



Golden Feather UESD

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Feather Union Elementary School District

CDS Code: 04614570000000

School Year: 2024-25

LEA contact information:

Josh Peete

Superintendent

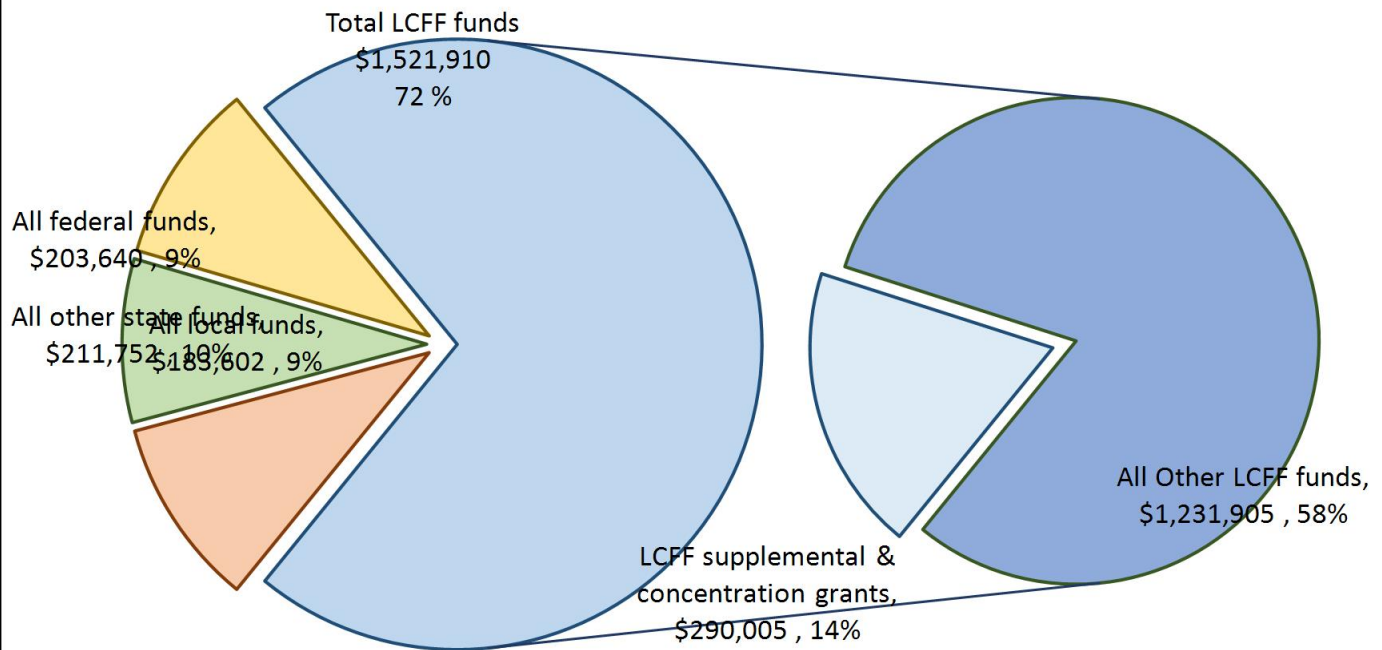
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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

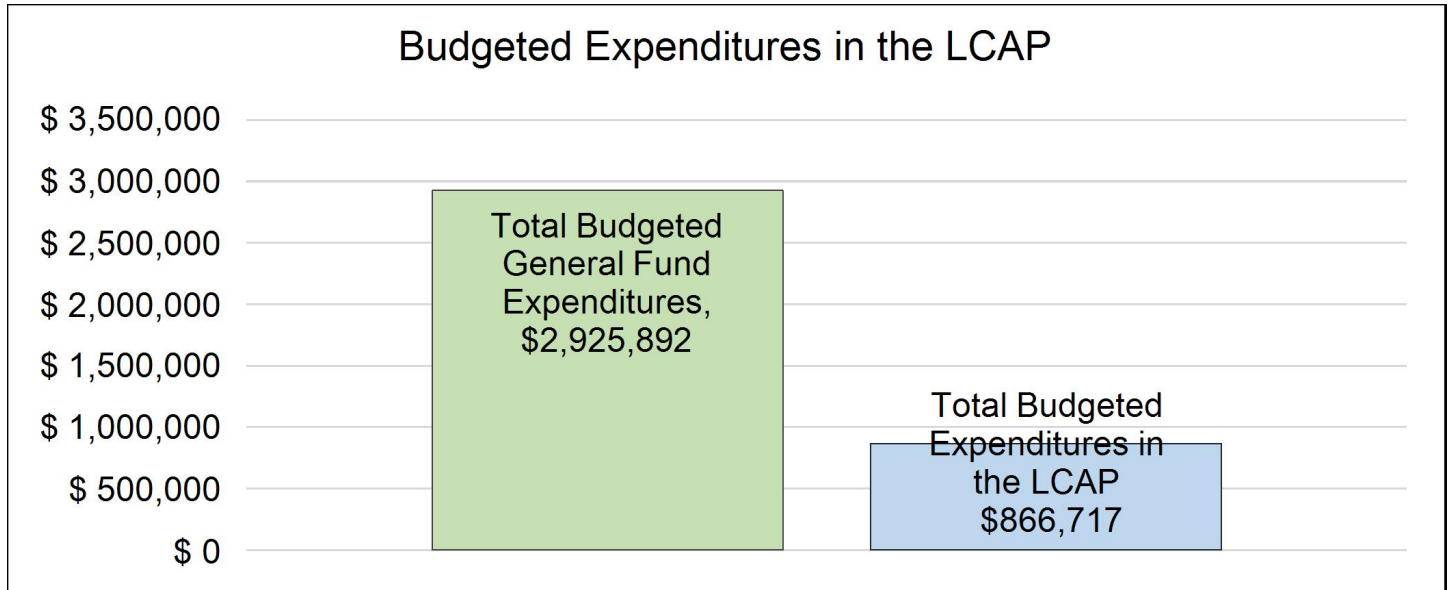


This chart shows the total general purpose revenue Golden Feather Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Golden Feather Union Elementary School District is \$2,120,904, of which \$1521910 is Local Control Funding Formula (LCFF), \$211752 is other state funds, \$183602 is local funds, and \$203640 is federal funds. Of the \$1521910 in LCFF Funds, \$290005 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 Golden Feather Union Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Golden Feather Union Elementary School District plans to spend \$2925892 for the 2024-25 school year. Of that amount, \$866716.70 is tied to actions/services in the LCAP and \$2,059,175.3 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

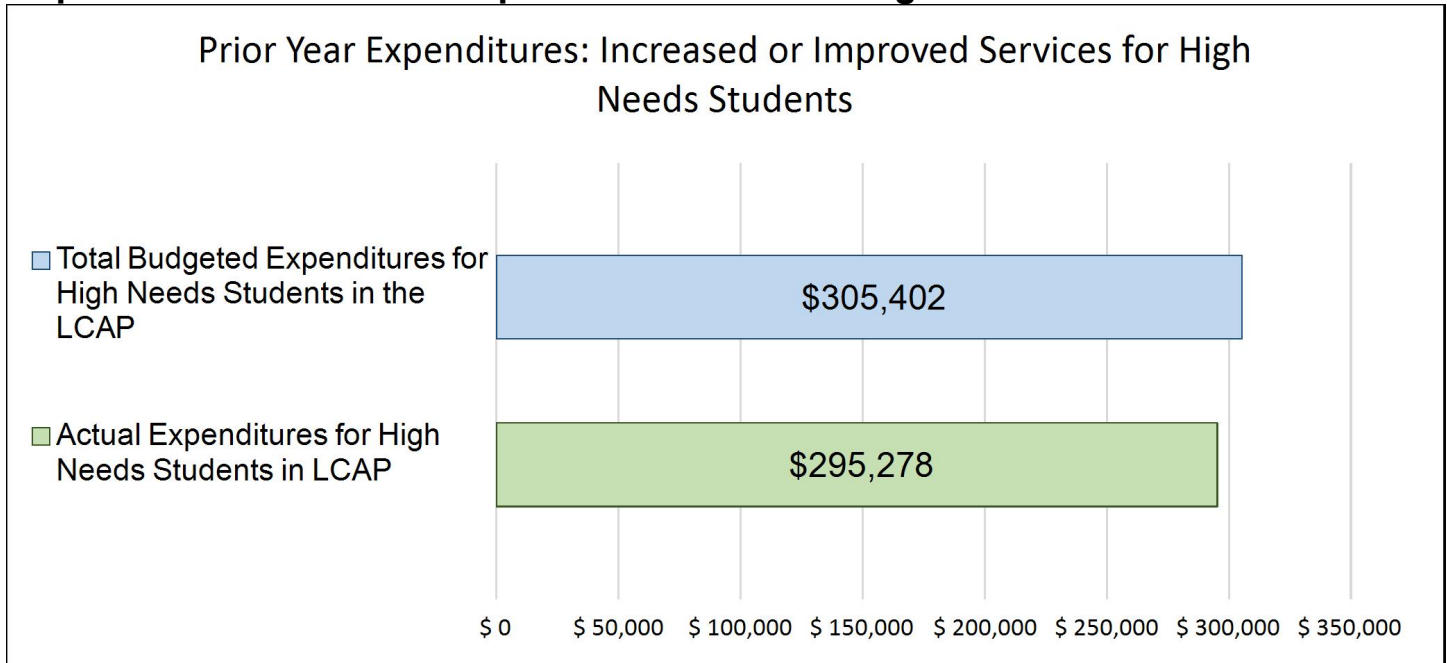
In addition to those expenditures included in the LCAP, expenditures in the general fund also include administrative and clerical salaries and benefits, maintenance and transportation costs, utilities and facilitates costs, and the costs associated with providing special education services.

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

In 2024-25, Golden Feather Union Elementary School District is projecting it will receive \$290005 based on the enrollment of foster youth, English learner, and low-income students. Golden Feather Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Golden Feather Union Elementary School District plans to spend \$467627.50 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 Golden Feather Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Golden Feather Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Golden Feather Union Elementary School District's LCAP budgeted \$305402.00 for planned actions to increase or improve services for high needs students. Golden Feather Union Elementary School District actually spent \$295278.42 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$10,123.580,000,000,016 had the following impact on Golden Feather Union Elementary School District's ability to increase or improve services for high needs students:

Due to the unprecedented level of one-time funding available to LEAs, we were able to utilize the one-time funding sources to help us still be able to increase and improve services for high need students, despite these expenditures not being counted towards this requirement.



Golden Feather UESD

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
Golden Feather Union Elementary School District	Josh Peete Superintendent	jpeete@gfusd.org (530) 533-3467

Goals and Actions

Goal

Goal #	Description
1	Golden Feather Elementary will implement a Multi-Tiered System of Support, (MTSS), utilizing multiple forms of data to identify the academic, social-emotional, and/or behavioral needs of our students. A needs assessment will inform instructional decisions and improve academic outcomes for all student groups. Systems will be put in place to establish the collection of data, disaggregation and analysis to determine inequities and measure program effectiveness. Activities and strategies are designed to improve student achievement and outcomes based on comprehensive analysis. All students will receive instruction, aligned to California state content standards and curriculum frameworks, as well as any necessary intervention, accommodations, and assistance to meet graduation, college, and career requirements. All students, including unduplicated student groups, have access to and receive instruction in a broad course of study, including all of the subject areas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	2020-2021 28% met or exceeded standard	2021-22 32% met or exceeded standard for ELA	2022-23 36% met or exceeded standard for ELA	2023-24 31% met or exceeded standard for ELA	70% meet or exceed standard
CAASPP Math	2020-2021 11% met or exceeded standard	2021-22 13% met or exceeded standard for Math	2022-23 31% met or exceeded standard for math	2023-24 25% met or exceeded standard for math	70% meet or exceed standard
Implementation of State Common Core Standards	100% students receive instruction aligned with State Common Core Standards in all core subjects	100% students receive instruction aligned with State Common Core Standards in all core subjects	100% students receive instruction aligned with State Common Core Standards in all core subjects	100% students receive instruction aligned with State Common Core Standards in all core subjects	100% students receive instruction aligned with State Common Core Standards in all core subjects
Expulsion Rate	2020-21 0% students were expelled	2021-2022 0% students were expelled	2022-2023 0% students of were expelled	2023-2024 0% students of were expelled	0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady ELA (Local Benchmark Data)	2020-2021 34% early, mid or above grade level given in Beginning and Ending of Year	43% of students are scoring early, mid, and above grade level	41% of students are scoring early, mid or above grade level	34% of students are scoring early, mid, and above grade level	70% early, mid, or above grade level
iReady Math (Local Benchmark Data)	2020-2021 24% early, mid, or above grade level given in Beginning and Ending of Year	38% of students are scoring early, mid, or above grade level	35% of students are scoring early, mid, or above grade level	33% of students are scoring early, mid, or above grade level	70% early, mid, or above grade level
Providing a broad course of study to all students	2020-2021 100% students are enrolled in a broad course of study including arts and music selections	100% students were enrolled in broad course of study including arts and music selections	100% students were enrolled in broad course of study including arts and music selections	100% students were enrolled in broad course of study including arts and music selections	100 % of students are enrolled in a broad course of study including arts and music selections
Middle School Drop Out Rates	2020-2021 0% middle school drop out rate	2021-2022 0% drop out rate	2022-2023 0% drop out rate	2023-2024 0% drop out rate	Maintain 0% middle school drop out rate
Reading Intervention Assessment	2021-2022 Implementation - given in Beginning and Ending of Year	2021-2022 58% of all students grew one or more grade levels	56% of all students grew one or more grade levels	43% of all students grew one or more grade levels	90% of all students will grow one or or more grade levels per year
Math Intervention Assessment	2023-2024 Implementation-given in Beginning and Ending of Year	not implemented yet	not implemented yet	88% of the students that received Tier III math support became proficient (80% or above) on targeted skill gaps.	90% of all students that receive Tier III math support will be proficient (80% or above) on targeted skill gaps.

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.

1.1 Additional Credentialed Teachers for Intervention, VAPA, and/or PE.

Hire and/or maintain credentialed teachers to provide broad course of study including intervention teachers & retention for class-size reduction.

Implementation: The district retained teachers to provide reading and math intervention and physical education.

1.2 Paraeducators

To provide targeted support to students struggling in math and/or reading as identified by multiple measures

Implementation: Golden Feather retained para-educators to help struggling students in math and reading.

1.3 Provide After School Tutoring

Provide after school tutoring to accelerate learning for unduplicated pupils as well as all students.

Implementation: The district stopped providing this service because the Butte County Office of Education's After School Program started providing after school tutoring.

1.4 Purchase Intervention Program

Intervention Program for unduplicated students as well as all.

Implementation: The district purchased a math intervention program after purchasing the reading intervention program.

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.

1.1 Additional Credentialed Teachers for Intervention, VAPA, and/or PE- . Only \$220,722.89 has been expended, representing a shortfall of \$80,628.11 from the allocated budget. This variance is attributed to the hiring of new teachers and adjustments in pay corresponding to longevity.

1.2 Paraeducators - This amount was overbudget by \$101, 436.21 which reflected the fact that additional paraeducators were hired mid year to provide small group intervention and instruction

1.3 Provide After School Tutoring- no significant differences

1.4 Purchase Intervention Program- no significant differences

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

1.1 Additional Credentialed Teachers for Intervention, VAPA, and/or PE.

Action Effective: This goal was effective at ensuring the students were provided a broad course of study and improved student achievement. Also, the metric for CAASPP testing has steadily increased in English Language Arts and Mathematics as evidence by an 8% increase in students who met or exceed the standard in ELA and a 20% increase in students who met or exceeded the standard in Math.

1.2 Paraeducators

To provide targeted support to students struggling in math and/or reading as identified by multiple measures

Implementation: Golden Feather retained para-educators to help struggling students in math and reading.

Action Effective: This goal was effective as our students have improved academically in both ELA and mathematics. The metric for CAASPP testing has steadily increased in English Language Arts and Mathematics as evidence by an 8% increase in students who met or exceed the standard in ELA and a 20% increase in students who met or exceeded the standard in Math. Local assessment data shows and increase over time along with intervention data. Paraeducators are very involved in the reading intervention program and help provide supports in the classroom for struggling students.

1.3 Provide After School Tutoring

Provide after school tutoring to accelerate learning for unduplicated pupils as well as all students.

Implementation: The district stopped providing this service because the Butte County Office of Education's After School Program started providing after school tutoring.

Action Effectiveness: The district found that we needed to provide more enrichment opportunities and extra-curricular activities because we were already providing intensive intervention during the school day.

1.4 Purchase Intervention Program

Intervention Program for unduplicated students as well as all.

Implementation: The district purchased a math intervention program after purchasing the reading intervention program.

Action Effective: The district has purchased both a reading intervention program and math intervention program during the course of this plan. The reading data has been implemented for three years with a steady increase in CAASPP data in each of the years resulting in an 8% gain. The math intervention program was recently purchased and implemented during the 2023/24 school year, we have increased 20% in CAASPP Math scores since the baseline.

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.

1.1 Additional Credentialed Teachers for Intervention, VAPA, and/or PE will be changed in our new LCAP in the following way: 1.1 Additional Teachers for Intervention and a Broad Course of Study. This enables us to provide a broader range of course offerings.

2024-25 LCAP Metric: 100% of students will be enrolled in a broad course of study.

1.2 Paraeducators

We will continue funding paraeducators, however we will increase effectiveness by providing professional development.

2024-25 LCAP Metric: CAASPP ELA and Math scores

1.3 Provide After School Tutoring

This action will not be carried into our new LCAP because we needed to provide more enrichment opportunities and extra-curricular activities to all students in the after school program. We were already providing intensive intervention during the school day therefore after school tutoring is not needed.

1.4 Purchase Intervention Program

This action will be changing in our new LCAP due to the fact that we already purchased intervention programs in both math and reading. We will be changing this action to include supplemental intervention materials.

2024-25 LCAP Metric: Supplemental intervention materials will be purchased in reading and/or math.

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	Design and implement a comprehensive, coherently focused, schoolwide professional development plan that supports all faculty and staff to improve the quality and delivery of a rigorous instructional program. This program will include differentiation and evidence-based strategies to address the needs of diverse learners and engages all students in order to maximize student growth and achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Faculty and Staff Attendance of all PD	85%	Attendance was difficult to accurately reflect participation due to required Covid absences	95% faculty and staff attended all PD offerings in 22-23	95% faculty and staff attended all PD offerings in 23-24	100%
Faculty and Staff Survey of Satisfaction and Impact of PD	(Results of year end survey)	72.8 % are satisfied or completely satisfied with 27.3% neutral	90% are satisfied or completely and 10% neutral	73% are satisfied or completely with 18% neutral	90% of all faculty and staff would feel satisfied or completely satisfied with the pd plan and implementation
Total Hours Spent on Student Centered Coaching	0	105 hours of coaching	216 hours of coaching	110 hours of coaching	100 hours of coaching

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.

2.1 Professional Development for all faculty and staff occurred this year. Whole staff had CPI and CPR training in addition to Math intervention program, Journey's pd, GoMath pd and Safety training. Teacher leaders provided training on UDL writing/Reading Framework,

ACE Training, reading intervention program and highly effective strategies for paraeducators. This is the first year that teacher leads had provided whole staff trainings. We joined the Far North Literacy Consortium this year which provided PD and coaching to our 6-8 grade teachers. We also are participating in the Literacy Coach/Reading Specialist Educator Training opportunity through SCOE with regional hub support from BCOE which is also new this year.

2.2 Provide Support for New Teachers occurred this year through Butte Teacher Induction program with teacher leads providing mentor services within our school setting. We added an additional teacher mentor in 2023-2024 to support new teachers.

2.3 Professional development beyond contractual day which consisted of grant driven stipends from the CLSD and LCRSET literacy grants. No supplemental and concentration funds were used for this purpose.

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

2.1 Professional Development for all faculty and staff - There was \$8,959 more spent than budgeted but was grant funded

2.2 Provide Support for New Teachers- no significant differences

2.3 Professional development beyond contractual day- no significant differences

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 Professional Development for all faculty and staff was extremely effective as measured by an increase in CAASPP scores in ELA increasing by 8% from the baseline and math scores increasing 20% from baseline.

2.2 Provide Support for New Teachers was provided this year and was very effective as measured by the number of teachers who completed induction and its effectiveness is measured by increase in student outcomes with CAASPP scores in ELA increasing by 8% from the baseline and math scores increasing 20% from baseline.

2.3 Professional development beyond contractual day was very effective and enabled our faculty and staff to make significant changes in their teaching and the development of a school wide literacy plan is another deliverable of this year's professional development and is measured by improvement on the CAASPP in ELA by CAASPP scores in ELA increasing by 8% from the baseline and math scores increasing 20% from baseline.

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.

2.1 Professional Development for all faculty and staff will continue in our new LCAP

2024-2025 LCAP Metric: We will measure teacher capacity building by self surveys to be completed by staff and faculty and CAASPP Scores

2.2 Provide Support for New Teachers will be continued in the new LCAP

2024-2025 LCAP Metric; Effectiveness will be measured by new teacher program completion rate and CAASPP Scores

2.3 Professional development beyond contractual day will be continued in our new LCAP

2024-2025 LCAP Metric: Effectiveness will be measured by self survey by faculty and staff and CAASPP Scores

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	Golden Feather Elementary School District will ensure all students, staff and community have access to a safe and caring environment with clean, well maintained facilities and a highly qualified staff. GFUESD provides training and opportunities for parents and families to learn about LEA and school plans, programs, and activities. GFUESD includes parents, students, and families in developing LEA and school site strategies to improve academic achievement and the social, emotional, and physical well-being of all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FIT Report Scoring	Good Repair	Good Repair	Good Repair	Good Repair	Maintain Good Repair Ranking
Curriculum Adoption in All Subjects	6 out of 9 grade levels have newly adopted curriculums across all subject areas	All grade levels now have newly adopted curriculum across ELA, Math, Science, and History	100% All grade levels now have newly adopted curriculum across ELA, Math, Science, and History	100% All grade levels now have newly adopted curriculum across ELA, Math, Science, and History	9 grade levels have newly adopted curriculums across all subject areas
100% of Teachers are Fully Credentialed	100%	100%	88% of all teachers are fully credentialed	100% of all teachers are fully credentialed (clear and preliminary)	100%
LEA Generated Survey	94.8% students feel safe at school	88.2% feel safe at school	95% students feel safe at school	77.2% students feel safe at school	97% students feel safe at school
LEA Generated Survey	need to administer to obtain baseline	77% parents feel child is safe at school	69% parents feel child is safe at school	100% parents feel child is safe at school	97% of parents feel their children are safe at school
LEA Generated Survey	need to administer to obtain baseline	100% staff feel safe	100% staff feel safe	91% staff feel safe	100% staff feel safe at school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Attendance at Parent Advisory Meetings	13% parent participation	16% parent participation	7% of parents participated	8% of parents participated	20% parent participation
Parent Participation in Surveys	41% of parents participated	25% of parents participated	30% of parents participated in the survey	40% of parents participated in the survey	60% parents participation
Chronic Absenteeism	201-202: 68.5% of all students were chronically absent	68.5 % chronically absent	62.2 % chronically absent	P2 33% chronically absent	33% chronically absent

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.

3.1 Maintain communications to families and stakeholders - GFUSD utilized all the same systems and means of communication as the previous year however we had planned on purchasing a school marquee and that has not happened yet.

3.2 Provide and maintain activities that connect families and community members to school- We continued having Site Council/Parents' Advisory Committee, Parents' Club meetings and activities, Back to School Night, Talent Show, Christmas Program, Open House, Fall Fest, Spring Fling and family game nights and field trips.

3.3 Campus Supervision- We no longer needed additional campus supervision and no funding was allocated towards this goal.

3.4 Provide Kinder Care- We continued to contract with BCOE for kinder care.

3.5 Nursing Services- We continued to provide nursing services for all students.

3.6 Provide Meals for Students- We continued to provide meals for students at no cost.

3.7 Indirect Costs- We continue to pay indirect costs for administrative services to ensure compliance with federal and state regulations.

3.8 Additional Custodial and Maintenance- We hired additional custodial support as planned.

3.9 Recovery Counselor- This action was added to the LCAP in order to provide counseling to all students which was needed as evidenced by the the SEL screener from SOWN to GROW.

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

3.1 Maintain communications to families and stakeholders- This was overbudget by \$24,830 due to an increase in costs
3.2 Provide and maintain activities that connect families and community members to school- This action was underbudget due to fact that some of these activities were funded by grants
3.3 Campus Supervision- no significant differences
3.4 Provide Kinder Care- no significant differences
3.5 Nursing Services-no significant differences
3.6 Provide Meals for Students-no significant differences
3.7 Indirect Costs-no significant differences
3.8 Additional Custodial and Maintenance- There was an additional amount of \$8,022.36 needed to complete projects around campus
3.9. Recovery Counselor- This was not originally budgeted in the LCAP but was added over the course of the year totaling \$37,500 and \$5,879.00 were funded with supplemental and concentration funds.

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 Maintain communications to families and stakeholders- This action was effective in communicating with families and educational partners as evidenced by the number of surveys that were completed as well as communication logs in the office as evidenced by the increase of 10% parents completing the survey.
3.2 Provide and maintain activities that connect families and community members to school- This action was extremely effective as evidenced by the number of families that attended school events and functions and feedback from parents and stakeholders as evidenced by the LEA survey indicating that 100% of parents feel their child is safe at school.
3.3 Campus Supervision- GFUSD worked with the BCOE to participate in a safer communities grant and we were able to hire a wellness coach that provides services to support students with self regulation, mental health and student wellness making this action effective as measured by the decrease in chronic absenteeism of 21.5% from baseline

3.4 Provide Kinder Care- We contracted with BCOE to provide a daycare/kinder care model to ensure access to a full nine hour day on campus and that was offered and there was board support to develop our own kinder program that will meet the unique needs of our students for next academic year. We saw a significant decrease in chronic absenteeism by 21.5 %

3.5 Nursing Services- We provided nursing services that are required for mandated screenings and this action was effective as we completed 100% of the mandated screenings and reduced chronic absenteeism by 21.5% from baseline.

3.6 Provide Meals for Students- We contracted with Thermalito Union School District to provide breakfast and lunch every school day for all students and this action contributed to the decrease of 21.5% in chronic absenteeism .

3.7 Indirect Costs- This is a necessary cost and is an effective action.

3.8 Additional Custodial and Maintenance- This action is effective as evidenced by students, staff, and community surveys which state that the school is clean and well maintained and also contributed to the 21.5% decrease in chronic absenteeism.

3.9 Recovery Counselor- This action proved to be effective by the number of students that received counseling and contributed to the 21.5% decrease in chronic absenteeism.

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.

3.1 Maintain communications to families and stakeholders- . We will continue to measure effectiveness through participation in educational partner surveys and communication logs.

3.2 Provide and maintain activities that connect families and community members to school- We will continue to provide a variety of opportunities to connect families and community members and continue to measure effectiveness by attendance at family and community events.

3.3 Campus Supervision- This action will be removed from our new LCAP since this need has been filled by our wellness coach provided by the Safer Communities Grant.

3.4 Provide Kinder Care- This action will be removed from our new LCAP since the district is expanding our TK/K program starting in 2024/25. The governing board decided to offer full-day TK/K with a certificated teacher and will no longer need a Kinder Care program and the metric that we will measure effectiveness is with our local assessment indicators for TK and Kindergarten.

3.5 Nursing Services - We will continue to provide nursing services for students and will be measured by the chronic absenteeism rate.

3.6 Provide Meals for Students - We will continue to provide meal services for students through Thermalito Union School District and will be measured by attendance rates.

3.7 Indirect Costs - This necessary cost and action will continue in the next school year.

3.8 Additional Custodial and Maintenance - The district will continue to provide additional custodial and maintenance services to ensure the school is clean and well maintained and the metric we will use effectiveness is student attendance.

3.9 Recovery Counselor- We will continue to provide a mental health counselor in future LCAPs due to the fact that our students continue to be in need of support services as indicated by the Sown to Grow SEL screener and absenteeism rates.

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

Goals and Actions

Goal

Goal #	Description
4	Golden Feather Union Elementary School District would like to reduce truancy and chronic absences by developing and implementing a tiered system of support regarding attendance. GFUESD would also like to reduce the number of students suspended and will continue to develop and implement an alternative educational setting to meet students' Tier III behavioral needs within the school site as well as implementing a Positive Behavior Intervention Support Program to make school more engaging and rewarding for students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	2019-2020: 68.5% of all students were chronically absent	62.2% students were chronically absent	47% students were chronically absent	2023-2024: P2 33%	10% of students are chronically absent
Suspension Rate	2018-2019: 24% of all students were suspended	2021-2022: P2: 6.7% of students were suspended	2022-2023: P2: 1.3%	2023-2024: P2 6.8%	Less than 5% of all students are suspended
Attendance Rate	2019-2020: 92.3%	2021-2022: P2: 86.9%	2022-2023: P2: 89.5 %	2023-2024: P2 91.6%	96%

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.

4.1 Academic Reassignment- As an alternative to suspension, we provided an alternate placement using teacher partnerships which allowed us to continue to provide students with access to their normally scheduled academics and curriculum.

4.2 Positive Behavior Intervention Support Program- We maintained and enhanced a school wide economy that featured digital currency and student stores to reinforce positive behavior. Class Dojo is being used across the school and according to the statistic from that system, teachers are recognizing positive behavior on an average of 90% of the time.

4.3 Social Emotional Learning Curriculum- This action has not been implemented as of yet.

4.4 Transportation- Transportation was provided to and from campus including late pick up for students in the attempt to prevent chronic absenteeism.

4.5 Tiered Attendance Plan- We began the process but this action was not completed due to capacity and time restraints.

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

4.1 Academic Reassignment- no significant differences

4.2 Positive Behavior Intervention Support Program- There was an increase over budget by \$7,000 due to the fact that every teacher was given money to provide PBIS incentives within their classroom

4.3 Social Emotional Learning Curriculum- No monies have been spent on SEL curriculum yet.

4.4 Transportation- There was an increase in transportation costs due to increased fuel prices and mileage reimbursements.

4.5 Tiered Attendance Plan- no significant differences

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

4.1 Academic Reassignment- This action was effective in reducing suspension rates from the baseline by 17.2% and provided students an opportunity to reset and continue their education.

4.2 Positive Behavior Intervention Support Programs- This action was effective as indicated by the Class Dojo analytics in addition to student responses on surveys and contributed to the increase attendance by 2.1% from the prior year.

4.3 Social Emotional Learning Curriculum- This was not implemented at this time due to capacity and we are currently looking at SEL curriculums for implementation for next year.

4.4 Transportation- Transportation was effective as indicated by the 35.5% decrease in chronic absenteeism from the baseline.

4.5 Tiered Attendance Plan - This was not effective because it did not come to fruition at this time but we are planning to develop this during the 2024-2025 academic year.

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.

4.1 Academic Reassignment- We will continue academic reassignment since we found success in this program and we will measure it by the suspension rate.

4.2 Positive Behavior Intervention Support Program- This action will be changed through the analysis of the current program guided by the leadership of PBIS experts. We will strengthen our tiered system through professional development to fully implement schoolwide and will be measured by the suspension rate and attendance rate.

4.3 Social Emotional Learning Curriculum- We will be working with BCOE experts to review SEL curriculums then select, train and implement a SEL program schoolwide and this will be monitored by the attendance rate and the responses on the Sown to Grow Screener .

4.4 Transportation- This action will continue to provide services to students and families to ensure students come to school and will be measured by the attendance rate.

4.5 Tiered Attendance Plan- Allocate time for committee to analyze and develop a Tiered Attendance Plan in the 2024-2025 academic year so this action can be implemented and measured by the attendance rate.

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



Golden Feather UESD

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
Golden Feather Union Elementary School District	Josh Peete Superintendent	jpeete@gfUSD.org (530) 533-3467

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.

Formation and Geography

Golden Feather Union Elementary School District was established on July 1, 1962, through the consolidation of Big Bar, Cherokee, Concow, and Messilla Valley school districts. Nestled in the foothills of rural Butte County, the district serves a unique and close-knit community characterized by its picturesque landscapes and small-town charm.

Schools and Enrollment

The district operates a single school, Concow Elementary School, which serves students from Kindergarten through Eighth Grade. As of the 2023 dashboard, we have a total of 69 students enrolled with 95.7% socioeconomically disadvantaged, 5.8% English Learners with the remainder of our students in the white student group. The school is located on the Spring Valley campus. In addition to Concow School at Spring Valley, the district owns and operates the Golden Feather Pool, which has become a central feature of the community. The school maintains a personal touch, with staff members knowing each student by name, fostering a supportive and family-like environment.

District Employment

The district employs a dedicated team of educators and support staff who take pride in their intimate knowledge of each student's needs and strengths. This close-knit staffing structure allows for a personalized approach to education, ensuring that each student receives the attention and support they require.

Enhancements and Achievements Since 2016

Golden Feather Union Elementary School District has undertaken several initiatives to improve the educational experience for its students, particularly in response to challenges such as the Camp Fire:

Revitalized School Site: The district successfully brought an abandoned school site back to life following the devastation of the Camp Fire, demonstrating resilience and commitment to the community.

1:1 Student-to-Device Ratio: Implementation of a 1:1 student-to-device ratio ensures that every student has access to modern learning tools, facilitating digital literacy and personalized learning.

Curriculum Adoption: Adoption of the Common Core English language arts and math curriculum has standardized and elevated educational standards across the district.

Behavioral Programs: The district has reduced suspension rates by implementing an academic and behavioral reassignment program, promoting positive behavior and keeping students engaged in learning.

Physical Education: A robust physical education program encourages physical fitness and well-being among students.

Intervention Programs: Schoolwide reading and math intervention programs provide targeted support to students who need additional help, ensuring that all students can achieve academic success.

New Electives: Introduction of new electives such as podcasting, film, improv, and languages has broadened the educational horizons of students, offering them diverse and creative learning opportunities.

PBIS Implementation: Full implementation of Positive Behavioral Interventions and Supports (PBIS) has fostered a positive school climate and improved student behavior.

Playground and Pool Renovations: Installation of a new playground structure and remodeling of the Golden Feather Pool have enhanced the physical environment, offering students modern and engaging spaces for recreation and learning.

Community and Challenges

Golden Feather Union Elementary School District has successfully exited Differentiated Assistance and Comprehensive Support and Improvement (CSI), reflecting significant improvements in academic performance and overall school functioning. The district continues to face challenges typical of rural areas, such as economic disparities and the aftermath of natural disasters, but remains committed to providing high-quality education and a supportive environment for all students.

Conclusion

Golden Feather Union Elementary School District's commitment to personalized education, coupled with its innovative programs and community-centered approach, provides a nurturing and effective learning environment. Understanding these aspects helps educational partners appreciate the district's strategic initiatives and ongoing efforts to enhance educational outcomes as outlined in the Local Control and Accountability Plan (LCAP).

Reflections: Annual Performance

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

Overview of Performance on the 2023 Dashboard

Golden Feather Union Elementary School District’s performance on the 2023 Dashboard and local data reveal notable successes and ongoing challenges. The Dashboard provides a comprehensive overview of the district’s progress across various state indicators, including academic performance, student engagement, and school climate.

Successes

Academic Progress in ELA and Math: The district has made substantial gains in both English language arts (ELA) and math.
ELA: Overall, students are now 17 points below the standard, with socio-economically disadvantaged students increasing by 48.3 points and White students increasing by 17.5 points.
Math: Overall, students are 23.3 points below the standard, with socio-economically disadvantaged students increasing by 67.5 points and White students increasing by 42.8 points.
Behavioral Improvements: The implementation of Positive Behavioral Interventions and Supports (PBIS) has significantly reduced suspension rates:
Overall, 2.5% of students were suspended for at least one day, a decline of 4.1%.
Among White students, 3.4% were suspended for at least one day, a decline of 4.2%.
Among socio-economically disadvantaged students, 2.6% were suspended for at least one day, a decline of 3.9%.
Expanded Curriculum: The addition of new electives such as podcasting, film, improv, and languages has enriched the educational experience, engaging students in diverse and creative learning opportunities.

Challenges

Chronic Absenteeism:

Despite improvements, chronic absenteeism remains a significant issue:
Overall, 48.1% of students are chronically absent, though this has declined by 17.8%.
Socio-economically disadvantaged students have a chronic absenteeism rate of 48.7%, a decline of 21.7%.
White students have a chronic absenteeism rate of 48.2%, a decline of 13.7%.

Remaining Achievement Gaps: Despite significant improvements, the overall student population and specific groups still perform below the standard in ELA and math, highlighting the need for continued academic support.

Post-Disaster Recovery: The ongoing recovery from the Camp Fire continues to challenge the community, impacting both infrastructure and the emotional well-being of students and staff.

Identified Needs and Strategies in the LCAP

Schools and Student Groups with Lowest Performance Levels

Concow Elementary School: This school received orange on the state indicator for chronic absenteeism.

Student Groups:

Socio-economically Disadvantaged Students:

Despite substantial improvements, they are still 18.9 points below the ELA standard, 27.5 points below the math standard, and 48.7% are chronically absent.

White Students: Despite notable gains, they remain 18.9 points below the ELA standard, 27.5 points below the math standard, and 48.2% are chronically absent.

Addressing Identified Needs

Chronic Absenteeism:

Comprehensive Attendance Initiative: Implementing a thorough attendance improvement plan that includes regular monitoring, increased parent engagement, and providing targeted support for students with frequent absences.

Community Partnerships: Collaborating with local organizations to offer resources such as transportation assistance and counseling services to mitigate barriers to consistent attendance.

Academic Achievement in ELA and Math:

Targeted Intervention Programs: Expanding the scope and reach of reading and math intervention programs to provide additional support tailored to the needs of socio-economically disadvantaged and White students.

Enhanced Professional Development: Providing teachers with ongoing training to address diverse learning needs effectively and implement evidence-based instructional strategies.

Behavioral Support:

Strengthening PBIS: Continuing to enhance PBIS by providing additional resources and training to ensure it is consistently applied across all grade levels.

Mental Health Services: Increasing access to mental health support for students, particularly those affected by the Camp Fire, to foster emotional and psychological resilience.

Suspension Rate:

Alternative Discipline Strategies: Implementing restorative justice practices and conflict resolution programs to further reduce suspension rates.

Student Support Services: Enhancing counseling and mentorship programs to support students at risk of suspension, particularly among socio-economically disadvantaged and White student groups.

Enriching Curriculum:

Broadening Electives: Continuing to expand elective offerings to engage students in various interests and talents, creating a more inclusive and motivating school environment.

Conclusion

Golden Feather Union Elementary School District is committed to addressing the needs identified through the Dashboard and local data. By focusing on targeted interventions, strengthening community partnerships, and continuously improving educational practices, the district aims to enhance outcomes for all students, with a particular focus on socio-economically disadvantaged and White student groups. These initiatives are reflected in the district’s Local Control and Accountability Plan (LCAP), ensuring a structured and sustained approach to achieving educational equity and excellence over the next three years.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers (Certificated)	Staff survey provided in April 2024 and Staff Meeting on 5/29/24
Parents	Parent Advisory 5/1/24, 12/5/23, 11/1/23 and survey provided in April 2024
Other School Personnel (Classified)	Staff survey provided in April 2024 and Staff Meeting on 5/29/24
Students	Student survey from April 2024 with 37 responses.
Administrator	Meeting with Fiscal Services on 5/2/24, 5/10/24 - Consultation with BCOE on 5/9/24, 5/8/24, 4/18/24
Community Members	Parent Advisory 5/1/24, 12/5/23, 11/1/23 and survey provided in April 2024
Board Members	Board Meeting 6/26/24, 6/19/24, 5/15/24, 4/17/24
SELPA (Special Education Local Plan Area)	Consultation with SELPA director on 5/28/24

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

Here's a summary of the faculty, administrator, and staff feedback survey for 2024:

Actions, Priorities, and Goals:

*Staff members highlighted the need for more support for students' mental health challenges, including Nurtured Heart training for parents and staff, improved PBIS consistency, and better in-person communication and support among colleagues.

*Suggestions were made for setting aside specific days for standards-based grading and collaboration, providing a preschool and afterschool sports program, and hosting parent nights to engage volunteers and increase enrollment.

*Other ideas included increasing offerings in art, science, and STEAM, incorporating real-life skills like money management and cooking into the curriculum, and organizing end-of-the-year field trips.

*Some staff members suggested taking over the after-school program to offer more enriching activities, revamping the school-wide behavior plan and reflection process, and enhancing student involvement in the community through volunteer opportunities.

*Additional suggestions included adding ag as an extracurricular activity, improving the campus with track and turf, and integrating math and ELA into science and social studies.

Questions, Comments, Concerns, and Ideas:

*Staff members expressed a desire for more support and consistency regarding student discipline, increased funding for field trips and experiences, better tech services, and maintaining successful practices without overwhelming staff.

*Concerns were raised about staff being spread thin across various responsibilities, and suggestions were made for cross-grade collaboration on Wednesdays and additional support for students with frequent absences or tardies.

*One staff member emphasized the importance of maintaining a positive school culture through sports and cautioned against making unnecessary changes or overburdening staff.

Overall, staff feedback highlighted the importance of prioritizing student well-being, providing diverse and enriching experiences, improving communication and collaboration, and addressing staffing and resource challenges to enhance the overall school environment.

Based on the parent, board members and community member feedback survey for 2024, here's a summary of the responses:

Programs, Activities, or Experiences:

There were mixed responses regarding programs, with some parents suggesting improvements in sports programs, music, and broader sports options for all grades.

Specific suggestions included implementing Ag offerings, expanding art and music programs, introducing a music or band program, and offering activities like baseball and archery. Most parents expressed satisfaction with all existing programs.

District Strengths and Weaknesses, and Suggestions for Improvement:

*One parent highlighted Concow School as having everything needed, while another appreciated the smaller school environment for enhanced learning opportunities.

*Suggestions for improvement included providing better transportation options and promoting a positive attitude among students.

*Another parent praised the dedication and commitment of staff at Spring Valley, highlighting their personalized approach to student care.

Overall, most parents expressed satisfaction with their child's school but indicated a desire for enhancements in transportation and attitude-building initiatives.

In conclusion, while there is some variance in feedback regarding programs and activities, parents generally appreciate the positive aspects of their child's school environment and staff dedication. Areas for improvement include transportation options, attitude-building initiatives, and potential expansion of extracurricular offerings.

Here's a summary of the student feedback from the survey:

*Suggestions for Improvement:

- *Students expressed a variety of ideas for improving the school, including increasing recess time, adding more swings and monkey bars, and introducing new activities like ga-ga ball.
- *Some students suggested improving the quality of school food and allowing students to sit wherever they want during lunch.
- *Others proposed getting better equipment for sports, adding new sports options, and improving facilities such as grass fields and soccer nets.
- *Several students highlighted the need for addressing issues like bullying and racism, as well as improving restroom cleanliness and separating restrooms for different grade levels.

Overall, student feedback emphasized the importance of improving school facilities, addressing behavioral issues, and creating a more positive and inclusive school environment. Students also expressed a desire for better food options and more engaging activities, as well as a need for addressing specific issues related to restroom cleanliness and teacher-student interactions.

Additionally, the SELPA annually provides a presentation to offer ideas how Students With Disabilities can be provided for within the LCAP. They have focused us most on aspects of inclusive practices and resources to pull relevant data to inform goals for both CIM and Differentiated Assistance work.

All facets of our LCAP have been shaped by the ongoing collaboration with our educational partners. Golden Feather remains committed to actively seeking feedback and adjusting our LCAP based on that input. Student feedback highlighted the popularity of the extracurricular activities, which will continue next year. Responding to student requests, we introduced an afterschool basketball team, track, volleyball, cross country and a soccer team which was a huge success and we will continue these activities next year. We are revamping our Positive Behavior Incentive Program to address student behavior. We are also implementing an SEL curriculum to address the concerns of student motivation and attitude building initiatives. Additionally, students expressed interest in continuing sports activities and requested new sports equipment which we will invest in. We will continue exploring film production and VAPA projects during the enrichment period based on the success of the program in 2023-2024 and integrating SEL, Arts, and Literacy.

Faculty and staff input will lead to exploring more extracurricular activities and the integration of the programs and initiatives. We will also implement an SEL curriculum and tiered system of support for student mental health and wellness.

Addressing family, board member and community input, we're prioritizing mental health support and expanding extra curricular offerings while keeping existing programs. Parents emphasized a need for additional transportation options. Based on SELPA feedback, we're aligning our LCAP closely with all plans and maintaining our commitment to supporting and monitoring student progress.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Golden Feather Union Elementary School District is committed to implementing a Multi-Tiered System of Support (MTSS) to address the academic, social-emotional, and behavioral needs of our students to provide targeted assistance ensuring no student is left behind.	Broad 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)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The rationale behind developing this goal stems from our unwavering dedication to addressing the diverse needs of our student body comprehensively. By implementing a Multi-Tiered System of Support (MTSS), we aim to provide targeted assistance in academic, social-emotional, and behavioral domains, ensuring that no student is left behind.

Through the utilization of various data sources, we gain insights into the unique challenges our students face, allowing us to tailor interventions effectively. By prioritizing the evaluation of program effectiveness and identifying disparities, we can refine our strategies to maximize student progress and achievement.

Concurrently, our focus on decreasing chronic absenteeism and student suspensions underscores our commitment to fostering a positive and inclusive school environment. Developing a tiered system of support and an alternative educational environment for Tier III behavioral requirements are essential steps toward achieving this goal.

Additionally, the introduction of a Positive Behavior Intervention Support Program reflects our commitment to nurturing a school culture that promotes engagement, respect, and responsibility among all students.

Aligned with California Common Core Standards, our instructional approach is designed to meet the diverse needs of our student population. By ensuring equitable access to a broad course of study, including interventions and accommodations, we aim to support every student's journey towards graduation, college, and career readiness.

In essence, our goal is to create a supportive and enriching learning environment where every student can thrive academically, socially, and emotionally, laying the foundation for their future success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA - Priority 4	2022-2023 36% met or exceeded standard for ELA			2026-2027 66% Met or exceeded standard in ELA 66% met or exceeded in Math	
1.2	CAASPP Math - Priority 4	2022-2023 31% Met or exceeded for Math			2026-2027 66% Met or exceeded standard in ELA 66% met or exceeded in Math	
1.3	Pupil Outcomes Priority 8	Reading Intervention Scores 1-8th Grade 2023-2024 34% Tier 1 66% Tier 2 / Tier 3			2026-2027 Reading Intervention Scores 1-8th Grade 66% Tier 1 34% Tier 2 / Tier 3	
1.4	Suspension Rate- Priority 6	2022-2023 Suspension Rate 6.8%			2026-2027 3% Suspension Rate	
1.5	Expulsion Rate - Priority 6	2023-2024 Expulsion Rate 0%			2026-2027 Expulsion Rate 0%	
1.6	Attendance Rates- Priority 5	2023-2024			2026-2027	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Attendance Rates 91.6%			95% Attendance rate	
1.7	Chronic Absenteeism - Priority 5	2023-2024 Chronic absenteeism rates 33%			2026-2027 20% Chronic absenteeism rate	
1.8	Course Access - Priority 7	2023-2024 100% of 5-8 students have access to a broad course of study including visual and performing arts, music, journalism, science and physical education			2026-2027 100% of 5-8 students have access to a broad course of study including visual and performing arts, music, journalism, science and physical education	
1.9	Middle School Dropout Rate- Priority 5	2023-2024 0% of middle school drop out rate			2026-2027 0% middle school drop out rate	
1.10	LEA Generated Survey- School Climate- Priority 6	2023-2024 77.2% of students feel safe at school			2026-2027 97% of students feel safe at school	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Additional Credentialed Teachers	Additional credentialed teachers beyond the base program, including, Intervention, VAPA, PE, or for class size and/or grade span reduction	\$245,365.53	Yes
1.2	Paraeducators	Hire and maintain paraeducators to provide targeted support for struggling students in math and reading as identified by multiple measures	\$114,871.23	Yes
1.3	Purchase supplemental materials, curriculum, and universal screeners	Purchase and implement supplemental materials, curriculum and a universal screener for Reading that aligns with the school wide literacy plan and mathematics.	\$25,000.00	Yes
1.4	Academic Reassignment	Offer an alternative educational setting at the school site where teachers collaborate to provide students with Tier III behavioral support and completion of work in lieu of suspension.	\$0.00	No
1.5	Positive Behavior Intervention Support Program	Reevaluate, revise and Implement Positive Behavior Intervention Support which includes the school wide economy that promotes positive student behavior.	\$10,795.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Social Emotional Learning Curriculum	Purchase and implement SEL curriculum complete with professional development to support student mental health and increase student engagement.	\$5,000.00	Yes
1.7	Transportation	Providing transportation to increase student attendance	\$140,673.00	No
1.8	Tiered Attendance Plan	Leadership Team will develop and implement a Tiered Attendance Plan to decrease chronic absenteeism	\$3,000.00	Yes
1.9	Field trips and educational enrichment opportunities	Field trips and educational enrichment opportunities beyond the walls of the classroom that enhance students' learning experiences and maximize student outcomes	\$7,500.00	Yes
1.10	Broad Course of Study Percentage of students with access to Visual and Performing Arts, PE, and Music	Broad course of study that all students have access to will include Visual and Performing Arts, Physical Education, Music, and Agriculture Education	\$10,000.00	Yes
1.11	PBIS Professional Development	Professional development, meeting facilitation, and coaching to maximize effects of PBIS implementation.	\$6,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Our schoolwide professional development plan is designed to comprehensively and coherently enhance the skills of all faculty and staff, fostering the delivery of a rigorous instructional program and continuously improve the quality of education provided to our students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The development of this goal stems from our commitment to continuously improve the quality of education provided to our students. Here's why we developed this goal:

1.Enhancing Faculty and Staff Skills: We recognize that the expertise and effectiveness of our faculty and staff directly impact student learning outcomes. Therefore, our goal is to comprehensively enhance the skills of all educators through professional development initiatives.

2. Fostering Rigorous Instruction: A rigorous instructional program is essential for promoting deep learning and academic excellence among students. By enhancing the skills of our faculty and staff, we aim to ensure the delivery of a rigorous instructional program that challenges and engages students at all levels.

3. Meeting Diverse Needs: Every student comes to the classroom with unique strengths, challenges, and learning styles. Our goal is to equip educators with differentiation strategies and evidence-based practices that can be tailored to meet the diverse needs of learners, ensuring that all students receive appropriate support and opportunities for growth.

4. Ensuring Engagement: Engaged students are more likely to be motivated, attentive, and successful in their learning. Therefore, our professional development plan emphasizes strategies that promote student engagement, such as interactive teaching methods, project-based learning, and technology integration.

5. Maximizing Student Growth and Achievement: Ultimately, our overarching goal is to maximize student growth and achievement. By investing in the professional development of our faculty and staff and equipping them with effective instructional strategies, we aim to create an environment where every student can reach their full potential academically, socially, and emotionally.

In summary, the development of this goal reflects our commitment to providing high-quality education that meets the diverse needs of all learners and fosters a culture of continuous improvement and excellence within our school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	State Standards- Priority 2	2023-2024 100% of teachers are implementing state board adopted academic content and performance standards			2026-2027 100% of teachers are implementing state board adopted academic content and performance standards	
2.2	Teachers are appropriately assigned and fully credentialed- Priority 1	2023-2024 36% of teachers fully credentialed			2026-2027 100% of teachers are fully credentialed	
2.3	Every pupil has access to standards aligned instructional materials - Priority 1	2023-2024 100% of students have access to standards aligned instructional materials			2025-2026 100% of students have access to standards aligned instructional materials	
2.4	CAASSP Scores - Priority 4	2023-2024 ELA 36 % met or exceeded standard Math 31% met or exceeded standard			ELA 66% Met or exceeded standard Math 66% met or exceeded	

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	Professional development to all faculty and staff designed to maximize student achievement and provide differentiation to meet needs of diverse learners.	\$15,000.00	Yes
2.2	Provide Support for New Teachers	Pay for teacher induction program for new teachers to learn skills and strategies to meet the needs of unduplicated students.	\$12,042.00	No
2.3	Purchase and maintain devices and Chromebooks	To maximize student outcomes above and beyond the core curriculum, devices will be purchased and maintained for every student to ensure access to supplementary programs.	\$11,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Golden Feather Union Elementary School District is committed to guaranteeing that every student, staff member, and community member enjoys access to a secure and nurturing environment, complete with clean, well-maintained facilities and a team of highly qualified staff.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

<p>The rationale behind the development of this goal lies in our unwavering commitment to fostering an environment that prioritizes the well-being and success of every member of our school community. Here's why we developed this goal:</p> <p>1. Ensuring Safety and Care: We believe that every student, staff member, and community member deserves to feel safe, valued, and supported within our school environment. By prioritizing safety and care, we aim to create a nurturing atmosphere where individuals can thrive both academically and emotionally.</p> <p>2. Providing Quality Facilities and Staff: Clean, well-maintained facilities and highly qualified staff are essential components of a conducive learning environment. We recognize the impact that physical surroundings and competent educators have on student engagement and achievement, thus emphasizing the provision of top-tier facilities and personnel.</p> <p>3. Promoting Community Engagement: Collaboration between the school, parents, and the wider community is vital for student success. By providing training and opportunities for parents and families to engage with LEA and school plans, programs, and activities, we aim to foster a sense of partnership and collective responsibility for student learning and well-being.</p> <p>4. Inclusive Decision-Making: We believe that involving parents, students, and families in the development of LEA and school site strategies is crucial for ensuring that these initiatives effectively address the diverse needs of our student body. By actively seeking input and participation from stakeholders, we can develop comprehensive strategies that promote academic achievement and holistic well-being.</p> <p>5. Holistic Student Development: Academic achievement is just one aspect of a student's development. We recognize the importance of addressing the social, emotional, and physical well-being of all students to support their overall growth and success. Therefore, our goal extends beyond academic outcomes to encompass the holistic development of every student.</p>

In summary, the development of this goal reflects our commitment to creating a supportive, inclusive, and enriching school environment where every individual has the opportunity to thrive academically, socially, and emotionally. By prioritizing safety, quality facilities and staff, community engagement, inclusive decision-making, and holistic student development, we strive to ensure the well-being and success of all members of the Golden Feather Union Elementary School District community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Maintain communication with educational partners- Priority 3	2023-2024 Parents representing 36% of our student population participated in surveys.			2026-2027 Parents representing 100% of our student population participated in surveys.	
3.2	Activities that connect families and community members to school Attendance at school wide events - Priority 3	2023-2024 54% attendance on average at school wide events based on survey results.			2026-2027 75% attendance on average at school wide events based on survey results.	
3.3	Pupil Outcomes- Priority 8	2023-2024 Kindergarten BPST Letter Recognition and Letter Sounds - Total Correct as a Class vs Total Letters Read = %: Uppercase: 75% / Lowercase: 76% / Sounds: 66%			2026-2027 Kindergarten BPST Letter Recognition and Letter Sounds - Total Correct as a Class vs Total Letters Read = %: Uppercase: 85% / Lowercase: 85% / Sounds: 85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	FIT Survey - Priority 1	2023-2024 100% of the school facility were in good repair per our annual FIT Report.			2026-2027 100% of the school facility will be in good repair per our annual FIT Report.	
3.5	Attendance Rate - Priority 5	2023-2024 Attendance Rates 91.6%			2026-2027 Attendance Rates 91.6%	
3.6	School Climate- Priority 6 Local Generated Survey	2023-2024 77.2% of students feel safe at school			2026-2027 97% of students feel safe at school	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Maintain communications to families and educational partners	Maintain phone calls, auto dialer, text messages, emails, school website, Aeries Portal, surveys, and appropriate social media	\$18,000.00	No
3.2	Provide and maintain activities that connect families and community members to school	Parent's Club meetings and activities, Site Council/Parent Advisory Committee, Back to School Night, Talent Show, Christmas Program, Open House, Fall Fest, Spring Fling, volunteer opportunities, family game night, etc.	\$2,000.00	Yes
3.3	Provide Full Day Kindergarten program	Full Day Kindergarten Program to maximize student outcomes	\$81,484.47	Yes
3.4	Nursing Services	Provide Nursing Services for students for unduplicated students as well as all students	\$7,310.00	Yes
3.5	Provide Meals for Students	Pay for cafeteria encroachment for meals for unduplicated students as well as all students	\$2,000.00	Yes
3.6	Additional Custodial and Maintenance	Additional Custodial and Maintenance staff in order to provide a clean, inviting and safe environment for our student population as well as all faculty and staff.	\$81,584.47	Yes
3.7	Indirect Costs and Con App preparation	Contract with Butte County Office of Education to ensure fiscal solvency and prepare and submit Consolidated Application	\$24,406.00	No

Action #	Title	Description	Total Funds	Contributing
3.8	Mental Health Counselor	Hire and sustain a mental health counselor to support the mental health and social emotional well being of students	\$43,685.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$290005	\$36814

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
26.540%	0.000%	\$0.00	26.540%

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	<p>Action: Additional Credentialed Teachers</p> <p>Need: ELA CAASPP data shows that only 36% of students met or exceeded standard and only 31 % met or exceeded in Math</p> <p>Parent feedback indicates that they place a high value on the benefits of smaller class size in the primary grades.</p>	Smaller class sizes will provide opportunities for improved academic performance/reading levels for SED, Foster and EL students. All students will benefit from classroom environments that provide for increased student engagement, time on task, and student effort, therefore, this action is being provided to all students.	We will expect to see higher scores on the CAASPP in both ELA and Math (metric 1.1)

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>Glass and Smith (1978), concluded that small class sizes were associated with improved academic performance. Effects were strongest in the early primary grades and among low-income students.</p> <p>A review by Zyngier (2014) of the research literature showed that smaller classes had a strong positive impact on student achievement and narrowing the achievement gap in the vast majority of studies.</p> <p>Achilles (2012) concluded that poor, minority, and male students received especially large benefits from reduced class size in terms of improved test scores, school engagement, and lower grade retention and dropout rates.</p> <p>Reduced class size is also linked to increased academic engagement, student effort, initiative taking in the classroom and time on task (Finn et al 2003)</p> <p>Scope: LEA-wide Schoolwide</p>		
1.2	<p>Action: Paraeducators</p> <p>Need: CAASPP scores indicate that our SED, EL and Foster Youth student groups are scoring below</p>	<p>This action will provide additional instructional support to SED, EL, and Foster Youth while in the core instructional setting and during interventions, however, all students will benefit from this additional support so it will be provided on a district-wide basis.</p>	<p>We will expect to see higher scores on the CAASPP in both ELA and Math (metric 1.1)</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>standard in the area of ELA and Math. They require additional instructional support embedded in the core instructional setting to receive 1:1 and or small group instruction. Studies have found that paraeducators contribute significantly to reducing achievement gaps between students from different socioeconomic backgrounds. Their presence allows for more intensive instruction and remediation, which can level the playing field for disadvantaged students (Bryant & Bryant, 2003).</p> <p>Scope: LEA-wide Schoolwide</p>		
1.3	<p>Action: Purchase supplemental materials, curriculum, and universal screeners</p> <p>Need: Using supplementary intervention materials and screeners for math and ELA is essential for all students, with particular significance for socioeconomically disadvantaged students, as supported by research findings. Studies published in the Journal of Educational Psychology (Jacobson et al., 2017) demonstrate the effectiveness of supplementary intervention materials in improving academic outcomes for students, especially those who struggle with math and ELA concepts. These materials provide additional support and targeted instruction,</p>	<p>For socioeconomically disadvantaged students, access to supplementary intervention materials and screeners is even more vital. Research published in the Journal of Educational Research (Son et al., 2019) underscores the persistent achievement gap between students from low-income backgrounds and their more affluent peers in math and ELA. Providing targeted interventions and support can help mitigate the impact of socioeconomic factors on academic performance and promote equitable learning opportunities for all students.</p>	<p>We will closely monitor the effectiveness of this action and we expect to see an increase ELA intervention scores. (metric 1.3)</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>helping students develop essential skills and bridge learning gaps. Furthermore, research by the National Center for Education Evaluation and Regional Assistance (2020) highlights the importance of early identification and intervention for students at risk of falling behind in math and ELA. Screeners play a crucial role in identifying students who may require additional support, enabling educators to intervene early and prevent academic setbacks.</p> <p>Scope: LEA-wide Schoolwide</p>		
1.5	<p>Action: Positive Behavior Intervention Support Program</p> <p>Need: Students from families in our community that are facing economic difficulties have also experienced a high rate of adverse childhood experiences and trauma. Research indicates that these children will have difficulty with engagement and staying calm and controlled in the classroom setting. ACEs create toxic stress that affect attention, learning and behavior. (Darling Hammond & Cook-Harvey, 2018) In addition to this, children who are suffering from the trauma associated with adverse childhood experiences may also find it difficult to form secure relationships with</p>	This action will provide the framework to proactively teach, support and recognize positive student behaviors for SED, EL and Foster Students, however, since it will benefit all student groups, it will be provided on a district-wide basis.	We expect to see a decrease in the suspension rate with this action especially for our unduplicated pupils. (metric 1.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>teachers and as a result are also impacted by disciplinary actions that remove them from the classroom or school setting. The first and best strategy for increasing student effort and motivation is to nurture strong relationships between students and their teachers (Brito & Noble, 2009). Since the COVID-19 pandemic we have seen an increased need for mental health services throughout the district.</p> <p>Negative student behaviors impact the learning and teaching environments and can lead to disciplinary procedures that remove students from the educational setting. PBIS improves social, emotional, and academic outcomes for all students, including students with disabilities and students from underrepresented groups. PBIS is an, evidence based, implementation framework that is designed to improve academic and social behavior outcomes for all students (Sungai & Simonsen, 2012). Even though the California dashboard has a green suspension rate and is 2.5% for 22-23, our current suspension rate is increased dramatically and is now</p> <p>Scope: LEA-wide Schoolwide</p>		
1.6	<p>Action: Social Emotional Learning Curriculum</p> <p>Need:</p>	This action will will provide targeted and focused SEL instruction which every student would benefit from.	With the school wide implementation of an SEL program we expect to see an increase in students feeling safe at school as

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>We administered the SOWN To Grow SEL screener which indicated students would benefit from the implementation of an SEL program. On a Likert scale of 1-4 , students scored on an average of 2.7 to 2.9 in the areas of sense of belonging, self awareness, self management, social awareness, responsible decision making, and relationship skills which will all be addressed in the SEL program. According to CASEL, (2024): "Participation in SEL programs is linked to decreased emotional distress, more positive attitudes about self and others, and fewer externalizing behaviors and discipline problems. SEL enhances young people's coping skills, resiliency, and emotion identification, which can help reduce symptoms of depression and anxiety in the short term. Students participating in SEL report an increased sense of safety and support, better relationships with teachers, and stronger feelings of belonging and inclusiveness in schools. SEL contributes to reductions in bullying and aggression."</p> <p>Scope: LEA-wide Schoolwide</p>		<p>measured by our local survey (metric 1.10) and a decrease in Chronic absenteeism (metric 1.7)</p>
1.8	<p>Action: Tiered Attendance Plan</p>	<p>A report by Attendance Works (2014) emphasizes that tiered attendance strategies can lead to significant improvements in attendance rates</p>	<p>We expect to see that all students in the SED, EL and Foster Youth student</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>Need: To address chronic absenteeism, GFUESD will implement a tiered attendance plan based on the data that 48.1% of all students are chronically absent, and 48.7% of socioeconomically disadvantaged students are chronically absent. Research indicates that implementing a tiered attendance plan can effectively decrease absenteeism among socioeconomically disadvantaged students. Tiered attendance plans typically involve varying levels of support and intervention based on the student's attendance patterns. According to a study by Balfanz and Byrnes (2012), such tiered systems are particularly beneficial for at-risk students, including those from disadvantaged backgrounds. They found that targeted interventions, which are a key component of tiered plans, help to address the specific barriers these students face, such as lack of transportation or parental support.</p> <p>Scope: LEA-wide Schoolwide</p>	among students from low-income families. These strategies often include early outreach to families, personalized attendance plans, and community partnerships to support families in overcoming barriers to regular school attendance. This action will be implemented LEA wide.	groups decrease in chronic absenteeism (metric 1.7)
1.9	<p>Action: Field trips and educational enrichment opportunities</p> <p>Need: Students living in poverty experience decreased access to learning resources, enrichment experiences and sports activities</p>	This action will provide enriching learning experiences to SED, EL and Foster Youth, however all students will benefit from these activities so it will be implemented on a district-wide basis.	We would expect to see that all students have access to at least one educational/enrichment field trip each year which will contribute to increasing attendance rates, (metric 1.6)

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>as compared to students from higher income families (Bruce,2008; Rothstein, 2008; Pellino, 2007; Butler, 2006; Hampden-Thompson & Johnston, 2006; Evans, 2004)</p> <p>Scope: LEA-wide Schoolwide</p>		
1.10	<p>Action: Broad Course of Study Percentage of students with access to Visual and Performing Arts, PE, and Music</p> <p>Need: A comprehensive curriculum, as outlined by the California PTA and CDE, ensures that all students have access to a diverse range of subject areas. This includes English language arts, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, and more, regardless of their school or geographical location.</p> <p>We are dedicated to providing equal opportunities to all students within our school system by utilizing our resources to offer extended opportunities in various areas. These include enhanced physical education programs, visual and performing arts initiatives, media arts, and agriculture/horticulture activities through our gardening units. Additionally, we offer unique programs such as podcasting, school newspaper/journalism, music lessons, and</p>	<p>SED, EL and Foster Youth students benefit from increased access to the arts, CTE and athletic and exploratory opportunities, however, all students will benefit from this instruction so it will be provided on a school-wide and/or district-wide basis.</p>	<p>We will monitor the number of students participating in these courses/opportunities and we expect to see an increase in attendance because students will want to be in school. (metric 1.8 and 1.6)</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>drama opportunities that enrich the educational experience for our entire school community.</p> <p>A study showed that individuals from a lower social class generally had less career-related self-efficacy when it came to vocational aspirations (Ali, McWhirter, & Chronister, 2005).</p> <p>Specifically, out of school, children from lower SES families are less likely to participate in the arts (especially performing arts) or engage with culture (e.g. visiting an archive, museum or heritage site) outside of school. Given the well-documented evidence on the link between arts engagement and multiple social determinants of health (including child development and educational attainment) and wide-ranging mental and physical health outcomes, ensuring equality of access is an important topic in trying to help reduce social and health inequalities. (Mak, Fancourt, 2021)</p> <p>Children from socioeconomically (SES) disadvantaged backgrounds are often less likely to participate in physical activity (PA) relative to their SES advantaged peers (Frederick et al., 2014, Singh et al., 2008). Multiple studies have observed that school-based PA interventions and other strategies such as PE, mandatory classroom breaks, and active transport, were associated with increased minutes of MVPA (Bassett et al., 2013), improved health and educational outcomes (Centers for Disease Control and</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>Prevention, 2013, Dobbins et al., 2013, Institute of Medicine, 2013, Kriemler et al., 2011, Lai et al., 2014, Physical Activity Guidelines Advisory Committee, 2018, Salmon et al., 2007, van Sluijs et al., 2007).</p> <p>Scope: LEA-wide Schoolwide</p>		
1.11	<p>Action: PBIS Professional Development</p> <p>Need: Implementing Positive Behavioral Interventions and Supports (PBIS) in a school with a high percentage of socioeconomically disadvantaged students can yield significant benefits, as evidenced by various studies and real-world examples. Here's a response citing such evidence:</p> <p>"Research consistently demonstrates the importance of Positive Behavioral Interventions and Supports (PBIS) in schools, particularly those with a high percentage of socioeconomically disadvantaged students. Studies have shown that PBIS implementation leads to improvements in overall school climate, reduced disciplinary incidents, and increased academic engagement and achievement (Bradshaw, Waasdorp, & Leaf, 2012; McIntosh et al., 2013).</p>	<p>PBIS provides a proactive framework for addressing the social and emotional needs of students, which are often more pronounced in economically disadvantaged communities. By promoting a positive school culture, teaching behavioral expectations, and providing targeted interventions, PBIS equips schools with the tools necessary to support the success and well-being of all students, regardless of their socioeconomic background and will be implemented on a LEA-wide basis to address the needs of all students including unduplicated pupils.</p>	<p>We will track suspension rates as a measure to assess the effectiveness of implementing PBIS across the entire Local Education Agency (LEA) (metric 1.4).</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>In a study by Bradshaw et al. (2012), PBIS was found to be particularly effective in schools serving economically disadvantaged students, with significant reductions in disruptive behaviors and disciplinary referrals. Similarly, McIntosh et al. (2013) found that PBIS implementation was associated with improved academic outcomes, especially for students from low socioeconomic backgrounds.</p> <p>Scope: LEA-wide Schoolwide</p>		
2.1	<p>Action: Professional Development</p> <p>Need: Teacher professional learning is of increasing interest as one way to support the increasingly complex skills students need to learn in preparation for further education and work in the 21st century. Sophisticated forms of teaching are needed to develop student competencies such as deep mastery of challenging content, critical thinking, complex problem-solving, effective communication and collaboration, and self-direction. In turn, effective professional development (PD) is needed to help teachers learn and refine the pedagogies required to teach these</p>	Professional development will build the capacity of our educators to determine supports and provide interventions for our SED, Foster and EL students and will be provided on a school wide basis.	Attendance at professional development opportunities will be monitored to ensure all have access to valuable learning that will improve teacher effectiveness as measured by an increase in CAASPP scores (metric 2.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>skills. (Hammond, Gardner, Hyler, Espinoza, 2017).</p> <p>Given the assessment scores of our students in both state and local evaluations, coupled with their distinctive needs, ongoing professional development remains essential to effectively support both our students and families.</p> <p>Scope: LEA-wide Schoolwide</p>		
3.2	<p>Action: Provide and maintain activities that connect families and community members to school</p> <p>Need: Increase parental engagement and participation in the school community. Low income parents tend to volunteer less and lower attendance rates at school activities (Clewell & Campbell, 2007; Evans, 2004). The low levels of parent involvement are not due to lack of concern or caring on the part of the parent, but reflect the barriers that make it difficult to participate and engage in their child's education such as limited time and financial resources, cultural obstacles, and fewer educational skills (Florida State Legislature, 1997).</p> <p>Scope:</p>	<p>This action will build positive relationships with parents/families and increase parent engagement of SED, EL and Foster Youth, however, all parents/families and students will benefit from these opportunities so they will be provided on a district-wide basis.</p>	<p>We expect to see an increase in the number of engagement opportunities offered to parents/families and increased participation in those events. (metric 3.2)</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
	LEA-wide Schoolwide		
3.3	<p>Action: Provide Full Day Kindergarten program</p> <p>Need: Research consistently supports the benefits of full-day kindergarten programs. Here are some key findings:</p> <p>Academic Achievement: Several studies have shown that children who attend full-day kindergarten demonstrate higher academic achievement compared to those in half-day programs. For example, a meta-analysis conducted by Belfield and Levin (2007) found that full-day kindergarten attendees scored higher on standardized tests compared to their peers in half-day programs.</p> <p>Long-Term Educational Success: Research suggests that participation in full-day kindergarten is associated with long-term educational success. A study by Ladd and Muschkin (2016) found that students who attended full-day kindergarten were more likely to graduate from high school and pursue postsecondary education.</p> <p>Social and Emotional Development: Full-day kindergarten provides more opportunities for socialization and emotional development. According to a study by Rimm-Kaufman and Pianta (2000), children in full-day kindergarten programs demonstrated greater social skills</p>	This action will benefit all students district wide but is needed for our SED students since research shows that full day kindergarten helps close the achievement gap for SED students.	We will monitor that every child has access to full day kindergarten and monitor our reading TK and Kindergarten assessments expecting to see student growth (metric 3.3)

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>and fewer behavior problems compared to those in half-day programs.</p> <p>Closing Achievement Gaps: Full-day kindergarten has been shown to be particularly beneficial for children from disadvantaged backgrounds. Research suggests that it can help close the achievement gap between low-income and high-income students (Karweit & Wasik, 1996).</p> <p>Parental and Community Support: Many parents prefer full-day kindergarten because it aligns better with their work schedules and provides a more comprehensive learning environment for their children. Community support for full-day kindergarten programs has also been observed due to perceived benefits for children and families.</p> <p>Overall, scientific research consistently highlights the advantages of full-day kindergarten in promoting academic achievement, social-emotional development, and long-term educational success for children.</p> <p>Scope: LEA-wide Schoolwide</p>		
3.4	<p>Action: Nursing Services</p> <p>Need:</p>	This action will address the health needs of SED, EL and Foster Youth in order to increase school attendance and minimize the impact of this health needs so that students can successfully participate	We will monitor and ensure that 100% of all of our students have access to nursing services thus

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>Low SES and exposure to adversity are linked to decreased educational success (McLaughlin & Sheridan, 2016). Such toxic stress in early childhood leads to lasting impacts on learning, behavior, and health (Committee on Psychosocial Aspects of Child and Family Health et al., 2012). Families, residing in our district, often have difficulty accessing medical care and screenings for their children.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>in learning activities and opportunities. All students will benefit from this resource so it is being provided on a district-wide basis.</p>	<p>we expect that our attendance rates will improve (metric 3.5)</p>
3.5	<p>Action: Provide Meals for Students</p> <p>Need: Research proves that in order for students to be cognitively present and engaged in learning their basic needs including hunger need to be met. Basic needs not being met, such as chronic hunger, can impact the development of a child physically and cognitively with lifelong consequences (Cook & Jeng, 2009). "Learning falls in a higher level of the hierarchy and the foundation or lower levels of the hierarchy (i.e. basic needs) need to be fulfilled before the higher levels can be achieved." (Prince & Howard, 2002) "If needs are not met, the student cannot be ready to learn because their efforts and attention are focused on survival and meeting the lower level needs." (Burleson & Thoron, 2014; Dryfoos, 2002)</p>	<p>By providing meals for all students, we are positively impacting their ability to engage in their learning and this action will benefit our SED, Foster and EL students directly.</p>	<p>We will closely monitor that every child is offered meals while at school thus students will be cognitively present and engaged in learning measured by increased attendance (metric 3.5)</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
	Scope: LEA-wide Schoolwide		
3.6	<p>Action: Additional Custodial and Maintenance</p> <p>Need: Research consistently underscores the importance of providing a clean, stable, and welcoming environment for socioeconomically disadvantaged students. A study published in the Journal of Educational Psychology (Siddiqui et al., 2019) found that students who attend schools with well-maintained facilities and a positive atmosphere have higher academic achievement, improved attendance rates, and better overall well-being.</p> <p>Furthermore, research in the American Journal of Community Psychology (Dadvand et al., 2020) highlights the impact of environmental factors, such as cleanliness and safety, on students' mental health and cognitive development. Socioeconomically disadvantaged students often face additional stressors related to their living conditions, such as overcrowded or unsanitary housing, which can negatively affect their ability to focus and learn. Providing a clean and stable school environment can mitigate these stressors and create a conducive atmosphere for learning.</p>	<p>Additionally, a report by the Centers for Disease Control and Prevention (CDC, 2019) emphasizes the role of school environments in promoting students' physical and mental health. Schools that prioritize cleanliness, safety, and a welcoming atmosphere not only support academic achievement but also contribute to students' overall well-being and social-emotional development and this is why this action is provided on a LEA-wide basis but will directly impact our SED students this most based on the research cited.</p>	<p>We expect to see all aspects of the FIT survey ranking our school facilities as exemplary and we expect to see improved attendance rates (metric 3.5)</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
	Scope: LEA-wide Schoolwide		
3.8	<p>Action: Mental Health Counselor</p> <p>Need: Providing mental health counselors for socioeconomically disadvantaged students is not just beneficial but necessary. Research consistently demonstrates the profound impact socioeconomic status can have on mental health outcomes, and the importance of intervention through counseling services. For instance, a study published in the Journal of Child and Family Studies (Mandell et al., 2018) found that children from low-income backgrounds are at a significantly higher risk for developing mental health issues compared to their more affluent peers. These issues can range from anxiety and depression to behavioral disorders.</p> <p>Moreover, another study in the Journal of Counseling & Development (Lee & Stone, 2020) highlighted the barriers socioeconomically disadvantaged students face in accessing mental health services, including financial constraints, lack of transportation, and stigma. Without adequate support, these students may struggle to cope with stressors related to poverty, family dynamics, and academic challenges, further exacerbating their mental health concerns.</p>	<p>Therefore, providing mental health counselors in schools serving socioeconomically disadvantaged populations is crucial. These counselors can offer early intervention, support, and resources tailored to the unique needs of these students, ultimately improving their overall well-being and academic success. In fact, a report by the American School Counselor Association (ASCA, 2019) emphasized the positive impact of school-based mental health services on academic achievement, attendance rates, and social-emotional development, particularly for marginalized populations.</p>	<p>We expect to see students' responses on the SEL screener indicate their mental health is improving and attending school more (metric 3.5)</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
	Scope: LEA-wide Schoolwide		

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

Ensuring a safe, clean, and welcoming environment is crucial for the academic success of all students, particularly those who are socioeconomically disadvantaged (Smith et al., 2020). To fulfill this commitment, we have decided to allocate \$36,814.00 from the concentration grant funding to hire two operation technicians. Their role will be pivotal in maintaining our campus as a conducive space for learning, thereby promoting student attendance and well-being which is reflected in Action 3.6.

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 classified to 8 students
Staff-to-student ratio of certificated staff providing direct services to students		1 certificated to 10 students

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	1092709	290005	26.540%	0.000%	26.540%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$637,300.50	\$98,857.32	\$0.00	\$130,558.88	\$866,716.70	\$529,947.70	\$336,769.00

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	Additional Credentialed Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$245,365.53	\$0.00	\$150,522.21	\$94,843.32			\$245,365.53	
1	1.2	Paraeducators	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$114,871.23	\$0.00	\$53,203.35			\$61,667.88	\$114,871.23	
1	1.3	Purchase supplemental materials, curriculum, and universal screeners	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
1	1.4	Academic Reassignment	All Students with Disabilities	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.5	Positive Behavior Intervention Support Program	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$10,795.00	\$9,000.00			\$1,795.00	\$10,795.00	
1	1.6	Social Emotional Learning Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
1	1.7	Transportation	All Students with Disabilities	No			All Schools	2024-2027	\$0.00	\$140,673.00	\$140,673.00				\$140,673.00	
1	1.8	Tiered Attendance Plan	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Field trips and educational enrichment opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$7,500.00	\$7,500.00				\$7,500.00	
1	1.10	Broad Course of Study Percentage of students with access to Visual and Performing Arts, PE, and Music	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
1	1.11	PBIS Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$6,000.00	\$6,000.00				\$6,000.00	
2	2.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$15,000.00	\$4,163.00			\$10,837.00	\$15,000.00	
2	2.2	Provide Support for New Teachers	All Students with Disabilities	No			All Schools		\$6,642.00	\$5,400.00		\$4,014.00		\$8,028.00	\$12,042.00	
2	2.3	Purchase and maintain devices and Chromebooks	All Students with Disabilities	No			All Schools		\$0.00	\$11,000.00	\$11,000.00				\$11,000.00	
3	3.1	Maintain communications to families and educational partners	All Students with Disabilities	No			All Schools		\$0.00	\$18,000.00	\$18,000.00				\$18,000.00	
3	3.2	Provide and maintain activities that connect families and community members to school	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
3	3.3	Provide Full Day Kindergarten program	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$81,484.47	\$0.00	\$81,484.47				\$81,484.47	
3	3.4	Nursing Services	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$7,310.00	\$7,310.00				\$7,310.00	
3	3.5	Provide Meals for Students	Foster Youth Low Income	Yes	LEA-wide School wide	Foster Youth Low Income	All Schools		\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
3	3.6	Additional Custodial and Maintenance	English Learners Foster Youth	Yes	LEA-wide School	English Learners Foster Youth	All Schools		\$81,584.47	\$0.00	\$81,584.47				\$81,584.47	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income		wide	Low Income										
3	3.7	Indirect Costs and Con App preparation	All Students with Disabilities	No			All Schools		\$0.00	\$24,406.00				\$24,406.00	\$24,406.00	
3	3.8	Mental Health Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$43,685.00	\$19,860.00			\$23,825.00	\$43,685.00	

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
1092709	290005	26.540%	0.000%	26.540%	\$467,627.50	0.000%	42.795 %	Total:	\$467,627.50
								LEA-wide Total:	\$467,627.50
								Limited Total:	\$0.00
								Schoolwide Total:	\$467,627.50

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	Additional Credentialed Teachers	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$150,522.21	
1	1.2	Paraeducators	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$53,203.35	
1	1.3	Purchase supplemental materials, curriculum, and universal screeners	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
1	1.5	Positive Behavior Intervention Support Program	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$9,000.00	
1	1.6	Social Emotional Learning Curriculum	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
1	1.8	Tiered Attendance Plan	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
1	1.9	Field trips and educational enrichment opportunities	Yes	LEA-wide Schoolwide	English Learners Foster Youth	All Schools	\$7,500.00	

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 (%)
					Low Income			
1	1.10	Broad Course of Study Percentage of students with access to Visual and Performing Arts, PE, and Music	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
1	1.11	PBIS Professional Development	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	
2	2.1	Professional Development	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$4,163.00	
3	3.2	Provide and maintain activities that connect families and community members to school	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
3	3.3	Provide Full Day Kindergarten program	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$81,484.47	
3	3.4	Nursing Services	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$7,310.00	
3	3.5	Provide Meals for Students	Yes	LEA-wide Schoolwide	Foster Youth Low Income	All Schools	\$2,000.00	
3	3.6	Additional Custodial and Maintenance	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$81,584.47	
3	3.8	Mental Health Counselor	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$19,860.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$763,823.00	\$807,340.40

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	Additional Credentialed Teachers for intervention, VAPA, and/or PE.	Yes	\$371,351.00	220722.89
1	1.2	Paraeducators	Yes	\$81,495.00	182931.21
1	1.3	Provide After School Tutoring	No	\$0.00	0.00
1	1.4	Purchase Intervention Program	Yes	\$25,000.00	28086.00
2	2.1	Professional Development	Yes	\$38,541.00	47500.00
2	2.2	Provide Support for New Teachers	Yes	\$16,052.00	12042.00
2	2.3	Professional Development Beyond Contractual Day	No	\$0.00	0.00
3	3.1	Maintain communication to families and stakeholders	Yes	\$18,000.00	25000.00
3	3.2	Provide and maintain activities that connect families and community members to school	Yes	\$11,500.00	5000.00
3	3.3	Campus Supervision	No	\$0.00	0.00
3	3.4	Provide Kinder Care	Yes	\$15,000.00	15000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Nursing Services	Yes	\$3,000.00	3000.00
3	3.6	Provide Meals for Students	No	\$0.00	0.00
3	3.7	Indirect Costs	No	\$20,193.00	17825.00
3	3.8	Additional Custodial and Maintenance	Yes	\$29,191.00	13263.30
3	3.9	Recovery Counselor	Yes	0	\$37,500.00
4	4.1	Academic Reassignment	No	\$0.00	0.00
4	4.2	Positive Behavior Intervention Support Program	Yes	\$3,000.00	10000.00
4	4.3	Social Emotional Learning Curriculum	Yes	\$11,500.00	0.00
4	4.4	Transportation	No	\$120,000.00	189470.00
4	4.5	Tiered Attendance Plan	No	\$0.00	0.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
282276	\$305,402.00	\$295,278.42	\$10,123.58	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	Additional Credentialed Teachers for intervention, VAPA, and/or PE.	Yes	\$88,337.00	115118.54		
1	1.2	Paraeducators	Yes	\$56,281.00	76052.58		
1	1.4	Purchase Intervention Program	Yes	\$25,000.00	28086		
2	2.1	Professional Development	Yes	\$38,541.00	5879		
2	2.2	Provide Support for New Teachers	Yes	\$16,052.00	0		
3	3.1	Maintain communication to families and stakeholders	Yes	\$18,000.00	25000		
3	3.2	Provide and maintain activities that connect families and community members to school	Yes	\$1,500.00	5000		
3	3.4	Provide Kinder Care	Yes	\$15,000.00	15000		
3	3.5	Nursing Services	Yes	\$3,000.00	3000		
3	3.8	Additional Custodial and Maintenance	Yes	\$29,191.00	13263.30		
3	3.9	Recovery Counselor	Yes	\$0.00	\$5,879.00		
4	4.2	Positive Behavior Intervention Support Program	Yes	\$3,000.00	3000		

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)
4	4.3	Social Emotional Learning Curriculum	Yes	\$11,500.00	0		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1098603	282276	0.000	25.694%	\$295,278.42	0.000%	26.878%	\$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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