type: none"> • Consulted with Kern SELPA on December 11, 2023

Insert or delete rows, as necessary.

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

Feedback from parents regarding the need for additional after-school programs and tutoring, enhanced SEL and bullying awareness training, more parent events, and improved teacher-to-parent communication has led Buttonwillow Union Elementary School District to develop a broad goal to address this feedback with the following actions:

- Implement additional after-school programs and tutoring services(Goal 1, Action 5)
- - Enhance SEL and bullying awareness training (Goal 2, Action 1)
- - Organize more parent engagement events (Goal 3, Action 2)
- - Improve teacher-to-parent communication methods (Goal 3, Action 1)

Feedback from teachers prioritized supplemental materials, early childhood education, and parent training, while also requesting more elective opportunities and additional incentives for positive attendance and behavior; Buttonwillow Union Elementary School District has developed a broad goal to address this feedback with the following actions:

- Provide teachers with supplementary materials (Goal 1, Action 2)
- Increase focus on early childhood education initiatives (Goal 1, Action 6)

- Facilitate parent training programs (Goal 3, Action 2)
- Expand elective course offerings (Goal 1, Action 2 and 5)
- Implement incentives to encourage positive attendance and behavior (Goal 2, Action 3)

Based on feedback from students, who indicated that AVID, academic computer programs, and grades were instrumental to their success, and suggested a wider variety of items for the BEEP store and quarterly awards, as well as after school programs, fun Fridays, and reward trips as incentives for school attendance, Buttonwillow Union Elementary School District has developed a broad goal to address this feedback with the following actions:

- Enhanced the AVID program (Goal 1, Action 4)
- Acquired a wider variety of items for the BEEP store (Goal 2, Action 2)
- Introduced more academic computer programs (Goal 1, Action 3)
- Initiated fun Fridays (Goal 1, Action 2)
- Organized reward trips as incentives for school attendance (Goal 2, Action 3)
- Introduced measures to improve grade assessments (Goal 1, Action 1 and 2)

In response to feedback from teachers emphasizing the need for more family training and event opportunities, Buttonwillow Union Elementary School District has developed a broad goal (Goal 3) to address this feedback with the following actions:

- Implementing additional family training programs
- Expanding the number and variety of school events
- Promoting active participation of family members in school activities
- Partnering with community organizations for event collaboration
- Providing resources to ensure teachers can facilitate family involvement
- Strengthening communication between school and families
- Developing a system for consistent feedback from families
- Encouraging families to share their expertise at school events

Feedback from students indicated that AVID, academic computer programs, and grades were instrumental in their academic success, prompting Buttonwillow Union Elementary School District to develop a broad goal to address this feedback with the following actions:

- Implement the AVID Elementary Program to enhance educational outcomes for unduplicated students (Goal 1, Action 4)
- Enhance academic computer programs for increased student success rates (Goal 1, Action 3)
- Develop a comprehensive grades tracking system to aid academic progress (Goal 3, Action 1)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The goal for the upcoming year is to ensure that all students demonstrate mastery in English Language Arts, Mathematics, and Science. This will involve implementing rigorous curricula, targeted intervention programs, and professional development for educators. English Learners will receive specialized instruction and progress monitoring to become proficient in English.	Broad

State Priorities addressed by this goal.

- 1. Basic (Conditions of Learning)
- 2. State Standards (Conditions of Learning)
- 4. Pupil Achievement (Pupil Outcomes)
- 7. Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Following the analysis of the 22-23 CAASPP and 23-24 ELPAC assessment results, which highlighted low proficiency levels in ELA and Math, a comprehensive goal has been established to tackle these challenges head-on. In addressing Pupil Achievement, this goal takes a multi-faceted approach by delving into the standardized test scores. The data showed that students are performing significantly below the expected standards in ELA and Math. To combat this, the goal includes the adoption and implementation of research-based best practices aimed at enhancing academic performance. These practices are not chosen at random; instead, they are the result of meticulous research and proven effectiveness in similar educational settings.

When it comes to State Standards, the goal focuses on the enrichment of the ELA, Math, and ELD curriculum. This is not a simple overhaul but a strategic enhancement that incorporates feedback and suggestions from a wide range of stakeholders, including educators, parents, and students themselves. This collaborative approach ensures that the curricula are not only aligned with state standards but also tailored to meet the unique needs of our student population.

Furthermore, the goal addresses Course Access by guaranteeing that our course offerings are broad and aligned with standards, thereby supporting equity. This means ensuring that all students, regardless of their background or abilities, have access to a quality education that is both inclusive and challenging. To achieve this, the goal includes specific actions like the revision of course materials and the provision of targeted support for students who need it.

To monitor the progress of this goal, a robust system of evaluation is in place. This includes the collection and analysis of survey data, observations from classroom walk-throughs, and scheduling data. These tools provide ongoing feedback on the effectiveness of the implemented measures, allowing for timely adjustments to ensure that the goal not only addresses the identified areas of need but does so in a way that is both effective and sustainable.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
1	Percent Proficient and DFS on CAASPP ELA & Math-Priority 4a	<p>2022-23 ELA DFS All Students: -81.5; EL: -84.9 SED: -81.8</p> <p>ELA Percent Proficient All Students: 19.7% EL: 9% SED: 19.6% Hispanic: 19.5%</p> <p>2022-2023 Math DFS All Students: -104.9; EL: -105; SED: -105.6</p> <p>Math Percent Proficient All Students: 11.4% EL: 7.3% SED: 10.7% Hispanic: 9.5%</p>			<p>ELA DFS All Students: 0 points; EL: 0 points; SED: 0 points</p> <p>ELA Percent Proficient All Students: 50% EL: 50% SED: 50% Hispanic: 50%</p> <p>Math DFS All Students: -10 points; EL: -10 points; SED: -10 points</p> <p>Math Percent Proficient All Students: 50% EL: 50% SED: 50% Hispanic: 50%</p>	
2	Percent Proficient on CAST-Priority 4a	2022-2023 CAST Percent Proficient: All Students: 5.6% EL:0% SED: 4.4% Hispanic: 3%			CAST Percent Proficient: All Students: 25% EL: 25% SED:25% Hispanic: 25%	
3	Percent Failing Quarterly Grades-Priority 4a	Based on 2023-2024 4th quarter grades, 13% of students in 3rd - 8th grades earned a "D" or "F" in ELA. 17% of students earned a "D" or "F" in Math. 19% of EL's in ELA, 22% of EL's in math. 6% of SED in ELA, 17% of SED in math.			10% of students in 3rd - 8th grades earned a "D" or "F" in ELA. 10% of students earned a "D" or "F" in Math. (All, EL's, and SED)	
4	Percent Proficient Early Literacy Results TK - 2nd Grade-Priority 4a	Based on Spring of 2024 AIMSWeb, 24% of All students, 18% of EL's and 24% of SED K - 2nd grade students are scoring proficient in grade level Reading Skills. 22% of All, 12% of EL's, and 21% of SED TK students scored proficient in Auditory Vocabulary and 14% scored proficient in Initial Sounds.			50% of All, EL's and SED K - 2nd grade students will score proficient in grade level Reading Skills. 30% of All, EL's, and SED TK students will score proficient in Auditory Vocabulary and 25% will score proficient in Initial Sounds.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
5	Percent Proficient and Making Progress Summative ELPAC Results-Priority 4e	Based on 2022-23 ELPCA results, 50.2% of EL's scored Moderately or Well Developed. Based on ELPI results on the 2023 California Dashboard 42.8% are making progress toward English language proficiency			65% of EL's will score moderately or well developed. 55% will make progress as on ELPI as measured by Dashboard Results.	
6	Percent Eligible EL Reclassification Rate-Priority 4f	Based on local data from 23-24 6% of eligible EL students were re-classified (11 students)			8% of EL students will meet eligibility criteria for reclassification	
7	% of students completing A-G requirements-Priority 4b	Not applicable for a PK-8th Grade District			Not applicable for a PK-8th Grade District	
8	% of pupils completing CTC pathway - Priority 4c	Not applicable for a PK-8th Grade District			Not applicable for a PK-8th Grade District	
9	% of pupils completing B&C - Priority 4d	Not applicable for a PK-8th Grade District			Not applicable for a PK-8th Grade District	
10	% of pupils passing AP exams - Priority 4g	Not applicable for a PK-8th Grade District			Not applicable for a PK-8th Grade District	
11	% of pupils scoring 3 or higher on EAP - Priority 4h	Not applicable for a PK-8th Grade District			Not applicable for a PK-8th Grade District	
12	% of teachers are appropriately assigned-Priority 1a	During the 23-24 school year 80% of teachers enrolled in the Teacher Induction program completed requirements. (2 teachers completed year 1, 1 teacher completed year 2, 4 teachers participated in the Intern Program) One teacher went out on maternity leave and will complete year 2 next year.			100% enrolled teachers will complete appropriate induction requirements.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
13	% of students having sufficient access to instructional materials - Priority 1b	In the 23-24 school year, based on classroom observations 100% of students had current textbooks.			100% of students will have current textbooks	
14	% to which school facilities are maintained - Priority 1c	Based on 2023-24 FIT report, all areas of the school met exemplary status. 25% of construction has been completed on the new Early Childhood Education and Resource Center (ECERC)			Maintain FIT report where all areas of the school meet exemplary status. 100% of Construction completed on ECERC	
15	% of Implementation of state adopted academic content and performance standards - Priority 2a	Based on Option 2 Reflection Tool data from 23-24, all standards areas score at Full Implementing.			Based on Option 2 Reflection Tool all standards areas will score at Full Implementation or above	
16	% of Access for EL students to CCSS and ELD standards - Priority 2b	Based on 23-24 classroom walkthrough data 90% of classrooms implemented designated and integrated lessons as recommended 100% of EL have access to devices and home connectivity			100% of classrooms will implement Designated and Integrated strategies appropriately 100% of EL students will maintain access to devices and home connectivity	
17	% of Access to a broad course of study - Priority 7a	Based on Student Information System reviews and classroom walkthrough data, 100% of students are enrolled in a broad course of study in 23-24.			Maintain 100% of enrollment in a broad course of study	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
18	% of Enrollment in programs and services for SEL and EL - Priority 7b	Based on 23-24 classroom walkthrough data, 90% of classrooms implement Designated and Integrated lessons as recommended. 81% of students participated in expanded learning opportunities Based on a review of SAT team files, 26 students received additional supports (9% of all students, 9% of SED, and 5% of EL's)			100% of classrooms will implement Designated and Integrated strategies appropriately; Maintain 80% or above of students participating in expanded learning opportunities SAT Team referrals will be below 3% of all students, SED, and EL	
19	% of Access to programs and services provided for students with disabilities - Priority 7c	Based on reviews of student IEP's and assessment results, 100% of eligible students received appropriate resources in 23-24			Maintain 100% of appropriate programs and services for all eligible students	

Insert or delete rows, as necessary.

Goal Analysis for 2024 - 2025

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 in Year 1 of New Plan.

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 in Year 1 of New Plan.

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

Not Applicable in Year 1 of New Plan.

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 in Year 1 of New Plan.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	<p>Providing opportunities for all staff to learn research-based, quality instructional practices will be prioritized. Emphasis will be placed on addressing needs identified by teachers and instructional aides. Strategies and methods proven effective in advancing unduplicated student groups will be utilized. Professional development focus areas for 2024-2025 will include AVID, Reading Instruction, and the ELA Curriculum.</p> <p>Spending Items: Presenters Supplies and Materials Additional Time for Staff Substitutes</p> <p>Additional Funding Source: Title I</p> <p>Corresponding Metrics: Metric 1: Student Performance on CAASPP ELA & Math-Priority 4a Metric 2: Student Performance on CAST-Priority 4a Metric 3: Quarterly Grades-Priority 4a Metric 4: Early Literacy Results TK - 2nd Grade-Priority 4a Metric 5: Summative ELPAC Results-Priority 4e Metric 15: Implementation of state adopted academic content and performance standards - Priority 2a Metric 16: Access for EL students to CCSS and ELD standards - Priority 2b Metric 19: Access to programs and services provided for students with disabilities - Priority 7c</p>	\$215,000	Yes

Action #	Title	Description	Total Funds	Contributing
2	Instructional Support	<p>To guarantee that each student achieves mastery in core academic areas, a comprehensive approach will be adopted. Understanding that different students have varying needs and learning paces, supplemental materials will be chosen and provided as identified by our staff, based on research based products. These materials are designed to reinforce learning, offer additional practice, and ensure that every student can grasp complex concepts in subjects such as mathematics, science, English, and social studies.</p> <p>In addition, we are committed to enhancing learning outcomes through small class sizes for personalized attention, offering extra educational programs outside standard hours, and employing a dedicated science teacher to enrich science experiences through the Science Lab.</p> <p>Spending Items: Additional Time for Staff Supplies and Materials</p> <p>Contracts for supplemental materials/providers</p> <p>Additional Funding Sources: Title I, ELOP</p> <p>Corresponding Metrics: Metric 1: Student Performance on CAASPP ELA & Math-Priority 4a Metric 2: Student Performance on CAST-Priority 4a Metric 3: Quarterly Grades-Priority 4a Metric 5: Summative ELPAC Results-Priority 4e Metric 13: Degree to which students have sufficient access to instructional materials - Priority 1b Metric 15: Implementation of state adopted academic content and performance standards - Priority 2a Metric 19: Access to programs and services provided for students with disabilities - Priority 7c Metric 16: Access for EL students to CCSS and ELD standards - Priority 2b Metric 17: Access to a broad course of study - Priority 7a</p>	\$600,000	Yes

Action #	Title	Description	Total Funds	Contributing
3	Technology Support	<p>Ensure the purchase of replacement technology devices and maintain technology security to support low-income students, foster youth, and English learners lacking devices, internet, or Wi-Fi access at school and home. Provide training for teachers in the effective use of technology tools to increase student engagement.</p> <p>Spending Items: Supplies and Materials</p> <p>Additional Funding Source: Title IV</p> <p>Corresponding Metrics: Metric 1: Student Performance on CAASPP ELA & Math-Priority 4a Metric 2: Student Performance on CAST-Priority 4a Metric 3: Quarterly Grades-Priority 4a Metric 13: Degree to which students have sufficient access to instructional materials - Priority 1b Metric 15: Implementation of state adopted academic content and performance standards - Priority 2a</p>	\$219,000	Yes

Action #	Title	Description	Total Funds	Contributing
4	AVID Implementation	<p>Implement the AVID Elementary Program to provide additional support for unduplicated students by teaching essential skills for excelling at all educational levels. Offer professional development through conferences, workshops, and collaborative planning. Develop and monitor a comprehensive school AVID plan. Plan college field trips for each grade level, appropriate to age.</p> <p>Spending Items: Supplies and Materials Additional time for certificated Contract Professional Development</p> <p>Corresponding Metrics: Metric 1: Student Performance on CAASPP ELA & Math-Priority 4a Metric 2: Student Performance on CAST-Priority 4a Metric 3: Quarterly Grades-Priority 4a Metric 4: Early Literacy Results TK - 2nd Grade-Priority 4a Metric 5: Summative ELPAC Results-Priority 4e Metric 6: EL Reclassification Rate-Priority 4f Metric 15: Implementation of state adopted academic content and performance standards - Priority 2a Metric 19: Access to programs and services provided for students with disabilities - Priority 7c</p>	\$200,000	Yes

Action #	Title	Description	Total Funds	Contributing
5	Extended Learning Programs	<p>Ensuring Student Mastery in Core Academic Areas Implement expanded learning programs to include before-school and summer programs. Focus on hands-on learning to extend the curriculum taught during the regular school day. Aim to achieve academic growth and close the achievement gap widened during the COVID pandemic. Examples of activities include coding, robotics, music, 4H, cooking, academic support, dance, fitness, Esports, and Spelling Bee. Provide transportation for after-school and summer school programs. Offer incentives for students meeting attendance criteria. Prioritize transportation for unduplicated pupils.</p> <p>Spending Items: Supplies and Materials Contracts with External Providers Additional Time for Certificated and Classified</p> <p>Additional Funding Sources: Title I, ELOP</p> <p>Corresponding Metrics: Metric 1: Student Performance on CAASPP ELA & Math-Priority 4a Metric 2: Student Performance on CAST-Priority 4a Metric 4: Early Literacy Results TK - 2nd Grade-Priority 4a Metric 5: Summative ELPAC Results-Priority 4e Metric 17: Access to a broad course of study - Priority 7a Metric 19: Access to programs and services provided for students with disabilities - Priority 7c</p>	\$320,000	Yes

Action #	Title	Description	Total Funds	Contributing
6	Early Childhood Education	<p>Ensuring full implementation of a state preschool and Transitional Kindergarten for unduplicated students to achieve grade-level standards by the end of their first year. Integrating all early childhood education programs. Utilizing funds for supplemental materials to ensure equal access to content and learning for EL, foster youth, and SEL students.</p> <p>Spending Items: Supplies and Materials Additional time for Certificated and Classified 1 FTE for Classified Staff Facilities</p> <p>Corresponding Metrics: Metric 4: Early Literacy Results TK - 2nd Grade-Priority 4a Metric 5: Summative ELPAC Results-Priority 4e Metric 13: Degree to which students have sufficient access to instructional materials - Priority 1b Metric 15: Implementation of state adopted academic content and performance standards - Priority 2a Metric 16: Access for EL students to CCSS and ELD standards - Priority 2b Metric 18: Enrollment in programs and services for SEL, EL, and Foster Youth - Priority 7b Metric 19: Access to programs and services provided for students with disabilities - Priority 7c Metric 14: Degree to which school facilities are maintained - Priority 1c</p>	\$400,000	Yes

Action #	Title	Description	Total Funds	Contributing
7	Literacy Instruction	<p>Targeted instruction on teaching reading in primary grades will be implemented. A reading intervention teacher for students struggling after Tier 1 interventions have failed will be assigned.</p> <p>Spending Items: Supplies and Materials Professional Development Contracts with Literacy Program Providers</p> <p>1 FTE Certificated</p> <p>Additional Funding Sources: Title I, Reading Literacy and Coaches Grant</p> <p>Corresponding Metrics: Metric 1: Student Performance on CAASPP ELA & Math-Priority 4a Metric 2: Student Performance on CAST-Priority 4a Metric 4: Early Literacy Results TK - 2nd Grade-Priority 4a Metric 5: Summative ELPAC Results-Priority 4e Metric 6: EL Reclassification Rate-Priority 4f Metric 15: Implementation of state adopted academic content and performance standards - Priority 2a Metric 18: Enrollment in programs and services for SEL, EL, and Foster Youth - Priority 7b Metric 19: Access to programs and services provided for students with disabilities - Priority 7c</p>	\$170,000	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	The objective of enhancing school culture and student engagement within the District has been identified as a priority for the upcoming year. Strategic actions will include professional development for staff, expanded student leadership programs, after-school clubs, and community service opportunities. Progress will be measured through surveys and engagement metrics.	Broad

State Priorities addressed by this goal.

<ul style="list-style-type: none"> 5. Pupil Engagement (Engagement) 6. School Climate (Engagement) 8. Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

<p>The District has set a comprehensive goal aimed at elevating student engagement, enhancing the school climate, and bolstering various other pupil outcomes. The goal focuses on significantly reducing chronic absenteeism and boosting attendance rates across schools. By promoting a culture that values punctuality and commitment, the District implements various programs and initiatives. These efforts include the introduction of motivational incentives for regular attendance, engagement campaigns that highlight the importance of being present, and the development of support systems for students facing barriers to regular attendance. This goal also takes a targeted approach by enhancing social-emotional learning (SEL) programs and strengthening Positive Behavioral Interventions and Supports (PBIS). These initiatives are aimed at creating a school environment that is not only safe and respectful but also supportive and conducive to learning. By training staff in SEL practices and PBIS techniques, schools are equipped to foster positive behaviors, reduce conflicts, and support students in developing critical social skills.</p> <p>In addressing Other Pupil Outcomes, the goal employs SEL screeners and targeted interventions to improve students' mental health and overall well-being. This aspect of the goal supports both academic and social success by ensuring that students are emotionally and mentally prepared to engage in learning. Through regular screening, schools can identify students who may need additional support and provide timely interventions. This holistic approach not only aids in academic achievement but also promotes a well-rounded development for every student. By integrating these initiatives, the District's goal creates a harmonious and multi-faceted approach that seeks to advance student performance and holistic development, ensuring that every student has the support and resources they need to succeed both academically and personally.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
1	Attendance Rates % Priority - 5a	Based on information from our SIS, our 2023-2024 attendance rate was 93% for all students, 94% for EL's, and 93% for SED.			Attendance Rate at or above 96%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
2	Chronic Attendance Indicator % Priority - 5b	Based on the 23 Dashboard data, we Yellow for all, EL, and SED with 33.6% of all students chronically absent and a decrease of 15.6%. 30.6% for EL's, and 34% for SED Based on local results, for 23-24 23% of all students qualified as chronically absent, 20% EL's, and 24% SED.			Chronic Absentee Rate below 5%	
3	Middle School Dropout Rate % Priority - 5c	Based on CALPADS EOY report, we did not have any Middle School dropouts in the 2023-24 school year.			Maintain 0% dropout rate	
4	% Pupil Behavior Reporting and Suspension Rates Priority - 6a	Based on the 2023 Dashboard, we earned a green ranking for all and SED, Blue for EL. All students earned 1.2% suspension rate, decreased by 1.4%. EL's .5% and SED 1.2% Based on SIS data, for 23-24 our current suspension rate is .06% and our current referral rate is 18%			Less than .1% suspensions. Maintain referral rate below 5% of all students	
5	Number Pupil Expulsion Rates Priority - 6b	Based on SIS and CALPADS data, there have not been any expulsions from Buttonwillow 23-24			Maintain no expulsions	
6	% Staff, Student, and Parent Connectedness Survey Results Priority - 6c	Based on 23-24 student survey results, 63% of students feel they belong at school. 74% felt an adult on campus cared about them.			85% or more of students will feel they belong at school and feel that an adult on campus cares about them.	
7	% SEL Screener Priority 8	9% of students qualified for Tier 2 assistance. (50% of those students were EL, 75% SED) 1% qualified for Tier 3 assistance. 23-24			Less than 5% of students will be identified needing Tier 2 assistance	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
8	High School Dropout Rate Priority - 5d	Not applicable for a PK-8th District			Not applicable for a PK-8th District	
9	High School Graduation Rate Priority - 5e	Not applicable for a PK-8th District			Not applicable for a PK-8th District	

Insert or delete rows, as necessary.

Goal Analysis for 2024 - 2025

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 in Year 1 of New Plan.

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 in Year 1 of New Plan.

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

Not Applicable in Year 1 of New Plan.

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 in Year 1 of New Plan.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	SEL Support	<p>Support student Social-Emotional Learning utilizing the following research-based components: Conduct universal screening to identify students at risk for academic issues and for behavior or social-emotional problems that can interfere with academic success. Implement weekly Social-Emotional Learning (SEL) lessons through the NearPod program, including topics such as bullying, making friends, and addressing feelings. Provide Tier 2 interventions for students identified as needing additional support, including social skills groups and access to the Psychology intern. Deploy a Behavior Specialist to support behavior issues and prevent behaviors from distracting other students.</p> <p>Spending Items: .5 FTE Certificated Supplies and Materials Contracts for SEL services and providers</p> <p>Additional Funding Source: Title I</p> <p>Corresponding Metrics: Metric 4: Pupil Behavior Reporting and Suspension Rates Priority - 6a Metric 7: SEL Screener - Priority 8 Metric 1: Attendance Rates Priority - 5a Metric 2: Chronic Attendance Indicator Priority - 5b Metric 3: Middle School Dropout Rate Priority - 5c</p>	\$160,000	Yes

Action #	Title	Description	Total Funds	Contributing
2	PBIS Support	<p>Implement the PBIS model to maintain low suspension and referral rates for unduplicated students. Provide reward activities and informational items to remind students of appropriate behavior. Conduct assemblies to encourage positive behavior. Designate a Student of the Month. Offer equipment and music during recess. Distribute BEEP store items.</p> <p>Spending Items: Extra Time Reward Activities Assemblies Supplies and Materials</p> <p>Corresponding Metrics: Metric 6: Staff, Student, and Parent Connectedness Survey Results Priority - 6c</p>	\$200,000	Yes
3	Pupil Support	<p>Implement supports for attendance and wellness. Provide mental health support and counseling. Consider implementation of a School Attendance Review Board (SARB).</p> <p>Spending Items: 1 FTE Certificated Supplies and Materials Contracts for programs for Pupil Support</p> <p>Additional Funding Source: Community Schools Grant</p> <p>Corresponding Metrics: Metric 1: Attendance Rates Priority - 5a Metric 2: Chronic Attendance Indicator Priority - 5b</p>	\$320,000	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	A goal has been set to increase parent partnership in the school through events, activities, and training programs. Family engagement nights, collaborative activities, and educational workshops for parents will be organized. The goal spans the academic year with monthly initiatives and will be measured through attendance, feedback, and parent-teacher interaction records.	Broad

State Priorities addressed by this goal.

3. Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The goal is designed to significantly enhance communication and engagement among parents, directly addressing Parental Involvement. It accomplishes this by amplifying the quality and frequency of communication across various platforms. This initiative not only aims to gather parent input in decision-making processes but also actively promotes their participation in programs specifically designed for unduplicated pupils and special need subgroups. By doing so, the goal is to ensure that parents play active advisory roles, and effective feedback mechanisms are firmly in place. This fosters a collaborative environment that is crucial for the success of the initiative.

Moreover, the goal takes a comprehensive approach by providing a range of parent education and training sessions. These sessions are structured to enhance parents' engagement and support for their children's education. By educating parents, the goal indirectly contributes to creating a positive school culture and climate. It emphasizes ensuring equity, offering fair outcomes and opportunities for all students, regardless of their background. This, in turn, strengthens family and community partnerships, which is a vital component in advancing the State's priorities. Through these deliberate actions, the goal addresses and supports the overarching aim of increasing parental involvement, thereby enriching the educational experience for students and their families

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
1	% of parents providing input in making decisions for the school Priority 3a	Based on 23-24 parent survey results, 70% of families reported that the school provided opportunities for input into school programs			Based on parent survey results, 85% of families will report that the school provided opportunities for input into school programs	
2	% of Parental participation in programs Priority 3b	Based on 23-24 sign-in sheets, 60% of families of unduplicated pupils participated in district sponsored events			Based on sign-in sheets, 85% of families of unduplicated pupils will participate in district sponsored events	
3	Number of Provided information and	During the 23-24 school year, approximately 60 social media			At a minimum of 100 social media posts on	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
	communicating with parents and families Priority 3b	posts were posted on our website. 94% of parents reported receiving messages.			our website annually 95% of parents reported receiving messages.	
4	% of parent participation in programs for students with disabilities. Priority 3c	Based on 23-24 survey results, 10% of eligible special education parents responded to the survey. During the 23-24 school year, 100% of qualified parents participated in IEP meetings.			Based on survey results, 50% of eligible special education parents will respond to the annual survey. During the school year, 100% of qualified parents participated in IEP meetings.	

Insert or delete rows, as necessary.

Goal Analysis for 2024 - 2025

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 in Year 1 of New Plan.

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 in Year 1 of New Plan.

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

Not Applicable in Year 1 of New Plan.

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 in Year 1 of New Plan.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Communication with Parents	<p>Implement communication methods for parents in both English and Spanish. Work to ensure full participation parents of English Learners (EL) through communication system training, providing translators, and programs that translate for them</p> <p>Spending Items: Contracts with services used for communicating with parents Supplies and Materials Extra Time for staff</p> <p>Corresponding Metrics: Metric 2: Promote Parental participation in programs - Priority 3b Metric 3: Providing information and communicating with parents and families - Priority 3b</p>	\$95,000	Yes

Action #	Title	Description	Total Funds	Contributing
2	Training, Activities, and Programs for Parents	<p>Organize training events with and for parents to not only facilitate parent and student activities but also to help parents understand the importance of education and how they can support learning at home. Encourage parents to attend school field trips and college visits as part of their engagement. Additionally, provide resources and workshops that offer strategies for creating a conducive learning environment at home, understanding educational tools, and fostering a supportive dialogue about education and future aspirations.</p> <p>Spending Items: Extra Time for staff Materials and Supplies Contracts with providers of Parent Programs</p> <p>Additional Funding Source: Title I</p> <p>Corresponding Metrics: Metric 1: Seek parent input in making decisions for the school Priority 3a - Priority 2b Metric 2: Promote Parental participation in programs - Priority 3b Metric 4: Promote parent participation in programs for students with disabilities - Priority 3c</p>	\$200,000	Yes

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024 - 2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15% LCFF Concentration Grant
\$1,347,871.00	\$177,787.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected % to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total % to Increase or Improve Services for the Coming School Year
43.38%	1.012%	\$455,000.00	61.7%

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

Required Descriptions

A: 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 #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Needs: The school district has pinpointed several vital needs within the student community, especially among unduplicated student groups who earned a score of red in ELA and Math on the CA School Dashboard. These needs prominently surround the improvement of instructional methods and addressing the achievement gap, which has led to the creation of the "Professional Development" action. This focus on refining instructional practices is primarily based on the needs communicated by teachers and instructional aides.</p>	<p>Explanation: The proposed "Professional Development" initiative seeks to bring about an inclusive and equitable learning environment by enhancing the instruction quality across the entire Local Education Agency (LEA). This is achieved by providing staff with the knowledge of research-based instructional practices in a bid to meet the specific educational needs of every student, with particular emphasis English learners in English Language Arts, with this student group having received a performance level of Red on the California School Dashboard.</p> <p>Rationale: The choice of the LEA-wide scope for this initiative is informed by the need to bridge the existing performance gap across the LEA among all students and unduplicated student groups. This approach is designed to evenly distribute the benefits of the initiative across all the schools in the LEA to ultimately raise every student's academic potential. Such an approach would be particularly beneficial to English Learners, Low-income, and Foster Youth students. By ensuring that every teacher is well-equipped to meet the distinct academic needs of these groups, we can cultivate a truly inclusive and balanced educational atmosphere.</p> <p>Assessment: Addressing the students' needs involves providing ample learning opportunities for all staff members to assimilate research-based, high-quality instructional practices. The "Professional Development" action propels forward through the implementation of strategies and approaches that have demonstrated successful outcomes in the academia of unduplicated student groups. This action anchors its reach on realms like AVID, Reading Instruction, and ELA Curriculum for the 24-25 academic year, as discerned in response to staff feedback. It aims to specifically cater to the needs of different student cohorts, thereby bolstering the level of education offered by the school district.</p>	<p>Corresponding Metrics (Goal 1): Metric 1: Student Performance on CAASPP ELA & Math-Priority 4a Metric 2: Student Performance on CAST-Priority 4a Metric 3: Quarterly Grades-Priority 4a Metric 4: Early Literacy Results TK - 2nd Grade-Priority 4a Metric 5: Summative ELPAC Results-Priority 4e Metric 16: Access for EL students to CCSS and ELD standards - Priority 2b</p>

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Needs: The school community has identified specific needs among the entire student body, with a distinct focus on unduplicated student groups who scored Red in ELA and Math on the CA School Dashboard. Paramount among these needs is the 'Instructional Support' action plan, developed to address crucial factors contributing to the academic success of all students. The significant needs driving this action include the provision of supplemental materials, creation of smaller class sizes, allocation of additional learning time, and hiring of a dedicated science teacher.</p>	<p>Explanation: The 'Instructional Support' action plan is meticulously structured for a widespread application within LEA to foster the development of all students, thereby placing an added emphasis on unduplicated student groups who scored Red on the CA School Dashboard. The comprehensive strategy employs the use of supplemental materials, advocates for a reduction in class sizes, offers the provision of extra learning time, and also budgets for a dedicated science teacher. All these components collectively target the identified needs of varying student groups, including those students that require tailored support. This comprehensive plan has been designed to ensure the academic excellence of every student, irrespective of individual learning abilities.</p> <p>Rationale: Choosing a LEA-wide scope for this particular action plan provides the opportunity for more individualized attention to unduplicated students, bolstering their chances to accelerate learning to bridge the academic achievement gap. The addition of a dedicated science teacher signifies the importance of practical learning experiences, supplementing traditional learning techniques with hands-on educational opportunities. To summarize, it is the wide-reaching and inclusive scope of the 'Instructional Support' action plan that lays the foundation for its potential effectiveness in addressing learning challenges and guaranteeing academic success across all students within LEA.</p> <p>Assessment: To meet these identified needs, the 'Instructional Support' action offers comprehensive solutions. Supplemental materials will be provided to augment learning and comprehension. Class sizes will be reduced to ensure students receive individualized attention and tailored instruction. Additional time will be allocated for learning to ensure students can understand and absorb concepts at their own pace. A science teacher will be enlisted to specialize in this subject, further catering to the learning needs of students. The 'Instructional Support' action encompasses all students and emphasizes support for unduplicated student groups who scored Red on the CA School Dashboard. striving to guarantee academic success for all, regardless of individual learning capabilities.</p>	<p>Corresponding Metrics: Metric 1: Student Performance on CAASPP ELA & Math-Priority 4a While no specific statistical figures are provided, the success of this action will be measured by the enhancement in academic performance. Metric 2: Student Performance on CAST-Priority 4a While no specific statistical figures are provided, the success of this action will be measured by the enhancement in academic performance. Metric 3: Quarterly Grades-Priority 4a Metric 5: Summative ELPAC Results-Priority 4e Metric 16: Access for EL students to CCSS and ELD standards - Priority 2b</p>

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	<p>Needs: The school community has expressed a series of pressing needs which led to the inception of the "Technology Support" action, as noted in D and F Rates among ELs and Low Income students metric. Based on survey results, predominantly, students from low-income households and English Learners, experience limited access to technological devices and the internet. The financial boundaries or the absence of necessary infrastructure in their homes hinder their participation in online learning. There is also a distinct need for teacher training concerning the effective utilization of technology tools with a primary aim to boost student engagement.</p>	<p>Explanation: The extent of the "Technology Support" measure is considered LEA-wide given the omnipresent need for technological accessibility and digital proficiency among all student categories. Its necessity is underscored particularly in the case of unduplicated student groups who scored Red on the CA School Dashboard. , low-income families, foster youth, and those learning English. The measure involves procuring substitute technology tools, managing a replacement reserve, and facilitating teacher training for proficient utilization of these devices. This strategy guarantees equal opportunities for the entire student population, reduces any disparity related to technology, and bolsters student involvement.</p> <p>Rationale: The universal implementation of this measure is pivotal as it remedies the uniform district needs for fair access to, and utilization of, technology, fostering inclusive, high-quality education as a result. The finance secured from Title IV further backs the dedication to this cause, underscoring the necessity and appropriateness of a district-wide scope for the Technology Support measure.</p> <p>Assessment: The "Technology Support" action targets the mentioned requirements. Steps include procuring replacement technology devices and managing a replacement fund. This plan is structured to ensure technology access for every pupil, indifferent of their socio-economic status. Teacher training is another critical aspect of this initiative, focusing on the effective use of technology tools like Google, aimed to escalate student involvement. The extent of this effort includes all the students throughout the district, with a heightened emphasis on unduplicated student groups who scored Red on the CA School Dashboard. . The funding sourced from Title IV articulates the resolution to ensure equal opportunities for all students.</p>	<p>Corresponding Metrics: Metric 1: Student Performance on CAASPP ELA & Math-Priority 4a Metric 2: Student Performance on CAST-Priority 4a Metric 3: Quarterly Grades-Priority 4a</p>
1.4	<p>Needs: The school community has pinpointed a demand for a comprehensive action plan that will serve all students, with heightened attention on unduplicated student groups who scored Red on the CA School Dashboard. This necessity emerged due to the acknowledgment that these students necessitate increased support to gather the skills essential for prosperity in elementary,middle, high schools, and post-school endeavors. The need for Long-Term English Learners (LTEL) in the AVID system focuses on special</p>	<p>Explanation: The action of implementing the AVID (Advancement Via Individual Determination) program across the entirety of the local educational agency(LEA) is deemed ideal due to its ability to adequately fulfill the academic requirements of all students, including those with disabilities. This extensive plan is designed to impart the necessary assistance and skill sets crucial for all levels of academic success, ranging from foundational education to advanced post-school pursuits. The AVID initiative, characterized by its thorough academic curriculum, professional development possibilities, and College exploration opportunities, is strategically constructed to augment academic competence while simultaneously cultivating a culture of college readiness.</p>	<p>Corresponding Metrics: Metric 1: Student Performance on CAASPP ELA & Math-Priority 4a Metric 2: Student Performance on CAST-Priority 4a Metric 3: Quarterly Grades-Priority 4a Metric 4: Early Literacy Results TK - 2nd Grade-Priority 4a Metric 5: Summative ELPAC Results-Priority 4e Metric 6: EL Reclassification Rate-Priority 4f Metric 15: Implementation of state adopted academic content and</p>

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>support to enhance their academic language and content knowledge. AVID's approach, emphasizing inquiry-based learning, organization, and critical thinking, provides a scaffolded learning environment for LTELs, aiding in their academic language development and content mastery, crucial for accessing rigorous courses and preparing for future educational opportunities.</p>	<p>AVID is a program aimed at Long-Term English Learners (LTEL's) it focuses on enhancing language acquisition, academic skills, and college readiness through writing, inquiry, collaboration, organization, and reading (WICOR) strategies. This approach is designed to foster critical thinking, literacy and academic language skills, aiding LTEL's in achieving success in higher education and future endeavors.</p> <p>Rationale: The decision to administer the AVID program across all LEA schools, instead of targeted implementation, lies in the understanding that, despite the diversity in their educational needs, all students can thrive given the right support. By making this program available LEA-wide, the district ensures that the development of all students is facilitated, irrespective of their individual abilities or needs. This comprehensive approach ensures both academic success and a growth mindset towards future careers, therefore justifying the broad span of this program. The holistic development of all students across the district is thereby the underlying rationale for adopting an LEA-wide scope.</p> <p>Assessment: To answer these needs, the proposed action is the AVID Implementation. The strategy of the AVID Elementary Program is to extend additional aid for unique students by imparting to them the indispensable skills for scholastic accomplishment. This program encompasses a vast curriculum, opportunities for professional development such as conferences, workshops, and joint planning, along with the creation and appraisal of a school AVID plan. Additionally, the action plan integrates educational field trips sorted out for each grade level, customized to age appropriateness, which is significant as it introduces students to the prospects of advanced education, nurturing a mind set of college preparedness. The AVID Implementation action plan's comprehensive methodology addresses the school community's identified needs, stressing not just academic bolstering but also professional development and the revelation of collegiate opportunities. The diverse approach guarantees that all students, especially unduplicated student groups who earned a score of red on the CA School Dashboard, are provided with the necessary skills and understanding for future scholastic success.</p>	<p>performance standards - Priority 2a Metric 19: Access to programs and services provided for students with disabilities - Priority 7c</p>

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	<p>Needs: The school community had identified a significant need for the development of Extended Learning Programs. This was primarily due to the increasing achievement gap witnessed among all students, unduplicated student groups who scored Red in ELA and Math on the CA School Dashboard, a situation that was worsened by the COVID pandemic. A marked need existed for providing these students with supplementary academic support and enrichment activities so as to foster their learning and close the aforementioned achievement gap.</p>	<p>Explanation: The Extended Learning Programs are necessary to sufficiently address the pressing needs of all our student populace, with particular consideration given to those with a diverse range of abilities. The widening achievement gap, particularly accentuated by the impact of the COVID pandemic, emphasizes the critical need for additional academic resources and enhancement activities. By focusing on practical, hands-on learning, these programs intend to augment the existing curriculum offered during the normal school day, thereby providing a more holistic learning experience. Our program offering, which includes both before-school and summer programs, ensures an overall broader exposure and an extensive range of learning opportunities.</p> <p>Rationale: Implementing these educational actions across the LEA ensures inclusion and uniformity in addressing the needs of all students within the district. This effective distribution of resources keeps the platform accessible to everyone, with transportation provisions and attendance incentives enhancing accessibility, especially for unduplicated pupils. The ultimate objective is to enhance academic growth, narrow the achievement gap, and offer all students an equal chance at benefiting from this program. Funding for these initiatives is generously provided by Title 1 and the Extended Learning Opportunities Program (ELOP), ensuring we have the necessary resources to implement these programs effectively.</p> <p>Assessment: To address these needs, the Extended Learning Programs were conceived offering a broader scope of learning opportunities, inclusive of before school and summer programs. These programs were centric to hands-on learning, bolstering the academic curriculum taught during conventional school hours. The activities undertaken ranged from coding, robotics, music, 4-H, cooking, academic support, dance, fitness, E-Sports, Spelling Bee, to cite a few. Moreover, incentives were provided to students meeting attendance criteria, and transportation to after-school and summer programs was offered, prioritizing unduplicated pupils. The intention behind these strategic actions was broad-ranging, aiming to cater to the diverse needs of all students, particularly those with disabilities. The financial backing for these programs was procured from Title I, ELOP.</p>	<p>Corresponding Metrics: Metric 1: Student Performance on CAASPP ELA & Math-Priority 4a Metric 2: Student Performance on CAST-Priority 4a Metric 4: Early Literacy Results TK - 2nd Grade-Priority 4a Metric 5: Summative ELPAC Results-Priority 4e</p>

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	<p>Needs: The school community identified a need which instigated the development of the Early Childhood Education action. The recognized need principally centers around the observed academic gap among unduplicated student groups who earned a score of red in ELA and Math on the CA School Dashboard. Due to unique challenges, these students often struggle to meet grade-level standards, a particularly daunting situation during their first year of school. The challenges are intensified by the limited integration in early childhood education programs and the restricted access to supplemental materials.</p>	<p>Explanation: The necessity of the LEA-wide implementation of the Early Childhood Education action is underscored by the specific needs of unduplicated student groups who earned a score of red on the CA School Dashboard and the pressing academic gap observed within this group. Primarily stemming from the unique challenges these students face and a noticeable dearth of integration in early childhood education programs, this gap poses a significant hurdle. Applying the state pre-school and Transitional Kindergarten on an LEA-wide scale is instrumental in equipping unduplicated students aptly, enabling them to meet grade level standards by the conclusion of their first academic year. This scope significantly facilitates the incorporation of all early childhood education programs, thereby fostering access to content and learning to all students equally—regardless of whether they are English Learners, hail from foster homes, or are socioeconomically disadvantaged.</p> <p>Rationale: The integral reason behind the LEA-wide adoption of the scope lies in its potential to incorporate broader measures. The comprehensive feature of this implementation permits every student under the district's purview to benefit from the action. The integration of all early childhood education programs on a larger scale serves to create an equitable playing field for all students, not only ensuring equal access to teaching and learning resources, but also accommodating the diverse needs and backgrounds of every unique learner. Inclusion being central to this approach, the scope, therefore, generously accommodates the LEA's commitment to an equal, inclusive, and comprehensive educational system.</p> <p>Assessment: The Early Childhood Education action was designed to address these needs by wholly implementing a state pre-school and Transitional Kindergarten. The overriding goal is to ensure that unduplicated students can meet grade-level standards by the end of their first school year. The district is transitioning towards integrating all early childhood education programs, which would offer equal access to content and learning for all students, including English Learners, foster youth, and the socioeconomically disadvantaged. The domain of this action also includes the use of funds for supplemental materials, which will facilitate equal access to educational resources for all learners. This measure is expected to substantially reduce the academic gap among unduplicated student groups who earned a score of red on the CA School Dashboard, thus enhancing their broad academic performance and success.</p>	<p>Corresponding Metrics: Metric 4: Early Literacy Results TK - 2nd Grade-Priority 4a This measure is expected to substantially reduce the academic gap among unduplicated student groups who earned a score of red on the CA School Dashboard, thus enhancing their broad academic performance and success. Metric 5: Summative ELPAC Results-Priority 4e Metric 13: Degree to which students have sufficient access to instructional materials - Priority 1b Metric 16: Access for EL students to CCSS and ELD standards - Priority 2b Metric 18: Enrollment in programs and services for SEL, EL, and Foster Youth - Priority 7b</p>

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.7	<p>Needs: The school community has identified specific requirements, centering around the difficulties experienced by all students, particularly those with disabilities. The primary issue arises from these students' struggles with reading in the foundational grades. It's clear that specialized instruction is needed when the initial Tier 1 interventions do not deliver satisfying outcomes.</p> <p>It is essential for English Learners (ELs) to be able to read proficiently. Reading is a foundational skill that supports learning across all subjects. It enables students to access new information, engage with diverse perspectives, and participate fully in their communities and the wider world.</p>	<p>Explanation: The action, 'Literacy Instruction', focuses on a LEA-wide scope. This bread this justified due to the widespread reading issues recognized amongst the entire student body, particularly affecting those with disabilities. Our solution includes a concentrated reading program in the early grades, along with the appointment of a dedicated reading intervention teacher for the students who continue to struggle notwithstanding Tier 1 interventions. The goal of this action is to bolster reading abilities, thereby enhancing the overall academic performance of our students. Through LEA-wide application, we ensure that every student, regardless of their individual circumstances, can enjoy the advantages of this initiative.</p> <p>Literacy instruction for English Learners (EL's) incorporates strategies to develop language and literacy skills, such as building background knowledge, explicit vocabulary teaching, integrating culturally responsive literacy activities, providing scaffolding, and using visual aids. These approaches aim to enhance EL's reading, writing, comprehension, and critical engagement with texts, supporting their academic success.</p> <p>Rationale: The reasoning for an all-inclusive scope is largely drawn from the fact that literacy issues are not isolated, but indeed a universal challenge. Therefore, it becomes fundamentally imperative that no student is left without necessary support. This action is tailored to ameliorate this situation across the educational establishment, thereby promoting a culture of inclusivity and equality. The selection of an LEA-wide scope is further buttressed by contemporary research which advocates the importance of instructions in primary reading skills, reinforcing the belief that this will significantly ameliorate the current situation.</p> <p>Assessment: The resolution proposed for these obstacles is the implementation of an action titled 'Literacy Instruction'. This action equips students with focused instruction on reading fundamentals in the primary grades, with an aim to augment their reading abilities and boost their overall academic competence. An integral part of the action includes the addition of a reading intervention teacher for students who still encounter difficulties despite the introduction of Tier 1 interventions. This arrangement provides another layer of support for challenged students, addressing their distinct needs comprehensively. The action extends its reach to all learners, ensuring every student's needs are met and fostering inclusive education. The success of this action will</p>	<p>Corresponding Metrics: Metric 4: Pupil Behavior Reporting and Suspension Rates Priority - 6a Metric 6: % Staff, Student, and Parent Connectedness Survey Results Priority - 6c Metric 7: SEL Screener - Priority 8 Metric 1: Attendance Rates Priority - 5a Metric 2: Chronic Attendance Indicator Priority - 5b Metric 3: Middle School Dropout Rate Priority - 5c</p>

Goal and Action #(s)	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
		be gauged by improvements in students' reading abilities and general academic enhancements.	
2.2	<p>Needs: Based on parent and staff survey results where 81% of parents requested additional support for PBIS training and rewards and 90% of teachers requested additional PBIS training for students , the school community identified primary needs centering on the requirement to sustain minimal suspension and referral rates, especially amongst SED and EL pupils. These particular groups, potentially dealing with exceptional challenges, could incidentally exhibit behavioral issues. Hence, there arises an essential need for a nurturing and motivating atmosphere that promotes positive conduct.</p>	<p>Explanation: The goal under consideration primarily pertains to the facilitation of a nurturing environment conducive to instilling positive behavior and mitigating instances of suspensions and referrals among students. An essential player in achieving this objective is the PBIS Support Action. Effectively covering the entirety of the Local Education Agency (LEA), this inclusive strategy deploys a comprehensive model encompassing reward activities, assemblies, and recognition programs. The LEA-wide approach ensures consistency and unity in promoting positive behavior, rendering it particularly beneficial to all students, especially those with disabilities and those whose identities are not duplicated elsewhere.</p> <p>Rationale: The rationality behind adopting such a broad scope hinges on the uniformity and consistency it guarantees. The permeation of positive behavior, especially for unduplicated student groups who earned a score of red on the CA School Dashboard and unduplicated students, is best realized through a streamlined system across the LEA, facilitated by the PBIS Support Action. Further substantiating this rationale is the measure of the action's effectiveness; a palpable change in suspension and referral rates is indicative of progress. Rooted in validated research, the PBIS program coherently justifies both the selected scope and action within the context of nurturing an encouraging environment for students.</p> <p>Assessment: Addressing these needs, the designed PBIS Support action continues the implementation of the PBIS model. This model incorporates reward activities, educational materials reminding students of decent conduct, assemblies to inspire positive behavior, and acknowledgment plans like the Student of the Month. Moreover, the provision of equipment and music during recess, along with items available at the BEEP store, act as additional catalysts for positive behavior. The action engulfs all students, primarily focusing on unduplicated student groups who earned a score of red on the CA School Dashboard and unduplicated students. Thereby, it aims to generate an environment that discourages negative behavior and actively advocates and awards positive behavior. Although no specific statistics or metrics are provided, the goal of maintaining low suspension and referral rates indicates an implied success metric for the action. The PBIS Support action's effectiveness can be gauged by scrutinizing these rates and noticing any variations over time.</p>	<p>Corresponding Metrics: Metric 6: Staff, Student, and Parent Connectedness Survey Results Priority - 6c</p>

Goal and Action #(s)	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
2.3	<p>Needs: Based on student survey results where only 60% of students feel they belong at school and 69% felt someone cared if they did not attend school, the school community identified specific needs which gave rise to the development of the action 'Pupil Support.' The needs primarily include wellness and mental health of the entire student population, with a special emphasis on SED and EL pupils. Their needs stem from multitude of difficulties they encounter, such as maintaining regular attendance, managing academic stress, and grappling with potential mental health issues.</p>	<p>Explanation: The 'Pupil Support' action, with its LEA-wide scope, effectively addresses the specific needs of all students within the district. This action comprises comprehensive support strategies including attendance support, wellness programs, mental health counseling, and prospective SARB (School Attendance Review Boards) implementation. The need for such a broad specter arises from the universal challenges of punctual attendance and mental health issues, the brunt of which is borne disproportionately by unduplicated student groups who earned a score of red on the CA School Dashboard. The effectiveness of the 'Pupil Support' action will be tracked by monitoring improvements in attendance rates, student wellness, and mental health outcomes, specifically among unduplicated student groups who earned a score of red on the CA School Dashboard.</p> <p>Rationale: Opting for this LEA-wide methodology ensures the delivery of crucial services like education, training, and resources to families grappling with irregular student attendance. It also oversees the seamless coordination of RtI (Response to Intervention), PBIS (Positive Behavioral Interventions and Supports), and SST (Student Study Team) meetings under the watch of a school psychologist. The overall strategy, addressing students' needs comprehensively, enhances their access to necessary support, thus easing their journey past the hurdles to fruitful learning.</p> <p>Assessment: To meet the identified needs, the 'Pupil Support' action has been designed. The action focuses on providing a complete spectrum of support for attendance, wellness, mental health support and counseling. The implementation of the School Attendance Review Board (SARB) is also being considered. The goal of this action is to establish a supportive environment that promotes regular attendance, advocates for mental well-being, and ensures necessary interventions for students struggling with such issues. The prime recipients of this action would encompass every student but the group with disabilities would receive special attention due to their higher vulnerability to the challenges which the action aspires to solve.</p>	<p>Corresponding Metrics: Metric 1: Attendance Rates Priority - 5a Metric 2: Chronic Attendance Indicator Priority - 5b Metric 6: Staff, Student, and Parent Connectedness Survey Results Priority - 6c</p>

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	<p>Needs: The leadership team identified a crucial necessity for enhanced communication with parents among all student groups, notably emphasizing unduplicated student groups who earned a score of red in ELA and Math on the CA School Dashboard and English Learner (EL) parents. This need emerged from the understanding that successful parent-school interactions play a vital role in augmenting student outcomes. This is particularly significant for students grappling with language barriers (EL's).</p>	<p>Explanation: The "Communication with Parents" initiative, adopted across the Local Education Agency (LEA), is aimed at upscaling communication measures effectively on a broad scale. The initiative puts an additional focus on accessibility by extending the dialogue in both English and Spanish ensuring inclusivity for all parents, irrespective of their command over a specific language. By doing so, it enables every parent to maintain up-to-date knowledge on their children's academic progress and pertinent school affairs. The purpose of this sweeping strategy is to foster a nurturing educational atmosphere for all students. This inclusive modus operandi is designed to be applicable across the board, ensuring that the practical advantages of the initiative are accessible to each student within the LEA's purview rather than being confined to individual schools or specific groups. Although specific metrics were not provided, the effectiveness of this action can be assessed through feedback from parents and teachers. Improvements in student performance and engagement also serve as indicators of success.</p> <p>Rationale: The overarching scope of this action is to ensure coverage of all students in the district, rather than limiting its benefits to a select group or individual school. The rationale behind the LEA-wide approach of "Communication with Parents" lies in its intent to positively influence each student and parent within the district. Implementing the action plan at an all-encompassing level provides equitable opportunities for every student, and ensures amplification of its potential benefits to the entire district. The effectiveness of this action plan will be gauged through feedback collected from both parents and teachers, in addition to evaluating the enhancements in student participation and performance.</p> <p>Assessment: An action entitled "Communication with Parents" was conceived to address these needs. The strategy incorporates methods to ensure effective communication in both English and Spanish, enabling full involvement of EL parents. The scope of this action is comprehensive, targeting all student groups, with special attention towards unduplicated student groups who earned a score of red on the CA School Dashboard and EL parents. The aim is to ensure all parents are fully informed and can actively engage in their children's education, disregarding their language proficiency.</p>	<p>Corresponding Metrics: Metric 2: Promote Parental participation in programs - Priority 3b Metric 3: Providing information and communicating with parents and families - Priority 3b</p> <p>The effectiveness of this action can also be assessed through feedback from parents and teachers. Improvements in student performance and engagement also serve as indicators of success.</p>

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	<p>Needs: The school community's needs that initiated the development of the action titled "Training, Activities, and Programs for Parents" primarily focused on unduplicated student groups who earned a score of red in ELA and Math on the CA School Dashboard. Notably, this group required additional aid, especially parental engagement in their academic and extracurricular pursuits.</p>	<p>Explanation: The initiative "Training, Activities, and Programs for Parents" is an LEA-wide endeavor focused on supporting all unduplicated student groups who earned a score of red on the CA School Dashboard. This is accomplished through the implementation of parent training programs, a variety of parent-student activities, and meaningful participation in school field trips and college visits. This strategic scope is particularly relevant for us to successfully cultivate a robust and inclusive atmosphere fostering parental involvement in their children's education, particularly those with disabilities.</p> <p>Rationale: The decision to adopt an LEA-wide approach ensures that the positive effects of heightened parental involvement are universally accessible to all students within the district. Furthermore, the inclusion of essential elements such as health and safety information and the endorsement of engaging educational activities, intended for continuance at home, provides additional justification for this comprehensive scope. The success of this strategy will be assessed through analyzing parent and student feedback coupled with evaluations of improved student performance and engagement. This measured approach will allow for constant refinement to ensure maximal effectiveness and inclusivity.</p> <p>Assessment: To address these needs, the action incorporates a sequence of training programs distinctly curated for parents. These events intend to endow parents with vital knowledge and skills for them to aid their children's educational endeavor more effectively. The action further encompasses parent-student activities and provides parents an opportunity to partake in school field trips and college visits. These endeavors aim to boost the link between parents and the school, thereby cultivating a supportive and inclusive environment for unduplicated student groups who earned a score of red on the CA School Dashboard. The reach of the action goes beyond to all students in the school community, confirming that every student reaps the benefits of augmented parental involvement. The efficacy of the action, despite the absence of specific data or metrics, will be analyzed through feedback from parents and students, as well as advances in student performance and engagement.</p>	<p>Corresponding Metrics: Metric 1: Seek parent input in making decisions for the school Priority 3a Metric 2: Promote Parental participation in programs - Priority 3b</p>

Insert or delete rows, as necessary.

B: 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.

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

proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

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

The compliance form for the state government will indicate that programs and schools within the district eligible to receive grant funding are selected through a comprehensive review and evaluation process. This process is to be carried out based on an assessment of the number of foster youth, English language learners, and low-income students. Consideration is given to various aspects, including the needs and performance of students, in decision-making. After the successful allocation of grant funding is achieved, the intention of the district to utilize these financial resources for hiring, training, and retention of staff is declared. The aim is stated to bring in capable and dedicated personnel to enhance the educational experience of the students. The establishment of training and development programs ensuring staff are provided with necessary skills and knowledge for meeting the diverse needs of students is also indicated. The anticipated significant contribution of the financial resources allocated for staff and program enhancement to the betterment of the target student demographic is stated. The form further reveals that the provision of improved support and instruction to the underprivileged students - foster youth, English language learners, and low-income students - is made possible through the infusion of dedicated and equipped staff. A long-term improvement in student learning, advancement, and overall academic performance is expected as a result of this strategy. The following goals and actions address 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: Goal 1, Actions 2, 6, 7; Goal 2, Actions 1, 3.

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	1:13
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:11

2024 – 25 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024	\$3,106,949.00	\$1,347,871.00	43.38%	1.00%	44.38%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals:	\$2,088,000.00	\$540,000.00	\$0.00	\$244,000.00	\$2,872,000.00	\$1,085,000.00	\$1,787,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Professional Development	All Students with Disabilities	Yes	LEA Wide	English Learners Low Income Foster Youth	Buttonwillow School	Ongoing	\$85,000.00	\$70,000.00	\$125,000.00	\$0.00	\$0.00	\$30,000.00	\$155,000.00	
1	2	Instructional Support	All Students with Disabilities	Yes	LEA Wide	English Learners Low Income Foster Youth	Buttonwillow School	Ongoing	\$450,000.00	\$90,000.00	\$340,000.00	\$100,000.00	\$0.00	\$100,000.00	\$540,000.00	
1	3	Technology Support	All Students with Disabilities	Yes	LEA Wide	English Learners Low Income Foster Youth	Buttonwillow School	Ongoing	\$0.00	\$219,000.00	\$200,000.00	\$0.00	\$0.00	\$19,000.00	\$219,000.00	
1	4	AVID Implementation	All Students with Disabilities	Yes	LEA Wide	English Learners Low Income Foster Youth	Buttonwillow School	Ongoing	\$30,000.00	\$80,000.00	\$110,000.00	\$0.00	\$0.00	\$0.00	\$110,000.00	
1	5	Extended Learning Programs	All Students with Disabilities	Yes	LEA Wide	English Learners Low Income Foster Youth	Buttonwillow School	Ongoing	\$100,000.00	\$210,000.00	\$0.00	\$300,000.00	\$0.00	\$10,000.00	\$310,000.00	
1	6	Early Childhood Education	Students with Disabilities	Yes	LEA Wide	English Learners Low Income Foster Youth	Pre-School, TK, K	Ongoing	\$50,000.00	\$350,000.00	\$400,000.00	\$0.00	\$0.00	\$0.00	\$400,000.00	
1	7	Literacy Instruction	All Students with Disabilities	Yes	LEA Wide	English Learners Low Income Foster Youth	K, 1st, 2nd, 3rd Grades	3 years	\$70,000.00	\$100,000.00	\$100,000.00	\$40,000.00	\$0.00	\$30,000.00	\$170,000.00	
2	1	SEL Support	All	Yes	LEA Wide	English Learners Low Income Foster Youth	Buttonwillow School	Ongoing	\$50,000.00	\$110,000.00	\$150,000.00	\$0.00	\$0.00	\$10,000.00	\$160,000.00	
2	2	PBIS Support	All Students with Disabilities	Yes	LEA Wide	English Learners Low Income Foster Youth	Buttonwillow School	Ongoing	\$50,000.00	\$150,000.00	\$200,000.00	\$0.00	\$0.00	\$0.00	\$200,000.00	
2	3	Pupil Support	All Students with Disabilities	Yes	LEA Wide	English Learners Low Income Foster Youth	Buttonwillow School	Ongoing	\$170,000.00	\$150,000.00	\$200,000.00	\$100,000.00	\$0.00	\$20,000.00	\$320,000.00	

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	1	Communication with Parents	All Students with Disabilities	Yes	LEA Wide	English Learners Low Income	Buttonwillow School	Ongoing	\$25,000.00	\$213,000.00	\$233,000.00	\$0.00	\$0.00	\$5,000.00	\$238,000.00	
3	2	Training, Activities, and Programs for Parents	All Students with Disabilities	Yes	LEA Wide	English Learners Low Income Foster Youth	Buttonwillow School	Ongoing	\$5,000.00	\$45,000.00	\$30,000.00	\$0.00	\$0.00	\$20,000.00	\$50,000.00	

2024 – 25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	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)
\$3,106,949.00	\$1,347,871.00	43.38%	1.00%	\$2,088,000.00	67.20%	68.20%

Totals by Type	Total LCFF Funds
Total:	\$2,088,000.00
LEA-wide Total:	\$2,088,000.00
Targeted Total:	\$0.00
Schoolwide Total:	\$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	LEA Wide	English Learners Low Income Foster Youth	Buttonwillow School	\$125,000.00	
1	1.2	Instructional Support	Yes	LEA Wide	English Learners Low Income Foster Youth	Buttonwillow School	\$340,000.00	
1	1.3	Technology Support	Yes	LEA Wide	English Learners Low Income Foster Youth	Buttonwillow School	\$200,000.00	
1	1.4	AVID Implementation	Yes	LEA Wide	English Learners Low Income Foster Youth	Buttonwillow School	\$110,000.00	

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Extended Learning Programs	Yes	LEA Wide	English Learners Low Income Foster Youth	Buttonwillow School	\$0.00	
1	1.6	Early Childhood Education	Yes	LEA Wide	English Learners Low Income Foster Youth	Pre-School, TK, K	\$400,000.00	
1	1.7	Literacy Instruction	Yes	LEA Wide	English Learners Low Income Foster Youth	K, 1st, 2nd, 3rd Grades	\$100,000.00	
2	2.1	SEL Support	Yes	LEA Wide	English Learners Low Income Foster Youth	Buttonwillow School	\$150,000.00	
2	2.2	PBIS Support	Yes	LEA Wide	English Learners Low Income Foster Youth	Buttonwillow School	\$200,000.00	
2	2.3	Pupil Support	Yes	LEA Wide	English Learners Low Income Foster Youth	Buttonwillow School	\$200,000.00	
3	3.1	Communication with Parents	Yes	LEA Wide	English Learners Low Income	Buttonwillow School	\$233,000.00	
3	3.2	Training, Activities, and Programs for Parents	Yes	LEA Wide	English Learners Low Income Foster Youth	Buttonwillow School	\$30,000.00	

2024 – 25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
Totals:	\$4,923,482.00	\$4,351,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures	Estimated Actual Expenditures
1	1.1	Professional Development	Yes	\$150,000.00	\$90,000.00
1	1.2	Additional Instructional Time	Yes	\$175,000.00	\$175,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures	Estimated Actual Expenditures
1	1.3	Supplemental Materials	Yes	\$130,000.00	\$50,000.00
1	1.4	Additional Teachers	Yes	\$441,941.00	\$445,000.00
1	1.5	Technology Support	Yes	\$136,941.00	\$130,000.00
1	1.6	AVID Implementation	Yes	\$100,000.00	\$40,000.00
1	1.7	Extended Learning Programs	Yes	\$411,600.00	\$320,000.00
1	1.8	Early Childhood Education	Yes	\$100,000.00	\$45,000.00
1	1.9	Intervention Teacher	Yes	\$170,000.00	\$170,000.00
1	1.10	Supplemental Teacher	Yes	\$205,000.00	\$205,000.00
2	2.1	SEL Program/Support	Yes	\$125,000.00	\$60,000.00
2	2.2	PBIS Implementation	Yes	\$35,000.00	\$20,000.00
2	2.3	Student Attendance Supports	Yes	\$30,000.00	\$10,000.00
2	2.4	Student Attendance	No	\$60,000.00	\$60,000.00
2	2.5	Student Wellness	No	\$20,000.00	\$20,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures	Estimated Actual Expenditures
2	2.6	Pupil Support Services	Yes	\$240,000.00	\$240,000.00
2	2.7	Additional Teacher	Yes	\$100,000.00	\$100,000.00
3	3.1	Parent Communication	Yes	\$21,000.00	\$9,000.00
3	3.2	Parent Education, Training, and Family Nights	Yes	\$100,000.00	\$5,000.00
3	3.3	Field Trips	Yes	\$15,000.00	\$5,000.00
3	3.4	Parent Advisory Coordinator	Yes	\$5,000.00	\$0.00
3	3.5	Translation	Yes	\$2,000.00	\$2,000.00
4	4.1	School Facilities	No	\$100,000.00	\$100,000.00
4	4.2	Qualified Teachers	No	\$1,500,000.00	\$1,500,000.00
4	4.3	Community Resource Center	Yes	\$300,000.00	\$300,000.00
4	4.4	School Safety	No	\$250,000.00	\$250,000.00

2023 – 24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants	4. Total Planned Contributing Expenditures	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$1,453,007.00	\$2,372,000.00	\$1,917,000.00	\$455,000.00	0.00%	0.00%	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 for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services
1	1.1	Professional Development	Yes	\$125,000.00	\$90,000.00	0.00%	
1	1.2	Additional Instructional Time	Yes	\$175,000.00	\$175,000.00	0.00%	
1	1.3	Supplemental Materials	Yes	\$80,000.00	\$50,000.00	0.00%	
1	1.4	Additional Teachers	Yes	\$425,000.00	\$425,000.00	0.00%	
1	1.5	Technology Support	Yes	\$125,000.00	\$125,000.00	0.00%	
1	1.6	AVID Implementation	Yes	\$100,000.00	\$40,000.00	0.00%	
1	1.7	Extended Learning Programs	Yes	\$30,000.00	\$20,000.00	0.00%	
1	1.8	Early Childhood Education	Yes	\$100,000.00	\$45,000.00	0.00%	
1	1.9	Intervention Teacher	Yes	\$160,000.00	\$160,000.00	0.00%	
1	1.10	Supplemental Teacher	Yes	\$125,000.00	\$125,000.00	0.00%	
2	2.1	SEL Program/Support	Yes	\$125,000.00	\$60,000.00	0.00%	
2	2.2	PBIS Implementation	Yes	\$30,000.00	\$20,000.00	0.00%	
2	2.3	Student Attendance Supports	Yes	\$30,000.00	\$10,000.00	0.00%	
2	2.6	Pupil Support Services	Yes	\$200,000.00	\$150,000.00	0.00%	
2	2.7	Additional Teacher	Yes	\$100,000.00	\$100,000.00	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 for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services
3	3.1	Parent Communication	Yes	\$20,000.00	\$10,000.00	0.00%	
3	3.2	Parent Education, Training, and Family Nights	Yes	\$100,000.00	\$5,000.00	0.00%	
3	3.3	Field Trips	Yes	\$15,000.00	\$5,000.00	0.00%	
3	3.4	Parent Advisory Coordinator	Yes	\$5,000.00	\$0.00	0.00%	
3	3.5	Translation	Yes	\$2,000.00	\$2,000.00	0.00%	
4	4.3	Community Resource Center	Yes	\$300,000.00	\$300,000.00	0.00%	

2023 – 24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Estimated Actual Percentage to Increase or Improve Services for the Current School Year (6 divided by 9)	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 (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$3,222,321.00	\$1,452,007.00	19.33%	43.38%	\$1,917,000.00	0.00%	61.70%	\$31,444.24	1.012%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
 - Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

- 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\(g\)](#) and [52066\(g\)](#) 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\(d\)](#) 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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and

areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal

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

An explanation of why the LEA has developed this goal

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal

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

An explanation of why the LEA has developed this goal

Explain why the LEA has chosen to prioritize this goal.

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal

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

An explanation of why the LEA has developed this goal

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal

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

An explanation of why the LEA has developed this goal

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.

- This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

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

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

Target for Year 3 Outcome

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

Current Difference From Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to

promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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.

Measurement(s) of 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.

Measurement(s) of 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.

- 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 Service for the action.

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service 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 of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

California Department of Education
October 2023