



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Yuba City Unified School District

CDS Code: 51714640000000

School Year: 2024-25

LEA contact information:

Florentino Guzman

Assistant Superintendent, Educational Services

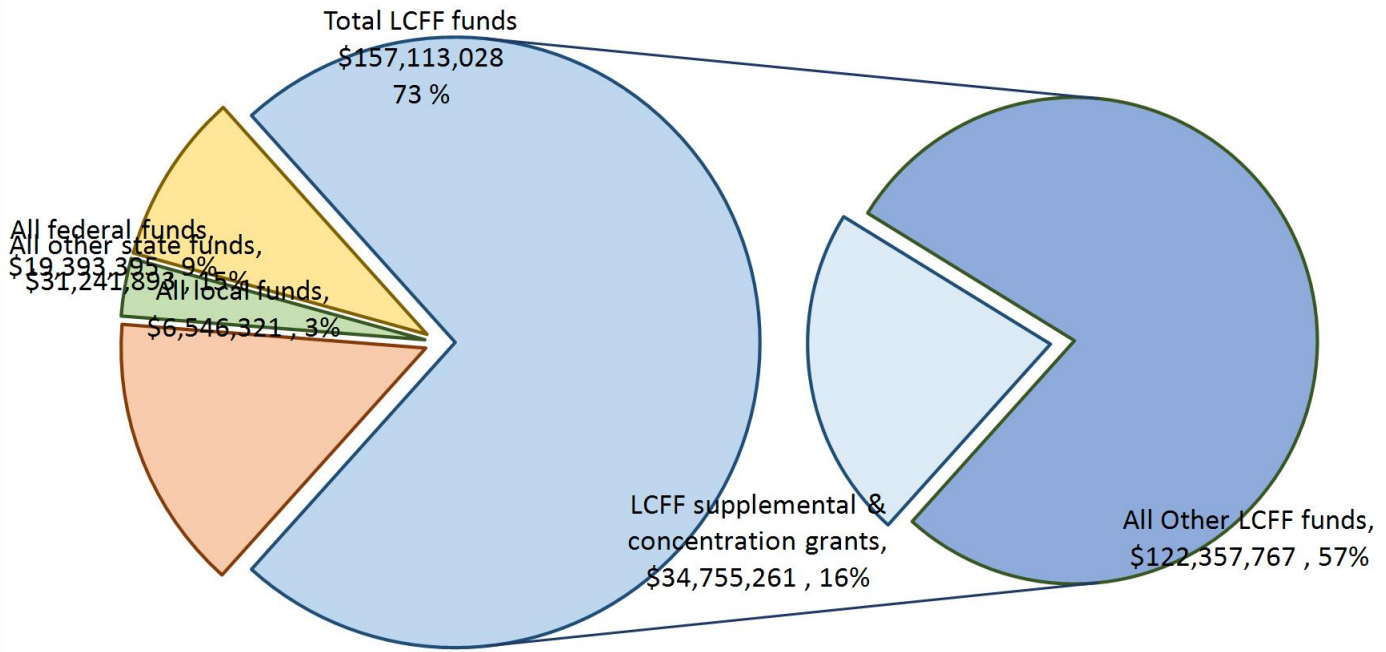
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

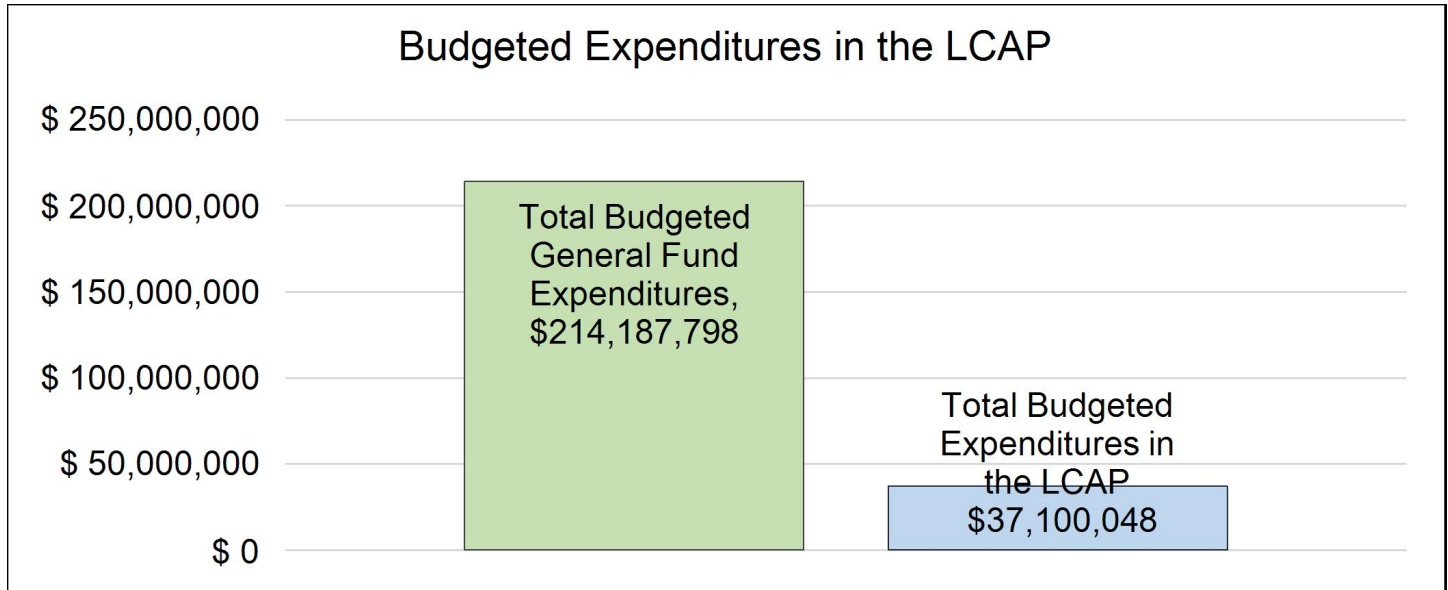


This chart shows the total general purpose revenue Yuba City Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Yuba City Unified School District is \$214,294,637, of which \$157,113,028 is Local Control Funding Formula (LCFF), \$31,241,893 is other state funds, \$6,546,321 is local funds, and \$19,393,395 is federal funds. Of the \$157,113,028 in LCFF Funds, \$34,755,261 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 Yuba City Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Yuba City Unified School District plans to spend \$214,187,798 for the 2024-25 school year. Of that amount, \$37,100,048 is tied to actions/services in the LCAP and \$177,087,750 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

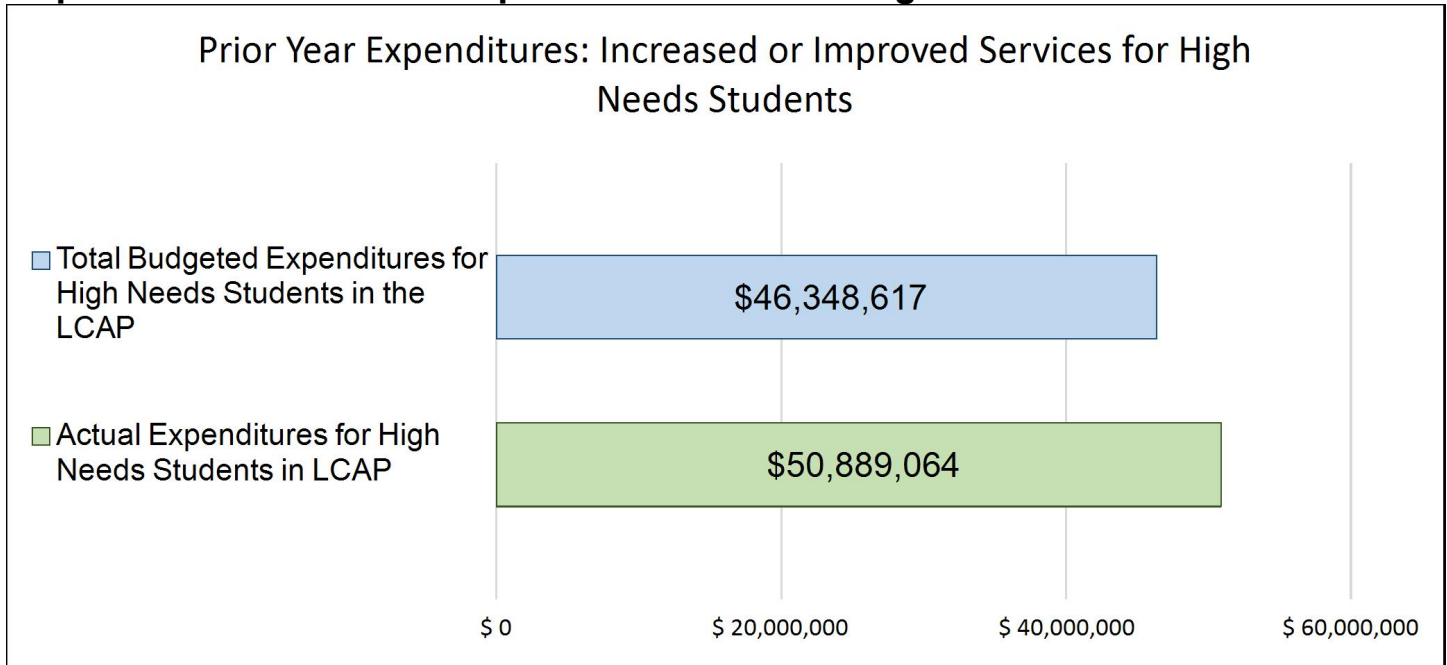
General fund expenditures not included in the LCAP include certificated and classified salaries and benefits, special education costs, facilities and maintenance upkeep, transportation, administrative costs and core education program needs.

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

In 2024-25, Yuba City Unified School District is projecting it will receive \$34,755,261 based on the enrollment of foster youth, English learner, and low-income students. Yuba City Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Yuba City Unified School District plans to spend \$34,963,678 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 Yuba City Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Yuba City Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Yuba City Unified School District's LCAP budgeted \$46,348,617 for planned actions to increase or improve services for high needs students. Yuba City Unified School District actually spent \$50,889,064 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 |
|-------------------------------------|---|---------------------------------|
| Yuba City Unified School District | Florentino Guzman Assistant Superintendent, Educational Services | fguzman@ycusd.org 5308227611 |

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 1 | Goal 1: To provide student-centered support systems that promote the physical and cognitive development of all students through implementation of basic services, CA State Standards, and access to a broad study of courses. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|---|---|---|
| 1A: CALPADs report 3.4 Course catalog | 1A. Broad course of study (over 145 courses in course catalog) | 145 courses offered | 145 courses offered | 150 courses offered | 1A. Maintain at least 145 courses. |
| 1B: Dashboard: Statewide assessments; EL Reclassification; Other Local Measures including Surveys | 1B Dashboard: CAASPP Data, EL Reclassification and English Learner Progress indicator ELA percent proficient: 47% Math Percent proficient: 29% Reclass of EL: 8.9% ELPI: 51% | The CAASPP has been suspended due to COVID therefore there are no outcomes for ELA and Math. There was a 5% increase in our reclassification to 14.3% district-wide. The dashboard has also been suspended due to COVID so there is no update on ELPI progress. | ELA percent proficient: 38% Math Percent proficient: 23% Reclass of EL: 14% ELPI: 56% 34.7 pts below standard in ELA 75.2 pts below standard in Math | ELA percent proficient (CAASPP): 39.47% 28.7 points below standard (Dashboard) Math Percent proficient (CAASPP): 24.95% 71.7 points below standard (Dashboard) ELPI: 51.1% making progress towards ELA proficiency. | 1B. Maintain 3 points of growth or higher for math and ELA each year as defined in the state accountability plan. Attain a 5% growth in reclassification rate based on last year's metric. Make 1.5% growth each year for the English learner progress indicator. |
| 1C: Local Measures: Courses Schedules | 1C: AVID classes offered at each school | Courses offered where appropriate | Courses offered were appropriate and maintained our goals | Increased the offering of AP courses with AP Pre Calculus; Data Science; continued | 1C. Increase or maintain services for students (ie. GATE, |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|---|---|--|
| | GATE Certified Teachers at each school AP courses Dual Enrollment courses Music programs 1st-12 | | | increasing enrollment in Early College courses at Yuba College; | AVID, music and arts programs, AP courses |
| 1D. Dashboard: Statewide assessments | 1D. Dashboard: CAASPP Data, ELA percent proficient: 47% Math Percent proficient: 29% | The CAASPP has been suspended for the past two years, but will be administered this spring. | ELA percent proficient: 38% ELA 34.7 points below standard Math Percent proficient: 23% Math 75.2 pts below standard | ELA percent proficient (CAASPP): 39.47% 28.7 points below standard (Dashboard) Math Percent proficient (CAASPP): 24.95% 71.7 points below standard (Dashboard) | 1D. Maintain 3 points of growth or higher for math and ELA each year as defined in the state accountability plan. |
| 1E. Class size and Number of instructional aides assigned to sites | 1E. Class sizes 24-1 No aides assigned to sites | Class sizes 24-1 with a few exceptions One - two aides assigned to each site | Class size reduction to an average of 28-1 at all high schools and an average of 24-1 at middle/elementary schools Additional hours for aides at each site | Class size reduction continues to be at same level this year. Instructional aides are provided extra hours to help in the classroom. | 1E. Reduce class sizes at all schools to 28 - 1 at high school and 24 - 1 at elementary to the extent possible. Add hours to existing instructional aides to provide additional classroom support. Put emphasis on high-needs sites. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-------------------------------|---|--|--|--|--|
| 1F. Facilities in Good Repair | 1F. Fit Report All facilities in Good Repair | The district maintained facilities in good repair. | The district maintained facilities in good repair. | Fit report: Maintained facilities in good repair. | 1F. Fit Report Maintain facilities in good repair |
| 1G. Local Benchmark Data | I-Ready ELA and Math benchmark data K-8: ELA percent proficient: 38% Math Percent Proficient: 30% | NA | I Ready ELA and Math benchmark data K-8 ELA percent proficient: 41% Math proficient: 30% | I Ready ELA and Math benchmark data K-8: <ul style="list-style-type: none"> • ELA Proficient: 39% • Math Proficient: 29% | Increase by 5% the number proficient for both ELA and Math for grades K-8 in I Ready Math and ELA. |

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.

Overall, the actions and services for Goal 1 were successfully implemented as planned.

Successes with Goal 1 Action Implementation

Our school district did make nominal gains in Math and ELA overall on the CASSP scores, but still minimal growth. The continued work with AVID districtwide was another success this school year as we increased the amount of Professional Development offered and we have our highest number of teachers attending the AVID summer training institute this summer. One of our schools, Bridge Elementary, became an AVID demonstration school this year, indicating a strong focus on the WICOR strategies (Writing, Inquiry, Collaboration, Organization and Reading) across all grade levels in all classrooms. This continued action of supporting the implementation of AVID districtwide continues to yield results. Our AVID graduating seniors continue to have A-G rates above 68% at both schools respectively. These graduating seniors are attending both community colleges and four year universities. We also provided additional one to one devices to all of our students in grades 3-12 so we could provide more access at home. This helps us provide more equity across the district, for all students. Students who have challenges with wi-fi are provided hotspots so they always have a link to their technology and can do their schoolwork at school and at home.

Our district did increase our dual enrollment and AP offerings by one per year over the last three years. This past year we offered English 1A at River Valley High school and we began a summer cohort for students to take two classes at Yuba College. We implemented Data Science and AP Precalculus the past two years and two rigorous math courses to offer students more choice in their core math offerings at the high school. We also added Springboard 7 and 8 English, lower level AP courses for middle school students, to further provide additional options for students to take before they enter high school.

We were also able to continue to provide after school enrichment and intervention to our students by having enrichment activities and tutoring services available to students. This is something we would like to continue to expand as we move forward into the 24-25 school year with a robust virtual tutoring offering after school for students at all school sites. We hope that this service, in conjunction with credit recovery instruction after school, will provide more scaffolds and supports to our students. Our implementation of intervention teachers during the school day at our K-8 sites continues to provide us with additional Math and literacy support to help our unduplicated students who are struggling to get additional help with a one on one teacher. This successful direct instructional service will continue into next year.

Challenges with Goal 1 Action Implementation

Our district continues to struggle with our Math and ELA scores with our student groups that are unduplicated. Overall, students in ELA are still 28.7 pts below standard for all students and 71.7 pts below standard in math. We still have work to do. Since the COVID pandemic, the learning loss has been evident and our staff and teachers have been working very hard on addressing the learning loss and providing a lot of interventions to students to help provide them support with grade level standards. We will continue to provide many supports and wrap around services to target our students who need additional supports through AVID, intervention teachers, and other after school and during school supports.

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

There are no material differences between Planned Expenditures and Estimated Actuals.

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

Action 1.1

This goal addressed a variety of needs for our students and it was effective in making progress towards the goal during the three-year LCAP cycle. Our students did make nominal progress for all students in ELA and Math, but work still needs to be done to address the variety of learning gaps within our unduplicated student groups. Our teacher induction program provided our brand new teachers with year long induction cycle programs and PD, helping them enter the class with strategies and skills to engage students. This program worked with our new teachers throughout the school year and the teachers provided highly engaged classrooms for our students. Our professional

development included AVID, ELD integrated and designated strategies, increasing student motivation and engagement, PLC best practices for teachers and other opportunities. This provided teachers with more instructional strategies to help engage students more in classes, especially post pandemic.

Action 1.2

Our intervention teachers have proved to be effective in providing specific ELA and Math intervention for students who are not meeting grade level standards for K-8. They meet with students one on one or in small groups to provide remediation of skills students are not making progress on. They also work on designated ELD with our students to make sure they are making progress towards English proficiency, so we can increase our reclassification rate. Currently we have a 30% reclassification rate and we would like to see that increase significantly through this next LCAP iteration. Our program coordinators for K-8, Data and Assessment, CTE and our assistant principals provide very robust support to all of our student populations. These staff help provide all the academic support for our programming districtwide and they are highly effective on making sure our students are making progress academically towards supporting our students in meeting the Common Core standards in ELA, Math and ELD. Our PE specialists provide engagement for our K-8 students in meeting the requirements for physical education. This provides our elementary teachers collaboration time where they can meet and discuss student learning data and prepare interventions for students not meeting the standards. This collaboration is essential for our unduplicated student groups who need the most support from our teachers and this time allows teachers to pinpoint learning gaps for our students and provide planning to address those.

Action 1.3

AVID was effectively implemented during the three year LCAP cycle and continues to thrive in our schools. Each year our high schools have a near 100% graduation rate for students in the AVID program and the a-g rate is consistently over 68% for students in AVID at both high schools. Bridge Street Elementary became an AVID demonstration school this year due to the implementation with fidelity of AVID schoolwide. Our after school enrichment and intervention program was heavily attended by students after school and we provided options for students to engage in a variety of activities that include academic tutoring. This will continue next year as we are incorporating more tutoring sessions at each school site. Our increase of AP and Dual Enrollment offerings was highly effective as we had 186 students enrolled in Dual Enrollment Early College at the local community college and we also offered four class sections at both high schools of English 1A, US History 17A and History 5B, all classes that had at least 30 students in each class. Our AP offerings increased as well both at the middle and high school.

Action 1.4

This goal provided flexibility to school sites to fund site based intervention including credit recovery, after school interventions, and tutoring. It provided students at the K-8 and high schools with after school support to make up credits for classes and to receive ELA and Math support after school. This action has been effective in providing needed remediation for students who are identified as not attaining proficiency in Math and ELA at both the K-8 and High School. Included at the high school level is also science and social science courses in addition to math and ELA. K-8 teachers used data from grade level formative and summative assessments in order to target students who need immediate intervention on essential standards.

Action 1.

This action was effective in providing additional staffing to our needs sites. The additional site staffing allocation with class size reduction effectively helped provide lower class sizes for Math and ELA, which helped provide more targeted instruction and interventions for students, especially for Foster Youth, EL and SED students. Although there are no metrics identified to support the effectiveness or ineffectiveness of this action, we do believe based site administrator input that this is a valuable use of resources.

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

Based on Educational Partner feedback, it has been determined that the goal, and most metrics, and actions will remain unchanged in the next LCAP with the exception of the following:

Metrics:
% of LTELS (Long Term English Learners) 30%

Expected Outcome:
All Targets for Year 3 Outcome data have been adjusted to reflect the new Baseline Data and planned programs and services.

- Actions:
- Provide professional development on social emotional learning, trauma informed practices and best instructional practices for classroom and behavior management.
 - Provide lead teacher stipends in order to support professional learning communities across grade levels.

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 | Goal 2: Provide a rigorous and comprehensive program to ensure the academic achievement of ALL students as they transition to graduation and beyond. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|---|--|--|
| 2A. Dashboard: EL Reclassification Rate | 2A. 8.9% Reclassification rate | There was a 5% increase in our reclassification to 14.3% district-wide. | There was a 5% increase in our reclassification to 14.3% district-wide. | 13% | 2A. Maintain 10% a or higher of annual percentage of reclassification of English learners |
| 2B. Dashboard: English Learner Progress Indicator, LTEL Data | 2B. ELPI: 51% Number of LTELs=19.48% | The Dashboard has been suspended so we we do not have ELPI data. LTEL percentage has improved and is 14%. However this is still too high as compared to state average. | ELPI: 56% Number of LTELs=16% | ELPI: 51.1 % making progress towards proficiency. We decreased by -5.2% the % of students making progress in English Language proficiency. LTELs- 30% | 2B: Less than 5% LTEL population ELPI: 65% |
| 2C. A-G percentages; AP passing percentages | 2C.30% of students meeting A to G eligibility 52% of students taking AP classes passed exams with 3 or better. | This outcome was maintained at 30% for A-G eligibility and AP pass rate was down at 43% | Students meeting A-G eligibility: 28% Students taking AP courses and passing tests with at least a 3. This year, we had 408 total exams given with | Total # students meeting A-G eligibility: 33.2%. Our district increased by 5% total # of students meeting CSU/UC a-g requirements. | 2C. 80% students in 9-12 taking A to G classes and 75% of students taking AP classes passing with a 3 or better; increase the # of students by |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|---|--|---|
| | | | 42% of students receiving a 3 or better on the exam. No growth overall with AP scores from last year. | | 10% taking Dual Enrollment courses. |
| 2D. Dashboard: CAASPP Scores in ELA and Math | 2D: CAASPP ELA = 47% met or exceeded standard CAASPP math = 29% met or exceeded standard | The CAASPP has been suspended for the past two years but is being administered this spring. | CAASPP ELA = 38% met or exceeded standard CAASPP math = 23% met or exceeded standard | CAASPP ELA: 40% met or exceeded standard CAASPP Math: 25% met or exceeded standard. | 2D. CAASPP ELA: 60% will meet or exceed standard CAASPP Math: 45% will meet or exceed standard |

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.

Overall, the actions and services for Goal 2 were successfully implemented as planned.

Successes with Goal 2 Action Implementation

Our implementation of I-Ready as a local ELA and Math assessment tool for diagnosing and providing interventions for students in grades K-8 and grades 9 this year has been a success during this three year cycle. This is embedded as an intervention in our K-8 school sites with fidelity. Our teachers and administrators have been trained on the implementation. We have also maintained our ELD teaching staff to provide designated instruction to our EL students and our newcomers. This last year, we focused strongly on professional development for our integrated and designated ELD practices and this happened with all of our K-8 sites. This work will continue into next year. The math and ELA resources utilized in order to help implement the Common Core ELA and Math standards continued to be implemented, including SWUN math coaching and curriculum support with our K-8 teachers. The coaching with SWUN will continue next year with a strong focus on best first instruction practices. Another success is the continued development of a robust CTE program at the middle and high schools. Our CTE coordinator continues to provide direction to help sustain and build new CTE programs of study, to include Fire Science (A dual enrolled program with the local college), nursing and construction technology. These classes continue to help engage our students with relevant, project based learning opportunities.

Challenges with Goal 2 Action Implementation

One of the challenges with implementing ELD professional development is monitoring and evaluating the effectiveness of the implementation. Our teachers are provided training on both designated and integrated ELD strategies, but the level of implementation may vary from site to site. We need to continue to progress monitor the implementation of these instructional strategies.

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.

Action 2.1 - Planned Expenditures are less than Estimated Actuals because with a raise from prior year through negotiations, the total amount to fund ELD teacher staffing increased.

Action 2.2 - Planned Expenditures are greater than Estimated Actuals because we were able to use Title III money to fund some of the PD from this action item. This resulted in less expenditures for this action.

Action 2.3 - Planned Expenditures are greater than Estimated Actuals because we funded I -Ready services through another funding source (LREBG). We have a lot of restrictive funds we need to expend and we had to reallocate some funding sources, resulting in this change to 2.3.

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

2.1 The actions to support our English Learners have been effective, but still a work in progress. This is a significant group of students in our district. We were able to provide specific ELD PD throughout this past year to address the need for our teachers to be trained in integrated and designated PD. This continued during our PD days and during the year. Our ELD teachers continued to be a part of our staffing model in order to work with our EL students towards making gains towards reclassification. We continued to use our software platforms as we looked at providing scaffolds and supports for our EL students.

2.2 This action has been effective in making progress towards the goal. Professional development has been effective in providing more strategies for our teachers to engage our ELD students. It has been happening all year and it has been effective. We are going to continue the work into the next school year in coordination with our AVID professional development since there is so much overlap.

2.3 This action has been effective in making progress towards the goal. We have continued to fund our academic, CTE, Data Analysis coordinators in order to improve and support the implementation and integration of the CA standards, ELD standards, CTE standards/pathways, AVID, and military science. The support provided for these academic programs has been highly effective. Our CTE completion rate sits at 27% overall and many of our students are completing pathways at our high schools. AVID graduating seniors have an almost 100% graduation rate and they are consistently over 68% in meeting the A-G requirements at both high schools. Our dual enrollment

offerings increased at River Valley High School by adding English 1A embedded into the school's master schedule and providing students with additional options to receive college credit while attending their high school. Our dual enrolment program at the local Yuba College continues to thrive as we graduated 38 seniors this year with an associates degree, high school diploma and they met the A-G requirements for CSU/US. We also opened a summer cohort for dual enrollment, so students can have early access to college credits. This program continues to thrive with enrollment numbers this year at 186 students districtwide taking dual enrollment college courses. For our math program, we have had SWUN math coaching support to help our students increase their math proficiency. We made a nominal gain of 3.6 pts in math, but much more work needs to be done to raise scores for all students and every subgroup.

2.4 School sites were allocated funds to align with supporting unduplicated students based on this goal. The school sites used this funding for tutoring, support and intervention services for their students. Although there are no metrics identified to support the effectiveness or ineffectiveness of this action, we do believe based site administrator input that this is a valuable use of resources.

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

Based on Educational Partner feedback, it has been determined that the goal, most metrics, and actions will remain unchanged in the next LCAP with the exception of the following:

- Metrics:
- CAASPP Reading:
All students, grades 3-12:
27.76% of students
below standard
57.55% of students
near standard
14.69% above
standard.
- CAASPP Writing:
All students, grades 3-12:
36.29% of students
below standard
50.39% of students
near standard
13.32% above
standard.

Percentage of Long Term English Learners: 30%

Expected Outcome:

All Targets for Year 3 Outcome data have been adjusted to reflect the new Baseline Data and planned programs and services.

Actions:

- Implementation of the district Math committee in order to vertically align standards and math frameworks and provide a collaborative community focused on improving math outcomes for students.
- Continue to implement co-teaching to help students with disabilities increase ELA and Math proficiency.
- Provide coaching support to school sites in the implementation of Professional Learning Communities in order to work with our most at-risk student populations.

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 | Goal 3: Increase Parent and Student Engagement/Involvement to increase student achievement and feelings of school connectedness. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|--|---|--|
| 3A: Dashboard/Calpads: Suspension/Expulsion Rates | 3A: Suspension rate = 6% Expulsion rate= .2% | Calpads Data: Suspension rate = 9% Expulsion rate= .3% | Dashboard Data: Suspension rate = 7.8% Calpads data Expulsion rate= .3% | Dashboard Data: Suspension rate: 6.8% Calpads data Expulsion rate= 12% | 3A. Reduce suspension rate to 3%; decrease suspension rates for all student cohort groups. Maintain low expulsion rate of less than 1% |
| 3B: Dashboard/CALPADS : Graduation Rates | 3B: Graduation rate=87% | The district's graduation rate went down to 82.3% a loss of almost 5%. | Graduation rate=82.8% | Graduation Rate: 80.9% | 3B.Increase graduation rate to 95% |
| 3C:California Healthy Kids Survey | 3C: 59% of students feel safe at school | 55% of students feel safe at school | 55% of students feel safe at school | 56% of students feel safe at school | 3C. Increase survey results to demonstrate that 75% of students feel safe at school |
| 3D: Other Local Measures including Surveys | 3D: Increased engagement and involvement based on survey of parent participation 16% | 17% parent participation | 21% parent participation | 48% parent participation | 3D.Increase in parent participation to 60% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|--|---|--|
| 3E: Dashboard/A2A: Attendance/Chronic Absenteeism rates | 3E: Attendance rate=95% Chronic Absenteeism = 11% | Attendance rate = 94% Chronic Absenteeism = 14% | Attendance rate = 92% Dashboard Data: Chronic Absenteeism = 20.7% | Attendance Rate (Aeries): 90% Chronic Absenteeism: 23.4% | 3E. Increase and maintain attendance rate to 96% and chronic absenteeism to below 10% |
| 3F. CALPADS: High School and Middle School Dropout rates | 3F. High School Dropouts = 53 students Middle School Dropouts = 5 students | High School Dropouts = 103 students Middle School Dropouts = 6 students | High School Dropouts = 114 students Middle School Dropouts = 7 students | High School dropouts: 119 Middle School dropouts: No data indicated mid year | 3F. Reduce high school dropouts to less than 25 and eliminate all middle school dropouts |

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.

Overall, the actions and services for Goal 1 were successfully implemented as planned.

Successes with Goal 3 Action Implementation

This goal's implementation was highly effective this past LCAP cycle as we focused on providing comprehensive social and emotional support to all students through the staffing of counselors at each school site in addition to seven social workers across our K-8 campuses. In conjunction with implementing wellness centers, this really has helped produce a strong wrap around system to our students at our school sites as they get academic and social/emotional counseling services. There are groups that meet that address a variety of needs our students need help with. PBIS also has been implemented at school sites and we have received recognition each school at designated school sites for achieving a specific status. Our school safety presence with additional campus monitors, noon duty aides and school resource officers continues to promote a safe and optimal learning environment, allowing our students to learn in a safe space. We also saw success with our continued support of home to school transportation and athletics. This provides our students access to making sure they are at school and learning. The athletic support engages students from a variety of backgrounds, allowing them to find a place on campus where they belong. With technology, we integrated 21st century classrooms to allow for flexible learning environments where students have more agency.

Challenges with Goal 3 Action Implementation

For part of Action 3.1, we continue to fund staffing to intervene with students who are exhibiting behavior challenges on five of our campuses. This does help reduce our suspension rates because the program uses a support curriculum to help provide strategies and additional support to students. Our overall suspension rate is 6.3% and it has declined 1.5% from previous year. We hope this continues to show decline as we provide alternative means of intervention for students. The challenge with this program at five school sites is within the fidelity of implementation. We are going to continue to review our suspension rates at those five schools (AK, Riverbend, RVHS, YCHS and Gray Avenue) to see if the intended effect is being achieved. Another challenge was with our Parent Liaisons and there not being enough staffing across school sites to support the need for increased family engagement. With this upcoming 24-25 school year, we are funding Parent Liaisons for every school site to help promote and increase parent and student engagement, especially with unduplicated families and 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.

Action 3.5 - Planned Expenditures are less than Estimated Actuals because the technology costs adjusted when more of a need surfaced with additional classroom needs. This resulted in an increase in expenditures for multiple classrooms across the school district in addition to professional development costs associated with the new technologies.

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

3.1 This has been an effective action towards providing support for our students with our counseling and social workers. We have increased our services for our students at our school sites to make sure they have academic and social emotional support and resources. This helps increase our students' feelings of connectedness and safety at our schools. Providing alternative options in lieu of suspension by providing additional staffing at five school sites has continued to be a challenge. This action will continue for the 24-25 school year with an emphasis on training, calibration and follow up with the students.

3.2 This has been effective in providing school safety and connectedness for our students. 87% of parents currently agree or strongly agree that school is a safe place for their child. Continuing to provide safety resources, campus monitors, and school resource officers will provide continued school safety and an optimal learning environment for our students. This action provided options for students to attend summer school and do credit recovery during the school year and during the summer in high school summer school. This year we have over 900 students signed up for summer school high school and over 300 for elementary enrichment summer school. This has been very effective in supporting our unduplicated students who need extra support and intervention during the summer.

3.3 This action was effective because the qualitative feedback from students, parents and staff indicated an increased need for campus safety. By hiring additional campus monitors, maintaining school resource officers and noon duty aides, and increasing security cameras across campuses, the feelings of school safety from parents has increased to 87% based on the most recent survey feedback. Students and staff are not quite as high but there is an indication in our feedback from educational partners that school safety has helped promote safer and more optimal school campuses. This will continue into the 24-25 school year.

3.4 Parent engagement has continued to be an effective action at our school sites and will continue to be an action item in our 24-25 LCAP. We have increased our parent liaisons across our school sites in order to engage our unduplicated pupils and families. Our outreach this past three year cycle with our parent liaisons has increased parent participation across schools.

3.5 This action has been effective in making progress towards the goal since it has helped decrease our Chronic Absenteeism rates for this upcoming year while providing transportation to students who otherwise would have challenges getting to school. Our last data indicated a 23.4% Chronic Absenteeism rate, but this 23-24 school year we have seen significant drops already due to an increased focus on SARB meetings and tracking of data with A2A. The field trips have been supported through transportation and paying for these trips so students get real world access to college and career field trips. The integration of Ben Q interactive boards and a flexible learning environment has helped provide more student agency and choice in their learning. This has proven to be effective as we have done classroom walkthroughs and elicited student feedback on how they feel about the new learning environments. The support of athletic programs districtwide continues to help promote access for all students to be more involved in extra curricular activities, which impacts their learning.

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

Based on Educational Partner feedback, it has been determined that the goal, and most metrics, and actions will remain unchanged in the next LCAP with the exception of the following:

Metrics:

Seal of Biliteracy: 32.5% of graduating seniors

Expected Outcome:

All Targets for Year 3 Outcome data have been adjusted to reflect the new Baseline Data and planned programs and services.

Actions:

- Implement an intervention program for expelled youth at Yuba City Independence Academy.
- Increase outreach by social workers to foster students with weekly checks-ins to increase their engagement in school and decrease their Chronic Absenteeism.
- Provide health aides to support students at school sites.

- Provide flexible learning environments at our high schools in order to increase student engagement.

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 |
|-------------------------------------|---|---------------------------------|
| Yuba City Unified School District | Florentino Guzman Assistant Superintendent, Educational Services | fguzman@ycusd.org 5308227611 |

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.

Yuba City Unified School District currently serves the educational needs of a diverse population of approximately 12,000 pre-kindergarten to grade 12 students. Geographically, the district covers 215 square miles, which encompasses the majority of Sutter County. Yuba City is located 45 miles north of Sacramento in the lush Central Valley near the Sutter Buttes, the nation's smallest mountain range. YCUSD offers six K-5 schools, five K-8 schools, one middle school, two comprehensive high schools, along with an alternative secondary campus and an independent study school option called Yuba City Independence Academy. Several recreational areas, historic landmarks, metropolitan shopping, cultural centers, the high Sierra Nevada Mountains and the Pacific Ocean are within a two-three hour drive. The University of California at Davis, California State Universities at Chico and Sacramento, and several technical schools are all within 45 miles. Yuba College opened a Sutter County campus in 2012. Our population is comprised of 79% of socio-economically disadvantaged students and 23% English Learners. The most common non-English languages spoken by our families are Spanish and Punjabi. Two of our schools, Albert Powell High School and Yuba City Independence Academy are receiving Equity Multiplier funds in order to address the varied needs of their school sites in regards to Graduation Rate, Career and College Indicator, and Chronic Absenteeism. The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) gives extra funding to local educational agencies (LEAs) to distribute to schools with non-stability rates over 25 percent and socioeconomically disadvantaged student rates over 70 percent from the previous year pursuant to California Education Code (EC)42238.024.

Reflections: Annual Performance

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

In reflecting on our annual performance, we based our review on the All Student performance on the 2023 California School Dashboard, (Dashboard) local assessment results from iReady in reading and math. These results, combined, indicate a continued improvement cycle for Yuba City Unified in order to increase academic achievement for every student, with specific focus on unduplicated students.

CA School Dashboard

ELA - Yellow - 28.7 points below standard - Increased 6 Points

Math - Yellow - 71.7 points below standard - Increased 3.6 Points

ELPI - Orange - 51.1% making progress - Declined 5.2%

English learners

ELs who progressed one level - 49.3%

ELs who maintained a level 4 2.1%

ELs who maintained level 1, 2L, 2H, 3L or 3H - 32.7%

ELs who decreased at least one level - 15.9%

Chronic Absenteeism - Red - 23.4% chronically absent - Increased 2.7%

CCI - Low - 32.9% prepared

Graduation - Orange - 80.9% graduated - Declined 1.9%

River Valley High School - 85.9% graduated - Maintained -0.8%

Yuba City High School - 86.1% graduated - Maintained -.17%

Independence Academy - 48.8% graduated - Declined 17%

Albert Powell - 68.9% graduated - Declined 3.6%

Suspension - Yellow - 6.3% suspended at least one day - Declined 1.5%

Local Assessment Data: (I-Ready Data in Reading and Math)

ELA Proficiency K-8- 40%. 13% of those students proficient, are at a Level Four, the highest level.

Math Proficiency K-8- 30%. 9% of those students proficient, are at a Level Four, the highest level. Still, Math trails ELA overall much akin to CAASSP.

Yuba City Unified School District reviewed the Fall 2023 Dashboard and identified the following performance for specific schools, student groups within the LEA and student groups within specific schools.

Schools that received the lowest performance level on one or more of the state indicators:

Butte Vista (Chronic Absenteeism and Suspension)

Tierra Buena (Chronic Absenteeism)

April Lane (ELA and Chronic Absenteeism)
Gray Avenue(ELA, Math and Chronic Absenteeism)
Yuba City High School (Graduation, CCI and Suspension)
Albert Powell (Graduation, CCI and Suspension)
Bridge Street (ELA and Chronic Absenteeism)
Park Avenue (ELA, ELPI, and Chronic Absenteeism)
Barry (ELA, Math, Chronic Absenteeism and Suspension)
River Valley High (ELA,ELPI, Graduation, CCI, and Suspension)
Lincrest (ELA, Math and Chronic Absenteeism)
Riverbend (ELA, Math, Chronic Absenteeism and Suspension)
Andros Karperos (Math and Chronic Absenteeism)
Lincoln (Chronic Absenteeism and Suspension)
Yuba City Independence Academy (Chronic Absenteeism, Graduation Rate and CCI)
King Avenue (Chronic Absenteeism)

Student groups within the district that received the lowest performance level on one or more of the state indicators:

Students with Disabilities (ELA, Math, Chronic Absenteeism, Graduation, CCI, and Suspension)
Socioeconomically Disadvantaged (ELA, Math, Chronic Absenteeism, Graduation, CCI, and Suspension)
Hispanic (ELA, Math, Chronic Absenteeism, Graduation, CCI, and Suspension)
English learners (ELA, Math, ELPI, Chronic Absenteeism, Graduation, CCI, and Suspension)
White (Math, Chronic Absenteeism, CCI, and Suspension)
Homeless (Math, Chronic Absenteeism, CCI and Graduation)
Foster Youth (Math and Chronic Absenteeism)
Multiple Races (Chronic Absenteeism and Suspension)
Asian (Chronic Absenteeism)
African American (Chronic Absenteeism and Suspension)

Student groups within schools that received the lowest performance level on one or more of the state indicators:

Butte Vista (Students with Disabilities, White, Multiple Races, Hispanic, and English learners)
Tierra Buena (Students with Disabilities, White, Socioeconomically Disadvantaged, Hispanic, and Asian)
April Lane (Socioeconomically Disadvantaged, Hispanic, English learners, and Multiple Races)
Gray Avenue (Students with Disabilities, English learners, Multiple Races and Socioeconomically Disadvantaged, White, and Hispanic)
Yuba City High School (Students with Disabilities, English learners, Multiple Races and African Americans)
Albert Powell (Hispanic, White, Socioeconomically Disadvantaged, Homeless, and English learners)
Bridge Street (Hispanic, White, Socioeconomically Disadvantaged, Multiple Races, English learners, and Students with Disabilities)
Park Avenue (Hispanic, White, Socioeconomically Disadvantaged, and English learners)
Barry (Students with Disabilities, White, Socioeconomically Disadvantaged, Hispanic, and English learners)
River Valley High (Students with Disabilities, English learners, Socioeconomically Disadvantaged, Hispanic and African American)

Lincrest (Students with Disabilities, English learners, Socioeconomically Disadvantaged, Hispanic, White, and Multiple Races)
Riverbend (Students with Disabilities, Hispanic, English learners, White, and Multiple Races)
Andros Karperos (Students with Disabilities, Hispanic, English learners, Socioeconomically Disadvantaged, and Multiple Races)
Lincoln (Socioeconomically Disadvantaged, Hispanic, English learners, Asian, and White)
Yuba City Independence Academy (Socioeconomically Disadvantaged)
King Avenue (White, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, and English learners)

YCUSD has identified needs based on the CA Dashboard data for multiple student groups for low performance in ELA, Math, Chronic Absenteeism, Graduation Rate, CCI and Suspension rate. Based on the review of the CA Dashboard and Local Indicator Data in Math and ELA, targeted work needs to continue in order to address learning needs, especially for student groups who are at the lowest performance level in those two content areas. Although we saw nominal gains in ELA with an increase of six percentage points overall for all students to 28.7 pts below standard, performance levels for EL, Foster Youth, and Students with Disabilities, districtwide, still lag far behind other student groups. Students with disabilities performance in ELA sits at 108.4 points below standard; Foster Youth is 76.1 pts below standard, and English Learners are 66.3 points below standard. In our current action plan, we are going to work with teachers on more professional development in order to address the need for more differentiated instruction to meet the needs of struggling students in our ELA classrooms. Further, we will continue our work with providing professional development on integrated and designated ELD for our teachers to help address the needs of our EL and LTEL students in order to increase their literacy and improve their confidence in the acquisition of English. And, providing more professional development to our co-teachers who work with our students with disabilities will help them with more targeted intervention and first instruction in English Language Arts classes.

The district still continues to work to improve math scores (24.95% of students met or exceeded standards in 22-23) and we will continue this work next year with a newly developed math committee this school year. This math committee began the work in the following areas: unpacking the new math frameworks across K-12, create a performance based rubric based on the new framework through the mathematical practices; rubric created for a new local math performance task as well as a guide to expectations in classroom practice; and professional development as a math committee in order to calibrate and vertically align mathematical practices across content areas. This work will continue into next year. This collaboration with teachers across all grade levels has highlighted the need to vertically articulate more between grade levels and school levels in order to make sure students are provided a guaranteed and viable curriculum. The 3-8th grade Math performance task will not take place until next year, but this will provide our district another local assessment tool to inform instruction. Our current LCAP plan also includes math coaching for our K-8 schools with a stronger focus on instructional practices this next year. This coaching model will continue to provide research based instructional practices to help provide our teaching staff with more tools to engage students in the mathematical practices and in meeting grade level Common Core math standards.

Our local math data indicates that for our K-8 students, a high percentage of them still are at one-three grades below grade level in math proficiency. The following breakdown further demonstrates this need based on end of course I-Ready local assessment data:

Three or more grade levels below: 15% of all students
Two or more grade levels below: 14% of all students
One grade level below: 41% of all students

We will continue to use our local indicator math data to inform instructional decisions at the classroom and PLC level. As part of our academic support for our district, we are going to continue to have coaches work with our professional learning teams and principals in order to refine our learning community practices to focus on using data to inform instruction and interventions. This should help continue to provide targeted data to provide interventions for students who are one to three grade levels below in math.

In response to the need to address the overall literacy in our ELA program and our low ELA scores, especially with our lowest performing student groups, we are implementing the UFLI program for the second straight year. UFLI (University of Florida Literacy Institute) was implemented this school year with five pilot schools at the K- 8 level. UFLI is a researched based reading program that addresses the foundational skills necessary for skillful reading at the lower grades. Combined with our Wonders curriculum and best first instructional practices, this supplementary instructional and curricular approach will help close reading learning gaps at the earlier grades, thus preparing our students to be more literate readers and writers. This will be expanded into four additional elementary schools for the 24-25 school year. And year three, 25-26, the goal will be to implement this program into all K-8 schools. The district used our ESSER III funding to implement this literacy initiative and help our students become more proficient readers at the early grades, so we see improvement in their local and state ELA scores. The growth this year has been substantial in the four pilot schools this year.

Social-Emotional support for our YCUSD students continues to be a thread that correlates with our student's academic needs. Our district funds a comprehensive K-12 counseling program coupled with the staffing of social workers in order to meet the varied needs of our students, especially our unduplicated students who need these extra supports. YCUSD has identified specific needs such as the need for wellness centers on each campus as well as the addition of five certificated social workers. The strategy to improve these needs for additional supports are as follows: Supplementing professional development and resources for supporting Multi-Tiered System of Supports (MTSS) both academically and behaviorally with Social and Emotional Learning (SEL) and Positive Behavior and Interventions supports (PBIS), and an integration support for technology. The district will allocate funds to be used to support the building of capacity for existing staff to support students social and emotional learning through MTSS and PBIS. Through observational rubrics, suspension rates, attendance, chronic absenteeism rates and survey data, the district will annually review progress and set goals for continuous improvement. In response to these needs, our district has implemented behaviorists to help our vulnerable students who need more intensive behavioral supports. The behaviorist was implemented this year and we will continue to fund this staffing addition in our current LCAP.

Based on the 2023 Dashboard, our graduation rates need improvement with all four of our schools. Our overall graduation rate is 80.9%, a decline of 1.9% from the year prior. Since COVID, there continues to be a dip each year with graduation rate, and specific student groups as well. Three of our lowest cohort groups are Students with disabilities (56.1%) and Homeless (51.1%) and English Learners (67.1%). More targeted work towards those cohort groups needs to continue, to include more targeted tutoring support and interventions in class and outside of class, frequent check ins with school counselors and social workers and other wrap around services. We hope to make gains with our continued co-teaching model at the high school with ELA and Math to help those students pass those courses. We also introduced targeted PD in English Language Development with integrated and designated PD alongside with the continued AVID program implementation. Our staff for all of our schools continue to go through summer AVID training and during the school year PD in order to help implement WICOR into our classrooms more consistently. Just this year, Bridge Street Elementary became an AVID demonstration school, highlighting its commitment to providing college and career awareness to elementary students and integrating WICOR components into all of its classrooms. This AVID implementation is a continued effort at all of our schools.

In response to our suspension rate data, our district continues to reflect on its assertive discipline practices and policies in order to provide students restorative options. Due to our status in ATSI for some of our schools last year in response to a high suspension rate, we worked with the county on a suspension project with three schools in order to decrease the suspension rate and provide some actionable strategies to replicate in other schools. The CA Dashboard indicates a suspension rate of 6.3% for the 22-23 school year for all students. With our ATSI schools, we continue to see a higher suspension rate for African American student groups than other groups of students. Overall, African American students are suspended at double the rate of all students with 13% suspended overall. We continue to work with our counseling teams, social workers and other support staff in order to provide students additional counseling supports. Our new wellness centers provide students a safe place to meet with trusted counselors and social workers.

College Readiness continues to be a focus for all of our students. Our district has implemented AVID districtwide in all of our elementary, middle and high schools. This program's mission is to "close the opportunity gap by preparing all students for college and career readiness and success in a global society." Every year we provide professional development for all of our teachers to attend the summer institutes where they work with their site AVID teams on implementing WICOR strategies schoolwide, so they reach every student with Tier One instruction. Field trips continue to be a priority for middle and high school students to foster an interest in college and let our students see the opportunities that exist outside our community. Our schools offer elective course offerings for students identified as having met the criteria for acceptance into the elective program and these students typically have a higher A-G rate as they exit high school. At both our comprehensive high schools, students in the AVID program, had an A-G rate of 68% at River Valley High School in 22-23 and 81% at Yuba City High School. Part of this college readiness is our Dual Enrollment program at our local high schools that provide significant opportunities for students to attain college credit during high school. We have an Early College program that has a four year cohort model where students exit as seniors with an associates degree while also meeting the CSU and UC entrance requirements. The program has over 200 students (9th-12th grade) who participate. We also have embedded dual enrollment courses at both of our high schools with US History 5B, 17A and English 1A. This provides another option for students to gain college credit. This also provides opportunities for our unduplicated student to have access to advanced courses, so there are no barriers for students. Our career readiness options for students also provide them access to relevant, high quality CTE programs. We offer a middle school elective CTE course that is exploratory and provides students with exposure to multiple career pathways options. Increased options for middle school students to have more elective offerings in CTE continues to be a need for our students, especially our unduplicated students. Based on the college and career readiness dashboard indicator, 32.9% of our students are college and career ready. This metric seems low compared to the course offerings, A-G rate, graduation rate and percentage of students completing AP and Dual Enrollment courses. We want to see at least a 5% growth each year over the next three years. Our three lowest groups are English Learners, Homeless and Students with Disabilities. More concerted recruiting efforts need to continue to promote these student groups to take more rigorous courses and career and technical courses, in addition to looking at other course offerings. 36.4% of all our graduating students were CTE pathway completers of one of our many CTE programs. Our English Learners only sit at a nominal 10% of completers. We need to provide more targeted assistance with our counseling team and staff to make sure our EL students do not have additional barriers to taking part in our Career Technical Education programs.

Reflections: Technical Assistance

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

YCUSD has been identified for Differentiated Assistance support due to outcomes of multiple student groups across multiple school sites. Our district differentiated assistance eligibility with indicators and student groups is shown below:

ELA and Math: Foster Youth and EL
Chronic Absenteeism: Homeless, Foster Youth, African American
Graduation Rate: Students with disabilities, Homeless and EL
CCI: Students with disabilities, Homeless and EL
Suspension: African American

Direct Technical Assistance Eligibility includes the following Student Groups for YCUSD:

African American: Pupil Achievement and Pupil Engagement

Foster Youth: Pupil Achievement and Pupil Engagement

Students with Disabilities: Pupil Engagement, Outcomes in a Broad Course of Study, and College and Career Indicator. We continue to engage in the work with Sutter County Office of Education while working with Riverbend Gray Avenue and Lincrest Elementary on the development of a project improvement plan to decrease suspension rates. This project will continue into next year and we will work with additional schools to help target key assertive discipline challenges identified by our data and to work with specific student groups who are being suspended at a higher rate.

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.

Yuba City Unified School District has the following schools identified for CSI Support for Graduation Rate:

Albert Powell High School

Yuba City Independence Academy

We also have the following schools identified for CSI support due to Low Performance:

Gray Avenue Middle School

ELA: SED, SED, Hispanic, EL and ALL

Math: White, SED, Hispanic, EL and ALL

Chronic Absenteeism: SWD, Multiple Races, ALL

Park Avenue Elementary School

ELA: SED, Hispanic, EL and ALL

ELPI: EL and ALL

Chronic Absenteeism: White, SED, Hispanic, EL and ALL

Support for Identified Schools

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

The LEA will work with the individual school site principals on developing their site plans to address their CSI plans. The school site principals have worked with their staff, parents and school site councils on getting feedback on how to approach a plan with their CSI status. Each school site has incorporated their CSI plans into their single school plans for next year (24-25). Further, each school site in coordination with the district, will be working with the local county office on assistance for the eligible CSI schools. The district met with all CSI schools as soon as their status was determined and used their specific data to identify focus areas for improvement.

Monitoring and Evaluating Effectiveness

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

Our LEA will work in coordination with the school sites on CSI and our local county office of education as they assist us in our planning, monitoring and evaluation of our implementation of our action steps to address the low performance in graduation rates for YCIA and APHS. Additionally, we will partner with the county to address the low performance in Math, ELA ELPI levels and Chronic Absenteeism at Gray Avenue and Park Elementary school. Each site principal has already met with their site teams and site councils to plan steps to address these areas of concern. Each school site has incorporated their action steps into their SPSA and we are going to work closely with our local office of education in implementation and progress monitoring. We have planned monthly county meetings with the site project improvement teams in order to do timely progress monitoring and make sure the action steps are implemented. This work will focus strongly on Math and Literacy at Park Avenue Elementary and Gray Avenue Middle school. YCIA, they will be doing work around Chronic Absenteeism, College and Career Indicator and Graduation Rate.

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 |
|-----------------------------------|---|
| Parents | Parent Survey - January 23, 2024 Parent Q&A in-person- February 1, 2024 Final LCAP Parent presentation: March 27, 2024 LCAP Advisory Committee Meeting with Parents, CSEA and YCTA representation Wednesday February 21, 2024 Wednesday March 13, 2024 Wednesday April 24, 2024 with final updated plan review |
| Students | Student Interest Input Sessions - February 28 and March 1, 2024 |
| Community | Public Hearing: June 11, 2024 Board Action: June 25, 2024 |
| Classified and Certificated Staff | Classified Staff Survey - February 24, 2024 Certificated (teacher and leadership) Survey - February 23, 2024 |
| Bargaining Units (CSEA and CTA) | LCAP Advisory Committee Meeting with Parents, CSEA and YCTA representation Wednesday February 21, 2024 Wednesday March 13, 2024 Wednesday April 24, 2024 with final updated plan review |
| SELPA | SELPA Consultation: May 16, 2024 |

| Educational Partner(s) | Process for Engagement |
|---|--|
| DELAC | DELAC Meeting and Input - March 12, 2024 DELAC Final LCAP input meeting: May 15, 2024 |
| Administration | Leadership/Principal Input meeting- January 22, 2024 Leadership/Principal Input meeting- March 11, 2024 |
| Equity Multiplier - Albert Powell High School | Albert Powell High School: Staff Meeting: March 19, 2024 Site Council meeting: March 21, 2024 |
| Equity Multiplier - Independence Academy | Yuba City Independence Academy: Staff meeting on March 27, 2024 EL Parent Meeting Monday April 29, 2024 Site Council meeting Tuesday April 30, 2024 |

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

Educational Partners were engaged throughout the 2023-2024 school year. There was a districtwide LCAP advisory committee that met in person multiple times during the spring in order to review data and inform the planning of the LCAP. At these meetings, the LCAP metrics were analyzed, the LCAP actions were prioritized and discussed, and final feedback was provided during the last meeting on April 24, 2024. YCUSD seeks the input of all Educational partners to help us develop our new Local Control and Accountability Plan (LCAP) and to understand how we can better support students, families, and staff. With a wide range of needs and limited resources, it is important that we understand the priorities of our community to guide plans for the future. This input helps us to understand what is most important, what has been working well, and where we need to focus our future efforts. Input surveys and focus groups were embedded in this process in order to make sure to attain valuable feedback from a cross section of staff from educational partners. In order to attain this information, we solicited feedback from input surveys. These input surveys are open to students, parents/caregivers, staff, and community members. It asked respondents to share experiences and awareness of specific district programs and services. It also provides an opportunity to provide additional input on what is working well what still needs to be addressed. The survey process is anonymous and no names or emails are collected unless further information is requested. These surveys are always available in Spanish, Punjabi, and English. The YCTA and CSEA input from our YCUSD bargaining partners were included in our LCAP Advisory Committees. Each group had representation in this committee.

Parents:

Additional tutoring services during and after school, specifically for math and ELA and for English Learners
Continued work with our athletic coaches in building site capacity and more engagement in athletics

Early College and Dual Enrollment opportunities for more students
More counseling services and continue to use our social workers to help our students
Increased parent workshops on special education services, college and career and other options
More intervention opportunities for struggling students
Continue with PBIS and providing positive expectations for students.
Maintain the parent liaisons at the school sites in order to engage the greater community
Field trips for students at K-12, especially collegiate field trips in order to expose more students to college.
Tutoring services for all students, especially EL students to help them get on track to meet academic standards and graduate high school.
More GATE opportunities for students
Provide tutoring and academic support outside of class
Increasing access and support for mental health and counseling services

Based on this feedback, we developed Goal 3 that was focused on parent and community engagement by adding full time parent liaisons for each school site. This purpose was to increase outreach to our families, especially of Chronically Absent, foster, homeless and EL students. We want these parents to be engaged in our local ELACs at the school sites and our DELAC, to help inform our English Language learner program. Additionally, they communicated a strong need for more parent outreach nights that are informative in nature about college/career, special education, athletics, and other district and school happenings. In response to that request, we held a Special Education parent night in April and are going to continue to provide these community and parent engagement opportunities throughout the year. Intervention services and tutoring services were also a priority and we made sure to include this in Goal 1 and 2, so we provide increased academic support for students, especially unduplicated students.

Students:

More pathway focus in CTE classes
Increased opportunities for Dual Enrollment classes on campuses
Increase opportunities to provide EL students more intervention in their classes.
More credit recovery options in addition to Edgenuity.
Increase the number of field trips for middle and high school students.

This student feedback helped inform our focus on student engagement because students want more options. They want to be engaged and have multiple options to take classes that are high interest and this is identified in Goal 3 which the implementation of flexible learning environments. They also want more credit recovery options for students who need to make up credits for graduation. Field Trips were another strong interest from the students since there was a sharp decline during and post COVID. Our lack of bus drivers contributed to this, but with more hiring of drivers and a focus on providing more trips, this is an action we wrote into our LCAP. The more opportunities students have to engage in outside academic field trips that are college and career focused, this helps them see opportunities outside the classroom.

Classified and Certificated staff:

Provide parent liaisons and health aides (increase hours and positions)
Continue funding our performing arts and athletic programs so students have belonging and a safe space

Intervention teachers at the K-8 levels to help with ELA and Math intervention
Technology for students and teachers
More targeted intervention for student cohort groups identified in the data
Provide continued counseling and social work services for all our students
Meaningful and relevant professional development for staff

Our classified and certificated staff want to continue to provide health aides, parent liaisons and social workers in order to help provide additional support for our students. Our social workers work with our homeless and foster youth on a weekly basis, doing home visits, check ins, and tracking their progress. This work is strongly needed to help our unduplicated pupils be successful in the classroom. Our social emotional support services was a high priority with our staff. Professional Development on instructional practices that aligned with our LCAP goals and school site plans was a strong piece of feedback from certificated staff. They want relevant, engaging professional development that they can apply to the classroom and to help provide timely interventions and effective first instruction practices. This work is included in Goal one and Goal three of this LCAP.

Leadership:

Parent Liaisons and Health Aide support
Crossing Guards and Noon Duty aide continued support
Comprehensive data monitoring system that tracks behaviors, attendance, and academics (MTSS and Academics)
Increase field trips for elementary, middle and secondary schools.
Continue to provide campus monitors and school resource officers
Math coaching at all levels in order to increase math scores districtwide.
More strategies to address our low attendance during the year.
Continue the social worker and counseling services for social/emotional and academic counseling.

Based on this feedback, we continued to focus our efforts on making sure we have safe campuses so kids can learn in an optimal learning environment, which is identified in Goal 3. We provided continued funding in Goal 3 for crossing guards, duty aides, campus monitors, to provide student safety on campus. Academically, this leadership team wants the continued support of math coaching to improve our overall math scores, especially for student groups who are below standard or near standard. This coaching model will focus on working with teachers at our K-8 sites and will provide demonstration lessons, curricular support and leadership support in order to help our students achieve math at higher levels. Chronic Absenteeism continued to be a strong theme and they desired parent liaisons, increased SARB hearings in coordination with more site outreach to our student groups who show trends of missing school. This feedback was used to develop actions to help decrease Chronic Absenteeism is in Goal 3. Field trips were echoed in this group as well in order to increase student engagement in school, specifically for homeless, foster and EL, who need to be exposed to college and career options earlier to engage them in school. A new comprehensive school monitoring system, Edu Climber, was addressed and they want this new platform to more timely track data so site teams can use that data more timely to provide interventions to at-risk students.

LCAP Advisory Committee:

ELD and Math specialists to support ELA and Math
Provide additional capacity in afterschool programs for students in need of connection and extra academic support

Tutoring and increased intervention for students, especially unduplicated students who are below basic in Math and ELA
Parent liaisons at all school sites to support community outreach
Increase new teacher support specifically interns/ STSP/ PIPs
Targeted interventions for disengaged students
Vaping education
College and career curriculum for middle school
College tours/ field trips/ virtual
Students need comprehensive counseling service (keep social workers and Counseling)
Make health aides full time. The health concerns have increased and student safety- meds, seizure plans, diabetic students, students not potty trained, inhalers, heart monitors and student safety.
Fund bi-lingual office staff
Credit recovery options for students

Based on this feedback, the tutoring services and after school services were placed in Goal 1 and Goal 3. Targeted intervention for disengaged students will be supported by the work with Professional Learning Communities while they work with site leadership and site teachers. This work will help improve services that we offer to our struggling students who need more timely intervention based on student learning data. This is supported in Goal 1. College and Career curriculum in high school is another elective component that is requested to provide to middle school students. This CTE support for additional middle school implementation is in Goal 1 and the funding of our high school CTE program staffing in addition to AVID support is in Goal 1. Credit recovery options for at risk high school students is included in Goal 1, to help increase academic support. The request for ELA and Math specialists is included with our intervention tutoring staff, which is in our Goal 1.

DELAC:

Accessible playgrounds
Communication is not consistent location/person/path
Support staff at extra curricular events
More inclusion in sports at middle and high school
Capacity in after school programs for lower levels.
Tutors in after school programs to make it more academically beneficial
Complete all accessibility projects
Teacher assistants focused on language support
Higher standards for nutrition
Traffic control (police or campus security)
Reward programs - incentives or rewards to give students
Support a student leadership at all school sites
Parent level trainings - full options
Parent workshops, conferences, and PIQE
How to understand IEP 504 rights how to help at home in user friendly language
Explore students being trained to be workers on campus.

More counselors for SEL and psychologists for therapy

After school care increased with tutors

After school programs with interesting hands on items for students (change tires, woodshop, gardening)

Field trips to encourage students for college and career

Extra resources for parents

The DELAC provides feedback in order to help promote and increase parent engagement across campuses and the district. They wanted continued tutoring and support for our students and this is addressed in Goal 2 with additional tutoring provided and with our intervention teachers in Goal 1. Parent workshops were another request from this group to help greater inform parents, especially for our EL families, of school district and school initiatives and other informational items. Counseling and SEL services were another component echoed by this parent group. By providing each school with a social worker or comprehensive counseling services, more of our students get both academic and social/emotional support. This ties in with the implementation of our Wellness centers and they are both supported through Goal 3.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 1 | YCUSD students will achieve their optimal potential with academic and social/emotional support. | Broad Goal |

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The LEA, in coordination with the local school governing board, developed this goal to make sure YCUSD students have access to a broad range of support both academically and social/emotionally. These actions cover a range of support services to help our students, including all unduplicated students, be successful.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
| 1.1 | Suspension Rate Source: CA Dashboard Priority 6A | 2023 Dashboard 6.3% - All students 13% - African American 11.2% - Foster Youth 7.4% - American Indian 8.4% - Two or More Races 5.4% - English Learners 6.5% - Hispanic 9.4% - SWD 6.7% - SED 6% - Homeless 7.4% - White | | | 2026 Dashboard 3.3% - All students 7% - African American 5.2% - Foster Youth 1.4% - American Indian 2.4% - Two or More Races 0% - English Learners | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| | | 3.4% - Asian 0% - Filipino | | | 0.5% - Hispanic 3.4% - SWD 0.7% - SED 0% - Homeless 1.4% - White 0% - Asian 0% - Filipino | |
| 1.2 | Student Perception Survey - Percent of students feeling connected to school (Grades 7, 9 and 11) Source: CA Healthy Kids Survey Priority 6C | CA Healthy Kids Survey 2023-24 47% - All Students 53% - EL 47% - SED | | | 2026-27 62% - All Students 68% - EL 62% - SED | |
| 1.3 | ELA CAASPP - Distance from Standard Source: CA Dashboard Priority 4A | 2023 Dashboard 28.7 pts below standard - All Students 76.1 pts below standard - Foster Youth 108.4 pts below standard - SWD 66.3 pts below standard - EL 51.5 pts below standard - Homeless | | | 2026 Dashboard 13.7 pts below standard - All Students 61.1 pts below standard - Foster Youth 93.4 pts below standard - SWD 51.3 pts below standard - EL | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| | | 38.5 pts below standard - African American 52.7 pts below standard - Hispanic 41.9 pts below standard - SED 13.1 pts below standard - White 8.4 pts below standard - Two or More Races 5.8 pts above standard - Asian | | | 36.5 pts below standard - Homeless 23.5 pts below standard - African American 37.7 pts below standard - Hispanic 26.9 pts below standard - SED 26.9 pts below standard - White 5 pts pts above standard- Two or More Races 20.8 pts above standard - Asian | |
| 1.4 | Math CAASPP- Distance from Standard Source: CA Dashboard Priority 4A | 2023 Dashboard 71.7 pts below standard - All Students 101.6 pts below standard - African American 97.5 pts below standard - EL | | | 2026 Dashboard 59.7 pts below standard - All Students 89.6 pts below standard - African American 85.5 pts below standard - EL | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
| | | 119.4 pts below standard - Foster Youth 97.3 pts below standard - Hispanic 110.9 pts below standard - Homeless 142.8 pts below standard - SWD 83.7 pts below standard - SED 56.7 pts below standard - White 49.4 pts below standard - Two or More Races 31.4 pts below standard- Asian | | | 107.4 pts below standard - Foster Youth 85.3 pts below standard - Hispanic 98.9 pts below standard - Homeless 130.8 pts below standard - SWD 71.7 pts below standard - SED 44.7 pts below standard - White 37.4 pts below standard - Two or More Races 19.4 pts below standard - Asian | |
| 1.5 | Graduation Rate - Percent of students graduated Source: CA Dashboard Priority 5E | 2023 Dashboard 80.9% - YCUSD All Students 67.1% - EL 77.9% - SED 51.1% - Homeless | | | 2026 Dashboard 91% - YCUSD All Students 77.1%- EL 87.9%- SED 61.1% - Homeless | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|--|----------------------------------|
| | | RVHS 85.9% - All Students 50% - SWD 79.6% - Hispanic 83.1% - SED 88.9% - White 69.1% - EL 93% - Asian YCHS: 86.1% - All Students 64.3% - SWD 81.5% - Hispanic 72.5% - EL 93.8% - Asian 83.1% - SED 90.1% - White | | | RVHS 95.9% - All Students 60% - SWD 89.6% - Hispanic 93.1% - SED 98.9% - White 79.1% - EL 100% - Asian YCHS: 96.1% - All Students 74.3% - SWD 91.5% - Hispanic 82.5% - EL 100% - Asian 93.1% - SED 100% - White | |
| 1.6 | Graduation Rates and A-G rates for Senior enrolled in AVID Source: Local school data Priority 8 | 2023-2024 100% graduation rate - All YCUSD Seniors enrolled in AVID RVHS AVID Seniors 68% - A-G Rate 100% - Graduation YCHS AVID Seniors 81% - A-G Rate 100% - Graduation Rate | | | 2026-2027 100% graduation rate - All YCUSD Seniors enrolled in AVID RVHS AVID Seniors 83% - A-G Rate 100% - Graduation YCHS AVID Seniors 96% - A-G Rate | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|--|----------------------------------|
| | | | | | 100% - Graduation Rate | |
| 1.7 | CTE Pathway Completers Source: CA Dashboard - Additional Reports Priority 4C | 2023 Dashboard 26.7% - Overall CTE completer rate 10.3% - EL 8.9% - Homeless 13% - SWD 23.7% - SED | | | 2026 Dashboard 35.7% - Overall CTE completer rate 19.3% - EL 17.9% - Homeless 22% - SWD 32.7% - SED | |
| 1.8 | CSU/UC A-G Completion Source: CA Dashboard Priority 4B | 2023 Dashboard YCUSD 33.2% - All Students 4.9% - SWD 4.4% - Homeless 6.5% - EL 21.4% - Hispanic RVHS 47.4% - All Students YCHS 36.4% - All Students | | | 2026 Dashboard YCUSD 43.2% - All Students 10.9% - SWD 10.4% - Homeless 12.5% - EL 27.4% - Hispanic RVHS 57.4% - All Students YCHS 46.4% - All Students | |
| 1.9 | Advanced Placement passing percentages with a 3 or higher Source: College Board | 2023-24 55% - All Students | | | 2026-27 70% - All Students | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
| | Priority 4G | | | | | |
| 1.10 | Expulsion Rate Source: Local SIS Report Priority 6B | 2023-24 0.6% - All Students (35 students) | | | 2026-27 0.3% - All Students | |
| 1.11 | Middle school Dropout Rate Source: CALPADS Priority 5C | 2023-24 0.3% - All Students (9 students) | | | 2026-27 0% - All Students | |
| 1.12 | High school Dropout Rate Source: CALPADS Priority 5D | 2023-24 12% - All Students (119 students) | | | 2026-27 6% - All Students | |
| 1.13 | Broad Course of Study Source: SIS Report Priority 7 | 2023-24 150 Course Catalog Options | | | 2026-27 Maintain 150 Course Options | |

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 | Student Engagement and Support | <p>a. Provide comprehensive counseling and social worker services in order to support student academic goals and provide social/emotional support.</p> <p>b. Continue to implement Wellness services district wide to provide more mental health services and support for students.</p> <p>c. Support students in special education with additional behaviorist staffing in order to provide Tier 2 and Tier 3 interventions.</p> <p>d. Provide professional development on social emotional learning, trauma informed practices and best instructional practices for classroom and behavior management.</p> | \$4,660,000.00 | Yes |
| 1.2 | Student Engagement | Implement 21st century classrooms by integrating multiple modes of technology to accelerate learning for all students; provide technology support staff to help implement technology at all sites. | \$1,205,874.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------|--|----------------|--------------|
| 1.3 | Academic Support | <p>a. Provide academic support and intervention with the staffing of instructional aides.</p> <p>b. Provide comprehensive student support with site and district administration and academic, CTE, Data/Assessment and ELD coordinators.</p> <p>c. Hire PE specialist staff in order to provide collaboration time to elementary teachers in support of preparing to teach CCSS, ELD and Math.</p> <p>d. Provide lead teacher stipends in order to support professional learning communities across grade levels.</p> | \$4,265,000.00 | Yes |
| 1.4 | College and Career Readiness | <p>a. Implement credit recovery for high school students in order to increase graduation rates.</p> <p>b. Continue to grow, implement, and sustain new or existing Dual Enrollment and AP classes with a focus on access for unduplicated students.</p> <p>c. Provide multiple CTE pathways at the high schools by providing highly qualified CTE teachers and other staffing to support high quality CTE programs.</p> <p>d. Implement and support Middle and High School CTE programs in order to provide all students multiple pathway options.</p> <p>e. Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).</p> | \$4,709,594.00 | Yes |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 2 | YCUSD students will excel at math and literacy across all content areas. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our students are struggling with literacy and math across the board. This is a high priority for our school district that our students are proficient at literacy and numeracy. Both of these areas have significant leverage in both college and career and our students need to be able to read, write, compute and problem solve at high levels.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| 2.1 | ELA CAASPP Reading Domain - Percent of students above, near, and below Source: CAASPP Priority 4A | Spring 2023 All students, grades 3-8, and 11: 27.76% of students below standard 57.55% of students near standard 14.69% above standard. | | | Spring 2026 grades 3-8, and 11: 13% of students below standard 57 % of students near standard 30% above standard. | |
| 2.2 | CAASPP - ELA Distance from Standard | 2023 Dashboard ELA | | | 2026 Dashboard | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|----------------------------------|---|----------------|----------------|---|----------------------------------|
| | Source: Dashboard Priority 4A | 28.7 pts below standard - All Students 76.1 pts below standard - Foster Youth 108.4 pts below standard - SWD 66.3 pts below standard - EL 51.5 pts below standard - Homeless 38.5 pts below standard - African American 52.7 pts below standard - Hispanic 41.9 pts below standard - SED 13.1 pts below standard - White 8.4 pts below standard - Two or More Races 5.8 pts above standard - Asian | | | 13.7 pts below standard - All Students 61.1 pts below standard - Foster Youth 93.4 pts below standard - SWD 51.3 pts below standard - EL 36.5 pts below standard - Homeless 23.5 pts below standard - African American 37.7 pts below standard - Hispanic 26.9 pts below standard - SED 26.9 pts below standard - White 5 pts above standard - Two or More Races | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
| | | | | | 20.8 pts above standard - Asian | |
| 2.3 | <p>ELA CAASPP Writing Domain - Percent of students above, near, and below</p> <p>Source: CAASPP</p> <p>Priority 4A</p> | <p>Spring 2023</p> <p>All students, grades 3-8, and 11:</p> <p>36.29% of students below standard</p> <p>50.39% of students near standard</p> <p>13.32% above standard.</p> | | | <p>Spring 2026</p> <p>All students, grades 3-8, and 11:</p> <p>21% of students below standard</p> <p>65% of students near standard</p> <p>29% of students above standard</p> <p>29% above standard.</p> | |
| 2.4 | <p>CAASPP - Math Distance from Standard</p> <p>Source: Dashboard</p> <p>Priority 4A</p> | <p>2023 Dashboard Math</p> <p>71.7 pts below standard - All Students</p> <p>101.6 pts below standard - African American</p> <p>97.5 pts below standard - EL</p> <p>119.4 pts below standard - Foster Youth</p> <p>97.3 pts below standard - Hispanic</p> <p>110.9 pts below standard - Homeless</p> | | | <p>2026 Dashboard</p> <p>56.7 pts below standard - All Students</p> <p>86.6pts below standard - African American</p> <p>82.5 pts below standard - EL</p> <p>104.4 pts below standard - Foster Youth</p> <p>82.3 pts below standard - Hispanic</p> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|--|----------------------------------|
| | | 142.8 pts below standard - SWD 83.7 pts below standard - SED 56.7 pts below standard - White 49.4 pts below standard - Two or More Races 31.4 pts below standard- Asian | | | 95.9 pts below standard - Homeless 127.8 pts below standard - SWD 68.7 pts below standard - SED 41.7 pts below standard - White 34.4 pts below standard - Two or More Races 16.4 pts below standard - Asian | |
| 2.5 | I-Ready ELA percent of K-8 students one to three grade levels below standard Source: I-Ready Priority 8 | Spring 2024 Three or more grade levels below: 18% Two or more grade levels below: 12% One grade level below: 30% | | | Spring 207 Three or more grade levels below: 9% Two or more grade levels below: 3% One grade level below: 20% | |
| 2.6 | I Ready Math percent of K-8 students one to three grade levels below standard Source: I Ready | Spring 2024 Three or more grade levels below: 15% Two or more grade levels below: 13% | | | Spring 207 Three or more grade levels below: 6% Two or more grade levels below: 4% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| | Priority 8 | One grade level below: 41% | | | One grade level below: 32% | |
| 2.7 | English Learner Progress Towards English Proficiency Source: CA Dashboard Priority 4E | 2023 Dashboard 51.1% | | | 2026 Dashboard 42.1% | |
| 2.8 | English Learner Reclassification Rate Source: Local SIS Priority 4F | 2023-2024 13% - All ELs | | | 2026-2027 28% ELs | |
| 2.9 | Percentage of Long Term English Learners Source: Local SIS Priority 2B | 2023-2024 30% | | | 2026-2027 15% | |
| 2.10 | Rate of progress of students making progress towards English proficiency. (ELPI levels) Source: Dashboard Priority 2B | 2023 Dashboard 15.9% decreased at least one ELPI level 32.7% maintained ELPI levels 1, 2L, 2H, 3L and 3H 49.3% progressed at least one ELPI level 2.1% maintained ELPI level 4 | | | 2026 Dashboard 5% decreased at least one ELPI level 16.7% maintained ELPI levels 1, 2L, 2H, 3L and 3H 65% progressed at least one ELPI level | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
| | | | | | 0% maintained ELPI level 4 | |
| 2.11 | Percentage of Students that Met/Exceeded Standard on CAST Source: CAASPP Priority 4A | 2023-24 CAST 22.27% - All Students 8.7% - Homeless 14.5% - Hispanic 21.05% - African American 18.25% - SED 6.59% - SWD 28.03% - White 31.44% - Asian 2.14% - English learners | | | 2026-27 CAST 37.27% - All Students 23.7% - Homeless 29.5% - Hispanic 36.05% - African American 33.25% - SED 21.5% - SWD 43.03% - White 46.44% - Asian 17.14% - English learners | |

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 | Professional Development | <p>a. Provide Professional Development in Math and ELA in order to increase student learning outcomes across all grade levels.</p> <p>b. Implement a district math coaching model to support the implementation of the CA Common core math standards and new math framework.</p> <p>c. Continue implementation of the district Math committee in order to vertically align standards and math frameworks and provide a collaborative community focused on improving math outcomes for students.</p> <p>d. Provide supplemental Math and ELA resources to help students accelerate their learning.</p> <p>e. Implement and maintain our own teacher induction program.</p> <p>f. Increase and improve services for students through the investment in teacher learning by providing three professional development days.</p> <p>g. Continue to implement co-teaching to help students with disabilities increase ELA and Math proficiency.</p> <p>h. Provide coaching support to school sites in the implementation of Professional Learning Communities in order to work with our most at-risk student populations.</p> | \$3,787,995.00 | Yes |
| 2.2 | Student Achievement of ELs and Long Term English Learners | <p>a. Provide professional development to all staff related to effective instructional practices for EL students, Long-Term English Learners and newcomers.</p> | \$1,477,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|------------------------|---|----------------|--------------|
| | | <p>b. Implement additional ELD teachers at middle and high schools to help provide ELD designated and integrated instruction.</p> <p>c. Implement targeted tutoring services for EL students, newcomers and long term English learners, to include after school virtual tutoring services with multilingual options.</p> <p>d. Provide supplementary resources to enhance EL instruction and intervention with Lexia, Ellevation and E3D.</p> | | |
| 2.3 | Student Success | <p>a. Implement a comprehensive data monitoring system for academics and MTSS to build effective professional learning communities and provide timely data to support student learning outcomes.</p> <p>b. Continue to implement AVID at all elementary and secondary sites, with an emphasis on staffing and high quality first instruction.</p> <p>c. Provide K-8 intervention teachers to provide timely intervention for struggling students in Math and ELA.</p> <p>d. Provide library technicians to support literacy across all content areas.</p> | \$2,985,000.00 | Yes |
| 2.4 | Site Fund Distribution | <p>a. Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students, English Learners and Foster Youth. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).</p> | \$736,666.00 | Yes |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 3 | YCUSD will facilitate diverse opportunities for inclusion and connectedness to enhance student and family involvement. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Being connected on a school campus promotes a strong sense of achievement in the classroom and outside the classroom. The more that our community engages in our schools, the better overall outcomes for students. We have noticed as a district that our student and parent engagement seems to have dropped more since COVID. We need to redouble our efforts to get our parents and students more engaged in their educational outcomes.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
| 3.1 | Suspension Rate Source: CA Dashboard Priority 6A | 2023 Dashboard 6.3% - All students 13% - African American 11.2% - Foster Youth 7.4% - American Indian 8.4% - Two or More Races 5.4% - English Learners 6.5% - Hispanic | | | 2026 Dashboard 3.3% - All students 7% - African American 5.2% - Foster Youth 1.4% - American Indian | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
| | | 9.4% - SWD 6.7% - SED 6% - Homeless 7.4% - White 3.4% - Asian 0% - Filipino | | | 2.4% - Two or More Races 0% - English Learners 0.5% - Hispanic 3.4% - SWD 0.7% - SED 0% - Homeless 1.4% - White 0% - Asian 0% - Filipino | |
| 3.2 | Parent Involvement and Engagement Perception Data Source: CA Healthy Kids survey Priority 3A | Spring 2024 Total responses: 337 parents (76% of respondents were elementary parents) 38% agree that schools promote parental involvement 48% parent involvement in school 36% encourage parental involvement 39% of parents feel welcome to participate at this school 32% believe schools actively seek the input of parents | | | Spring 227 Total responses: 1000 parents 53% agree that schools promote parental involvement 63% parent involvement in school 51% encourage parental involvement 54% of parents feel welcome to participate at this school 47% believe schools actively seek the input of parents 100% agree or strongly agree that | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| | | 87% agree or strongly agree that school is a safe place for their child. | | | school is a safe place for their child. | |
| 3.3 | Chronic Absenteeism Rate - percentage of K-8 students absent 10% or more of the days enrolled. Source: CA Dashboard Priority 5B | 2023 Dashboard 23.4% - All students 50.8% - Homeless 49% - African American 28.8% - Foster Youth 25.4% - Hispanic 31% - Two or More Races 25.4% - SED 31.7% - American Indian 11.5% - Asian 19.8% - English learners 32.7% - SWD | | | 2026 Dashboard 10% - All students 25.4% - Homeless 25%- African American 14.4% - Foster Youth 12.7% - Hispanic 15.5% - Two or More Races 12.7% - SED 15.8% - American Indian 6% - Asian 10% - English learners 16.3% - SWD | |
| 3.4 | Graduation Rate Source: CA Dashboard Priority 6E | 2023 Dashboard 80.9% All Students 67.1% EL 51.1% Homeless 56.1% SWD 75.6% Hispanic 69.6% Two or more 77.9% SED 84% -White 91.8% - Asian | | | 2026 Dashboard 90% All Students 82.1% EL 51.1% Homeless 66.1% SWD 90.1% Hispanic 69.6% Two or more 84.9% SED 99% -White 100% - Asian | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| 3.5 | <p>School Connectedness - Percentage of students in Grades 7, 9 and 11 that feel connected to school</p> <p>Source: CA Healthy Kids Survey</p> <p>Priority 6C</p> | <p>Spring 2024</p> <p>47% - All Students 53% - EL 47% - SED</p> | | | <p>Spring 2024</p> <p>62% All students 68% - EL 62% - SED</p> | |
| 3.6 | <p>School Safety Perception - Percentage that feel safe at school</p> <p>Source: CA Healthy Kids Survey</p> <p>Priority 6C</p> | <p>Spring 2024</p> <p>All: 49% EL: 50% SED: 49%</p> <p>Elementary Schools 76% of elementary students agreed or strongly agreed that they feel safe at school.</p> <p>Middle School 48% of middle school students agreed or strongly agreed that they feel safe at school.</p> <p>High Schools 45% of high school students agreed or strongly agreed that they feel safe at their high school.</p> | | | <p>Spring 2027</p> <p>All: 64% EL: 65% SED: 64%</p> <p>Elementary Schools 91% of elementary students agreed or strongly agreed that they feel safe at school.</p> <p>Middle School 63% of middle school students agreed or strongly agreed that they feel safe at school.</p> <p>High Schools 60% of high school students agreed or strongly agreed that they feel safe</p> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| | | 40% of all staff strongly agree that school is a safe place for staff 4% of all staff strongly agree that school is a safe place for students | | | at their high school. | |
| 3.7 | Percentage of students earning the seal of biliteracy Source: Local SIS Priority 8 | Spring 2024 32.5% of graduating seniors | | | Spring 2027 47.5% of graduating seniors | |
| 3.8 | | | | | | |
| 3.9 | Level to which facilities are maintained and in good repair. Source: Facilities Inspection Tool (FIT) Priority 1C | Fall 2023 All Facilities in Good repair. | | | Fall 2026 Maintain facilities in Good Repair. | |
| 3.10 | Attendance Rate Source: A2A and SIS Priority 5A | 2023-24 92.6% - All Students 91% - Homeless 90.5% - African American 93% - Foster Youth 92.9% - Hispanic | | | 2026-27 98.6% - All students 97% - Homeless 96.5% - African American | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|--|----------------|----------------|---|----------------------------------|
| | | 91.7% - SED 92% - American Indian 95% - Asian 93.7% - English learners 92.9% - SWD | | | 99% - Foster Youth 98.9% - Hispanic 97.7% - SED 98% - American Indian 100% - Asian 99.7% - English learners 98.6% - SWD | |

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 | Student Engagement | <p>a. All school sites will continue to implement PBIS through lessons, expectations, and incentives to students to create a positive and inclusive school culture and environment.</p> <p>b. Provide academic and behavioral intervention class for students with behavior and attendance challenges at the following five schools: YCHS, RVHS, Riverbend, Gray Ave and AK; implement an intervention program for expelled youth at Yuba City Independence Academy.</p> <p>c. Continue use of A2A attendance program to increase attendance and decrease district and site level chronic absenteeism.</p> <p>d. Increase outreach by social workers to foster students with weekly checks ins to increase their engagement in school and decrease their Chronic Absenteeism.</p> | \$860,000.00 | Yes |
| 3.2 | School Safety | <p>a. Maintain Campus resource officers and probation officers to increase school safety and help provide early intervention to at-risk students.</p> <p>b. Provide health aides to support students at school sites.</p> <p>c. Provide school site supervision with campus supervisors, noon duty aides and crossing guards.</p> <p>d. Continue to provide security cameras at all school sites in order to increase school safety.</p> | \$3,435,994.00 | Yes |
| 3.3 | Parent Engagement | <p>a. Continue to use Parent Square as a communication tool to provide more extensive outreach to parents and community.</p> <p>b. Implement parent liaisons at all school sites to increase parent, community and student engagement.</p> | \$855,400.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--------------------|--|----------------|--------------|
| | | <p>c. Provide parent workshops at the K-12 sites in order to provide information about programs, involvement opportunities and ways to help promote student achievement.</p> <p>d. Offer conferences and workshops for parents to increase agency and engagement.</p> | | |
| 3.4 | Student Engagement | <p>a. Continue to implement Fall Into Leadership to help promote campus culture and middle school leadership.</p> <p>b. Provide flexible learning environments at our high schools in order to increase student engagement.</p> <p>c. Implement a performing arts program with appropriate staffing to increase student involvement and engagement.</p> <p>d. Maintain supplemental support to Special education staff to increase academic success and graduation rates of SWD.</p> <p>e. Provide opportunities and services for GATE students to enhance their learning.; provide professional development for GATE certification for staff; family information nights, and instructional materials.</p> <p>f. Provide support for elementary science and STEM field trips (ie.Shady Creek).</p> <p>g. Maintain effective athletic programs to promote student engagement across all grade levels.</p> | \$2,692,082.00 | Yes |
| 3.5 | Student Engagement | Continue to maintain safe home to school transportation to students, to include cost of field trips to support college and career readiness. | \$3,950,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|------------------------|--|--------------|--------------|
| 3.6 | Site Fund Distribution | a. Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students, English Learners and Foster Youth. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA). | \$736,668.00 | Yes |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|------------------------------|
| 4 | Albert Powell High School: Increase student engagement at APHS by decreasing suspension rates by 4.5%, increasing graduation rates by 6%, and moving to the Low CCI indicator so all students have college and career options before they graduate from APHS. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Albert Powell High School developed this goal in response to being an equity multiplier school. There are three areas of concern (Suspension Rate, Graduation Rate, and CCI Indicator at Very Low) that placed APHS in this status.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
| 4.1 | Suspension Rate Source: CA Dashboard Priority 6A | 2023 Dashboard 6.3% - All Students 6.7% - Hispanic 6.9% - SED 5.3% - White | | | 2026 Dashboard 1.8% - All Students 2.2% - Hispanic 2.4% - SED 0.8% - White | |
| 4.2 | Graduation Rate Source: CA Dashboard Priority 5E | 2023 Dashboard 68.9% - All Students 67.3% - Hispanic 68.2% - SED | | | 2026 Dashboard 75% - All Students 73% - Hispanic 74% - SED | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| 4.3 | CCI Indicator - Rate of Preparedness Source: CA Dashboard Priority 5D | 2023 Dashboard 0.6% - All Students 0% - EL 0% - Hispanic 0.6% - SED 0% - White | | | 2026 Dashboard 5.6% - All Students 5% - EL 5% - Hispanic 5.6% - SED 5% - White | |

Goal Analysis [2023-24]

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------|---|--------------|--------------|
| 4.1 | College and Career | Increase the availability of CTE classes at Albert Powell: <ul style="list-style-type: none">Online CTE class offerings through platforms like Edmentum, Rex-Academy, etc that also offer online, credentialed teachers.Materials and supplies | \$115,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|------------|---------------------------------|--|--------------|--------------|
| | | <ul style="list-style-type: none"> Teacher training and sub time Attend college and career fairs at local colleges | | |
| 4.2 | School Climate | Increase the availability of alternatives to suspension: <ul style="list-style-type: none"> Materials and supplies Mental health awareness professional development for staff Continued implementation of PBIS Restorative justice practices training for admin, counseling and staff | \$30,000.00 | No |
| 4.3 | Student Engagement | Increase the availability of electives at APHS: <ul style="list-style-type: none"> Online class offerings through platforms like Edmentum, Rex-Academy, etc. Materials and supplies Professional Development for staff, as related to the content area and current initiatives Transportation to local colleges for Dual Enrollment options for students | \$100,000.00 | No |
| 4.4 | School Climate and Safety | Materials and supplies <ul style="list-style-type: none"> Training for Staff in Social and Emotional learning CCEA Conference for Professional Development Professional Development for staff, as related to the content area and current initiatives. Travel expenses and conference registration | \$70,941.00 | No |
| 4.5 | Student and Parental Engagement | Increase participation in APHS family engagement activities for students, families, and the community: <ul style="list-style-type: none"> Materials and supplies | \$10,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
| | | <ul style="list-style-type: none">• Family engagement night once each semester to include the community.• Increase community service opportunities for students | | |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|------------------------------|
| 5 | Yuba City Independence Academy: Increase student engagement in order to decrease chronic absenteeism by 10% each year, increase graduation rates by 3% year, and increase the number of students who are college and career ready to 10% by the end of year three. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Yuba City Independence Academy developed this goal in response to being an equity multiplier school. There are three areas of concern (Chronic Absenteeism, graduation rates and CCI indicator very low) that placed YCIA in this status.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
| 5.1 | Chronic Absenteeism Rate - percentage of K-8 students absent 10% or more of the days enrolled Source: CA Dashboard Priority 5B | 2023 Dashboard 71% - All Students 69.8% - SED | | | 2026 Dashboard 41% - All Students 40% - SED | |
| 5.2 | Graduation Rate Source: CA Dashboard | 2023 Dashboard 48.8% - All Students 47.2% - SED | | | 2026 Dashboard 64% - All Students 57% - SED | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|--|----------------------------------|
| | Priority 5E | | | | | |
| 5.3 | Percent of Students Prepared on the College and Career Indicator Source: CA Dashboard Priority 5D | 2023 Dashboard 2.4% - All Students 2.8% - SED | | | 2026 Dashboard 10% - All Students 9% - SED | |

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 |
|------------|-------------------------------|---|-------------|--------------|
| 5.1 | Parent and Student Engagement | Hire a parent liaison for outreach on student progress and needs, to include outreach to chronically absent students and to students not making progress towards graduation. | \$75,000.00 | No |
| 5.2 | College and Career | <p>Increase services to high school students in order to increase the graduation rate of all students.</p> <ul style="list-style-type: none"> • Provide college and career field trips for juniors and seniors, with a focus on unduplicated students to allow them to see beyond high school. • Continue to develop four year plans for each student entering high school or transferring from a comprehensive high school. • Counselor attendance at college and career conferences to provide them professional development. • Hire a part time college and career technician to provide more opportunities for job shadowing, work study and other opportunities. | \$85,000.00 | No |
| 5.3 | College and Career Readiness | <p>Increase opportunities for YCIA students to be prepared for college and career.</p> <ul style="list-style-type: none"> • Invest in adding elective course offerings that are CTE so students have CTE options. • Provide juniors and seniors with dual enrollment options in addition to their core classes. Consider adding an online option for dual enrollment. | \$48,417.00 | No |

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 |
| \$34,755,261 | \$3,823,058 |

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 |
|---|-----------------------------|-------------------------|---|
| 28.521% | 0.000% | \$0.00 | 28.521% |

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|---|
| 1.1 | Action: Student Engagement and Support Need: Graduation Rate All - 80.9% EL 67.1% SED 77.9% Suspension Rate All 6.3% | By providing increased comprehensive counseling services to students, specifically our unduplicated student groups who don't often otherwise have access to services outside of school, our graduation rates will increase, as well as our students' feelings of connectedness and support on campus. More students will be supported and fewer suspensions will result due to the support provided by social workers and counselors. | Suspension rate, student survey feedback, graduation rate |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|------------------------------------|
| | <p>Foster Youth 11.2% EL 5.4% SED 6.7%</p> <p>Student Safety Survey Results: All: 49% EL: 50% SED: 49%</p> <p>Student Connectedness Survey Results: All: 47% EL: 53% SED: 47%</p> <p>Scope: LEA-wide</p> | <p>These actions are provided on an LEA basis, and we expect all students to benefit from these counseling services. However, because these services are specifically increased to improve the outcomes of Foster Youth, English Learners (EL), and Socioeconomically Disadvantaged (SED) students, we expect marked improvements in our graduation rate and suspension rates. It is anticipated that our unduplicated students will benefit more overall from these services in addition to the overall student body.</p> | |
| 1.2 | <p>Action: Student Engagement</p> <p>Need: ELA CAASPP 28.7 pts below standard - All Students 76.1 pts below standard - Foster Youth 66.3 pts below standard - EL 41.9 pts below standard - SED</p> <p>Math CAASPP 71.7 pts below standard - All Students 97.5 pts below standard - EL 119.4 pts below standard - Foster Youth 83.7 pts below standard - SED</p> | <p>By prioritizing the needs of Foster Youth, English Learners (EL), and Socioeconomically Disadvantaged (SED) students, we ensure equitable access to technology for students who have limited access outside of school. By providing Chromebooks and hotspots, we remove barriers to learning, ensuring these students always have access to their education. This access is crucial as our Math and ELA programs depend on multiple modes of technology, particularly for intervention and tutoring services, which are essential for accelerating learning.</p> <p>These actions are implemented on an LEA basis, with the understanding that all students will benefit from these academic support services. However, the primary focus is on unduplicated students, who are expected to see more significant</p> | Math and ELA CAASPP scores |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|---|
| | Scope: LEA-wide | improvements in their outcomes compared to the All Student group. By prioritizing these groups, we ensure their needs are met first, leading to greater overall benefits for these students, in addition to the benefits extended to the entire student population. | |
| 1.3 | Action: Academic Support Need: ELA CAASPP 28.7 pts below standard - All Students 76.1 pts below standard - Foster Youth 66.3 pts below standard - EL 41.9 pts below standard - SED Math CAASPP 71.7 pts below standard - All Students 97.5 pts below standard - EL 119.4 pts below standard - Foster Youth 83.7 pts below standard - SED Scope: LEA-wide | <p>By prioritizing the needs of Foster Youth, English Learners (EL), and Socioeconomically Disadvantaged (SED) students, we ensure that collaboration release time for elementary teachers primarily supports these groups. During this time, teachers focus on identifying trends from data to inform instructional strategies and interventions for their highest needs students. For ELA and Math, this targeted collaboration around data and instructional practices provides crucial intervention services for our most at-risk students.</p> <p>Additionally, instructional aide support will offer targeted assistance for all students in ELA and Math content.</p> <p>These actions are implemented on an LEA basis, with the understanding that all students will benefit from these academic support services. However, the primary focus is on improving the outcomes for unduplicated students. By targeting these services to Foster Youth, EL, and SED students, we expect our ELA and Math scores to improve at a higher rate for these groups compared to the All Student group. As a result, our unduplicated students are expected to benefit more overall from these services, in addition to the benefits extended to the entire student population.</p> | Math and ELA CAASPP scores on the Dashboard |

| 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 |
|-------------------|---|---|--|
| 1.4 | <p>Action: College and Career Readiness</p> <p>Need: Graduation Rate</p> <p>80.9% - YCUSD All Students 67.1%- EL 77.9%- SED</p> <p>RVHS 85.9% - All Students 83.1% - SED 69.1% - EL</p> <p>YCHS: 86.1% - All Students 72.5% - EL 83.1% - SED</p> <p>26.7% - Overall CTE completer rate 10.3% - EL 23.7% - SED</p> <p>AP Pass rate with a score of 3 or higher: 55% - All Students</p> <p>Scope: LEA-wide</p> | <p>By prioritizing the needs of English Learners (EL) and Socioeconomically Disadvantaged (SED) students, we ensure that credit recovery options are available first to those at risk of not graduating. This approach is essential as there is a significant graduation rate gap between All Students and unduplicated student groups. By focusing on these students, we can increase graduation rates for both groups, while particularly addressing the needs of those who may lack guidance at home to support their college and career goals.</p> <p>CTE (Career and Technical Education) programs are career-focused and highly beneficial for all students, especially those without sufficient support at home. Data shows that when students start working toward their career goals and apply real-life applications to traditional courses, they are more motivated to succeed. Therefore, CTE programs are critical for increasing graduation rates. Early career exploration helps students find their passion and use school to achieve their goals, leading to greater future success.</p> <p>To support our CTE completer rate, we will ensure staffing with highly qualified CTE teachers and provide support for our CTE coordinator who oversees program implementation. Our CTE programs of study will be robustly supported. Additionally, we will offer AP support through training for our teaching staff and funding for students to take AP exams, with a special focus on unduplicated students.</p> <p>These actions are implemented on an LEA basis, and while we expect all students to benefit from</p> | Graduation rates; CTE completer rates; AP Pass rates |

| 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 |
|-------------------|---|--|------------------------------------|
| | | these academic support services, the primary focus is on improving outcomes for unduplicated students. By targeting these services to EL and SED students, we expect improvements in graduation rates, CTE completer rates, and AP pass rates. Consequently, our unduplicated students are anticipated to benefit more significantly overall from these support services, in addition to the benefits extended to the entire student population. | |
| 2.1 | <p>Action: Professional Development</p> <p>Need: Math 71.7 pts below standard - All Students 97.5 pts below standard - EL 119.4 pts below standard - Foster Youth 83.7 pts below standard - SED</p> <p>ELA 28.7 pts below standard - All Students 76.1 pts below standard - Foster Youth 66.3 pts below standard - EL 41.9 pts below standard - SED</p> <p>I Ready ELA All students grades K-8</p> <p>Three or more grade levels below: 18% Two or more grade levels below: 12% One grade level below: 30%</p> <p>I Ready Math All students grades K-8</p> | <p>By prioritizing the needs of unduplicated students, we will continue to provide designated and integrated professional development (PD) to all our teachers. This ensures that EL students receive the best first instruction and interventions in their courses, helping them meet academic standards in ELA and Math. While the integrated PD will help all students in all classes by promoting best practices for first instruction, it is specifically designed to raise the proficiency levels of unduplicated students.</p> <p>Our approach includes three professional development days aimed at increasing teachers' instructional capacity, particularly in working with unduplicated student groups. The PD is structured with a three-year plan that addresses literacy and math academic needs. It is specifically aligned with AVID and ELD strategies to meet the unique needs of our unduplicated pupils.</p> <p>These actions are implemented on an LEA basis, and while we expect all students to benefit from these academic support services, the primary focus is on improving outcomes for unduplicated</p> | Math and ELA CAASP Scores; I Ready |

| 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>Three or more grade levels below: 15% Two or more grade levels below: 13% One grade level below: 41%</p> <p>Scope: LEA-wide</p> | <p>students. By targeting these services to Foster Youth, EL, and SED students, we anticipate improvements in Math and ELA scores. Consequently, our unduplicated students are expected to benefit more significantly from these services, in addition to the benefits extended to the entire student population.</p> | |
| 2.3 | <p>Action: Student Success</p> <p>Need: AVID Graduation rates: 100% graduation rate - YCUSD All Seniors enrolled in AVID</p> <p>RVHS AVID Seniors 68% - A-G Rate 100% - Graduation</p> <p>YCHS AVID Seniors 81% - A-G Rate 100% - Graduation Rate</p> <p>Math 71.7 pts below standard - All Students 97.5 pts below standard - EL 119.4 pts below standard - Foster Youth 83.7 pts below standard - SED</p> <p>ELA 28.7 pts below standard - All Students 76.1 pts below standard - Foster Youth 66.3 pts below standard - EL</p> | <p>By prioritizing the needs of unduplicated students, we are addressing the need for increased academic support to enhance Math and ELA scores, improve A-G rates for high school students, and boost our AVID A-G and graduation rates for all students in the program. This action includes providing K-8 intervention teachers at each school site to offer remediation and support in Math and ELA for students who need it the most.</p> <p>These actions are implemented on an LEA basis, ensuring that all students will benefit from the academic support services. However, the primary focus is on unduplicated students, who are expected to see the most significant improvements. By targeting these services specifically to Foster Youth, EL, and SED students, we anticipate notable gains in Math and ELA scores. Consequently, our unduplicated students are expected to benefit more overall from these interventions, in addition to the benefits extended to the entire student population.</p> | <p>AVID graduation data; CAASPP scores ELA and Math</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>41.9 pts below standard - SED</p> <p>Scope: LEA-wide</p> | | |
| 2.4 | <p>Action: Site Fund Distribution</p> <p>Need: CAST (Science) scores: 22.27% - All Students 8.25% - SED 2.14% - English learners</p> <p>Math 71.7 pts below standard - All Students 97.5 pts below standard - EL 119.4 pts below standard - Foster Youth 83.7 pts below standard - SED</p> <p>ELA 28.7 pts below standard - All Students 76.1 pts below standard - Foster Youth 66.3 pts below standard - EL 41.9 pts below standard - SED</p> <p>Scope: LEA-wide</p> | <p>When allocating funds to school sites, site administrators prioritize the needs of unduplicated students. Each school site develops its Single School Plan with this funding to directly support the needs of unduplicated students. These plans specifically target ELA, Math, and Science support and services, including tutoring, credit recovery, and intervention services during and after the school day.</p> <p>These actions are implemented on an LEA basis, ensuring that all students benefit from these academic support services. However, the primary focus is on improving the outcomes of unduplicated students. By directing funds to address the specific needs of Foster Youth, EL, and SED students, we expect significant improvements in Math and ELA scores. Consequently, our unduplicated students are anticipated to benefit more overall from these services, in addition to the benefits extended to the entire student population.</p> | Math, ELA and Science (CAST) results |
| 3.1 | <p>Action: Student Engagement</p> | Our unduplicated percentage of students is significantly high across all our school sites, and | Chronic Absenteeism rate; suspension rate; |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|------------------------------------|
| | <p>Need: Chronic Absenteeism Rates All students 23.4% English Learners - 19.8% Foster Youth, 28.8% SED 25.4%</p> <p>Suspension Rate All 6.3% Foster Youth 11.2% EL 5.4% SED 6.7%</p> <p>Scope: LEA-wide</p> | <p>these student groups have the highest rates of absences and behavioral challenges. Often, our highest-needs students do not have the support outside of school to address behavioral challenges. Additionally, the high chronic absenteeism rates for our SED and Foster Youth students can be traced to families not having adequate resources to ensure their students are present and prepared for school each day. To address these issues, five of our schools with the most challenging behavior rates and referrals will implement an intervention room specifically designed to address the social and emotional needs of students. This will help them regulate their behavior and learn how to be successful in school. Additionally, expelled students will have a dedicated discovery class that focuses on building social and emotional skills and regulation to help them get back on track and succeed in middle school.</p> <p>These actions are provided on an LEA basis, and we expect all students to benefit from these behavioral support services. However, because these services are specifically designed to improve the outcomes of Foster Youth, EL, and SED students, we anticipate significant improvements in absenteeism and suspension rates, particularly for our unduplicated pupils. As a result, our unduplicated students are expected to benefit more overall from these services, in addition to the benefits extended to the entire student population to the benefits extended to the entire student population.</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 |
|-------------------|--|--|---|
| 3.2 | <p>Action: School Safety</p> <p>Need: Suspension Rate</p> <p>All 6.3% Foster Youth 11.2% EL 5.4% SED 6.7%</p> <p>Student Safety Survey Results: All: 49% EL: 50% SED: 49%</p> <p>Student Connectedness Survey Results: All: 47% EL: 53% SED: 47%</p> <p>Scope: LEA-wide</p> | <p>By providing a safe school environment, student misbehavior will decrease because staff will be more visible on campus, be responsive to student needs more timely, and support students who need extra supports.</p> <p>These actions are provided on an LEA basis and we expect all students to benefit from these academic support services. However, because these services are provided to improve the outcomes of Foster Youth, EL and SED students, we expect our our suspension rates and qualitative feedback data to increase in regards to feeling of safety for staff, students and parents. And it is expected that our unduplicated students will benefit more overall from these services in addition to all students.</p> | Suspension rate; student survey data for engagement and students' feelings of safety. |
| 3.3 | <p>Action: Parent Engagement</p> <p>Need: Educational partners shared in surveys and engagement sessions the need for more parent engagement and parent liaisons at school sites. Parent survey data:</p> | Family and community engagement is crucial for student success, and it significantly enhances the likelihood that students will learn and thrive. To strengthen this connection, we are focusing on improving engagement for unduplicated students and their families by utilizing Parent Liaisons and community support. These roles serve as a bridge to connect unduplicated students with their families and the school, facilitating better communication and involvement. By providing | Parent survey |

| 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>38% agree that schools promote parental involvement 48% parent involvement in school 36% encourage parental involvement 39% of parents feel welcome to participate at this school 32% believe schools actively seek the input of parents</p> <p>Scope: LEA-wide</p> | <p>parents with more information and access to school resources, we aim to increase their engagement, which in turn encourages greater student participation and success.</p> <p>These actions are provided on an LEA basis, and while we expect all students to benefit from these academic support services, the primary focus is on improving outcomes for Foster Youth, EL, and SED students. We anticipate that these efforts will lead to increased parent engagement and more positive feedback from families. As a result, our unduplicated students are expected to experience greater overall benefits from these services, in addition to the advantages extended to the entire student population.</p> | |
| 3.4 | <p>Action: Student Engagement</p> <p>Need: Graduation Rate All - 80.9% EL 67.1% SED 77.9%</p> <p>Student Safety Survey Results: All: 49% EL: 50% SED: 49%</p> <p>Student Connectedness Survey Results: All: 47% EL: 53% SED: 47%</p> | <p>Providing enriching opportunities is crucial for all students, but it is especially vital for unduplicated students, who often have limited access to such experiences outside of school. By offering opportunities for participation in performing arts, GATE, athletics, and leadership programs, we ensure that these students have access to enriching experiences during the school day.</p> <p>Ensuring that unduplicated students can engage in performing arts or athletics and attend field trips more frequently helps bridge the gap created by limited out-of-school opportunities. Providing flexible learning environments is another key component, as it increases student engagement by allowing for more voice and choice in their learning. This approach enhances student agency, giving them a greater role in their educational experience.</p> | Graduation rates; survey feedback |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|--|
| | Scope: LEA-wide | While these actions are implemented on an LEA basis and are intended to benefit all students, the primary focus is on addressing the specific needs of EL, SED, and Foster Youth students. We expect that these unduplicated students will experience even greater overall benefits from these services, in addition to the advantages extended to the entire student body. | |
| 3.5 | Action: Student Engagement Need: Chronic Absenteeism Rates All students 23.4% English Learners - 19.8% Foster Youth, 28.8% SED 25.4% Student Connectedness Survey Results: All: 47% EL: 53% SED: 47% Scope: LEA-wide | <p>The transportation from home to school program directly addresses a critical need for our unduplicated students, who often face challenges with reliable transportation. Our district's high chronic absenteeism rate underscores the urgency of ensuring that all students attend school regularly, with Foster Youth and SED students experiencing particularly high rates of absenteeism. By focusing on transportation, we not only aim to improve attendance but also enhance access to educational experiences. This initiative allows for increased field trip opportunities, which are particularly valuable for unduplicated students who typically have less access to enriching experiences outside of school. Providing these students with additional experiences through field trips and other off-campus opportunities can significantly enrich their educational journey. These experiences contribute to a well-rounded education and help bridge the gap created by limited access to such opportunities at home.</p> <p>These actions are implemented on an LEA basis, and while we expect all students to benefit from these improvements, the primary goal is to</p> | Student surveys; Chronic Absenteeism rates |

| 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 |
|-------------------|---|--|--------------------------------------|
| | | enhance outcomes for Foster Youth, EL, and SED students. We anticipate that the focus on transportation and additional experiences will lead to notable reductions in absenteeism and suspension rates, particularly for our unduplicated students. Consequently, our unduplicated students are expected to gain more overall from these services, alongside the benefits provided to the entire student population. | |
| 3.6 | <p>Action: Site Fund Distribution</p> <p>Need: CAST (Science) scores: 22.27% - All Students 8.25% - SED 2.14% - English learners</p> <p>Math 71.7 pts below standard - All Students 97.5 pts below standard - EL 119.4 pts below standard - Foster Youth 83.7 pts below standard - SED</p> <p>ELA 28.7 pts below standard - All Students 76.1 pts below standard - Foster Youth 66.3 pts below standard - EL 41.9 pts below standard - SED</p> <p>Scope: LEA-wide</p> | <p>When allocating funds to school sites, site administrators prioritize the needs of unduplicated students. Each school site develops its Single School Plan with this funding to directly support the needs of unduplicated students. These plans specifically target ELA, Math, and Science support and services, including tutoring, credit recovery, and intervention services during and after the school day.</p> <p>These actions are implemented on an LEA basis, ensuring that all students benefit from these academic support services. However, the primary focus is on improving the outcomes of unduplicated students. By directing funds to address the specific needs of Foster Youth, EL, and SED students, we expect significant improvements in Math and ELA scores. Consequently, our unduplicated students are anticipated to benefit more overall from these services, in addition to the benefits extended to the entire student population.</p> | Math, ELA and Science (CAST) results |

Limited Actions

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|--|
| 2.2 | <p>Action: Student Achievement of ELs and Long Term English Learners</p> <p>Need: ELA CAASPP EL 66.3 pts below standard; ELPI Levels: 15.9% decreased at least one ELPI level 32.7% maintained ELPI levels 1, 2L, 2H, 3L and 3H 49.3% progressed at least one ELPI level 2.1% maintained ELPI level 4</p> <p>Percentage of LTELs- 30%</p> <p>Reclassification rate: 13% - All ELs</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | The actions address the student's academic needs because they provide added layers of support for these student groups. Our EL students need additional differentiation of instruction in the classroom in order for them to fully access the curriculum. By providing multiple layers of support and continued teacher professional development, this will help increase our EL student's success in ELA and Math. | ELA CAASPP EL scores; ELPI levels; % of LTELs; reclassification rate |

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.

| |
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Additional Concentration Grant Funding

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

The district's goal to increase staff for direct services with the additional concentration grant funding to students will be met through the addition of instructional aides, increased staffing with intervention, EL, CTE and AVID teachers, and parent liaisons. The additional concentration grant funding will be used to increase our services to Foster Youth, EL and SED students by providing site specific intervention teachers to K-8 school sites in order to work with these student groups on ELA and Math skills. The funding will also work for tutoring services to these unduplicated student groups in order to help provide remediation and intervention, so these students have greater success in Math and ELA. The additional funding also is used to fund AVID and CTE teaching staff in order to provide greater access for unduplicated students to these elective programs. The additional instructional aides will push into classrooms with the highest need students and support Foster, EL and SED students in literacy and Math.

| 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 | | 1:15 |
| Staff-to-student ratio of certificated staff providing direct services to students | | 1:19 |

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 | 121,858,363 | 34,755,261 | 28.521% | 0.000% | 28.521% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|-----------------|-------------------|-------------|----------------|-----------------|-----------------|---------------------|
| Totals | \$34,755,261.00 | \$705,941.00 | \$0.00 | \$1,430,429.00 | \$36,891,631.00 | \$26,480,131.00 | \$10,411,500.00 |

| 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 | Student Engagement and Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$4,400,000.00 | \$260,000.00 | \$4,660,000.00 | | | | \$4,660,000.00 | |
| 1 | 1.2 | Student Engagement | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$330,809.00 | \$875,065.00 | \$699,990.00 | | | \$505,884.00 | \$1,205,874.00 | |
| 1 | 1.3 | Academic Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$4,265,000.00 | \$0.00 | \$4,265,000.00 | | | | \$4,265,000.00 | |
| 1 | 1.4 | College and Career Readiness | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$3,512,928.00 | \$1,196,666.00 | \$4,709,594.00 | | | | \$4,709,594.00 | |
| 2 | 2.1 | Professional Development | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$2,975,000.00 | \$812,995.00 | \$3,512,995.00 | | | \$275,000.00 | \$3,787,995.00 | |
| 2 | 2.2 | Student Achievement of ELs and Long Term English Learners | English Learners Foster Youth Low Income | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | | \$1,400,000.00 | \$77,000.00 | \$1,450,000.00 | | | \$27,000.00 | \$1,477,000.00 | |
| 2 | 2.3 | Student Success | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$2,905,000.00 | \$80,000.00 | \$2,905,000.00 | \$80,000.00 | | | \$2,985,000.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|------------------------|--|---|----------|--|--|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|---|
| 2 | 2.4 | Site Fund Distribution | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$0.00 | \$736,666.00 | \$736,666.00 | | | | \$736,666.00 | |
| 3 | 3.1 | Student Engagement | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools Specific Schools: Andros Karperos, Riverbend, Gray Avenue, RVHS, YCHS and YCIA YCIA (6-8th grade for expelled youth program) | | \$775,000.00 | \$85,000.00 | \$860,000.00 | | | | \$860,000.00 | |
| 3 | 3.2 | School Safety | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$3,285,994.00 | \$150,000.00 | \$3,135,994.00 | \$300,000.00 | | | \$3,435,994.00 | |
| 3 | 3.3 | Parent Engagement | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$785,400.00 | \$70,000.00 | \$232,855.00 | | | \$622,545.00 | \$855,400.00 | |
| 3 | 3.4 | Student Engagement | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$620,000.00 | \$2,072,082.00 | \$2,692,082.00 | | | | \$2,692,082.00 | |
| 3 | 3.5 | Student Engagement | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$1,100,000.00 | \$2,850,000.00 | \$3,950,000.00 | | | | \$3,950,000.00 | |
| 3 | 3.6 | Site Fund Distribution | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | \$0.00 | \$736,668.00 | \$736,668.00 | | | | \$736,668.00 | |
| 4 | 4.1 | College and Career | All | No | | | All Schools | | \$0.00 | \$115,000.00 | | \$115,000.00 | | | \$115,000.00 | |
| 4 | 4.2 | School Climate | All | No | | | All Schools | | \$0.00 | \$30,000.00 | | \$30,000.00 | | | \$30,000.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|---------------------------------|------------------|---|-------|-------------------------------|------------------------|-----------|-----------------|---------------------|-------------|-------------------|-------------|---------------|--------------|---|
| 4 | 4.3 | Student Engagement | All | No | | | All Schools | | \$0.00 | \$100,000.00 | | \$100,000.00 | | | \$100,000.00 | |
| 4 | 4.4 | School Climate and Safety | All | No | | | All Schools | | \$0.00 | \$70,941.00 | | \$70,941.00 | | | \$70,941.00 | |
| 4 | 4.5 | Student and Parental Engagement | All | No | | | All Schools | | \$0.00 | \$10,000.00 | | \$10,000.00 | | | \$10,000.00 | |
| 5 | 5.1 | Parent and Student Engagement | All | No | | | Specific Schools: YCIA | | \$75,000.00 | \$0.00 | \$75,000.00 | | | | \$75,000.00 | |
| 5 | 5.2 | College and Career | All | No | | | Specific Schools: YCIA | | \$50,000.00 | \$35,000.00 | \$85,000.00 | | | | \$85,000.00 | |
| 5 | 5.3 | College and Career Readiness | All | No | | | Specific Schools: YCIA | | \$0.00 | \$48,417.00 | \$48,417.00 | | | | \$48,417.00 | |

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 |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| 121,858,363 | 34,755,261 | 28.521% | 0.000% | 28.521% | \$34,546,844.00 | 0.000% | 28.350 % | Total: | \$34,546,844.00 |
| | | | | | | | | LEA-wide Total: | \$33,096,844.00 |
| | | | | | | | | Limited Total: | \$1,450,000.00 |
| | | | | | | | | Schoolwide Total: | \$0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|--|--|-------------|--|---|
| 1 | 1.1 | Student Engagement and Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$4,660,000.00 | |
| 1 | 1.2 | Student Engagement | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$699,990.00 | |
| 1 | 1.3 | Academic Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$4,265,000.00 | |
| 1 | 1.4 | College and Career Readiness | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$4,709,594.00 | |
| 2 | 2.1 | Professional Development | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$3,512,995.00 | |
| 2 | 2.2 | Student Achievement of ELs and Long Term English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | \$1,450,000.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|------------------------|---|----------|--|--|--|---|
| 2 | 2.3 | Student Success | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$2,905,000.00 | |
| 2 | 2.4 | Site Fund Distribution | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$736,666.00 | |
| 3 | 3.1 | Student Engagement | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools Specific Schools: Andros Karperos, Riverbend, Gray Avenue, RVHS, YCHS and YCIA YCIA (6-8th grade for expelled youth program) | \$860,000.00 | |
| 3 | 3.2 | School Safety | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$3,135,994.00 | |
| 3 | 3.3 | Parent Engagement | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$232,855.00 | |
| 3 | 3.4 | Student Engagement | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$2,692,082.00 | |
| 3 | 3.5 | Student Engagement | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$3,950,000.00 | |
| 3 | 3.6 | Site Fund Distribution | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$736,668.00 | |

2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|--|--|
| Totals | \$46,348,617.00 | \$50,889,064.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 1 | 1.1 | Professional Development and teacher support | Yes | \$2,489,911.00 | \$2,678,384 |
| 1 | 1.2 | School Improvement | Yes | \$4,217,116.00 | \$4,737,553 |
| 1 | 1.3 | Student Success | Yes | \$2,097,795.00 | \$2,037,226 |
| 1 | 1.4 | Site Fund Distribution | Yes | \$982,474.00 | \$874,286 |
| 1 | 1.5 | Student Learning Environment | Yes | \$7,068,442.00 | \$7,449,766 |
| 2 | 2.1 | Student Achievement of English Learners, Foster Youth, Homeless and Low Income students | Yes | \$1,380,304.00 | \$1,524,778 |
| 2 | 2.2 | Student Achievement of Long-term English Learners | Yes | \$116,705.00 | \$66,227 |
| 2 | 2.3 | Student Achievement in College and Career Opportunities | Yes | \$7,409,302.00 | \$6,771,839 |
| 2 | 2.4 | Site Fund Distribution | Yes | \$142,344.00 | \$181,564 |
| 3 | 3.1 | Positive Behavior | Yes | \$4,386,045.00 | \$4,771,223 |
| 3 | 3.2 | Social Emotional Support | Yes | \$1,776,911.00 | \$1,957,844 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|----------------------------|--|--|---|
| | | | | | |
| 3 | 3.3 | School Safety | Yes | \$2,302,070.00 | \$2,236,465 |
| 3 | 3.4 | Parent Engagement | Yes | \$382,154.00 | \$362,176 |
| 3 | 3.5 | Student Engagement | Yes | \$11,016,332.00 | \$14,545,832 |
| 3 | 3.6 | Site Fund Distribution | Yes | \$580,712.00 | \$693,901 |

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) |
|--|---|---|--|--|--|--|
| 37,748,412 | \$46,348,617.00 | \$50,889,064.00 | (\$4,540,447.00) | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 1 | 1.1 | Professional Development and teacher support | Yes | \$2,489,911.00 | 2,678,384 | | |
| 1 | 1.2 | School Improvement | Yes | \$4,217,116.00 | 4,737,553 | | |
| 1 | 1.3 | Student Success | Yes | \$2,097,795.00 | 2,037,226 | | |
| 1 | 1.4 | Site Fund Distribution | Yes | \$982,474.00 | 874,286 | | |
| 1 | 1.5 | Student Learning Environment | Yes | \$7,068,442.00 | 7,449,766 | | |
| 2 | 2.1 | Student Achievement of English Learners, Foster Youth, Homeless and Low Income students | Yes | \$1,380,304.00 | 1,524,778 | | |
| 2 | 2.2 | Student Achievement of Long-term English Learners | Yes | \$116,705.00 | 66,227 | | |
| 2 | 2.3 | Student Achievement in College and Career Opportunities | Yes | \$7,409,302.00 | 6,771,839 | | |
| 2 | 2.4 | Site Fund Distribution | Yes | \$142,344.00 | 181,564 | | |
| 3 | 3.1 | Positive Behavior | Yes | \$4,386,045.00 | 4,771,223 | | |
| 3 | 3.2 | Social Emotional Support | Yes | \$1,776,911.00 | 1,957,844 | | |
| 3 | 3.3 | School Safety | Yes | \$2,302,070.00 | 2,236,465 | | |

| 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 | 3.4 | Parent Engagement | Yes | \$382,154.00 | 362,176 | | |
| 3 | 3.5 | Student Engagement | Yes | \$11,016,332.00 | 14,545,832 | | |
| 3 | 3.6 | Site Fund Distribution | Yes | \$580,712.00 | 693,901 | | |

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) |
|---|---|--|---|--|---|--|--|---|
| 123,984,944 | 37,748,412 | 4.05 | 34.496% | \$50,889,064.00 | 0.000% | 41.045% | \$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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