



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Yreka Union School District

CDS Code: 47-70508-0000000

School Year: 2024-25

LEA contact information:

Lorraine Joling

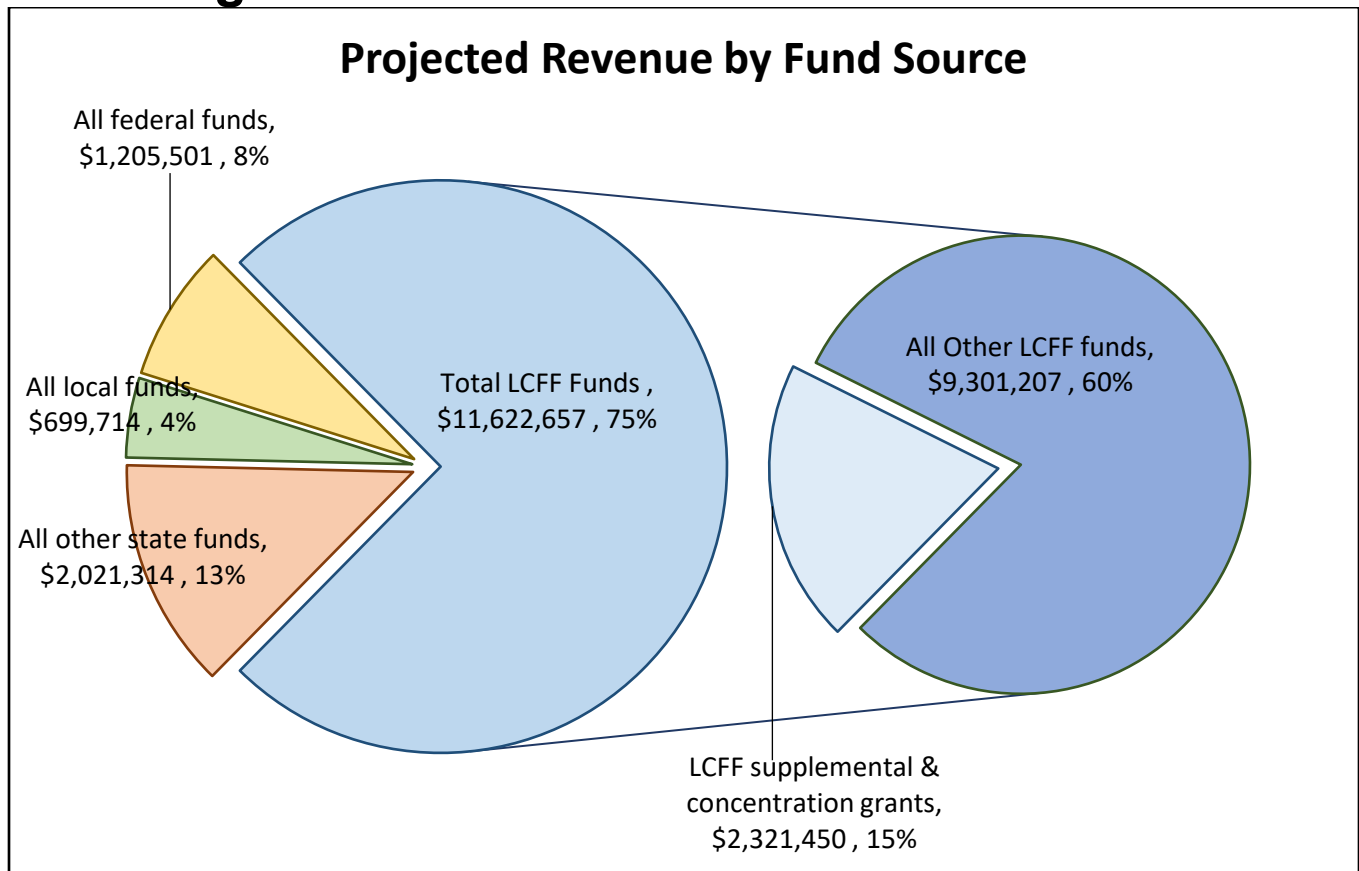
Interim Superintendent

ljoling@yrekausd.net

530-842-1168

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

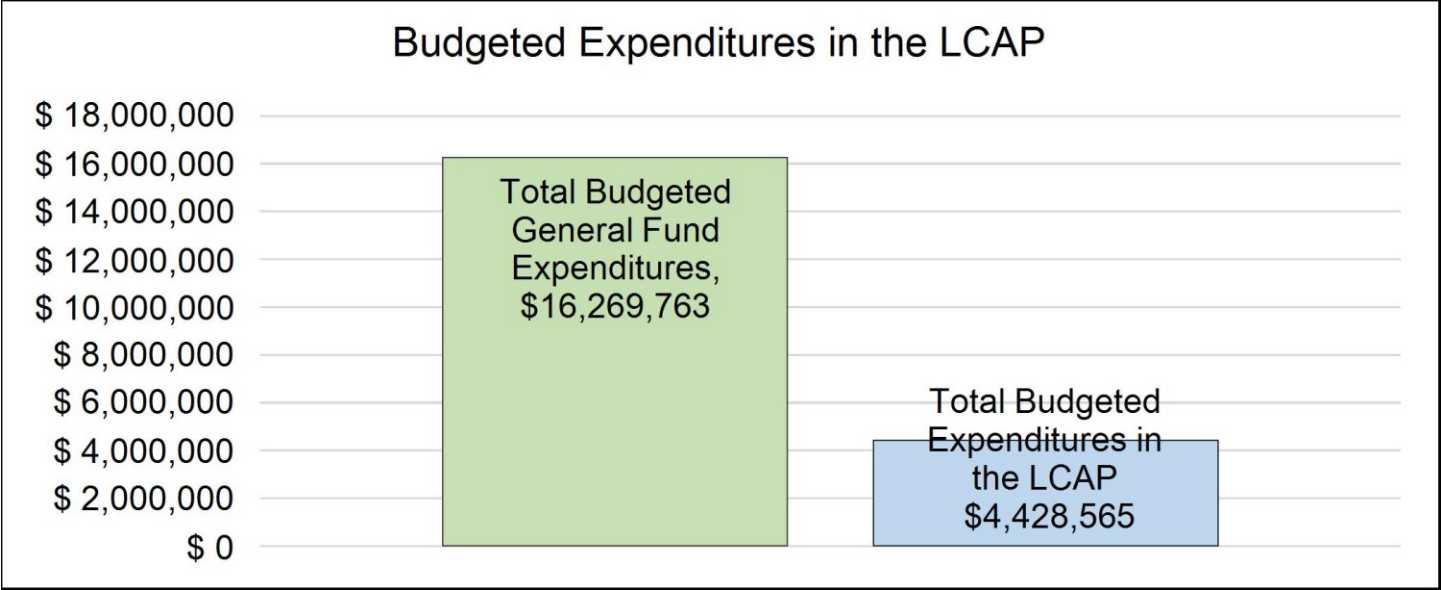


This chart shows the total general purpose revenue Yreka Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Yreka Union School District is \$15,549,186, of which \$11,622,657 is Local Control Funding Formula (LCFF), \$2,021,314 is other state funds, \$699,714 is local funds, and \$1,205,501 is federal funds. Of the \$11,622,657 in LCFF Funds, \$2,321,450 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Yreka Union 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: Yreka Union School District plans to spend \$16,269,763 for the 2024-25 school year. Of that amount, \$4,428,565 is tied to actions/services in the LCAP and \$11,841,198 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

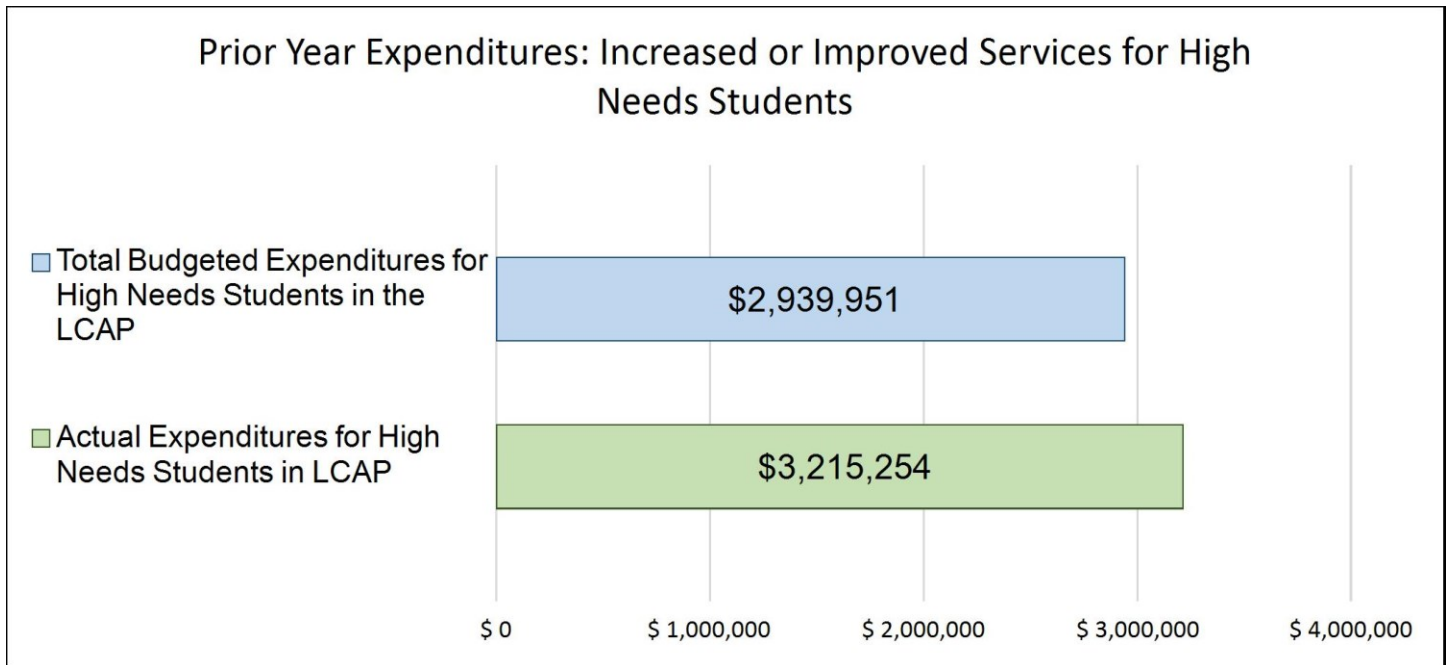
General fund expenditures not included in the LCAP are used for general operating expenses including salaries and benefits, transportation, district office, food services, utilities, facilities, and supplies

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

In 2024-25, Yreka Union School District is projecting it will receive \$2,321,450 based on the enrollment of foster youth, English learner, and low-income students. Yreka Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Yreka Union School District plans to spend \$2,407,796 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Yreka Union School District's LCAP budgeted \$2,939,951 for planned actions to increase or improve services for high needs students. Yreka Union School District actually spent \$3,215,254 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yreka Union School District	Lorraine Joling Interim Superintendent	ljoling@yrekausd.net 530-842-1168

Goals and Actions

Goal

Goal #	Description
1	All students in grades K-8 will read at grade level by the end of the 2023-24 school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SRI Scores	Between 51% and 63% of students in grades 4-8 are considered Basic to Below Basic in the Scholastic Reading Inventory (SRI).	Between 50% and 71% of students in grades 4-8 are considered Basic to Below Basic in the Scholastic Reading Inventory (SRI)	65% of students in grades 4-8 are considered Basic to Below Basic in the Scholastic Reading Inventory (SRI)	63% of students in grades 4-8 are considered Basic to Below Basic in the Scholastic Reading Inventory (SRI)	The district will experience a 10% increase in students who score at grade level. The target is 40% of all students.
IXL Benchmark assessments	Between 60% - 80% of students in grades 3-8 are below standard in ELA	73% of students in grades 3-8 are below standard in ELA - although only 20% of the students were tested	62% of students in grades 3-8 are below standard in ELA. 80% of our students were tested.	61.5 % of students are below standard in ELA. 49% of students in grade 3 are below standard in ELA. 74% of students in grades 4-8 are below standard in ELA.	The district will experience a 10% increase in students who score at grade level. The target is 40% of all students.
CAASPP Test Results	2018-19 data: ELA - 38% met or exceeded standards	26% met or exceeded standards	29% met or exceeded standards	28.86% met or exceeded standards	40% of students will meet or exceed standards.
Dashboard (ELA)	2018-19 ALL students = 30 pts. below Homeless 55 = pts. below	Dashboard not available this year	2021-2022 (ELA) ALL students= 55.3 points below Homeless= 102.5 points below	2022-2023(ELA) ALL students= 51.6 points below Homeless= 119.3 points below	District students will match the State's level of proficiency in ELA.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SED = 46 pts. below		SED = 66.5 pts. below SWD= 149.1 points below Native American/ AN= 62.5 points below Hispanic=82.6 points below	SED = 67.5pts. below SWD= 184.8 points below Native American/ AN= 61.2points below Hispanic=74.5 points below	Homeless = 25 pts. below or greater. SED = 10 pts. below or greater.
EL Progress Rate (ELPAC)	2019 Data = 66.7%	2021 Data = 0%	2021-2022 Data = 24%	2022-2023 Data = 31.6% Making Progress towards English Language Proficiency	70%
EL Reclassification Rate	14% (3 out of 21 students)	5% (1 out of 22 students)	4% (1 out of 25)	3% (1 out of 31)	20%

Goal Analysis

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

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

All actions were implemented. There were no substantive differences in planned actions and the actual implementation of these actions.
Challenge: Action 1.1 - The SRI data could not be disaggregated by student group.
Success: Action 1.1 was also successful because all students increased from 51% to 63%.

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.

As for 1.1 and 2.1, most of this cost was accidentally paid out of the prior years budget during June when it should have waited to be processed in July. 3.1 we have a counselor on staff instead of paying Remi Vista now. 1.3 and 2.3 Summer school payroll has not been processed yet.

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

Jackson Street School switched from IXL to I-Ready as a learning platform to better meet the diverse academic needs of students. Teachers expressed a need to use a program that was more comprehensive than IXL in the upper grades. All sites implemented targeted intervention time for students. At Jackson Street School a schedule was created to allow for RAM block time for students to receive developmentally appropriate and targeted instruction in reading and math.

I-Ready has Lessons that teach foundational skills such as phonological awareness, high-frequency words, and phonics to help students understand their connection to reading.

Grade 3: ELA grew 14.33% Math grew 14.49% Based on Year to year

Tracking same student data:

Student Data Grade 4: ELA= Students grew .95%

Grade 5: ELA= Students decreased 8.77%

Grade 6: ELA= Students decreased 5.98%

Grade 7: ELA= Students grew 5.2%

Grade 8: ELA= Students grew 6.5%

District: ELA scores grew .31% / Math scores grew 3.38%

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.

One of the main changes to the planned goal, metrics and desired outcomes is the changing of the academic goals to more realistic academic goals. For example, expecting 100% of students to achieve grade level status in three years in unrealistic. Instead, we changed the academic goals to more achievable and realistic ones. The new academic goals are to show a 10% increase in student scores and to close the point gap from distance from standard to align more with the CA state results. Although YUSD students showed growth, the reason for the ineffectiveness in reaching the prior LCAP goal was that the actual goal was problematic and not reachable after following a pandemic. YUSD, with a high number of socio-economically disadvantaged students, was greatly affected by learning loss, and our student population needed changes in our strategies (such as RAM Block time and intervention classes) to mitigate this learning loss. We also added Science to the upcoming LCAP.

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

Goals and Actions

Goal

Goal #	Description
2	All students in grades K-8 will perform at grade level in math by the end of the 2023-24 school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Class/Grade Level Assessments	40% of students in grades 6-8 receive below average grades	56% of 6-8 grade students received below average grades	39% of students in grades 6-8 received below average grades	38.6% of students in grades 6-8 received below average grades	80% of students will receive above average grades.
CAASPP Test Data	2018-19: Math - 29% met or exceeded standards	16% met or exceeded standards	2021-2022 18% of students met or exceeded standards in mathematics 29% of students met or exceeded standards in English Language Arts	2022-2023 21.03% of students met or exceeded standards in mathematics 28.86% of students met or exceeded standards in English Language Arts	50% of students will be at or above grade level.
IXL Benchmark Assessments	83% of 4th grade and 69% of 8th grade are below standard	79% of students in grades 3-8 are below standard in Math - although only 20% of the students were tested	80% of students in grades 3-8 are below standard in Math	56% of students on average in grades 3-8 are below standard in math. 28% of students in Grade 3 are below standard in Math. 84%% of students in grades 4-8 are below standard in Math.	60% of students will be at or above grade level.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard (Math)	2018-19 ALL Students = 40 points below Homeless = 69 pts. below SED = 55.6 pts. below	No Dashboard available this year	2021-22 ALL students=84.8 points below standard Homeless= 128.5 points below standard SED= 94.3 points below standard SWD= 156.9 points below standard Am. Indian/NA= 90.9 points below standard Hispanic= 108.3 points below standard	2022-2023 ALL students= 76.6 points below standard Homeless= 139.6 points below standard SED= 87.5points below standard SWD= 199.9 points below standard Am. Indian/NA= 96.5 points below standard Hispanic= 102 points below standard	ALL students = at level Homeless = 30 pts. below or greater SED - 20 pts. below or greater

Goal Analysis

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

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

All actions were implemented. There were no substantive differences in planned actions and the actual implementation of these actions.

Challenge: All actions were implemented, there were no challenges in implementation.

Success: Action 2.1 (IXL Benchmarks) was successfully implemented to allow for tracking formative assessment data for all students.

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.

2.1-most of this cost was accidentally paid out of the prior years budget during June when it should have waited to be processed in July.

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

Jackson Street School switched from IXL to I-Ready as a learning platform to better meet the diverse academic needs of students. Teachers expressed a need to use a program that was more comprehensive than IXL in the upper grades. All sites implemented targeted intervention time for students. At Jackson Street School a schedule was created to allow for RAM block time for students to receive developmentally appropriate and targeted instruction in reading and math.

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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	Provide a safe learning environment and improve school climate and student achievement by addressing social-emotional needs of ALL students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	<p>For 2019-20, we had 53% of students miss at least 5% of the school year.</p> <p>21% of students missed more than 10% of the school year.</p> <p>4% of students missed more than 20% of the school year.</p>	The chronic absenteeism rate was 30.2% in 20-21.	<p>2021-2022 Student Groups</p> <p>ALL= 62.4%</p> <p>SWD= 75%</p> <p>Hispanic=68.4%</p> <p>Am. Indian/NA= 71.9%</p> <p>Homeless=92.2%</p> <p>Foster 50%</p>	<p>2022-2023 Student Groups</p> <p>ALL= 35.3%</p> <p>SWD= 46.3%</p> <p>Hispanic=68.4%</p> <p>Am. Indian/NA= 40.9%</p> <p>Homeless= 63.8 %</p> <p>Foster 46.2%</p>	<p>25% of students miss 5% of the year</p> <p>10% miss 10% of the year</p> <p>2% miss more than 20%.</p>
Attendance Rate	For 2020-21, our overall attendance rate was 88%.	Attendance rate for 21-22 is 89%	2021-2022 Attendance Rate= 86.24%	<p>2022-2023 Attendance Rate= 82.66%</p> <p>Evergreen- 90.26%</p> <p>Jackson Street School- 90.88%</p> <p>Community Day School-66.84%</p>	Attendance rate to be 97%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Surveys	<p>Parents = 73% of survey respondents felt our schools are safe. 77% positive sense of school connectedness and decision-making</p> <p>Staff: Sense of safety = 90% School connectedness = 90%</p> <p>Students: Sense of safety = 65% School connectedness = 65%</p>	<p>Parents = 81% of survey respondents felt our schools are safe. 64% positive sense of school connectedness and decision-making</p> <p>Staff: Sense of safety = 64% School connectedness = 71%</p> <p>Students: Sense of safety = 83% School connectedness = 31.5 %</p>	<p>Parents = 89% of survey respondents felt our schools are safe. 83% positive sense of school connectedness and decision-making</p> <p>Staff: Sense of safety = 77% School connectedness = 81%</p> <p>Students: Sense of safety = 80% School connectedness = 68%</p>	<p>Spring 2023</p> <p>Parents = 86% of survey respondents felt our schools are safe. 88.6% positive sense of school connectedness and decision-making</p> <p>Staff: Sense of safety = 90% School connectedness = 95%</p> <p>Students: Sense of safety = 73.8% School connectedness = 56.9%</p>	<p>Parents: Sense of safety = 95% School connectedness and decision-making = 90%</p> <p>Staff: Sense of safety = 100% School connectedness = 100%</p> <p>Students: Sense of safety = 95% School connectedness = 95%</p>
Survey Participation	<p>Parents = 35% participation Staff = 90% participation Students = TBD</p>	<p>Parents = 33% participation Staff = 10% participation Students = 35% participation</p>	<p>Parents = 9% participation Staff = 33% participation Students = TBD</p>	<p>Parents = 6% participation Staff = 29% participation Students = 23%</p>	<p>Parents = 80% participation Staff = 100% participation Students = 95% participation</p>
Report Cards	<p>2020-21 data: 33% of 6th grade received at least 1 D</p>	<p>2021-22 data: 31% of 6th grade received at least 1 D</p>	<p>2021-22 data: Students receiving a grade of a D or F 4th grade=4%</p>	<p>2022-2023 data: Students receiving a grade of a D or F 4th grade=12%</p>	<p>Less than 20% of students receive 1 D or F; less than 10 % of</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>or F (26% received 2 or more).</p> <p>49% of 7th grade received at least 1 D or F (34% received 2 or more).</p> <p>40% of 8th grade received at least 1 D or F (34% received 2 or more).</p>	<p>or F (11% received 2 or more).</p> <p>76% of 7th grade received at least 1 D or F (11% received 2 or more).</p> <p>23% of 8th grade received at least 1 D or F (20% received 2 or more).</p>	<p>5th grade=17%</p> <p>6th grade= 29%</p> <p>7th grade=39%</p> <p>8th grade=50%</p>	<p>5th grade=17%</p> <p>6th grade= 30%</p> <p>7th grade=38%</p> <p>8th grade=42%</p>	<p>students receive 2 or more D or F.</p>
Monthly facility inspection reports	All monthly inspection reports reveal "good" in all areas of inspection.	All facilities are in good repair	All monthly inspection reports reveal 'good' in all areas. However bot facilities are considered aging.	All monthly inspection reports reveal 'good' in all areas. However all of the facilities are considered aging.	Continue to rank "good" to "excellent" every month.
Credential List	97% of teachers are fully credentialed and appropriately assigned	97% of teachers are fully credentialed and appropriately assigned - 2 interns	99% of all teachers are fully credentialed and appropriately assigned -2 interns	87% of all teachers are fully credentialed and appropriately assigned. 13% of our teachers are enrolled in CTC accredited internship programs or pending CTC application verification.	100% of teachers will be fully credentialed and appropriately assigned
SARC	100% of students have access to standards aligned instructional materials	100% of students have access to standards aligned instructional materials	100% of students have access to standards aligned instructional materials	100% of students have access to standards aligned instructional materials	100% of students will have access to standards aligned instructional materials
Priority 2 Self-reflection Tool	Professional learning in state standards = 5	Professional learning in state standards = 5	Professional learning in state standards = 5	Professional learning in state standards = 5	Professional learning in state standards = 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Policies/Programs to support staff in Implementation of State Standards rating = 4	Policies/Programs to support staff in Implementation of State Standards rating = 4	Policies/Programs to support staff in Implementation of State Standards rating = 4	Policies/Programs to support staff in Implementation of State Standards rating = 4	Policies/Programs to support staff in Implementation of State Standards rating = 5
Middle School Dropout Rate	Middle School Dropout Rate = 0%	Middle School Dropout Rate = 0%	Middle School Dropout Rate = 0%	Middle School Dropout Rate = 0%	Middle School Dropout Rate = 0%
Priority 7 Self-reflection Tool	All students are provided a broad course of study	All students are provided a broad course of study	All students are provided a broad course of study.	All students are provided a broad course of study.	All students will be provided a broad course of study

Goal Analysis

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

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

All actions were implemented. There were no substantive differences in planned actions and the actual implementation of these actions. 90% of all teachers are fully credentialed and appropriately assigned. 6% of our teachers are enrolled in CTC accredited internship programs or pending CTC application verification.

Challenge: A challenge was employing a counselor at each site, instead one counselor served all three sites.

Success: Action 3.5 allowed tracking for chronically absent students that created a quick response from staff to families.

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.

3.1 we have a counselor on staff instead of paying Remi Vista now.

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

YUSD improved over 27% in the area of Chronic Absenteeism.

JACKSON ST improved over 32% in one year.

The suspension rate increased 1.7% from last year, showing a need for continued support in this area.

The district employed a full-time clinical psychologist to meet the social-emotional needs of students. Evergreen and Jackson Street schools now have Student Support Centers that utilize Restorative Practices, conduct focus groups, and provide one-on-one support for students with behavioral challenges. Each site has an Assistant Principal or an acting Teacher on Special Assignment (TOSA) to support our Student Support Staff and students. The Lea Resource Officer enhances school security by providing a visible and proactive presence on campus.

The Intervention support provided to students is showing positive growth at all sites. Below is a snapshot of one local benchmark assessment out of many tracked.

Evergreen School Statistics show the following:

1st Grade: 100 percent student growth in the Basic Phonic Skills (BPST)

2nd Grade: 100 % Growth BPST

3rd Grade: 100% Growth (BPST)

The Director of Health Services supervises three fulltime nurse aides.

Below are the documented medical encounters to the health offices this year.

The data shows August 23, 2023 - January 30, 2024.

Gold - 263

Evergreen - 803

JSS - 748

Total - 1814 visits so far this year.

That is very much an underestimate! Our actual number is probably at least 20% higher.

Survey Results: Spring 2024

School Connectedness:

Parent: 62.5%

Student: 61%

Staff: 71.2%

Campus Safety:

Parent: 45.4%

Student: 83.3%

Staff: 57%

Level of Academic Instruction:

Parent: 65.6%

Student: 25.2%

Staff: 81%

Opportunities to be part of the school decision making process:

Parent: 39.1%

Student: 51.9%

Staff: 42.9%

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

A description of changes made to the planned goal, metrics, desired outcomes, or actions is as follows. In order to meet the social emotional needs of students, the district employed a full-time clinical psychologist rather than contract these services from an outside agency. The district employed two teachers on special assignments (TOSA) at Evergreen and Gold Street schools. Jackson Street School retained the full-time Assistant Principal position dedicated to that site. In the 2024-25 school year, the support teams will still be in place. One TOSA is hired rather than two. The one TOSA will service students at both Gold and Evergreen and a full-time Assistant Principal will support Jackson Street School. In 2024-25, we will be hiring a full-time Community Schools Coordinator with funding from the Community for Schools Success Program grant. Another change will be a reduction of one intervention teacher at Evergreen School due to budget deficits. Lastly, nursing services will be provided via contract with the Siskiyou County Office of Education. Each site will still have a full-time nurse assistant that will work with SCOE nursing services.

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	Provide professional development for ALL staff in the areas of Trauma Informed Practices, Universal Design for Learning, Restorative Practices and Social-Emotional Well-Being

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
DTS Bully Report	2020-21 Data: 0.3% (3 out of 893 - COVID)	2021-22 Data: 0.2% (2 out of 951)	.5% of students (5/951)	.003% of students (3/889)	3% or less
Suspension rate	2020-21 Suspension Rate: 2.9% (COVID)	21-22 Suspension Rate = 5.6%	2022=3.5% Suspension Rate	2022-2023= 5.2% Suspension Rate	Decrease suspension rate to less than 1%
Academic Achievement/ engagement	2020-21 data: 33% of 6th grade received at least 1 D or F (26% received 2 or more). 49% of 7th grade received at least 1 D or F (34% received 2 or more). 40% of 8th grade received at least 1 D or F (34% received 2 or more).	2021-22 data: 31% of 6th grade received at least 1 D or F (11% received 2 or more). 76% of 7th grade received at least 1 D or F (11% received 2 or more). 23% of 8th grade received at least 1 D or F (20% received 2 or more).	2022 data: 29% of 6th grade received at least 1 D or F 39% of 7th grade received at least 1 D or F 50% of 8th grade received at least 1 D or F Total D's or F's in grades 6-8 = 39%	2022-2023 data: Students receiving a grade of a D or F 6th grade= 30% 7th grade=38% 8th grade=42% Total D's or F's in grades 6-8 = 37%	Less than 20% of students receive 1 D or F; less than 10 % of students receive 2 or more D or F.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate	Expulsion Rate = 0%	Expulsion Rate = 0.2% (2 students)	2021-2022 Expulsion Rate = 0.2% (2 students)	2022-2023Expulsion Rate = 0.1%(1/881 students)	Expulsion Rate = 0%

Goal Analysis

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

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

All actions were implemented. There were no substantive differences in planned actions and the actual implementation of these actions.
 Success: Action 4.1 (collaboration) allowed staff to discuss strategies to reduce bullying.
 Challenge: There were no challenges in implementing the three actions in Goal 4.

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.

4.1-Collaborative meetings were at no 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.

All of the specific actions were effective. Teacher collaboration meetings play a crucial role in fostering a positive and effective educational environment. These meetings provide a platform for educators to share ideas, collaborate on instructional strategies, and work together to enhance student learning outcomes.
 YUSD teachers and staff have actively participated in multitude of professional development offered by SCOE. SCOE has supported our district staff through Differentiated Assistance funds. Every grade level TK-8 are part of the countywide literacy grant. In addition to this, YUSD staff has also participated in math, science and Restorative Practices PD.
 Ongoing staff training to support our students is important.
 Teacher conferences play a crucial role in the overall educational process, contributing to the success and well-being of both students and teachers.

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.

There are no changes to the planned goal, metrics, desired outcomes and actions. However, in 2024-2025, YUSD has been awarded the Community Schools Partnership grant as well as the Career Technical Education materials grant that will greatly enhance our desired outcomes for the following 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.

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yreka Union School District	Lorraine Joling Interim Superintendent	ljoling@yrekausd.net 530-842-1168

Plan Summary [2024-25]

General Information

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

The Yreka Union School District (YUSD) is an elementary school district comprised of four schools with approximately 900 students. Despite being a small rural district, our student body boasts diversity, characterized by a growing population of English learners and a significant representation of Hispanic, Native American, and Alaskan Native demographics. Our Socio-economically Disadvantaged rate is 70.5%, and our unduplicated student count is 73%. The district employs roughly 155 employees, 62 of whom are certificated teachers. YUSD is the largest elementary school district in Siskiyou County and resides in the county seat of Yreka, CA.

Our district maintains four schools. Gold Street School serves transitional kindergarten and kindergarten students. Evergreen School serves first through fourth-grade students. Jackson Street School serves fifth through eighth-grade students. Fifth and sixth-grade students are served in an elementary model consisting of a self-contained class for core instruction and enrichment classes. Sixth-grade students are in a hybrid model comprising departmentalized core classes and one student-selected elective class. Jackson Street School enrichment/elective classes may include Band, Theater Arts, Music, STEM, and Art. Seventh and Eighth-grade students are served in a middle school model with departmentalized and elective classes daily. Three Opportunity classrooms support students with significant academic, attendance, and/or behavioral challenges at all three active sites. Jackson Street School is identified for ATSI due to Homeless student group performing

in the lowest performance (red) level in the suspension indicator. The ATSI plan will be addressed in Jackson Street School's SPSA. The Yreka Community Day School serves students in grades four through eight who have been expelled from the district, are at risk academically and/or behaviorally, and desire an alternative setting. In the 2023-2024 school year, no students in the district met the Community Day School placement criteria. Additionally, three Siskiyou County Office of Education-operated Special Day Classes, one at each active site, provide programs for YUSD students and students from other districts with moderate to severe disabilities.

YUSD is eligible for Differentiated Assistance in 2024 based on the CA School Dashboard Performance Indicators (2022-2023 Data) for the following two student groups:

HOMELESS: English Language Arts and Suspension Rate

AMERICAN INDIAN/NATIVE ALASKAN: Math and Suspension Rate

YUSD has a 73% LCFF unduplicated student count in the 2023-2024 school year. Ethnicity (All Enrolled Students) is below:

08.13% — American Indian or Alaska Native

02.93% — Asian

01.13% — Black or African American

11.63% — Two or More Races

00.23% — Filipino

23.59% — Hispanic or Latino

00.23% — Native Hawaiian or Other Pacific Islander

49.66% — White

The district has 42 English Learners (EL) students, with Spanish as the primary language for most EL students. The district's foster student percentage for the 2022-2023 school year was 2%, and the homeless percentage was 4%.

The YUSD began serving breakfast and lunch to all students at no cost beginning in August 2018 through the state Community Eligibility Program. A full-time licensed clinical psychologist has been employed since 2021. YUSD has also expanded the Health Services Department and created two Student Support Wellness Centers at Jackson Street School and Evergreen School. YUSD has also increased intervention support systems, which provide targeted and developmentally appropriate academic support for our students below grade level assessment scores. The district employs three full-time Intervention teachers.

As participants in a Title VI grant, YUSD is involved in programs or initiatives to promote language learning and cultural exchange and support our students of Native American/Alaskan Native Descent. YUSD boasts a healthy and ongoing relationship with our local Karuk Tribe

While YUSD Community School qualifies as an Equity Multiplier School, the school has 0 students this year and 0 students next year. Therefore, YUSD does not have an Equity Multiplier Goal and will not be spending Equity Multiplier funds. According to the CA Department of Education-Dataquest, our non-stability rate is 91.67%, and 91% are Socio-Economically Disadvantaged for this site in 2022-2023. No students were expelled in the 2023-2024 school year, qualifying them for CDS.

YUSD annually surveys our staff, students, and parent/community members. The surveys indicate a need to improve our community relationships. We actively maintain a strong collaborative partnership with the Siskiyou County Office of Education (SCOE). YUSD is part of a SCOE consortium for the California Community Schools Partnership Implementation Grant application. We are establishing a District Advisory Committee to involve students, parents, teachers, staff, and community partners in providing input for district-level decision-making processes. We aim to strengthen our relationship with the local Karuk Tribe and better meet the needs of our socio-economically disadvantaged students. Additionally, YUSD aims to support our English Learner students and families, a demographic that has historically faced barriers to engagement.

Staff members have participated in the following trainings. This just a partial list and the training is ongoing.

- *Wonders Literacy Training
- *Tech Based Tools for Vocabulary
- *Knowledge Gap book study
- * Literacy Grant Training k-8
- *Science of Reading
- *STEAM Symposium
- * TWIG Science Training
- *4 Pillars of Well-Being
- *SEL Community of Practice
- **Effective Vocabulary Instruction
- *Teaching Math Matters
- *Bridge to Comprehension
- *UTK Learning Modules
- *Rural Math Collaborative
- *Intervention Supports for Special Education
- *CPI Training
- * Restorative Practices
- * English Learner Webinars
- *First Aide Training
- * Child Abuse and Prevention Training (YMCA)

YUSD, Jackson Street School, will support career exploration and career technical education pathways across industry sectors by having a STEM/Career Technical Educator who aligns with and coordinates with the Siskiyou County Strong Workforce consortium plan. In addition, YUSD has been awarded the Community Schools Grant, which will strengthen our student support teams at all sites, support a licensed clinical psychologist/or School Counselor, and a Community Schools Coordinator to improve community/family engagement relationships.

Reflections: Annual Performance

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

By critically examining successes and challenges, YUSD can identify opportunities for improvement and make informed decisions to enhance the impact and effectiveness of our programs. This reflective process can also inform future grant applications and program planning efforts. The data below is from both the CDE Dashboard and local benchmark data from our school sites:

YUSD is eligible for Differentiated Assistance in 2024 based on the CA School Dashboard Performance Indicators (2022-2023 Data) for the following two student groups:

HOMELESS: English Language Arts and Suspension Rate

AMERICAN INDIAN/NATIVE ALASKAN: Math and Suspension Rate

The following demographics are in the RED category on the CA School Dashboard Performance Indicators (2022-2023 Data).

ENGLISH LANGUAGE ARTS:

Homeless

Students with Disabilities

Hispanic

MATH:

Socio-economically Disadvantaged

Students with Disabilities

American Indian/ Alaskan Native

Hispanic

SUSPENSION RATE:

Homeless

American Indian/ Alaskan Native

White

No schools in the district received the lowest performance level on one or more of the state indicators in the 2023 school year.

In addition, the specific student groups mentioned, our districtwide areas of focus include:

- Improving academic achievement in Math and English Language Arts for all students

- Reducing the number of Suspensions
- Reducing the Chronic Absenteeism rate
- Providing ongoing Social-Emotional support to each and every student

The district has 42 English Learners (EL) students, with Spanish as the primary language for most EL students. The district's foster student percentage for the 2022-2023 school year was 2%, and the homeless percentage was 4%.

Chronic Absenteeism Rate: 32.8% (This improved by 27% in one year! It was 62.4% in 2021-2022). CAASPP Data below is year-to-year comparison data (2021/22-2022/23).

English Language Arts:

District: 28.66% (Increased .31%)
 Grade 3: 34.73% (Improved 14.33%)
 Grade 4: 21.35% (Decreased 50.72%)
 Grade 5: 34.61% (Increased 5.81%)
 Grade 6: 26.73% (Increased 3.81%)
 Grade 7: 30.91% (Increased 21.23%)
 Grade 8: 26.14% (Increased 4.56%)

Math:

Districtwide: 21.06% (Improved by 3.38%)
 Grade 3: 40% (Improved 64%)
 Grade 4: 18.19% (Decreased 28.99%))
 Grade 5: 15.38% (Increased 43.13%)
 Grade 6: 11.00%(Decreased 12%)
 Grade 7: 21.82% (Increase 52.82%)
 Grade 8: 19.32% (Increased .67%)

Science:

Districtwide: 29.52% (Improved by 7.99%)
 Grade 5: 32.05% (Increased 15.07%)
 Grade 8: 27.72% (Decreased 1.5 %)

We are proud that we have continued to support at-risk students, continue to use the components of the SIP and MTSS grants, and maintain staffing in Food Services, maintenance/Operations, and paraprofessional capacity. The district continues to show its commitment to keeping class sizes small. We have continued to provide after-school services to meet the needs of our low-income and foster youth students. Our Saturday School has teachers providing credit and attendance recovery for students.

Reflections: Technical Assistance

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

Yreka Union Elementary School District was identified and eligible for Differentiated Assistance (DA) on the 2023 Fall California Dashboard for the following:

The following demographics are in the RED category on the CA School Dashboard Performance Indicators (2022-2023 Data).

ENGLISH LANGUAGE ARTS:

Homeless

Students with Disabilities

Hispanic

MATH:

Socio-economically Disadvantaged

Students with Disabilities

American Indian/ Alaskan Native

Hispanic

SUSPENSION RATE:

Homeless

American Indian/ Alaskan Native

White

YUSD will work with the Siskiyou County Office of Education on strategies to improve student success in the student groups outlined above. This Continuous Improvement and District Support Team and the Educational Services Team prepare a variety of group and individual district meetings to assist districts as they work to address the indicators that lead to Differential Assistance identification. SCOE will provide a range of continuing support, including professional development, data analysis, improvement planning, and support for implementing strategies and interventions. In the 2023-2024 year, YUSD staff, namely teachers, participated in extensive offerings of SCOE Professional Development.

Differentiated support for schools is an educational strategy authorities utilize to deliver focused aid and interventions to schools requiring extra assistance in enhancing student performance. This approach acknowledges the diverse needs and hurdles faced by schools. The goal of differentiated support is to customize resources and assistance to cater to the specific requirements of each school, considering factors such as student demographics, academic achievements, and other indicators of school quality.

Identification of Schools: Education authorities employ various metrics, including academic performance data, growth indicators, graduation rates, and other benchmarks, to pinpoint schools needing additional support.

Needs Assessment: Upon identification, schools undergo a thorough evaluation to identify the underlying causes of their challenges and areas for improvement.

Development of Improvement Plans: Using the findings from the needs assessment, each school devises a tailored improvement plan outlining specific objectives, strategies, and actions to address their identified needs and enhance student outcomes.

Allocation of Resources and Assistance: Education authorities allocate resources and offer targeted assistance.

Monitoring and Evaluation: Education authorities closely monitor the progress of schools receiving differentiated support.

Adjustments and Refinement: Based on ongoing monitoring and evaluation, adjustments may be made to school support and interventions as necessary.

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.

None of YUSD schools are identified as eligible 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.

NA

Monitoring and Evaluating Effectiveness

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

NA

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
Students	Students participate in district surveys annually and the Healthy Kids Survey every three years. In addition, students at JSS take part in student focus groups to discuss school issues and student engagement. Students are also encouraged to participate in several of our community meetings offered throughout the year, such as our Town Hall Meetings and Community Engagement meetings. The dates of these meetings are as follows: January 17, 2024, April 25, 2024, and May 2, 2024.
Parents	Parents participate in district surveys annually. In addition, parents at JSS take part in Site Council Meetings groups to discuss school issues, LCAP, school programs, student achievement, and engagement plans. Parents are also encouraged to participate in several community meetings offered throughout the year, such as our Town Hall Meetings and Community Engagement meetings. These meeting dates are as follows: January 17, 2024, April 25, 2024, and May 2, 2024. Parents are also encouraged to attend monthly board meetings and participate actively in our Parent Teacher Organization (PTO). Several after-hours school events promote active parent involvement, such as our TK and K Round ups, Meet and Greet, Back to School Night, Drop off with Donuts, Intervention Nights, and Open House Night.
Teachers	Teachers meet monthly during our District Collaboration time to discuss and provide feedback specifically on the LCAP. YUSD provides a minimum day every Wednesday so that teachers can meet

Educational Partner(s)	Process for Engagement
	<p>to discuss student data, lesson planning and best instructional practices. Student engagement, lowering the suspension rate and reducing Chronic Absenteeism are discussion points. Teachers are also encouraged to take part in the Town Hall/ Community Engagement Meetings as well as the Site Council and PTO meetings. The dates are as follows;</p> <p>Site Council Dates September 14, 2023 November 9, 2023 January 11, 2024 March 14, 2024 May 9, 2024</p> <p>LCAP meeting April 25, 2024 May 2, 2024</p> <p>District Collaboration August 30, 2024 October 4, 2023 December 6, 2024 January 10, 2024 February 7, 2024 March 6, 2024 May 1, 2024</p> <p>Town Hall January 17, 2024</p>
Community Members (DAC)	<p>A partnership with the community promotes a positive school culture. Some of the Community Groups that are actively involved with our schools are; the Karuk Tribe, Siskiyou Family YMCA, First Five-Children and Family Commission, Rescue Ranch, Community Resource Center, Siskiyou County Probation, Children's First Foster</p>

Educational Partner(s)	Process for Engagement
	<p>Agency, Youth Empowerment Siskiyou, Elks Lodge, City of Yreka, Delta Kappa Gamma, Yreka Masons and many more. In addition, community members are encouraged to take part in Site Council Meetings groups to discuss school issues, LCAP, school programs, student achievement, and engagement plans. Community Members are also encouraged to participate in several community meetings offered throughout the year, such as our Town Hall Meetings and Community Engagement meetings. These meeting dates are as follows: January 17, 2024, April 25, 2024, and May 2, 2024. Parents are also encouraged to attend monthly board meetings and participate actively in our Parent Teacher Organization (PTO). Several after-hours school events promote active parent involvement, such as our TK and K Round ups, Meet and Greets, Back to School Night, Drop off with Donuts, Intervention Nights, and Open House Night.</p>
Bargaining Units	<p>Yreka Elementary Faculty Association (YEFA)- Certificated Staff and California School Employees Association (CSEA)- Classified Staff are the two bargaining units for YUSD. Both bargaining unit members are also encouraged to take part in the Town Hall/ Community Engagement Meetings as well as the Site Council and PTO meetings. The dates are as follows;</p> <p>Site Council Dates September 14, 2023 November 9, 2023 January 11, 2024 March 14, 2024 May 9, 2024</p> <p>LCAP meeting April 25, 2024 May 2, 2024</p> <p>District Collaboration August 30, 2024 October 4, 2023</p>

Educational Partner(s)	Process for Engagement
	December 6, 2024 January 10, 2024 February 7, 2024 March 6, 2024 May 1, 2024 Town Hall January 17, 2024
Principals	Monthly Site Council and staff meetings that allow input to the LCAP
Administrators	District Advisory Committee meetings, DELAC meetings, Title VI meetings, and Educational Partner forums held twice a year to inform the LCAP./
Other school personnel (classified staff)	Other school personnel are invited to participate are LCAP meetings and all staff meetings held at least two times a year to inform the LCAP.
SELPA	SELPA was consulted to inform the LCAP in March 2024.

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

The adopted Local Control and Accountability Plan (LCAP) incorporates substantial input from diverse educational partners, including parents, students, teachers, staff, and community members. Their feedback has been crucial in shaping the LCAP's goals, actions, and services. Below is a detailed explanation of how their input influenced the adopted plan:

Seeking Educational Partners' input is an ongoing process in our district. The district is committed to continuing to develop ways to increase our involvement with educational partners and create a platform for our academic partners to provide their input. In essence, the process strives to guarantee that the LCAP is crafted through collaborative efforts, drawing on input from a broad spectrum of educational partners, such as educators, administrators, guardians, learners, and additional school staff, to foster student achievement and address the requirements of the local educational sphere. Site administrators hold monthly Site Council meetings and Staff Meetings, which include teachers and classified staff, throughout the school year. Both bargaining units were consulted in March, April, and May. Our Board of Trustees is informed and provides input on the LCAP process. The district admin team regularly discusses LCAP priorities and goals at our Administrative meetings held throughout the Summer and Fall of 2023 and into the Spring of 2024. Monthly districtwide collaboration meetings focus on student success and areas of need by collecting and reviewing student data. The weekly schedule has an embedded PLC time as a minimum day so teachers can meet weekly and focus on LCAP goals. LCAP Goals were created with this collaborative input.

Also, the Superintendent holds town hall/Community Engagement and District Advisory committees. This year, SCOE facilitated the two evening meetings so that all Educational Partners had a voice in writing the LCAP Goals and actions. The District Advisory Committee comprises administrators, certificated and classified staff employees, and parents/guardians of marginal demographic groups such as our Foster, Students with Disabilities, and English Learner sub-groups. At our bi-monthly Title VI Native American meetings, the LCAP is discussed and reviewed. The Siskiyou County Office of Education holds regular Superintendent meetings to discuss issues involving the LCAP and funding. They also hold LCAP workshops for training purposes. The district holds regularly scheduled SELPA meetings during the last Friday of every month. In 2023, YUSD passed the State Audit of our Special Education program. Most of the district's direct input was provided via surveys. The district surveys gather input from students, parents, and other educational partners annually. YUSD has been awarded the Community Schools Partnership Program Grant. Community school strategies can be an effective approach to mitigate the academic and social impacts of emergencies that affect local communities, improve school responsiveness to student and family needs, and to organize school and community resources to address barriers to learning. Community schools often include four evidence-informed programmatic features, which are aligned and integrated into high-quality, rigorous teaching and learning practices and environments:

Integrated support services;
Family and community engagement;
Collaborative leadership and practices for educators and administrators; and
Extended learning time and opportunities.

LCAP Notice of Public Hearing: June 7, 2024
Publication Date: June 13, 2024

Public hearing date: June 18, 2024
Board adoption date: June 25, 2024

Much of the feedback provided by our LCAP Committee focused on the need for more community engagement/parental feedback, improving academics, strengthening our Tier 1 (general education pedagogy, and continuing student support and positive discipline strategies. Based on survey results, there is a large emphasis on small class sizes, technology, and counseling services. Overall, our educational partners believe we have clean and safe schools for our students, and the district does an excellent job of informing educational partners of pertinent information. Following is the data obtained from our surveys:

Parents:

- -81--% of survey respondents felt our schools are safe.
- --64-% positive sense of school connectedness and decision-making

Staff:

Sense of safety = --64--- %

School connectedness = --71---%

Students:

Sense of safety = --83---%

School connectedness = ---31.5--%

Parents = ---39--% survey participation

Staff = --10---% survey participation

Students = --35---% survey participation

Educational partners' input narrowed the focus of the LCAP to identifying and closing the learning gap(s) created by the pandemic. Educational partners' input from all viewpoints stresses the importance of keeping class sizes small, focusing on continued academic growth, and providing social-emotional support for our students (Goals 1,2 and 3). Most of our parent, staff, and student surveys indicate that we provide safe school environments. Additionally, most parents and staff feel they can supply input regarding decision-making opportunities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Pupil Outcomes—All students will receive high-quality instruction to progress toward meeting/exceeding academic standards in English Language Arts and Math.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

<p>This goal was developed in response to the needs identified through data analysis and input from educational partners. ELA and Math serve as foundational pillars in a student's academic journey, providing essential skills and critical thinking abilities necessary for success in various fields. By setting specific goals in these areas, the LEA aims to address the diverse learning needs of students, foster a culture of academic excellence, and equip learners with the skills required for higher education and the workforce. The California School Dashboard (Dashboard) data analysis indicated a clear need to continue supporting English Language Arts (ELA) and Math. For example, 71.5% of all students in grades 3–8 did not meet the grade level standard in ELA. 28.5% of students met the grade level standard in ELA. Although YUSD students increased by 3.1 points from the distance from the standard from the previous year, they still are 51.6 points below the standard in ELA. This need is echoed in local benchmark assessments as well. Percentage analysis from CAASPP scores of student groups who did not meet grade-level standards in ELA are as follows:</p> <p>All Students- 71.5% Homeless- 75% Students with Disabilities-100% American Indian/Native American- 80.35% English Learners- 94.45%</p> <p>The analysis of California School Dashboard (Dashboard) data indicated a clear need to continue supporting the academic area of Math. For example, 79.68% of all grades 3–8 students did not meet the grade level standard in math. 20.32% of students met the grade level standard in Math. Although YUSD students increased by 7.5 points, the distance from the standard from the previous year is still 76.6 points below the standard. This need is echoed in local benchmark assessments as well. Percentage analysis from CAASPP scores of student groups who did not meet grade-level standards in Math are as follows:</p> <p>All Students- 79.68% Homeless- 72.72% Students with Disabilities-95.92%</p>
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American Indian/Native American- 83.93%
English Learners- 94.44%

During the LCAP development process, educational partners identified the need for ongoing instructional support for ELA and Math. YUSD will continue a partnership with the Siskiyou County Office of Education (SCOE) regarding staff professional development and participating in Literacy and Math Grant partnerships that SCOE offers when available. Increased collaboration time for teachers, assistance to low-income and English learner families in understanding the online tools and student management system so that they can better support their student(s) at home, Expanded Learning Opportunities for all students (low-income students, English learners, homeless and foster youth), Access to both online and physical reading and math materials (workbooks and textbooks) for to be used at home, Intervention teachers to provide targeted support, paraprofessional support and collaboration with community agencies are just a few of our many support systems. The district plans to improve ELA and Math performance with our English Learner demographic by having a Designated ELD teacher/staff member to provide support to these students and families. Continued collaboration with families to promote the importance of ELA and Mathematics education will provide resources for at-home support, and facilitate partnerships for extended learning opportunities. The Yreka Union School District ELD Teacher is responsible for ensuring student achievement and learning by delivering appropriate and effective instruction to all assigned students and by providing students with the support and guidance they need to succeed. Implementing the actions below and measuring progress using the identified metrics will support _____ School District in achieving the goal.

Notes: The terms “low-income students” and “socioeconomically disadvantaged students” refer to the same group of students. Low-income students are referred to as Socioeconomically Disadvantaged students within the Dashboard. Unless otherwise noted, baseline data is from the 2024–25 School Year. Implementing the actions below and measuring progress using the identified metrics will support Yreka Union School District in achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	School-based Reading Assessment Program (Local Data) - % of students below and % achieving grade level standards Priority 8	2023-2024 Lexile Reading Scores 2nd grade 50% below grade level			The district target is a 10% increase in the scores of students reaching grade-level standards. Grades	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Local Benchmark Data- End of year 2024	<p>50% grade level or above 23% approaching grade level</p> <p>3rd grade 54% below grade level 46% Grade level or above 25% approaching grade level</p> <p>4th grade 53% below grade level 47% grade level or above 26% approaching grade level</p> <p>5th grade 63% below grade level 37% Grade level or above 35% approaching grade level</p> <p>6th grade 59% below grade level 42% grade level or above 29% approaching grade level</p> <p>7th grade 63% below grade level</p>			5 and 7 are the grades with the highest need for improvement.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>37% Grade level or above 35% approaching grade level</p> <p>8th grade 48% below grade level 51% grade level or above 21% approaching grade level</p> <p>Disaggregated Data per student groups will be available in the upcoming 2024-27 school years. In 2023, the program was not disaggregated.</p> <p>All Students- ...% Homeless- Students with Disabilities- American Indian/Native American- English Learners- SED-</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	ELA Diagnostic Assessment Program/Learning Platform/Benchmark- % of students below and % achieving grade level standards Priority 8	<p>2023-2024 ELA Diagnostic</p> <p>2nd grade (BPST) 12% below grade level 88% Grade level or above</p> <p>3rd grade (BPST) .06% below grade level 99% grade level or above</p> <p>4th grade 61% below grade level 39% grade level or above 49% approaching grade level</p> <p>5th grade 71% below grade level 29% Grade level or above 30% approaching grade level</p> <p>6th grade 68% below grade level 33% grade level or above 29% approaching grade level</p>			The district target is a 10% increase in the scores of students reaching grade-level standards. Grades 5 and 8 are the grades with the highest need for improvement.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>7th grade 68% below grade level 32% Grade level or above 32% approaching grade level</p> <p>8th grade 71% below grade level 30% grade level or above 19% approaching grade level</p> <p>Disaggregated Data per student groups will be available in the upcoming 2024-27 school years. In 2023, the program was not disaggregated.</p> <p>Below Grade Level: All Students- 67% Homeless- % Students with Disabilities-% American Indian/Native American- % English Learners- % SED=</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	CAASPP Test Results in ELA and Math (Grades 3-8)- % of students below and % achieving grade level standards Priority 4A	<p>2022- 2023</p> <p>28.5% of students achieved the grade level standard in ELA.</p> <p>Students scoring below grade level are as follows.</p> <p>District - English Language Arts: All Students- 71.5% Homeless- 75% Students with Disabilities-100% American Indian/Native American- 80.35% English Learners- 94.45% SED- 88%</p> <p>Jackson Street - All students - 72% Students with Disabilities - 100% Hispanic - 83%</p> <p>20.32% of students achieved the grade level standard in Math.</p> <p>Students scoring below grade level are as follows. District -</p>			The district target is a 10% increase in the scores of students reaching grade-level standards.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Math:</p> <p>All Students- 79.68%</p> <p>Homeless- 72.72%</p> <p>Students with Disabilities-95.92%</p> <p>American Indian/Native American- 83.93%</p> <p>English Learners- 94.44%</p> <p>SED - 84%</p> <p>Jackson Street -</p> <p>All - 83%</p> <p>SED - 89%</p> <p>Students with Disabilities - 95%</p> <p>American Indian - 86%</p> <p>Hispanic - 94%</p>				
1.4	Dashboard Data in ELA and Math - Distance from Standard Priority 4A	<p>2022-2023 Points from Standard:</p> <p>ELA:</p> <p>All Students- 71.5</p> <p>Homeless- 119.3</p> <p>Students with Disabilities-184.8</p> <p>American Indian/Native American- 61.2</p> <p>English Learners- 94</p> <p>SED - 67.5</p> <p>Jackson Street -</p> <p>All students - 53.6</p> <p>Students with Disabilities - 162.2</p>			The district target is a 10% decrease in Points from Standard for all groups respectively.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Hispanic -77.6</p> <p>Math: All Students- 79.68 Homeless- 72.72 Students with Disabilities-95.92 American Indian/Native American- 83.93 English Learners- 94.44 SED- 87.5</p> <p>Jackson Street - All - 89.4 SED - 101.6 Students with Disabilities - 189.6 American Indian - 99.1 Hispanic - 119.8</p>				
1.5	EL Progress Rate (ELPAC) - % of students making progress Priority 4E	2022-23 31.6% making progress towards English language proficiency			The district target is a 3% increase in the scores of students reaching grade-level standards.	
1.6	EL Reclassification Rate Priority 4F	2022-23 8/38 = 21%			The district target is a 3% increase in the scores of students reaching grade-level standards.	
1.7	CAASPP Test Results in Science (Grades 5 and	2022-23			The district target is a 10% increase	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	8)- % of students achieving grade level standards Priority 4A	<p>% of students met or exceeded grade level standards.</p> <p>Districtwide -29.52% Grade 8- 27.27% Grade 5- 32.05%</p> <p>Students meeting standards:</p> <p>All Students- 29.25% Homeless-NA Students with Disabilities-16.67% American Indian/Native American- 30.44% English Learners- NA SED-24.10%</p>			in the scores of students reaching grade-level standards.	
1.8	Math Diagnostic Assessment Program/Learning Platform/Benchmark- % of students below and % achieving grade level standards Data Source: 2023-24 Priority 8	<p>Math 2023-2024</p> <p>2nd grade 38% below grade level 62% grade level or above</p> <p>3rd grade 29% below grade level 71% Grade level or above</p> <p>4th grade 52% below grade level</p>			The district target is a 10% increase in the scores of students reaching grade-level standards. Grades 5 and 8 are the grades with the highest need for improvement.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>48% grade level or above 40% approaching grade level</p> <p>5th grade 82% below grade level 18% Grade level or above 43% approaching grade level</p> <p>6th grade 68% below grade level 31% grade level or above 32% approaching grade level</p> <p>7th grade 77% below grade level 23% Grade level or above 34% approaching grade level</p> <p>8th grade 83% below grade level 18% grade level or above 29% approaching grade level</p> <p>Disaggregated Data per student groups will</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		be available in the upcoming 2024-27 school years. In 2023, the program was not disaggregated. All Students- 71%				

Goal Analysis [2023-24]

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	ELA Benchmark Assessments	<p>While we track all students' academic progress, YUSD will specifically target our low-performing student groups, specifically the lowest performing student groups as follows:</p> <p>District - ELA: Homeless and Students with Disabilities Math: American Indian and Students with Disabilities</p> <p>Jackson Street School: ELA: Students with Disabilities and Hispanic Math: Socioeconomically Disadvantaged, Students with Disabilities, American Indian, Hispanic</p> <p>Beginning in the 2024-25 school year, the student data will be disaggregated to track specific student groups better. Metrics 1.1 and 1.2. This action addresses work underway as part of technical assistance.</p> <p>01-0000-0-5800-1150-1000-002-10001: \$11,533 01-0000-0-5800-1150-1000-004-10001: \$37,824</p>	\$49,357.00	No
1.2	Small Class Size	<p>Keep class ratio less than 25 students per classroom in TK-3. Metrics 1.2 and 1.8</p> <p>01-0053-0-1100-1150-1000-002-10002: \$131,882.23 01-0053-0-1100-1150-1000-004-10002: \$128,804.10 01-1400-0-1100-1150-1000-002-10002: \$361,198.50 01-1400-0-1100-1150-1000-003-10002: \$157,343.00 01-0000-0-1100-1150-1000-004-10002: \$871,292.00 01-1400-0-1100-1150-1000-004-10002: \$340,440.00 Benefits: \$748,653.01 Total: \$2,668,482.51</p>	\$2,668,482.51	Yes
1.3	Intervention Opportunities	Provide intervention during and after school- Summer School and Extra duty stipends for teachers tutoring after school hours.	\$280,973.00	No

Action #	Title	Description	Total Funds	Contributing
		Summer School & Jumpstart Summer School: \$244,194.00 (Resource code 3228 with local code 10003 \$107,345.00, Resource code 2600 with local 10003: \$136,850.00) Extra duty stipends for tutoring: \$36,779.00 (01-0000-0-1100-1150-1000-000-10003) Metrics 1.2, 1.3, and 1.8		
1.4	Intervention Teachers	<p>Provide 1.0 FTE to focus on intervention services and supplement existing interventions at each site.</p> <p>01-1400-0-1100-1150-1000-002-10004: \$128,873.00 (LCFF)</p> <p>01-0000-0-1100-1150-1000-004-10004: \$145,100.00 (LCFF)</p> <p>Provide 1.0 FTE at each site to assist with academic intervention and social-emotional support.</p> <p>50%: 01-3010-0-1100-1150-1000-004-10004: \$71,259.00 (Federal Funds) 50%: 01-5810-0-1100-1150-1000-004-10004: \$71,259.00 (Federal Funds)</p> <p>50%: 01-3010-0-1100-1150-1000-002-10004: \$72,518.00 (Federal Funds) 50%: 01-7210-0-1100-1150-1000-002-10004: \$72,518.00 (Other State Funds) Metrics 1.1, 1.2, 1.3, and 1.8</p>	\$561,527.00	No
1.5	Paraprofessional Support	<p>Paraprofessional support provided to all grade levels TK-8</p> <p>01-0000-0-2100-1150-1000-002-10005: \$27,320.00 + benefits \$19,490.00 (LCFF)</p>	\$533,185.00	No

Action #	Title	Description	Total Funds	Contributing
		01-3010-0-2100-1150-1000-002-10005: \$66,503.00 + benefits \$24,463.00 (Federal Funds) 01-3010-0-2100-1150-1000-003-10005: \$26,607.00 + benefits \$21,102.00 (Federal Funds) 01-0000-0-2100-1150-1000-004-10005: \$31,359.00 + benefits \$11,537.00 (LCFF) 01-3010-0-2100-1150-1000-004-10005: \$212,584.00 + benefits \$92,219.00 (Federal Funds) Total: \$364,373.00 + Total Benefits: \$168,811.00= \$533,184.00 Total LCFF: \$89,706.00 Total Federal Funds: \$443,479.00 Metrics 1.1, 1.2, 1.3,1.7, and 1.8		
1.6	Collaboration Meetings	Provide monthly minimum days and collaboration time. Metrics 1.3, 1.7, and 1.4	\$0.00	No
1.7	Collaborate with Siskiyou County Office of Education	YUSD will collaborate with the Siskiyou County Office of Education in providing high-quality teacher and staff trainings and professional development to support all of our student groups. Metrics 1.1, 1.2, 1.3, 1.4, 1.7, and 1.8	\$0.00	No
1.8	Designated English Language Development Teacher	YUSD hired a full-time Designated English Language Development Teacher	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Engagement -Yreka Union School District will promote and increase student, family, and community engagement. YUSD will promote student engagement in all of our classrooms in order to decrease Suspension and Chronic Absenteeism rates. Improving family and community engagement is fundamental to creating a supportive, effective, and inclusive educational environment that benefits students, families, educators, and the broader community.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

<p>YUSD has developed this goal to strengthen the relationship between the school district and families, as well as the broader community, to support student achievement and well-being. According to our annual surveys, there is a need to improve upon school connectedness with parents and students alike. Also, the surveys indicate that we need to improve upon our students sense of belonging in their schools. In order to promote family and community engagement, YUSD discussed LCAP Goals during several meetings throughout the year. Our annual parent surveys indicate that parents feel they do not have enough input into the decision making processes of the district. Below are some of the meeting dates on which educational partners provided input in the prior year. Our goal is to provide more opportunities in which we can collectively improve not only school climate but pupil and student engagement. Implementing the actions below and measuring progress using the identified metrics will support Yreka Union School District in achieving the goal.</p> <p>The results of the surveys are in the metrics below.</p> <p>Site Council Dates September 14, 2023 November 9, 2023 January 11, 2024 March 14, 2024 May 9, 2024</p> <p>LCAP Evening Community Input meetings April 25, 2024 May 2, 2024</p>

District Collaboration
 August 30, 2024
 October 4, 2023
 December 6, 2024
 January 10, 2024
 February 7, 2024
 March 6, 2024
 May 1, 2024

Town Hall
 January 17, 2024

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism (%) Priority 5B	Chronic Absenteeism rate is 35.3% in the yellow. We improved 27.2% from prior year. The state rate is 24.3% Source: CA Dashboard 2022-2023			Improve our Chronic Absenteeism rate 10%	
2.2	Attendance Rates (%) Priority 5A	Attendance Rates YUSD District Attendance: 90.73% Independent Study Program: 90.73% Jackson Street School: 90.88% Evergreen School: 90.26% Gold Street School: NA Source: Aeries 2022-2023			As of the most recent data, the average school attendance rate in California typically hovers around 95% to 96%. YUSD has a goal to Improve our Attendance rates to 95%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Surveys (%) Priority 6C	<p>Survey Results: Spring 2024</p> <p>School Connectedness: Parent: 62.5% Student: 61% Staff: 71.2%</p> <p>Campus Safety: Parent: 45.4% Student: 83.3% Staff: 57%</p> <p>Level of Academic Instruction: Parent: 65.6% Student: 25.2% Staff: 81%</p> <p>Opportunities to be part of the school decision making process: Parent: 39.1% Student: 51.9% Staff: 42.9%</p>			YUSD would like to improve satisfaction rates in these areas from all surveyed groups. The goal will be to increase satisfaction rates 10% in each category.	
2.4	Expulsion Rate (%) Priority 6B	<p>Expulsion Rates</p> <p>YUSD District : 0.1%</p> <p>Jackson Street School: 0.2%</p> <p>Evergreen School: NA</p> <p>Statewide: 0.1%</p> <p>County: 0.3%</p> <p>Source: DataQuest 2022-2023</p>			YUSD strives to have an expulsion rate that is 0% or does not exceed the state average.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	MTIS Behavior Support (number)	Discipline/Assertive Discipline: Source: Aeries 2022-23 Incidences YUSD: 1,422/89 Jacksons Street School: 1,402/89 Evergreen School: 20/0 (More documentation in Aeries is needed) Gold Street School: NA			YUSD strives to improve Discipline/Assertiv e Discipline rates by 10%	
2.6	DTS Bully Rate (number)	2 Reported Incidents in 2022-2023 Source: Document Tracking Services			YUSD strives to maintain a low level of DTS Bullying Rates reported. The goal is to have a reported Bullying Rate of less than 10%.	
2.7	Suspension Rate (%) Priority 6A	2022-23 Suspension Rates YUSD Suspension rate: 5.2% CA State: 3.5% District: All students: 5.2% Homeless: 9.8% American Indian: 10.8% White: 4.7% Jackson Street: All students: 9.7%			YUSD strives to improve Suspension rates. The goal is to have a Suspension rate that is equal to or less than the state average which is 3.5% for all student groups.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 12.8% American Indian: 16.4% White: 9.1%				
2.8	Middle School Dropout rate (%) Priority 5					

Goal Analysis [2023-24]

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Continue employment of 1 counselor	<p>Clinical counselor to provide services, education, and assistance district-wide for mental health-related issues while working within the community schools grant.</p> <p>01-6332-0-1200-1150-3140-000-20001: \$143,847.00</p> <p>(Salary: \$106,587.00 x Benefits: \$37,260.86)</p> <p>Metrics 2.1, 2.2, 2.4, 2.5, 2.6, and 2.7</p>	\$143,847.00	No
2.2	Student Support at each Site	<p>YUSD will have Student Support teams at each site. YUSD strives to reduce the suspension rates, specifically with our Homeless and our American Indian/Native Alaskan population. Student support teams are beneficial for schools for several reasons, as they play a crucial role in promoting academic success, emotional well-being, and overall student development. District student groups addressed: Homeless, American Indian, White; Jackson Street School student groups addressed: Homeless, American Indian, White. This action is part of Technical Assistance (DA) work.</p> <p>Here are some key benefits:</p> <p>Addressing Disparities: Support teams work to ensure all students, regardless of background or circumstance, have access to the resources and support they need to succeed.</p> <p>Inclusive Practices: They promote inclusive practices that cater to the needs of all students, including those with disabilities or from underserved communities.</p> <p>Overall, student support teams are integral to creating a nurturing, supportive, and effective educational environment. Their work helps to ensure that all students can thrive academically, socially, and emotionally.</p> <p>YUSD will implement Positive Behavior Supports for students. Providing students with Positive Behavior Supports as well as the actions mentioned above will specifically support the district's goals for reducing the suspension rate.</p>	\$232,678.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>01-6332-0-1100-1150-1000-002-20002 \$93,868.30 (benefits included) (CA Community Schools Partnership Program (CCSPP))</p> <p>01-7085-0-1100-1150-1000-002-20002 \$21,661.92 (benefits included) (California Learning Communities for School Success Program (LCSSP))</p> <p>01-6332-0-2100-1150-1000-002-20002 \$15,697.71 + benefits \$12,341.88 (CA Community Schools Partnership Program (CCSPP))</p> <p>01-6332-0-2100-1150-1000-002-20002 \$16,808.49 + benefits \$6,183.84 (CA Community Schools Partnership Program (CCSPP))</p> <p>01-6332-0-2100-1150-1000-004-20002 \$26,162.85 + benefits \$17,875.31 (CA Community Schools Partnership Program (CCSPP))</p> <p>01-7085-0-2100-1150-1000-004-20002 \$13,081.43 + benefits \$8,937.66 (California Learning Communities for School Success Program (LCSSP))</p> <p>Total for CA Community Schools Partnership Program (CCSPP): \$193,938.38</p> <p>Total for California Learning Communities for School Success Program (LCSSP): \$43,681.01</p> <p>Metrics 2.1, 2.2, 2.4, 2.5, 2.6, and 2.7</p>		
2.3	Parent Participation and Engagement	<p>YUSD will continue to improve upon the connectivity and engagement of parents with the school. Increase parent and community involvement in the educational process to support student success and foster a collaborative school environment.</p> <p>The goal is:</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Increased parent participation in LCAP development and school decision-making. Enhanced communication and stronger relationships between families and school staff. Improved support for student learning at home and at school. Greater sense of community and collaboration within the school environment.</p> <p>Actions and Services:</p> <p>Encourage Site Council Meeting attendance:</p> <p>Action: Discuss school issues and topics such as understanding the LCAP process, supporting student learning at home, and navigating school resources. Action: Implement a consistent communication plan to keep parents informed about LCAP goals, progress, and opportunities for involvement. Service: Utilize newsletters, social media, school websites, and parent-teacher meetings to disseminate information. Measure: Frequency and reach of communications, with parent feedback indicating satisfaction with the level and clarity of the information supplied. Feedback Surveys</p> <p>Family Engagement Events:</p> <p>Action: Organize family engagement events such as open houses, cultural nights, and student showcases to build community and foster relationships between families and school staff. Hiring a Community Schools Coordinator through the Community Schools Grant will encourage family and community engagement. YUSD will promote greater community and collaboration within the school environment. Service: Coordinate events highlighting student achievements and providing parents opportunities to interact with teachers and administrators. YUSD will create and promote volunteer opportunities for parents to get involved in school activities, classrooms, and events.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Measure: Attendance and participation rates at events, with surveys reflecting positive experiences and strengthened school-family connections.</p> <p>Parent Feedback Surveys:</p> <p>Performance Metrics:</p> <p>The goal is to have an overall improvement in parent and community involvement metrics compared to previous years.</p> <p>Metrics: All Metrics 2.3</p>		
2.4	Monitor Attendance Rates and Chronically Absent Students	<p>Hold monthly attendance meetings to identify chronically absent students, provide support, and refer to outside agencies for support. Discuss student attendance and Chronically Absent students during attendance meetings as well as the monthly Multi-disciplinary Team Meetings (MDT). Participate actively in the SARB process with students, parents/guardians, SCOE and the probation department. Monthly MDT meetings will also address students that are suspended and discuss ways to mitigate the suspension rate with all students but namely our Homeless and Native American/Alaskan Native populations.</p> <p>01-0000-0-5800-0000-7200-000-20004: \$18,712.30</p> <p>Metrics 2.1 and 2.2</p>	\$18,712.00	No
2.5	Community Schools Partnership Program	<p>To promote engagement and bring down the DTS bullying rate, YUSD will partner with the California Community Schools Partnership Program (CCSPP). The CCSPP supports schools' efforts to partner with community agencies and local government to align community resources to improve student outcomes. These partnerships provide an integrated focus on academics, health and social services, youth and community development,</p>	\$115,730.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>and community engagement. Bullying has been a topic of concern as noted in our annual parent surveys. The Community School Coordinator (CSC) will work on strategies that will improve our DTS Bullying rate as well as work on many other engagement opportunities.</p> <p>Community school strategies mitigate the academic and social impacts of emergencies that affect local communities, improve school responsiveness to student and family needs, and organize school and community resources to address barriers to learning. The CCSP Coordinator will be involved in;</p> <p>Integrated support services; Family and community engagement; Collaborative leadership and practices for educators and administrators; and Extended learning time and opportunities.</p> <p>01-6332-0-2400-0000-7200-000-20005:\$75,004.00 approx \$115,730.00 with benefits Metrics All Metrics 2.1-2.7</p>		
2.7	Resource Officer	<p>Contract with YPD to provide resource officer 20 hrs/ week to build relationships with students, increasing positive behavior on campus.</p> <p>01-0000-0-5800-0000-3900-000-20007: \$36,700</p> <p>Metrics 2.1, 2.4, 2.5, 2.6, and 2.7</p>	\$36,700.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Conditions of Learning - All students will have maintained access to appropriately assigned and fully credentialed teachers that implement standards-aligned instructional materials, school facilities in good repair, and a broad course of study.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed based on analyzed data and stakeholder input to ensure that Yreka Union School District will sustain progress in (choose one - pupil outcomes/engagement expectations/conditions of learning). Implementing the actions below and measuring progress using the identified metrics will support Yreka Union School District in achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Monthly Facility Inspection Reports - rating "poor" to "excellent" Priority 1C	23/24 All monthly inspection reports reveal "good" in all areas of inspection.			Continue to rank "good" to "excellent" every month.	
3.2	Credential List (%) Priority 1A	23/24 87% of all teachers are fully credentialed and appropriately assigned. 13% of our teachers are enrolled in CTC accredited internship			100% of teachers will be fully credentialed and appropriately assigned	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		programs or pending CTC application verification.				
3.3	SARC (%) Priority 1B	23/24 100% of students have access to standards aligned instructional materials			100% of students will have access to standards aligned instructional materials	
3.4	Priority 2 Self-Reflection Tool - rating 1-5	23/24 Professional learning in state standards = 5 Policies/Programs to support staff in Implementation of State Standards rating = 4			Professional learning in state standards = 5 Policies/Programs to support staff in Implementation of State Standards rating = 5	
3.5	Priority 7 Self-Reflection Tool (Broad Course of Study...) (%)	23/24 All students are provided a broad course of study.			All students will be provided a broad course of study	
3.6	Professional Development will be offered to 100% of staff. Priority 2	23/24 100% Ongoing staff training to support our students is important. Teacher conferences play a crucial role in the overall educational process, contributing to the success and well-			100% Provide professional development for ALL staff in the areas of Trauma Informed Practices, Universal Design for Learning, Restorative	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		being of both students and teachers.			Practices and Social-Emotional Well-Being	
3.7	Number of Collaboration Days offered Priority 2	23/24 8 YUSD district teacher collaboration meetings during the first minimum day of the month. Teachers collaborate weekly during this minimum day time for lesson planning and curriculum development. Teachers use this time to also analyze student performance data. Teachers collaborate on targeted instruction for all students.			8 YUSD will continue district teacher collaboration meetings during the first minimum day of the month.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Provide Nursing Services	Collaborate with the Siskiyou County Office of Education Health Services offices on providing nursing services, education and assistance district wide for health related issues. 21 days, so almost once a week 01-0000-0-5800-1150-0000-000-30001: \$18,060.00 Metric 3.6 and 3.7	\$18,060.00	No
3.2	Professional Development Conferences	Allow a greater number of staff members to be involved in ALL staff training. Collaborate with the Siskiyou County Office of Education on providing Staff Professional Development. 01-6266-0-5200-1150-1000-002-30002: \$10,000.00 01-6266-0-5200-1150-1000-003-30002: \$10,000.00 01-6266-0-5200-1150-1000-004-30002: \$10,000.00 Metric 3.6 and 3.7	\$30,000.00	No
3.3	Monthly District Collaboration Meetings	YUSD district teacher collaboration meetings during the first minimum day of the month. Teachers collaborate weekly during this minimum day time for lesson planning and curriculum development. Teachers use this time to also analyze student performance data. Teachers collaborate on targeted instruction for all students. Metrics 3.6 and 3.7	\$0.00	No

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,321,450	\$231,110

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.862%	0.000%	\$0.00	24.862%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Small Class Size</p> <p>Need: According to CAASPP Results in the last three years, YUSD has a need to improve academics, especially in reading and Math. We need to reduce our suspension rates and improve upon our Chronic Absenteeism rates. Overall, small class sizes contribute to a more</p>	<p>Small class sizes are important for several reasons, as they significantly impact the quality of education and the overall learning experience for students. Here are the key benefits:</p> <p>Individualized Attention: Personalized Instruction: Improved Academic Performance: Higher Achievement: Increased Participation:</p>	Caaspp data, Local Benchmark Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>effective and enriching educational experience, benefiting both students and teachers. They allow for a more personalized, engaging, and supportive learning environment that can lead to better academic and social outcomes. LEA-wide low income students perform at a lower level than all students.</p> <p>Scope: LEA-wide</p>	<p>Enhanced Classroom Management: Fewer Disruptions: Smaller classes generally have fewer behavioral issues, allowing teachers to manage the classroom more effectively. Positive Environment: A smaller class size fosters a more positive and supportive learning environment. Stronger Teacher-Student Relationships: Better Connections: Teachers can build stronger relationships with their students, understanding their strengths, weaknesses, and interests. Increased Trust: Students feel more comfortable seeking help and expressing themselves when they have a good rapport with their teacher. More Effective Teaching Methods: Diverse Strategies: Teachers can use a variety of teaching methods and activities, including group work, hands-on learning, and individualized projects. Flexible Pacing: Teachers can adjust the pace of instruction to meet the needs of the class, ensuring that no student is left behind. Greater Student Engagement: Active Learning: With fewer students, teachers can engage students more effectively in active learning and critical thinking activities. Increased Motivation: Students are more motivated to learn and participate when they receive more attention and encouragement from their teacher. Better Feedback and Assessment: Timely Feedback: Teachers can provide more timely and detailed feedback on assignments and assessments.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Continuous Assessment: With fewer students, ongoing assessment and monitoring of student progress are more manageable.</p> <p>Improved Social Development:</p> <p>Closer Peer Relationships: Students can form closer relationships with their peers, promoting teamwork and collaboration.</p> <p>Safe Environment: A smaller class size creates a safer and more inclusive environment where students feel valued and respected.</p> <p>While this action is principally directed towards unduplicated students, it will also provide support for all students in the area of academics.</p>	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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.

No Limited Actions.

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 additional concentration grant add on funding was used in action 1.2 to reduce class size by increasing the number of staff providing direct instruction to students at all the schools in the district. All schools in the district are above 55% concentration.

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	1:16
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:14

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	9,337,404	\$2,321,450	24.862%	0.000%	24.862%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,191,769.51	\$594,773.00	\$0.00	\$902,709.00	\$4,689,251.51	\$4,420,692.51	\$268,559.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	ELA Benchmark Assessments	All	No			All Schools	ongoing	\$0.00	\$49,357.00	\$49,357.00				\$49,357.00	
1	1.2	Small Class Size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$2,668,482.51	\$0.00	\$2,668,482.51				\$2,668,482.51	
1	1.3	Intervention Opportunities	All	No			All Schools	ongoing	\$280,973.00	\$0.00	\$36,779.00			\$244,194.00	\$280,973.00	
1	1.4	Intervention Teachers	All	No			All Schools	ongoing	\$561,527.00	\$0.00	\$273,973.00	\$72,518.00		\$215,036.00	\$561,527.00	
1	1.5	Paraprofessional Support	All	No			All Schools	ongoing	\$533,185.00	\$0.00	\$89,706.00			\$443,479.00	\$533,185.00	
1	1.6	Collaboration Meetings	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.7	Collaborate with Siskiyou County Office of Education	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.8	Designated English Language Development Teacher	All	No			All Schools	24/25	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.1	Continue employment of 1 counselor	All	No			All Schools	ongoing	\$143,847.00	\$0.00		\$143,847.00			\$143,847.00	
2	2.2	Student Support at each Site	All	No			All Schools	ongoing	\$232,678.00	\$0.00		\$232,678.00			\$232,678.00	
2	2.3	Parent Participation and Engagement	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.4	Monitor Attendance Rates and Chronically Absent Students	All	No			All Schools	ongoing	\$0.00	\$18,712.00	\$18,712.00				\$18,712.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Community Schools Partnership Program	All	No			All Schools	ongoing	\$0.00	\$115,730.00		\$115,730.00			\$115,730.00	
2	2.7	Resource Officer	All	No			All Schools	ongoing	\$0.00	\$36,700.00	\$36,700.00				\$36,700.00	
3	3.1	Provide Nursing Services	All	No			All Schools	ongoing	\$0.00	\$18,060.00	\$18,060.00				\$18,060.00	
3	3.2	Professional Development Conferences	All	No			All Schools	ongoing	\$0.00	\$30,000.00		\$30,000.00			\$30,000.00	
3	3.3	Monthly District Collaboration Meetings	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
9,337,404	\$2,321,450	24.862%	0.000%	24.862%	\$2,668,482.51	0.000%	28.578 %	Total:	\$2,668,482.51
								LEA-wide Total:	\$2,668,482.51
								Limited 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	1.2	Small Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,668,482.51	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,790,890.00	\$3,427,583.64

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	ELA Benchmark Assessments (SRI and IXL)	No	\$10,272.00	5,100.00
1	1.2	Small Class Size	Yes	\$719,050.00	642,472.12
1	1.3	Intervention Opportunities	Yes	\$86,677.00	86,677.00
1	1.4	Intervention Teachers	Yes	\$207,450.00	202,503.70
1	1.5	Increase Paraprofessional time	Yes	\$285,204.00	288,204.28
2	2.1	Benchmark Assessments (IXL)	Yes	\$10,272.00	0
2	2.2	Small Class Size	Yes	\$1,130,450.00	1,037,173.17
2	2.3	Intervention Opportunities	Yes	\$86,677.00	86,677.00
2	2.4	Intervention Teachers	Yes	\$207,450.00	202,274.25
2	2.5	Increase Paraprofessional time	Yes	\$285,204.00	288,205.14

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Continue employment of 1 counselor at each site	Yes	\$133,997.00	0
3	3.2	Shared administrator	Yes	\$167,154.00	167,105.25
3	3.3	Increase parent participation	No	\$0.00	0
3	3.4	Intervention Teachers	Yes	\$253,120.00	228,278.73
3	3.5	Monitor attendance rates and chronically absent students	No	\$18,275.00	18,275.00
3	3.6	Employ district nurse	Yes	\$117,938.00	117,938.00
3	3.7	Resource Officer	Yes	\$36,700.00	36,700.00
4	4.1	Collaboration Meetings	Yes	\$15,000.00	0
4	4.2	Collaborate with Siskiyou County Office of Education	No	\$0.00	0
4	4.3	Budget for conferences - PD	No	\$20,000.00	20,000.00

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)
2,304,922	\$3,193,071.00	\$3,215,254.00	(\$22,183.00)	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	1.2	Small Class Size	Yes	\$719,050.00	642,472		
1	1.3	Intervention Opportunities	Yes	\$18,377.00	1,119		
1	1.4	Intervention Teachers	Yes	\$207,450.00	202,504		
1	1.5	Increase Paraprofessional time	Yes	\$78,868.00	288,205		
2	2.1	Benchmark Assessments (IXL)	Yes	\$10,272.00	0		
2	2.2	Small Class Size	Yes	\$1,130,450.00	1,037,173		
2	2.3	Intervention Opportunities	Yes	\$18,377.00	1,119		
2	2.4	Intervention Teachers	Yes	\$207,450.00	202,274		
2	2.5	Increase Paraprofessional time	Yes	\$78,868.00	288,205		
3	3.1	Continue employment of 1 counselor at each site	Yes	\$133,997.00	0		
3	3.2	Shared administrator	Yes	\$167,154.00	167,105		
3	3.4	Intervention Teachers	Yes	253,120	228,278		

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)
3	3.6	Employ district nurse	Yes	\$117,938.00	144,672		
3	3.7	Resource Officer	Yes	\$36,700.00	12,128		
4	4.1	Collaboration Meetings	Yes	\$15,000.00	0		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
9,369,966	2,304,922	0	24.599%	\$3,215,254.00	0.000%	34.314%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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