

LCFF Budget Overview for Parents

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

CDS Code: 16-63883-0000000

School Year: 2024-25

LEA contact information:

Tom Addington

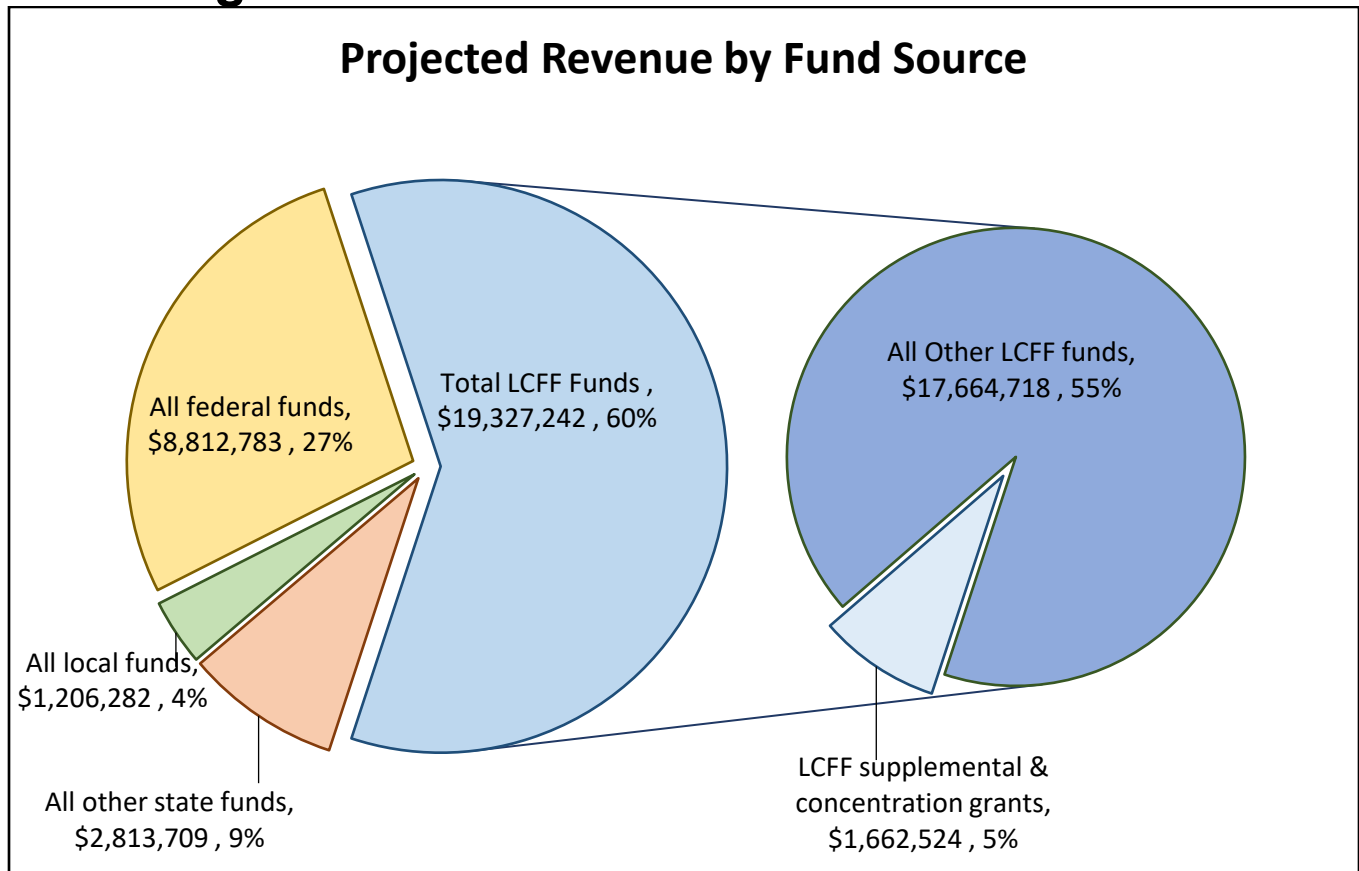
Superintendent

taddingt@central.k12.ca.us

(559) 925-2619

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

Budget Overview for the 2024-25 School Year

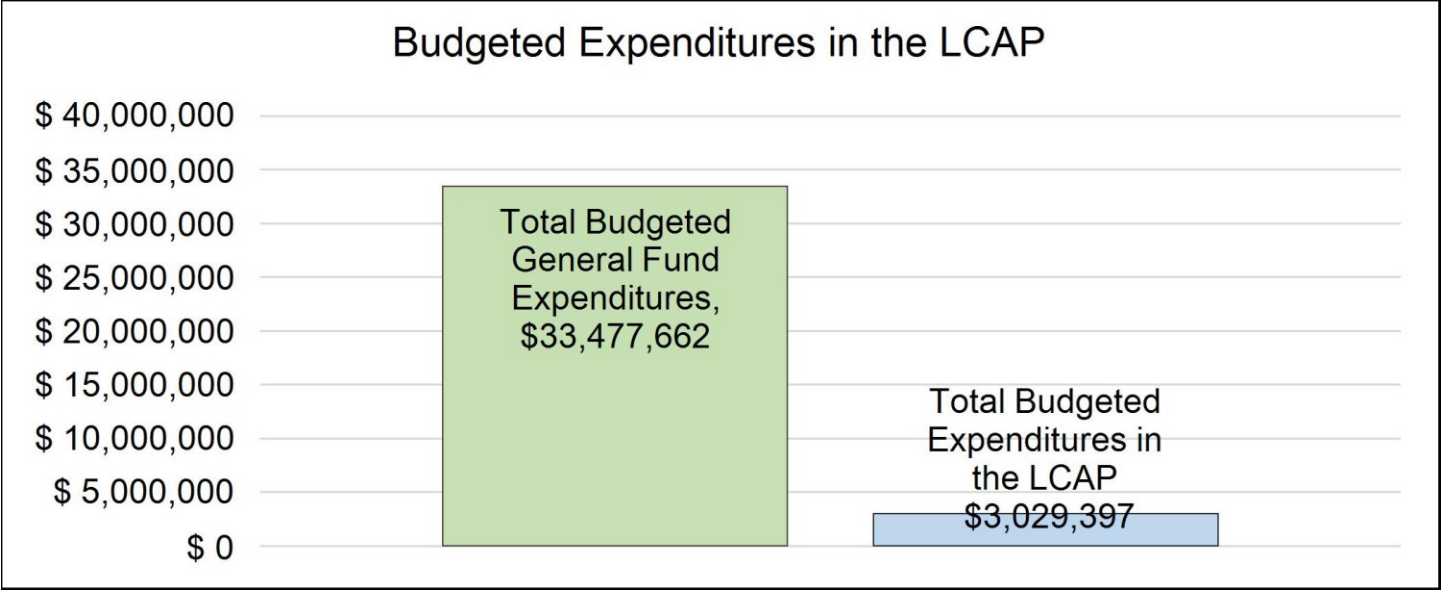


This chart shows the total general purpose revenue Central Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Central Union Elementary School District is \$32,160,016, of which \$19,327,242 is Local Control Funding Formula (LCFF), \$2,813,709 is other state funds, \$1,206,282 is local funds, and \$881,2783 is federal funds. Of the \$19,327,242 in LCFF Funds, \$1,662,524 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 Central 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: Central Union Elementary School District plans to spend \$33,477,662 for the 2024-25 school year. Of that amount, \$3,029,397 is tied to actions/services in the LCAP and \$30,448,265 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

teachers, administrative costs, maintenance and operations, utilities, etc.

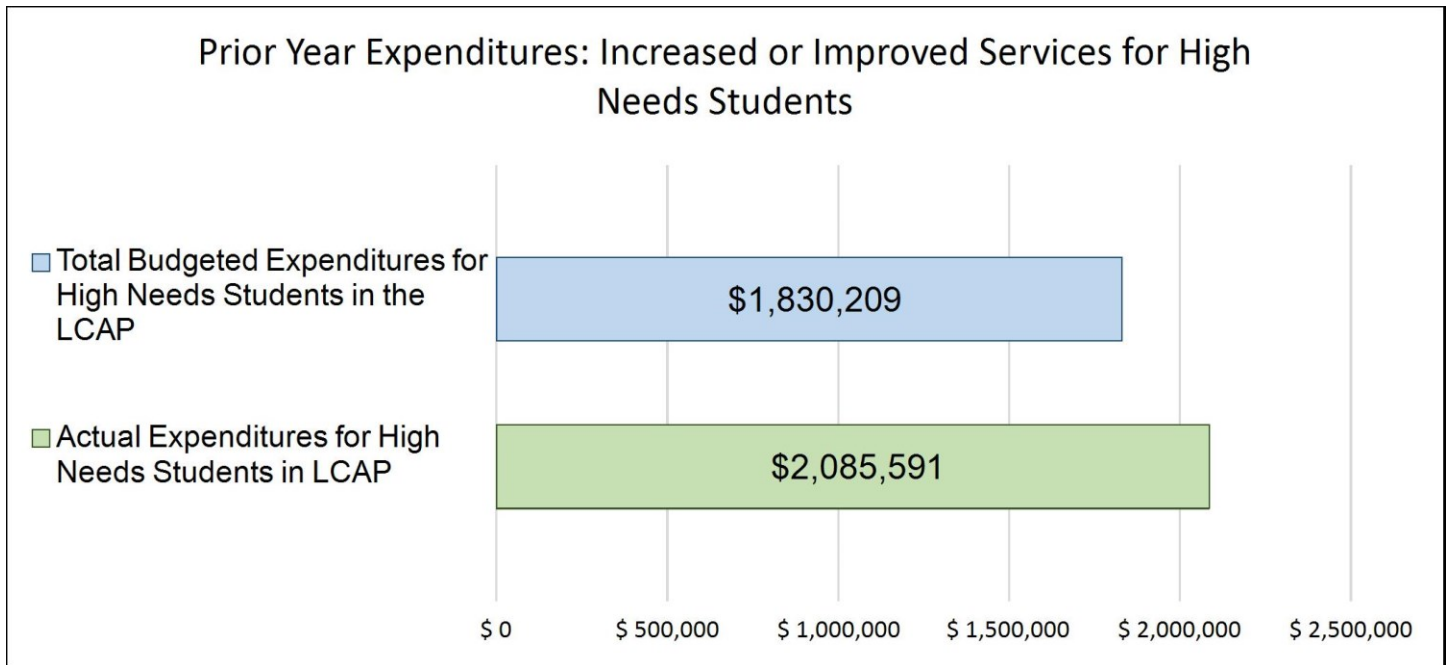
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Central Union Elementary School District is projecting it will receive \$1,662,524 based on the enrollment of foster youth, English learner, and low-income students. Central Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Central Union Elementary School District plans to spend \$1,662,524 towards meeting this requirement, as described in the LCAP.

expenditures are budgeted from other general fund sources

LCFF Budget Overview for Parents

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



This chart compares what Central 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 Central 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, Central Union Elementary School District's LCAP budgeted \$1,830,209 for planned actions to increase or improve services for high needs students. Central Union Elementary School District actually spent \$2,085,591 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Central Union Elementary School District	Tom Addington Superintendent	taddingt@central.k12.ca.us (559) 925-2619

Goals and Actions

Goal

Goal #	Description
1	All Students will be provided the CONDITIONS FOR LEARNING leading to college and career readiness. They will receive a broad educational program delivered by qualified staff using standards aligned instructional materials in facilities which are well maintained.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A Teachers appropriately assigned & fully credentialed	Met (Priority 1 Basic Services at School: Self-Reflection Tool)	Met (Priority 1 Basic Services at School: Self-Reflection Tool)	Met (Priority 1 Basic Services at School: Self-Reflection Tool)	1A Teachers With Full Credential - 84 (89.86%)	Met (Priority 1 Basic Services at School: Self-Reflection Tool)
1B Pupil Access to standards-aligned Instructional Materials	1A Teachers With Full Credential - 99 Without Full Credential - 2	1A Teachers With Full Credential - 103 Without Full Credential - 0	1A Teachers appropriately assigned & fully credentialed. 100% Teachers appropriately assigned	Intern Properly Assigned - 4 (4.27%) Without Full Credential - 2 (2.31%)	1A Teachers appropriately assigned & fully credentialed. 100% Teachers appropriately assigned
1C Facilities maintained in good repair	Teaching Outside Subject Area of Competence (with full credential) - 0	Teaching Outside Subject Area of Competence (with full credential) - 0	100% Teachers fully credentialed (State teacher data not available. Local data from HR)	Teaching Outside Subject Area of Competence - 1 (1.07%) Unknown - 2 (2.49%) - Goal Not Met	100% Teachers fully credentialed
	1B Instructional Materials Instructional Materials 100% - Goal Met.	1B Instructional Materials Instructional Materials 100% - Goal Met.	1B Instructional Materials Instructional Materials 100% - Goal Met.	1B Instructional Materials Instructional Materials 100% - Goal Met.	1B Instructional Materials Instructional Materials 100% - Goal Met.
	1C Facilities 100% Facilities Good or Better - Goal Met.	1C Facilities 100% Facilities Good or Better - Goal Met.	1C Facilities	1C Facilities 100% Facilities Good or Better - Goal Met.	1C Facilities 100% Facilities Good or Better - Goal Met.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			100% Facilities Good or Better - Goal Met. (2022 SARC)	(2023 SARC)	
2A Implementation of SBE adopted content and performance standards	<p>Met (Priority 2: Implementation of State Standards Reflection Tool)</p> <p>1. PD for teaching to Standards 4-Full Implementation 2. Instructional Materials aligned to Standards 5-Full Implementation & Sustainability 3. Policies & Programs supporting staff in identifying where they can improved 4-Full Implementation *Other Adopted Academic Standards 3-Initial Implementation *Support for Teachers and Administrators 4-Full Implementation</p>	<p>Met (Priority 2: Implementation of State Standards Reflection Tool)</p> <p>1. PD for teaching to Standards 4-Full Implementation 2. Instructional Materials aligned to Standards 5-Full Implementation & Sustainability 3. Policies & Programs supporting staff in identifying where they can improved 4-Full Implementation *Other Adopted Academic Standards 3-Initial Implementation *Support for Teachers and Administrators 4-Full Implementation</p>	<p>Met (Priority 2: Implementation of State Standards Reflection Tool)</p> <p>*Providing PD for teaching Standards 4 *Instructional Materials aligned to Standards 5 *Progress Implementing Policies & Programs supporting staff in identifying where they can improved 4 *Other Adopted Academic Standards 3 *Support for Teachers and Administrators 4</p>	<p>Met (Priority 2: Implementation of State Standards Reflection Tool)</p> <p>Providing PD for teaching Standards 3 Instructional Materials aligned to Standards 5 Progress Implementing Policies & Programs supporting staff in identifying where they can improved 5 Other Adopted Academic Standards 3 Support for Teachers and Administrators 4</p>	<p>Met (Priority 2: Implementation of State Standards Reflection Tool)</p> <p>*Providing PD for teaching Standards 4 *Instructional Materials aligned to Standards 5 *Progress Implementing Policies & Programs supporting staff in identifying where they can improved remained a 4 *Other Adopted Academic Standards 4 *Support for Teachers and Administrators 4 Goal Met</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2B Programs/Services enable ELs to access CA and ELD Standards	<p>Met (Priority 2: Implementation of State Standards Reflection Tool) See details above.</p> <p>100% ELs access and enrollment in courses aligned to CA State Standards.</p> <p>100% ELs access and enrollment in ELD. (2020-21 Master Schedule)</p>	<p>Met (Priority 2: Implementation of State Standards Reflection Tool) See details above.</p> <p>100% ELs access and enrollment in courses aligned to CA State Standards.</p> <p>100% ELs access and enrollment in ELD. (2021-22 Master Schedule)</p>	<p>Met (Priority 2: Implementation of State Standards Reflection Tool) See details above.</p> <p>100% ELs access and enrollment in courses aligned to CA State Standards.</p> <p>100% ELs access and enrollment in ELD. (2022-23 Master Schedule)</p>	<p>Met (Priority 2: Implementation of State Standards Reflection Tool) See details above.</p> <p>100% ELs access and enrollment in courses aligned to CA State Standards.</p> <p>100% ELs access and enrollment in ELD. (2023-2024 Master Schedule)</p>	<p>Met (Priority 2: Implementation of State Standards Reflection Tool) See details above.</p> <p>100% ELs access and enrollment in courses aligned to CA State Standards.</p> <p>100% ELs access and enrollment in ELD. (2023-24 Master Schedule) Goal Met</p>
7A Broad Course of study	<p>100% Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2020-21 Master Schedule)</p>	<p>100% Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2021-22 Master Schedule)</p>	<p>100% Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2022-23 Master Schedule)</p>	<p>100% Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2023-2024 Master Schedule)</p>	<p>100% Students have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2023-24 Master Schedule)</p>
7B Programs/Services Unduplicated Students	<p>100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical</p>	<p>100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical</p>	<p>100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical</p>	<p>100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical</p>	<p>100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2019-20 Master Schedule)	Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2021-22 Master Schedule)	Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2022-23 Master Schedule)	Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2023-2024 Master Schedule)	Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2023-24 Master Schedule)
7C Programs/Services Students with exceptional needs	100% Students with exceptional needs have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2019-20 Master Schedule)	100% Students with exceptional needs have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2021-22 Master Schedule)	100% Students with exceptional needs have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2022-23 Master Schedule)	100% Students with exceptional needs have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2023-2024 Master Schedule)	100% Students with exceptional needs have access to ELA, Math, Science, HSS, Physical Education/Health and Integrated Visual and Performing Arts 100% ELD for ELs (2023-24 Master Schedule)

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.

CUSD strives to provide a cohesive and equitable program to meet the needs of all students to ensure success. All planned actions under Goal 1 were successfully executed during the 2023-2024 school year, aligning with the adopted LCAP. These actions were implemented as intended, benefitting all students within the designated time frame, and utilizing resources and materials as outlined. All students continued to have access to standards-aligned instructional materials and a broad course of study, 100% of English Learner students were enrolled in ELD courses, and 100% of our school facilities were maintained in good repair.

The data pulled from SARC is from the 2021-2022 school year. At that time, CUSD continued to confront challenges from COVID with respect to teacher hiring. 4 teachers held interim credentials and were properly assigned, 2 teachers were without credentials and misassigned, 1 teacher was fully credentialed but assigned out-of-field, and 2 teachers had unknown authorization/assignment. CUESD

strives to hire fully credentialed teachers who are assigned properly. The district attends the local job fairs and works in partnership with KCOE Intern Program to support new teachers.

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.

No material differences

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

Goal/Action 1.1: Effectiveness was measured by success seen in Priority 1. Parts B and C of Priority 1 were met. Priority 1 A was not met as 89.86% Teachers were appropriately assigned and fully credentialed as seen in the 2023 SARC. Moving forward the district will continue to recruit fully credentialed teachers and be assigned properly.
Goal/Action 1.2: Effectiveness was measured by success seen in Priority 2, where all goals were met.
Goal/Action 1.3: Effectiveness was measured by success seen in Priority 7, where all goals were met.

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

The goal, actions and priority 2, including the metrics, will remain the same and be carried over to the new 3 year cycle based on effectiveness and change to priority 2 (mentioned in prompt 3). Priority 1 metrics will be gathered from our most recent SARC moving forward. Utilizing a MTSS rubric as a metric for priority 7 will progress monitor the varied tiers. Desired outcomes for priority 1 and 2 will carry over to the new 3 year LCAP. Priority 7 desired outcomes will be based on the new metric and our expectation for growth.

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	Parents, Students, and the community will be ENGAGED to participate collaboratively in the educational process.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A Parental input in decision making	94.1% Parents Agree 2021 Local Survey Parent Survey	92.4% Parents Agree 2022 Local Survey Parent Survey	61% Parents Agree 2023 Local Parent Survey	66% Parents Agree 2024 Local Parent Survey	95% Parents Agree 2023-24 Local Survey Parent Survey
3B Promote parent participation - unduplicated pupils	96.1% Parents Agree 2021 Local Survey Parent Survey (Parents of Unduplicated pupils)	93.3% Parents Agree 2022 Local Survey Parent Survey (Parents of Unduplicated pupils)	74% Parents Agree 2023 Local Parent Survey	85% Parents Agree 2024 Local Parent Survey	97% Parents Agree 2023-24 Local Survey Parent Survey (Parents of Unduplicated pupils)
3C Promote parent participation - exceptional needs	100% Parents Agree 2021 Local Survey Parent Survey (parent of pupils with exceptional needs)	95.7% Parents Agree 2022 Local Survey Parent Survey (parent of pupils with exceptional needs)	80% Parents Agree 2023 Local Parent Survey	87% Parents Agree 2024 Local Parent Survey	100% Parents Agree 2023-24 Local Survey Parent Survey (parent of pupils with exceptional needs)
5A School Attendance Rates	96.98% 2020-21 P2 Data	91.8% 2021-22 P2 Data	95.9% 2022-23 P2 Data	96.8% 2023-24 P2 Data	98% 2023-24 P2 Data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5B Chronic Absenteeism	<p>Chronic Absenteeism Rate Indicator 2.7% Green. Low (Fall 2019 Dashboard/DataQuest 2018-19)</p> <p>Chronic Absenteeism 6% March 2021 SchoolZilla</p>	<p>Chronic Absenteeism Rate Indicator Not available</p> <p>Chronic Absenteeism Rate 6.5% All Students 14.3% Foster Youth DataQuest 2020-21</p> <p>Chronic Absenteeism All Students 26.5% Foster 41.2% English Learners 34.7% Socioeconomically Disadvantaged 25.9% (SchoolZilla - Spring 2022)</p>	<p>CA Schools Dashboard 2022</p> <p>Chronic Absenteeism Indicator All Students Very High, 25.2%</p> <p>Socio-economically Disadvantaged Very High, 29.9%</p> <p>English Learners Very High, 31.8%</p> <p>Foster Youth Very High, 41.4%</p> <p>SWD Very High, 32.4%</p> <p>American Indian Very High, 68.4%</p>	<p>CA Schools Dashboard 2023</p> <p>Chronic Absenteeism Indicator All Students Medium, 8%</p> <p>Socio-economically Disadvantaged Medium, 9.5%</p> <p>English Learners Medium, 6.4%</p> <p>Foster Youth Medium, 7.7%</p> <p>SWD High, 11.1%</p> <p>American Indian High, 12.8%</p>	<p>Chronic Absenteeism Rate Indicator</p> <p>Green. Low (Fall 2023 Dashboard: 2022-23 data)</p> <p>ADD - UPDATE Chronic Absenteeism Indicator All Students Very High, 25.2%</p> <p>Socio-economically Disadvantaged Very High, 29.9%</p> <p>English Learners Very High, 31.8%</p> <p>Foster Youth Very High, 41.4%</p> <p>SWD Very High, 32.4%</p> <p>American Indian Very High, 68.4%</p>
5C Middle School Drop out Rate	<p>Middle School Drop out Rate 0% (CALPADS Reports 1.12 (2020-21))</p>	<p>Middle School Drop out Rate 0% (CALPADS Reports 1.12 (2021-22))</p>	<p>Middle School Drop out Rate 0% (CALPADS Reports 1.12 (2022-23))</p>	<p>Middle School Drop out Rate 0% (CALPADS Reports 1.12 (2023-24))</p>	<p>Middle School Drop out Rate 0% (CALPADS Reports 1.12 (2023-24))</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5D High School Drop-out 5E High School Graduation Rate	Not Applicable/H.S Measure	Not Applicable/H.S Measure	Not Applicable/H.S Measure	Not Applicable/H.S Measure	Not Applicable/H.S Measure
6A Pupil Suspension	<p>Suspension Rate Indicator Green, 1.9% ALL Orange, 2.6% American Indian 2.4%, Orange English Learners Orange, 2.7% Two or More Races (Fall 2019 Dashboard/DataQuest 2018-19)</p> <p>Suspension Rate 2.1% (DataQuest 2019-20 data)</p>	<p>Suspension Rate Indicator CA Schools Dashboard data not available for Fall 2021.</p> <p>Suspension Rate 0.3% ALL American Indian 0% English Learners - 0% Socioeconomically Disadvantaged 0.3% Two or More Races 0% Students with Disabilities 1% Foster 0% (DataQuest 2020-21 data)</p> <p>Suspension Rate All Students 3.5% Foster Students 11.8% Socioeconomically Disadvantaged 2.9%</p>	<p>CA Schools Dashboard 2022 Suspension Rate Indicator All Students High, 3.5%</p> <p>Socio-economically Disadvantaged High, 3.7%</p> <p>English Learners Medium, 1.9%</p> <p>Foster Youth Very High, 17.2%</p> <p>SWD High, 3.1%</p> <p>American Indian Very High, 9.3%</p>	<p>CA Schools Dashboard 2023 Suspension Rate Indicator All Students High, 3.1%</p> <p>Socio-economically Disadvantaged High, 3.3%</p> <p>English Learners Medium, 2.3%</p> <p>Foster Youth High, 3.7%</p> <p>SWD High, 2.4%</p> <p>American Indian High, 4.5%</p>	<p>Suspension Rate Indicator Green, 1.8% (Fall 2023 Dashboard: 2022-23 data)</p> <p>Suspension Rate 1.9% DataQuest 2022-23</p> <p>Suspension Rate Indicator All Students High, 3.5%</p> <p>Socio-economically Disadvantaged High, 3.7%</p> <p>English Learners Medium, 1.9%</p> <p>Foster Youth Very High, 17.2%</p> <p>SWD High, 3.1%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		(Schoolzilla- Spring 2022)			American Indian Very High, 9.3%
6B Pupil Expulsion	Expulsion Rate 0.10% (DataQuest 2019-20 data)	Expulsion Rate 0% (DataQuest 2020-21 data)	Expulsion Rate 0% (DataQuest 2021-22 data)	Expulsion Rate .22% (DataQuest 2022-23 data)	Expulsion Rate 0.10% (CALPADS Report 7.3 and DataQuest 2022-23)
6C Local Measures – Sense of Safety and School Connectedness Pupils, Parents, Teachers	<p>Sense of Safety Staff 87% Agree (Staff Survey)</p> <p>Sense of Connectedness Staff 75% Agree (Staff Survey)</p> <p>Sense of Safety K-2 Students 88% Agree 3-8 Students 89% Agree (Student Surveys)</p> <p>Sense of Connectedness K-2 Students 93% Agree 3-8 Students 79% Agree (Student Surveys)</p>	<p>Sense of Safety Staff 83.5% Agree (Staff Survey)</p> <p>Sense of Connectedness Staff 76% Agree (Staff Survey)</p> <p>Sense of Safety 1-3 Students 77% Agree 4-8 Students 65% Agree (Student Surveys)</p> <p>Sense of Connectedness 1-3 Students 80% Agree 4-8 Students 66% Agree (Student Surveys)</p>	<p>Sense of Safety Staff 77% Agree (Staff Survey)</p> <p>Sense of Connectedness Staff 61% Agree (Staff Survey)</p> <p>Sense of Safety 3-5 Students 53% 6-8 Students 63% (Student Surveys)</p> <p>Sense of Connectedness 3-5 Students 71% 6-8 Students 50% (Student Surveys)</p> <p>Sense of Safety Parents 84% (Parent Survey)</p>	<p>Sense of Safety Staff 78% Agree (Staff Survey)</p> <p>Sense of Connectedness Staff 67% Agree (Staff Survey)</p> <p>Sense of Safety 3-5 Students 56% 6-8 Students 62% (Student Surveys)</p> <p>Sense of Connectedness 3-5 Students 70% 6-8 Students 48% (Student Surveys)</p> <p>Sense of Safety Parents 85% (Parent Survey)</p>	<p>Sense of Safety Staff 89% Agree (Staff Survey)</p> <p>Sense of Connectedness Staff 78% Agree (Staff Survey)</p> <p>Sense of Safety 3-5 Students 85% Agree 6-8 Students 80% Agree (Student Surveys)</p> <p>Sense of Connectedness 3-5 Students 85% Agree 6-8 Students 80% Agree (Student Surveys)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Sense of Safety Parents 99.5% Agree (Parent Survey)</p> <p>Sense of Connectedness Parents 86.7% Agree (Parent Survey)</p> <p>(2020-21 Local Surveys - Parents, Staff, and Students)</p>	<p>Sense of Safety Parents 98.7% Agree (Parent Survey)</p> <p>Sense of Connectedness Parents 93.8% Agree (Parent Survey)</p> <p>(2021-22 Local Surveys - Parents, Staff, and Students)</p>	<p>Sense of Connectedness Parents 70% Agree (Parent Survey)</p> <p>(2022-23 Local Surveys - Parents, Staff, and Students)</p>	<p>Sense of Connectedness Parents 77% Agree (Parent Survey)</p> <p>(2023-24 Local Surveys - Parents, Staff, and Students)</p>	<p>Sense of Safety Parents 99.5% Agree (Parent Survey)</p> <p>Sense of Connectedness Parents 88% Agree (Parent Survey)</p> <p>(2023-24 Local Surveys - Parents, Staff, and Students)</p>

Goal Analysis

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

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

All planned actions for Goal 2 were successfully implemented during the 2023-2024 school year, aligning with the adopted LCAP. These efforts were designed to engage all students, parents, and the community within the specified timeframe, using the allocated resources and materials as outlined. The planned actions aimed to enhance engagement through various approaches.

Although attendance and suspension rates have not returned to pre-pandemic levels, through efforts in place, the district continues to see improvement. According to 2023-24 data, our overall district-wide attendance rate increased, and our overall districtwide chronic absentee rate and student suspension rate both decreased. Regardless, based on analysis of data, student groups that continue to be at risk are American Indians, Students with Disabilities, and Unduplicated Students.

Attendance and chronic absenteeism rates indicate that student engagement and connectedness must continue to be a high priority. During the 2023-2024 school year, CUSD continued to refine and implement a Multi-Tiered System of Supports (MTSS) to address the social-emotional & behavioral needs of students. In addition, all teachers continued to use district adopted SEL curriculum at the Tier 1 classroom level. Counselors played a key role in supporting students' social-emotional development through a variety of activities including class guidance lessons, small groups, individual check-ins, and referrals for long-term counseling. Student attendance was closely monitored by

site attendance clerks and site administrators, and the SARB process was used to identify and support at-risk students and their families. District attendance incentives were also offered to sites based on specific criteria.

To increase students' and parents' sense of safety, our district continued to employ a School Resource Officer, as well as continued the use of StopIt (anonymous bullying reporting tool) and Raptor (screening tool for adult visitors). According to 2024 local surveys, parents, staff and students all reported an increased sense of safety as compared to the previous year.

Our home-school communication improved tremendously through ParentSquare, with nearly all of our families accessible on the platform, and parents reported an increased sense of connectedness as compared to the previous school year. Regardless, CUSD remains committed to increasing participation among various parent and family subgroups as we partner their student's learning.

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

There was a minimal increase in Goal 2, Action 1, as more expenditures took place to actively engage parents in the learning process.

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

Over the three year LCAP cycle, the effectiveness of Goal 2 actions in supporting CUSD's desired outcomes was assessed through diverse metrics and local data. Effectiveness signifies actions achieving the desired result, while ineffectiveness indicates failure to produce significant outcomes. The following actions were found effective:

Action 1: Actively Engage Parents in the Learning Process

- Build relationships with families & build partnerships for student outcomes
- Implement ParentSquare two-way communication system

Action 2: Actively Engage Students in the Learning Process

- Implement Multi-Tiered System of Supports (MTSS) for social emotional & behavioral needs
- Provide counseling support for students & train PE teachers to promote social & emotional learning through physical activity
- Develop SMART goals and plans to celebrate & improve attendance at each site

Action 3: Create and Sustain a School Climate of Safety and Connectedness

- Implement student connectedness strategies at each site
- Provide a School Resource Officer
- Complete safety & security enhancements at each site
- Implement StopIt antibullying program

- Implement Raptor screening for all adult visitors to each campus
- Implement Securly filtering software on all technology devices

According to local measures tracking attendance, chronic absenteeism and suspension rates, CUSD has made positive growth in all areas. Throughout the three-year LCAP cycle, CUSD maintained a 0% middle school dropout rate and a 0.1% expulsion rate. Our student attendance rate for "all students" remained above the state average, while our chronic absenteeism rate for "all students" was notably lower than the state average at 8%. Overall, our student suspension rates were lower than the state average at 3.1%. Despite these celebrations, our American Indian subgroup and unduplicated students underperformed other subgroups in attendance rate, chronic absenteeism, and suspension rates.

According to local survey data measuring student, staff, parent and community feelings of safety and connectedness, CUSD has made minimal growth overall. This is partly attributed to the implementation of new surveys which have since been shortened and revised to clarify confusing questions. Although we have not fully reached our goals in these areas, the actions implemented have demonstrated effectiveness in promoting growth overall.

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.

Following a thorough examination of metric outcomes, local data, and feedback from educational partners, no adjustments were deemed necessary to the fundamental objective of Goal 2, which is to ensure student and parent engagement. A review of disaggregated data continued to reveal disparities in learner engagement, reaffirming the ongoing relevance of this goal. CUSD believes that the LCAP serves as our narrative, representing our shared values and respecting our unique context. After reflecting on past practices, the following changes will be made:

- 1.) Surveys for parents, teachers, and students have been shortened and revised to increase participation rates and to clarify difficult to understand questions.
- 2.) A MTSS rubric will be implemented at all school sites to guide and strengthen systems of support for students.
- 3.) PE teachers and counselors will collaborate monthly and analyze student data to provide immediate and timely interventions for behavior and/or SEL.

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	All students will make progress towards proficient achievement of state adopted standards through data driven decision making.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4A Statewide Assessments English Language Arts	<p>Academic Performance Indicator: ELA ALL Students Yellow, Medium 7 points above standard</p> <p>English Learners Yellow, Low 20.7 points below standard</p> <p>Socioeconomically Disadvantaged Orange, Low 8.9 Points below Standard</p> <p>Hispanic Orange, Low 8.9 Points below Standard</p> <p>American Indian</p>	<p>Academic Performance Indicator: ELA CA Schools Dashboard not Available</p> <p>Local Indicator - Percent Proficient STAR Reading Spring2 (May 2021)</p> <p>43% ALL students 4.2% English Learners 22.8% Socioeconomically Disadvantaged 32.7% Hispanic 14.3% Native American 19% Students with Disabilities</p>	<p>Academic Performance indicator ELA All Students Low, 11.6 points below standards</p> <p>English Learners Low, 62.2 points below standard</p> <p>Socio-economically Disadvantaged Low, 29.7 points below standards</p> <p>American Indian Low, 68.7 points below standard</p> <p>Students with Disabilities Very Low, 72.3 points below standard</p>	<p>Academic Performance indicator ELA All Students Yellow 7.8 points below standard</p> <p>English Learners Orange 66.8 points below standard</p> <p>Socio-economically Disadvantaged Orange 28.5 points below standard</p> <p>American Indian Orange Low, 68.8 points below standard</p>	<p>Academic Performance Indicator: ELA ALL Students Green 12 points above standard</p> <p>English Learners Yellow 5 points below standard</p> <p>Socioeconomically Disadvantaged Green 1 Points above Standard</p> <p>Hispanic Green 1 Points above Standard</p> <p>American Indian</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Orange, Low 59.4 Points below Standard</p> <p>Students with Disabilities Red, Very Low 72.1 Points below Standard (Dashboard: 2018-19 data)</p> <p>STAR Reading March 2021 percent proficient 42.4%ALL students 12.5%English Learners 40.9%Socioeconomic ally Disadvantaged 30.6% Hispanic 14.3% Native American 20%Students with Disabilities</p>	<p>ELA Proficiency All students 47% Foster Youth 35.7%</p> <ul style="list-style-type: none"> iReady (Spring 2022) 	<p>Foster Youth Very Low, 108.3 points below standard</p> <p>CA Schools Dashboard 2022</p>	<p>Students with Disabilities Yellow 68.7 points below standard</p> <p>Foster Youth None 47.6 points below standard</p> <p>CA School Dashboard 2023</p>	<p>Orange 50 Points below Standard</p> <p>Students with Disabilities Orange 50 Points below Standard (Dashboard: 2023-24 data)</p>
4A Statewide Assessments Mathematics	<p>Academic Performance Indicator: Math</p> <p>ALL Students Yellow, Medium</p>	<p>Academic Performance Indicator: Math CA Schools Dashboard not Available</p>	<p>Academic Performance indicator Math All Students Low, 34.7 points below standards</p>	<p>Academic Performance Indicator: Math</p> <p>ALL Students Yellow</p>	<p>Academic Performance Indicator: Math</p> <p>ALL Students Green</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>16.2 Points below Standard</p> <p>American Indian Yellow, Low</p> <p>84.8 Points below Standard</p> <p>Students with Disabilities Red, Very Low</p> <p>103.1 Points below Standard</p> <p>English Learners Yellow, Low</p> <p>42.9 Points below Standard</p> <p>Socioeconomically Disadvantaged Yellow, Low</p> <p>30 Points below Standard</p> <p>Hispanic Orange,</p> <p>33.3 Points below Standard</p> <p>(Dashboard: 2018-19 data)</p>	<p>Local Indicator - Percent Proficient STAR Math Spring2 (May 2021)</p> <p>28.8% ALL Students</p> <p>11.4% American Indian</p> <p>14.3% Students with Disabilities</p> <p>10.4% English Learners</p> <p>14.9%</p> <p>Socioeconomically Disadvantaged</p> <p>17.9% Hispanic</p> <p>Math Proficiency All students 38.8%</p> <p>Foster Youth 20%%</p> <ul style="list-style-type: none"> iReady (Spring 2022) 	<p>American Indian Very Low, 99.5 points below standard</p> <p>Students with Disabilities Very Low, 96.2 points below standard</p> <p>English Learners Very Low, 96 points below standard</p> <p>Socio-economically Disadvantaged Low, 56.9 points below standards</p> <p>Foster Youth Very Low, 115.9 points below standard</p> <p>Hispanic Low, 61.5 points below standard</p> <p>CA Schools Dashboard 2022</p>	<p>28.6 points below standard</p> <p>American Indian Yellow</p> <p>83 points below standard</p> <p>Students with Disabilities Yellow</p> <p>79.2 points below standard</p> <p>English Learners Yellow</p> <p>84.1 points below standard</p> <p>Socioeconomically Disadvantaged Yellow</p> <p>49.6 points below standard</p> <p>Hispanic Yellow</p> <p>47.2 points below standard</p> <p>Foster Youth None</p> <p>Low, 54.4 points below</p>	<p>5 Points below Standard</p> <p>American Indian Yellow</p> <p>60 Points below Standard</p> <p>Students with Disabilities Orange</p> <p>80 Points below Standard</p> <p>English Learners Yellow</p> <p>25 Points below Standard</p> <p>Socioeconomically Disadvantaged Green</p> <p>10 Points below Standard</p> <p>Hispanic Yellow,</p> <p>20 Points below Standard</p> <p>(Dashboard: 2023-24 data)</p> <p>Foster Youth - UPDATE</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	STAR Reading March 2021 percent proficient 32.9% ALL Students 10.9% American Indian 15% Students with Disabilities 12.6% English Learners 30.8% Socioeconomically Disadvantaged 19.6% Hispanic			CA School Dashboard 2023	Very Low, 115.9 points below standard
4B A-G Completion	Not Applicable/H.S Measure	Not Applicable/H.S Measure	Not Applicable/H.S Measure	Not Applicable/H.S Measure	Not Applicable/H.S Measure
4C Percentage of ELs making progress towards English Proficiency 4D English Learner Reclassification Rate	4C Percentage of ELs making progress towards English language proficiency 55.4%, High (Dashboard Fall 2019) 4D English Learner Reclassification Rate 26.5% (DataQuest 2019-20 data)	4C Percentage of ELs making progress towards English language proficiency Dashboard Not Available Spring 2020 Testing Suspended 13.98% Level 4 - Proficient 33.66% Level 3 23.57% Level 2 19.79% Level 1 Summative ELPAC 2020-21	CA Schools Dashboard 2022 4C Percentage of ELs making progress towards English Language Proficiency Low, 44.1% 4D English Learner Reclassification Rate 4.2% (DataQuest 2021-22 Data not available. Based on local data)	4C Percentage of ELs making progress towards English Language Proficiency High, 58.2% CA Schools Dashboard 2023 4D English Learner Reclassification Rate 3.2% (DataQuest 2022-23) 13.42% Level 4 - Proficient 38.93% Level 3	4C Percentage of ELs making progress towards English language proficiency 58%, High (Dashboard Fall 2022) 4D English Learner Reclassification Rate 15% (2021-22 DataQuest) UPDATE 13.79% Level 4 - Proficient 29.66% Level 3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		(DataQuest) 4D English Learner Reclassification Rate 7.5% (DataQuest 2020-21 data)	13.79% Level 4 - Proficient 29.66% Level 3 41.38% Level 2 15.17% Level 1 Summative ELPAC 2021-22 (DataQuest)	36.24% Level 2 11.41% Level 1 Summative ELPAC 2022-23 (DataQuest)	41.38% Level 2 15.17% Level 1
4E AP Exam 4F College Preparedness	Not Applicable/H.S Measure	Not Applicable/H.S Measure	Not Applicable/H.S Measure	Not Applicable/H.S Measure	Not Applicable/H.S Measure
8 Pupil Outcomes	<p>Learning in Broad Course of Study</p> <p>ELA 88% Math 87% Science 93% Social Studies 91% PE/Health 93% Arts 86% (Visual/Performing) ELD for ELs 79%</p> <p>Each Site have at least 1 Performance or Exhibit including Visual and/or Performing Arts (suspended due to COVID)</p>	<p>Learning in Broad Course of Study</p> <p>ELA 96% Math 97% Science 98% Social Studies 97% PE/Health 100% Arts 100% (Visual/Performing) ELD for ELs 100% (T2 Data)</p> <p>Each Site had at least 1 Performance or Exhibit including Visual and/or Performing Arts</p>	<p>Learning in Broad Course of Study</p> <p>ELA 98% Math 97% Science 100% Social Studies 99% PE/Health 100% Arts 100% (Visual/Performing) ELD for ELs 100% (T2 Data)</p> <p>Each Site had at least 1 Performance or Exhibit including Visual and/or Performing Arts</p>	<p>Learning in Broad Course of Study</p> <p>ELA 88% Math 87% Science 93% Social Studies 91% PE/Health 93% Arts 86% (Visual/Performing) ELD for EL students 79%</p> <p>Each Site had at least 1 Performance or Exhibit including Visual and/or Performing Arts</p>	<p>Learning in Broad Course of Study</p> <p>ELA 98% Math 98% Science 98% Social Studies 98% PE/Health 100% Arts 100% (Visual/Performing) ELD for ELs 100%</p> <p>Each Site had at least 1 Performance or Exhibit including Visual and/or Performing Arts</p>

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.

CUSD continued to confront lingering challenges from COVID-19 with regards to student learning loss. However, all planned actions for Goal 3 were successfully executed during the 2023-2024 school year, aligning with the adopted LCAP. These actions were implemented as intended, benefitting all students within the designated timeframe, utilizing allocated resources and materials as outlined. Various strategies were employed to enhance student achievement across multiple avenues.

CUSD continued to refine and implement a Multi-Tiered System of Supports (MTSS) to address the academic needs of students. Instruction at Tiers 1, 2, and 3 was reinforced through the provision of supplemental programs, materials, and supplies. At-risk students were provided with needed interventions built within the school day, and instructional aides supported small group instruction and assisted with providing supports in overall literacy. Our most at-risk students, including English Learners, were provided with targeted academic interventions outside of the school day (before school, after school, and Saturdays), however student attendance rates for these interventions posed a challenge. All students and teachers had access to up-to-date instructional technology.

CUSD maintained its commitment to data-driven decision-making, employing critical reflection, and action planning based on data. Teachers actively participated in the PLC process at the site and district levels, with a focus on continuous improvement for all students. In addition, all teachers engaged in high-quality cognitive planning sessions throughout the school year, focusing on the use of common formative assessments and best practices. The PLC process at our smaller schools continued to be a challenge based on the number of singletons and combination classes.

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.

Although all Goal 3 actions were fully implemented during the 2023-2024 school year, disparities arose between Budgeted Expenditures and Estimated Actual Expenditures. The following actions were affected by significant differences during the 2023-24 school year:

Action 3.1 Implement PLC Process and MTSS/RTI- This action was affected by negotiated salary increases for certificated staff.

Action 3.6 Instructional Aides- This action was affected by a negotiated salary increases for classified staff.

Action 3.7 Title 1 Program District Administrative Costs- With increased personnel costs due to negotiated salary increases, CUSD opted not to deduct district admin costs and instead cover the increased personnel cost to support the Title 1 program.

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

Over the three-year LCAP cycle, the effectiveness of Goal 3 actions in supporting CUSD's desired outcomes was assessed. Effectiveness signifies actions achieving the intended result, while ineffectiveness indicates failure to produce significant outcomes. The following Goal 3 actions were found effective:

Action 1: Implement MTSS and PLC processes districtwide

Action 2: Provide instructional aide support in classrooms

Action 3: Upgrade technology devices as needed

Action 4: Provide targeted academic interventions in ELA, ELD and mathematics

According to 2024 CAASPP data, CUSD's "all students" group made growth in English Language Arts (ELA) and mathematics overall. In ELA specifically, all subgroups made growth, with the exception of English Learners (slight decline) and American Indian (maintained). In mathematics, all subgroups made growth, with the exception of English Learners (slight decline). In the area of English Language proficiency, CUSD's English Learner subgroup made tremendous growth. Although we have not fully reached our academic goals in these areas, the actions implemented have demonstrated effectiveness in promoting growth overall.

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.

Following a thorough examination of student outcomes, local data, and feedback from educational partners, no adjustments were deemed necessary to the fundamental objective of Goal 3, which is to increase student achievement. A review of disaggregated data continued to reveal disparities in student achievement, reaffirming the ongoing relevance of this goal. CUSD believes that the LCAP serves as our narrative, representing our shared values and respecting our unique context. After reflecting on past practices, we determined the need to continue our focus on data analysis through the PLC process. The MTSS framework will continue to be leveraged to improve student achievement. Tiered systems of support will provide interventions necessary to mitigate learning gaps. Implementation of a districtwide MTSS rubric will provide sites with more focused data to guide instruction at all three tiers. This process will strengthen our quest to meet our established goals.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Central Union Elementary School District	Tom Addington Superintendent	taddingt@central.k12.ca.us (559) 925-2619

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.

CUSD is located in a rural community in the central valley with approximately 1600 students. Through intentional collaboration with staff, parents, and the community the District continues to remain steadfast in its commitment to provide a holistic educational experience with high expectations to ensure all our students are on track to graduate.

Student demographics per the California Data Dashboard are as follows: 45% of the students are socioeconomically disadvantaged, 9% are English learners, almost 11% of the students receive special educational services, 1% are foster youth, 0.5% are homeless, 44% of are Hispanic, 29% are caucasian, 6.8% are African American, 4.8% are Native American, 2.8% are Filipino, 1% are Asian, 0.4% students are Pacific Islander, 11.9% of the students are two or more races.

CUSD Vision
Central Union Schools will be known as world-class quality schools for all students, empowering every student to excel to their highest potential.

CUSD Mission Statement

Central Union School District seeks to be an exemplary learning community. We build the foundation of this community through meaningful relationships, relevant and engaging learning, effective communication, and providing a safe atmosphere. Each student will be treated as an individual, given the tools to be a lifelong learner, and taught to function as a member of a group and as a productive member of society.

The District applies the tenants of the Multi Tiered Systems of Support (MTSS) and professional learning communities (PLC) to ensure all of our students' needs are met timely, responsively by applying the principles of the cycle of continuous model.

CUSD is comprised of 4 schools with 3 distinct populations.

Akers and Neutra Schools are located on the NAS Lemoore Base serving primarily military dependent students and some civilian employee dependents. These schools serve a very diverse population with the greatest number of ethnic groups of our schools, and while they have are relatively small English Learner population, it is again are our most diverse English Learners including more than 6 different languages.

Central School is located near the Santa Rosa Rancheria, which belongs to the federally recognized Tachi Yokut tribe, and serves a significant Native American Population. And while our Native American students are often not in the Unduplicated student group, they have historically been one of our most at risk student groups.

Finally, Stratford School is located in a rural farming community with over 40% of the students identified as English Learners.

Though the District is comprised of very different school demographics, we strive to provide a comprehensive and equitable program to meet the needs of all students to ensure student success. All the 4 campuses leverage data to make informed decisions by implementing the (MTSS) framework. All teachers meet weekly in PLCs to respond to students' academic and social-emotional & behavioral needs.

Reflections: Annual Performance

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

Academic Indicators

2022 -2023 California School Dashboard comparison to the 2021-2022 school year.

English language arts (ELA) :

All students performed in the medium range, 7.8 points below standard, and increased by 4 points from the 2021-2022 school year. 4 of the 13 students groups performed in this range.

Socio-economically disadvantaged students performed in the low range, 28.5 points below standard, and maintained 1.5 points.

English learner students performed in the low range, 66.8 points below standard, and declined 4.7 points.

Distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

ELA data comparisons: English learners -

Current English learners: 87.5 points below standard, and increased by 3.1 points

Recently reclassified English learners: 21.6 points above standards, and increased by 26.6 points.

English only students: 2 points below standard, and increased by 4.7 points.

Students with disabilities performed in the medium range, 68.7 points below standard, and increased by 4.2 points.

American Indian students performed in the low range, 68.8 points below standard, and maintained -0.2 points

Foster Youth has no performance color.

Mathematics:

All students performed in the medium range, 28.6 points below standard, and increased by 6.1 points from the previous school year. 7 of the of the 13 student groups performed in this range.

Socio-economically disadvantaged students performed in the medium range 49.6 points above standard, and increased by 7.3 points.

English learner students performed in the medium range 84.1 points below standard, and increased by 11.9 points.

Students with disabilities performed in the medium range 79.2 points below standard, and increased by 15.9 points.

American Indian students performed in the medium range 83 points below standard, and increased 16.5 points.

Foster Youth has no performance color.

Local academic data -

iReady 2023 - 2024

Reading

All students K-8 Fall 26% on or above grade level Spring 49%

Economically disadvantaged K-8 Fall 19% on or above grade level Spring 40%

English learners K-8 Fall 2% on or above grade level Spring 16%

Students receiving special educational services K-8 Fall 5% On or above grade level 22% Spring

Native American students K-8 Fall 3% on or above grade level 21%

Math

All students K-8 Fall 14% on or above grade level Spring 38%

Economically disadvantaged K-8 Fall 8% on or above grade level 31%

English learners K-8 Fall 2% on or above grade level spring 16%

Attendance:

2021-2022 P2 data 91.8%.

2022-2023 P2 data 95%

2023-2024 P2 data 96.8% all students.

Chronic absenteeism:

2021-2022 all students 24.9% (Data Quest)

2022-2023 Data Dashboard - 8% all students in the high range with 17.3% decline.

Socio-economically disadvantaged students 9.5% in the high range and declined by 20 points.

English learner students 6.4% in the high range and declined by 25.4 points.

Foster youth students 7.7% in the high range and declined by 33.7%

Students with disabilities in the medium range 11.1% and declined by 21.3%.

American Indian students in the medium range 12.8% and declined by 55.6%.

Suspension Rate:

2022 California Dashboard - all students 3.1%

2023 California Dashboard - all students 3.1% declined by 0.4%.

Socio-economically disadvantaged students in the yellow range 3.3% and declined by .04%

English learner students in the orange range 2.3% and increased by 0.5%

Foster Youth in the yellow range 3.7% and declined by 13.5%

Students with disabilities in the green range 2.4% and declined by 0.7%

American Indian students in the yellow range 4.5% and declined by 4.7%

Neutra African American students in the red range 9.5% and increased by 3.3%

Expulsion Rate

0% (DataQuest 2021-22 data)

2022-2023 Expulsion Rate 0.22% (CALPADS Report 7.12 and DataQuest 2022-23)

Middle School Drop out

Rate 0% (CALPADS Reports 1.12 (2022-23)

Rate 0% (CALPADS Reports 1.12 (2023-24)

Learning in Broad Course of Study
(T2 Data) 2022-2023 ELA 98% Math 97% Science 100% Social Studies 99% PE/Health 100% Arts 100% (Visual/Performing) ELD for ELs 100%
2023-2024 T2 DATA ADD

In order to meet student needs based on data, the 2024-2027 Local Control and Accountability Plan for Central Union Elementary School District (CUSD) will continue to focus on the following areas:

- 1. Engage all unduplicated students, meeting their social-emotional needs, strengthen their school connections, and meet their academic needs.
- 2. Address the social-emotional, behavioral, and academic needs of our students
- 3. Enable students to achieve at high standards and engage productively through highly effective instructional strategies and research based practices.
- 4. Implement the cycle of continuous improvement to progress monitor student progress and utilize data in real time effectively.

Reflections: Technical Assistance

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

The LEA has no schools identified for CSI.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students, Parents & Community Members Teachers, administrators, and other school staff School Site Council (SSC) District Advisory Committee (DAC) Indian Education Counsel (IEC) English Learner Advisory Committee (ELAC) Local Certificated & Classified Bargaining Units Kings County SELPA District Board of Trustees	<p>All educational partners were presented with a thorough presentation of the 23-24 LCAP goals, metrics and actions. Implementation of the plan was analyzed and reviewed throughout the school year. The development of the 2024-2025 LCAP was presented with student data, and impact of the existing plan. Educational partners supported the same goals, metrics, and actions since all student data in the established metrics are improving in a positive trajectory.</p> <p>Central Union School District consulted various stakeholder groups via in person meetings in the development of the LCAP and Annual update. Notification of meetings included email, ParentSquare, and phone calls. Student academic progress and Annual update information were also shared at meetings. Local survey data was collected for all parent/guardians, all staff, and students grades 3-8. Meetings provided opportunity for questions and input. Translators are available at meetings if needed. Written translation of Agendas and Minutes are also provided as needed.</p> <p>District Advisory Committee (DAC). The DAC is comprised of administrators, parent representation from all 4 schools, parents of English Learner students and students with exceptional needs, Title 1 school, community member representation from the Lemoore naval base, Santa Rosa Rancheria, and Stratford community.</p> <p>Administrators, and Community Members (DAC)</p>

Educational Partner(s)	Process for Engagement
	<p>September 20, 2023 October 5, 2023 December 7, 2023 February 1, 2024 April 4, 2024</p> <p>Indian Education Counsel (IEC) September 19, 2023 October 17, 2023 November 14, 2023 February 20, 2024 March 19, 2024 April 16, 2024 May 21, 2024 English Learner Advisory Committee (ELAC) February 22, 2024</p> <p>Local Bargaining Units Certificated & Classified Bargaining Units - April 15, 2024</p> <p>Kings County SELPA - May 13, 2024</p> <p>District Board Meetings - includes Community Members</p> <p>February 12, 2024 June 10, 2023 (Public Hearing) June 14, 2023 (Adoption)</p> <p>In addition to the above district committee's sites share information and opportunity for input at the site through Staff Meetings, English Learner Advisory Committees (ELAC), and School Site Counsel (SSC) Meetings. LEA Staff (classified, teachers, and administrators) were provided an opportunity to provide input through the 2023-2024 Survey.</p> <p>Parents/Community provided input through the 2023-2024 Survey (as well as various committees listed above).</p>

Educational Partner(s)	Process for Engagement
	Students provided input to the LCAP through the December 2023 Student Survey. Members of the public were notified of the opportunity to submit comments regarding specific actions and expenditures proposed to be included.

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

A summary of the feedback provided by specific educational partners:

The following committees, District Advisory Committee (DAC), English Learner Advisory Committee (ELAC), and Indian Education Counsel (IEC), all recommended keeping the same goals and actions due to the fact that our student data is improving in a positive trajectory. Parents in the IEC discussed the importance of more cultural connectedness with Central School to increase students' sense of belonging. This is being addressed in Central School's SPSA which outlines their partnership with the Santa Rosa Rancheria Cultural Department.

Local Bargaining Units did not recommend changes to the new LCAP. Members agreed that the questions in the Panorama Survey needed revision, and this was revised. Classified staff asked for professional development in the area of social-emotional learning and behavior interventions. In response to this request, instructional aides will receive ongoing professional development provided by our district's student services department which includes our district psychologists and counselors.

LEA Staff (classified, teachers, and administrators) indicated a continued support of goals and actions from the previous plan. Staff across the board asked to revisit the student & parent SEL survey questions for better engagement. Based on feedback, both surveys were revised.

Kings County SELPA - During the consultation, the SELPA agreed to keeping the goals and actions. The MTSS framework will be leveraged to provide timely interventions to all students, including the implementation of lessons designed with differentiation, support, and high expectations.

The LCAP was influenced by specific input from educational partners. Academic, social emotional, behavioral, and attendance data from the 2022-2023 and 2023-204 school year was discussed. Based on the continued growth and positive trajectory, educational partner feedback suggested we maintain the same goals and actions. The majority of the metrics remained the same, and refined metrics allow for student growth analysis. Continued progress monitoring of student growth through data analysis is an area of improvement at all levels from the PLC, site level data analysis, and district wide analysis.

Goal 1: Basic Services

Educational partners agree that appropriately credentialed and assigned staff, standards aligned instructional materials, and schools in good repair are important. The District has and will consistently provide this, and no input indicating needs or changes were provided.

Goal 2: Engagement

Educational Partners indicated the concern for students' social, emotional, and behavioral wellbeing. Goal 2, Action 2 focuses on Actively Engaging Students in the Learning Process. It includes the implementation of MTSS for social, emotional and behavioral needs, Social Emotional Curriculum, Counselors, and Engaging PE with coaches collaborating with counselors. Partners expressed the need for greater parent participation in Parent Engagement opportunities for gaining information and understanding in partnering for their child's success. This will continue to be a focus. Goal 2, Action 1 focuses on Engaging Parents in the Learning process and includes resources and opportunities for parents and parent committees communicated to families through a system for 2-way communication with embedded translation. Based on input, more parent resources will be shared as a part of the existing action.

Goal 3: Achievement

All educational partner groups expressed ongoing needs for Intervention and accelerating learning (Goal 3, Action 1-7). Input included continued work in PLCs, Academic Screener, focused PLCs and Professional Learning.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All Students will be provided the conditions for learning leading to college and career readiness. They will receive a broad educational program delivered by qualified staff using standards aligned instructional materials in facilities which are well maintained.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Ensuring the Conditions for Learning are in place and ALL students have equitable access to them is foundational to student success. Goal developed to address the following State Priorities and measured by the aligned metrics: (See Baseline data below)

- Priority 1 - Basic Services
- Priority 2 - Implementation of State Standards
- Priority 7 - Access to Broad Course of Study

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1: Basic Services (2023 SARC) A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	1A 89.6% Teachers fully credentialed 100% Teachers appropriately assigned 1B 100% of students with access to the standards-aligned instructional materials			1A 100% Teachers fully credentialed 100% Teachers appropriately assigned 1B 100% of students with access to the standards-aligned	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>B. Pupils in the school district have sufficient access to the standards-aligned instructional materials</p> <p>C. School facilities are maintained in good repair.</p>	<p>1C Facilities rating: Good</p> <p>2023 SARC</p>			<p>instructional materials</p> <p>1C Facilities rating: 100% facilities Good or Better</p>	
1.2	<p>Priority 2: Implementation of State Standards</p> <p>A. Implementation of state board adopted academic content and performance standards for all students (2024 Master Schedule)</p> <p>B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency (2024 Master Schedule, ELD enrollment)</p>	<p>Criteria Met (Priority 2: Implementation of State Standards Reflection Tool - 2024 LCAP Local Performance Indicator Self-Reflection)</p> <p>A :</p> <p>a.) Providing Professional development for teaching Standards - Average Rating of 4</p> <p>b.) Instructional Materials aligned to Standards - Average Rating of 5</p> <p>c.) Progress Implementing Policies & Programs supporting staff in identifying where they can improve -Rating of 4</p> <p>d.) Other Adopted Academic Standards - Rating of 3</p>			<p>Criteria Met (Priority 2: Implementation of State Standards Reflection Tool - LCAP Local Performance Indicator Self-Reflection) A</p> <p>a.) Providing Professional development for teaching Standards - Rating of 4</p> <p>b.) Instructional Materials aligned to Standards - Rating of 5</p> <p>c.) Progress Implementing Policies & Programs supporting staff in</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>e.) Support for Teachers and Administrators - Rating of 4</p> <p>B: All teachers implement a Structured English Immersion program. SEI strategies include teaching vocabulary, using visuals to teach new concepts, and specific goals for speaking and writing in content areas and electives (Mathematics, English Language Arts, Science, Social Studies, Physical Education, Art, Computer).</p> <p>100% ELs access and enrollment in courses aligned to CA State Standards</p> <p>100% ELs access and enrollment in ELD. (2024-2025 Master Schedule)</p>			<p>identifying where they can improve - Rating of 4</p> <p>d.) Other Adopted Academic Standards - Rating of 4</p> <p>e.) Support for Teachers and Administrators - Rating of 4</p> <p>B: All teachers implement a Structured English Immersion program. SEI strategies include teaching vocabulary, using visuals to teach new concepts, and specific goals for speaking and writing in content areas and electives (Mathematics, English Language Arts, Science, Social Studies, Physical Education, Art, Computer).</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>100% ELs access and enrollment in courses aligned to CA State Standards</p> <p>100% ELs access and enrollment in ELD. (Master Schedule)</p> <p>Schedule)</p>	
1.3	<p>Priority 7: Course Access (2024 Fall MTSS Rubric)</p> <p>A. Extent to which pupils have access to and are enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable.</p> <p>B. Programs and services developed and provided to unduplicated pupils</p> <p>C. Programs and services developed and</p>	<p>Multi-Tiered Systems of Support Rubric:</p> <p>Criteria:</p> <p>1.) High-Quality Differentiated Classroom Instruction : Step 2 Developing/Installing</p> <p>2.) Systemic and Sustainable Change: Step 2: Developing/Installing</p> <p>3.) Integrated Data System Step 3: Proficient/Implementing</p>			<p>Multi-Tiered Systems of Support Rubric:</p> <p>Criteria:</p> <p>1.) High-Quality Differentiated Classroom Instruction: Step 4 Exemplary/Sustaining</p> <p>2.) Systemic and Sustainable Change: Step 4 Exemplary/Sustaining</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	provided to individuals with exceptional needs	4.) Positive Behavioral Support: Step 2 Developing/Installing			3.) Integrated Data System Step 4 Exemplary/Sustaining 4.) Positive Behavioral Support: Step 4 Exemplary/Sustaining	

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	Provide all students access to Basic Services	<p>All Students will have access to</p> <p>(1)appropriately assigned and credentialed teachers,</p> <p>(2)their own copy of standards-aligned materials,</p> <p>(3)facilities that, at a minimum, meet the standard of "good repair."</p> <p>Aligned to Priority 1 Basic Conditions</p> <p>Measured by Metrics 1A, 1B, and 1C</p> <p>Local Indicator: Priority 1 Basic Conditions at School Self-Reflection Tool (Priority 2: Implementation of State Standards Reflection Tool - LCAP Local Performance Indicator Self-Reflection)</p>	\$262,650.00	No
1.2	Continue to Implement State Standards including programs/services that enable English Learners to access CA and ELD Standard.	<p>Grade level standards-aligned instruction for all students in Tier 1.</p> <p>All English Learners will be provided both Designated and Integrated ELD. Professional Development will be provided in-house through our district's curriculum department at no additional cost to the district. PD will focus on English Language Acquisition.</p> <p>ELD will be taught as part of the core curriculum (Instruction provided by teaching staff using supports embedded in the curriculum at no additional cost).</p> <p>Aligned to Priority 2</p> <p>Measured by Metrics 2A and 2B</p> <p>Local Indicator: Priority 2 Implementation of State Standards Self-reflection Tool</p>	\$0.00	No
1.3	Broad Course of Study	<p>All Students will have access to a Broad Course of Study including Unduplicated students and students with exceptional needs. (Instruction provided by staff provided in Action 1. No Additional cost).</p> <p>Aligned to Priority 7 Access to Broad Course of Study</p> <p>Measured by Metrics 7A, 7B, and 7C (Master Schedule)</p> <p>Local Indicator: Priority 7 Pupil Access Self-Reflection Tool</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	To promote students' sense of belonging and connectedness in school, parents, students, and the community will be engaged to participate collaboratively in the educational process.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

It is essential parents, students, and the school community partner together to create a positive learning environment and support student success.
2024-2025 Focus <ul style="list-style-type: none">The District/Sites will continue to focus on sense of safety and connectivity to meet increased social-emotional needs of students.District/Sites seeking to engage and support more parents as they partner in their student's learning, including sharing additional parent resources.
Goal developed to address the following State Priorities and measured by the aligned metrics: (See Baseline data below) Priority 3 - Parent Involvement Priority 5 - Pupil Engagement Priority 6 - School Climate

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 3: Parental Involvement (2023 Parent Survey)	A. All Parents Agree: 66% Parents of unduplicated pupils Agree: 85%			A. Local Surveys All Parents Agree: 95%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>A. Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site</p> <p>B. How the school district will promote parental participation in programs for unduplicated pupils</p> <p>C. How the school district will promote parental participation in programs for individuals with exceptional needs.</p>	<p>Parents of students with exceptional needs Agree: 87% Local Survey 2023</p> <p>B & C: Provide 1 newsletter per trimester to promote parental participation in programs for unduplicated pupils and individuals with exceptional needs: (2024 ParentSquare)</p>			<p>Parents of unduplicated pupils Agree: 97%</p> <p>Parents of students with exceptional needs Agree: 100%</p> <p>B & C: Provide 2 newsletters per trimester to promote parental participation in programs for unduplicated pupils & individuals with exceptional needs: 100%</p>	
2.2	<p>Priority 5: Pupil Engagement</p> <p>Chronic Absenteeism Rates</p>	<p>Chronic Absenteeism rates All Students: 8%</p> <p>Socioeconomically Disadvantaged: 9.5%</p> <p>English Learners: 8.4%</p> <p>Foster Youth: 7.7%</p> <p>SWD: 11.1%</p> <p>American Indian: 12.8%</p>			<p>Chronic absenteeism rates All Students: 5%</p> <p>Socioeconomically Disadvantaged: 5%</p> <p>English Learners: 5%</p> <p>Foster Youth: 5%</p> <p>SWD: 5%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					American Indian: 5%	
2.3	<p>Priority 6: School Climate</p> <p>A. Pupil suspension rates (2023 CA School Dashboard)</p> <p>B. Pupil expulsion rates (2023 CA School Dashboard)</p> <p>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness (2023 survey data)</p>	<p>A. Suspension rates</p> <p>All Students: 3.1%</p> <p>Socioeconomically Disadvantaged: 3.3%</p> <p>English Learners: 2.3%</p> <p>Foster Youth: 3.7%</p> <p>SWD: 2.4%</p> <p>American Indian: 4.5%</p> <p>Red Indicator: R.J. Neutra</p> <p>African American: 9.5% (CA School Dashboard 2023)</p> <p>B. Expulsion Rate: .22% (DataQuest 2022-23)</p> <p>C. Local Surveys Student (Grades 3-5) Safety: 56% Student (Grades 3-5) Connectedness: 70% Socioeconomically</p>			<p>A. Suspension rates</p> <p>All Students: 1.8%</p> <p>Socioeconomically Disadvantaged: 1.8%</p> <p>English Learners: 1.8%</p> <p>Foster Youth: 1.8%</p> <p>SWD: 1.8%</p> <p>American Indian: 1.8%</p> <p>Red Indicator: R.J. Neutra</p> <p>African American: 2% (CA School Dashboard)</p> <p>B. Expulsion Rate: .10% (DataQuest)</p> <p>C. Local Surveys</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Disadvantaged Connectedness: 70%</p> <p>Student (Grades 6-8) Safety: 62%</p> <p>Student (Grades 6-8) Connectedness: 48%</p> <p>Socioeconomically Disadvantaged Connectedness: 47%</p> <p>Parent Safety: 85%</p> <p>Parent Connectedness: 77%</p> <p>All Staff: Safety 78%</p> <p>All Staff: Connectedness 67%</p> <p>Winter 2023</p>			<p>Students Grades 3-5 Safety: 85%</p> <p>Connectedness: 85%</p> <p>Socioeconomically Disadvantaged Connectedness: 85%</p> <p>Students Grades 6-8 Safety: 80%</p> <p>Connectedness: 80%</p> <p>Socioeconomically Disadvantaged Connectedness: 80%</p> <p>Parent Safety: 99.5%</p> <p>Parent Connectedness: 88%</p> <p>All staff: Safety: 89%</p> <p>All Staff: Connectedness: 78%</p>	

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	Actively engage Parents in the learning process.	The District and Sites will (1)Build Relationships: - Support staff in learning about families through use of parent completed Student Inventory (strengths, culture, language, goals). (2)Build Partnerships for Student Outcomes: Provide parents Information & Resources to Support Learning at Home. (3)Seek Input for Decision Making - Provide opportunities to plan, design, implement and evaluate family engagement together (families, teachers, principals, and district admin.) (4)Sites will implement at least 1 new opportunity for teachers to meet with families. (5)System for 2-way communication between parents and teachers, sites, and/or District Office. Aligned to Priority 3 Parent Involvement	\$17,060.00	No

Action #	Title	Description	Total Funds	Contributing
		Metric: Local Indicator Self-Reflection Tool for Priority 3 Parent Engagement Local Measure: Local Survey and Input from Committees		
2.2	Actively Engage Students in the Learning Process	<p>The District and Sites will . . .</p> <p>(1)Implement Multi-Tiered System of Supports for Social-Emotional and Behavioral needs including Tier I SEL Curriculum and Trauma Informed Practices</p> <p>(2) 2 FTE Counselors and 5 FTE PE Teachers collaborating to promote Social and Emotional learning through physical Activity</p> <p>(3)Develop SMART Goals and plans for celebrating and improving attendance each site.</p> <p>Principally Directed for Unduplicated Students.</p> <p>Aligned to Priority 5 Pupil Engagement</p> <p>Measured by Metrics: School attendance and Chronic Absenteeism Rate</p>	\$1,206,432.00	Yes
2.3	Create and sustain a School Climate of Safety and Connectedness, with intentional focus on Neutra School's African American subgroup	<p>The District and Sites will . . .</p> <p>(1) Implement planned connectedness strategies at all sites</p> <p>(2) Resource Officer</p> <p>(3) Safety and Security Enhancements</p> <p>(4) Stop It (Bully Program)</p> <p>(5) Raptor (screening of adults on campus)</p> <p>(6) Securly (internet filtering software)</p> <p>(7) Implement Positive Behavior Interventions & Supports (PBIS) at all sites</p> <p>(8) Implement a multi-tiered system of supports (MTSS) for behavior and social-emotional learning</p> <p>(9) Provide on-going PD for instructional aides in the areas of social emotional learning and behavior interventions</p> <p>Aligned to Priority 6 School Climate</p> <p>Measured by Metrics: Suspension Rate, Expulsion Rate, Local</p>	\$69,449.00	No

Action #	Title	Description	Total Funds	Contributing
		Measures of pupils', parents', and teachers' sense of Safety and Connectedness Local Measure: Local Survey		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will make progress towards proficient achievement of state adopted standards through data driven decision making.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Monitoring student progress towards proficiency, using data driven decision making, and providing the necessary learning opportunities and supports, are necessary to ensure all individual students and student groups are equipped to meet their futures with success. 2024-2025 Focus <ul style="list-style-type: none">The District/Sites will continue to focus on closing learning gaps for all students and accelerating learning.Carrying out cycles of continuous improvement based on data, pivoting and providing support real-time for students. Goal developed to address the following State Priorities and measured by the aligned metrics: (See Baseline data below) Priority 4 - Pupil Achievement Priority 8 - Other Student Outcomes

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 4: Pupil Achievement A. Statewide assessments ELA (2023 CAASPP data)	A. Academic Performance indicator: ELA All Students 7.8 points below standard English Learners			A. Academic Performance indicator: ELA 10 point improvement each year for each student group	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		66.8 points below standard Long-term English Learners 0% met or exceeded (22-23 DataQuest) Foster Youth 47.6 points below standard Socioeconomically Disadvantaged 28.5 points below standard African American 1.6 points below standard American Indian 68.8 points below standard Filipino 69.7 points below standard Hispanic 23.1 points below standard Students with Disabilities 68.7 points below standard				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White 13.2 points below standard (CA School Dashboard 2023)				
3.2	Priority 4: Pupil Achievement A. Statewide assessments math (2023 CAASPP data)	A. Academic Performance indicator: Math All Students 28.6 points below standard Foster Youth 54.4 points below standard English Learners 84.1 points below standard Socioeconomically Disadvantaged 49.6 points below standard African American 24.6 points below standard American Indian 83 points below standard Filipino 72.2 points below standard			A. Academic Performance indicator: Math 10 point improvement each year for each student group	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Hispanic 47.2 points below standard</p> <p>Students with Disabilities 79.2 points below standard</p> <p>White 5 points below standard</p> <p>(CA School Dashboard 2023)</p>				
3.3	<p>Priority 4: Pupil Achievement</p> <p>B. Percentage of English learner students who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (2023 Summative ELPAC)</p>	<p>B. Percentage of English learner students who make progress toward English proficiency</p> <p>ELPAC:</p> <p>13.42% Level 4 - Proficient</p> <p>38.93% Level 3</p> <p>36.24% Level 2</p> <p>11.41% Level 1</p> <p>(Summative ELPAC 2022-23, DataQuest)</p>			<p>B. Percentage of English learner students who make progress toward English proficiency</p> <p>ELPAC:</p> <p>Level 3 & Level 4 will increase by 10% annually (Summative ELPAC)</p>	
3.4	<p>Priority 4: Pupil Achievement</p> <p>Long term English learner (2023 CAASPP data)</p>	<p>Long term English learner (LTEL): 0% met or exceeded in CAASPP ELA</p> <p>Long term English learner (LTEL): 0% met or exceeded CAASPP Math</p>			<p>Long term English learner (LTEL): 10% met or exceeded annually in both ELA & Math</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(DataQuest 2022-23)				
3.5	Priority 4: Pupil Achievement A. Statewide assessments Science (2023 CAST data)	Academic Performance Indicator: CAST All Students 30.7% met or exceeded standard English Learners 0% met or exceeded standard Foster Youth 0% met or exceeded standard Socioeconomically Disadvantaged 23% met or exceeded standard African American 31.3% met or exceeded standard American Indian 2.6% met or exceeded standard Filipino 100% met or exceeded standard Hispanic			A. Academic Performance indicator: CAST The percentage of students meeting standard in each student group will increase by 5% each year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>17% met or exceeded standard</p> <p>Students with Disabilities 23.1% met or exceeded standard</p> <p>White 36.1% met or exceeded standard</p>				
3.6	Priority 8: Pupil Outcomes (2024 Power School Data)	<p>Learning in Broad Course of Study</p> <p>All students will be placed in the appropriate courses and have access to the following courses: ELA, math, science, social studies, PE/Health, Arts/Visual performing, ELD for EL students. (Master Schedule)</p> <p>(2024 PowerSchool data), Trimester 2 for Grades 4-8 ELA 88% Math 87% Science 93% Social Studies 91% PE/Health 93% Arts 86%</p>			<p>Learning in Broad Course of Study</p> <p>All students will be placed in the appropriate courses and have access to the following courses: ELA, math, science, social studies, PE/Health, Arts/Visual performing, ELD for EL students. (Master Schedule)</p> <p>Trimester 2 for Grades 4-8 annually ELA 100% Math 100% Science 100%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Visual/Performing) ELD for EL students 79% Each Site have at least 1 Performance or Exhibit including Visual and/or Performing Arts			Social Studies 100% PE/Health 100% Arts 100% (Visual/Performing) ELD for ELs 100% Each Site have at least 1 Performance or Exhibit including Visual and/or Performing Arts	
3.7	Priority 4: Pupil Achievement C. EL reclassification rate (2023 DataQuest)	C. English Learner Reclassification Rate 3.2% (DataQuest 2022-23)			C. English Learner Reclassification Rate 15% annually	
3.8	Priority 4: Pupil Achievement iReady Diagnostic Assessment data	Local Data: Academic performance in Reading on iReady administered spring 2023: All students 25% proficiency Socioeconomically disadvantaged- 18% proficiency English learners 3% proficiency Foster youth 6 %			The number of students proficient in both Reading and Math in all student groups will increase by 10% by the end of each school year on the iReady diagnostic.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Academic performance in Mathematics on iReady administered spring 2023: All students 13% proficiency Socioeconomically disadvantaged 9% proficiency English learners 2% proficiency Foster youth 0%				

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	Implement Multi Tiered Systems of Support (MTSS) and Professional Learning Communities (PLC) Process.	<p>There is a continued districtwide focus on the following:</p> <ol style="list-style-type: none"> 1.) Implementation of a comprehensive professional learning (PL) plan to build capacity of all staff to better meet the needs of the students. 2.) Provide PL materials and supplies & supplementary materials to support identified needs through the implementation of MTSS. 3.) PL to support staff in effectively meeting the needs of English learners: improving language acquisition, designated and/or Integrated ELD, and EL Intervention. ELD Kits were purchased for teachers supporting the them in the development of lesson design. 4.) Implement MTSS and strengthening the tiers at each site through the cycle of continuous improvement, focusing on academics, social emotional and behavioral needs of students. 5.) Teachers will implement the tenets of PLCs and continue to make data driven decisions to best support the needs of all students. 6.) The MTSS framework will be leveraged to provide timely interventions to all students, including the implementation of lessons designed with differentiation, support, and high expectations. <p>Aligned to Priority 4 Pupil Achievement Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner, and Reclassification Rate.</p> <p>Aligned to Priority 8 Other Student Outcomes Metrics: Students making Learning in Broad Course of Study (Trimester 2 grades)</p>	\$71,525.00	No
3.2	Instructional Aides	Teachers and instructional aides have received professional learning in designing instruction for small group instruction and differentiating instruction. Small group instruction allows for instructional aides to provide immediate academic intervention in real time in collaboration with the classroom teacher. Teachers meet in their PLCs every Wednesday, review student data and develop lesson plans to support students with a sense of urgency. 57 part time Instructional aides play an instrumental role in	\$1,206,989.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>supporting the students academic needs to close the achievement gap. This action is directed to meet the needs of most at-risk students.</p> <p>Aligned to Priority 8 Other Student Outcomes Metrics: Students making minimally 1 grade level growth from fall to spring</p>		
3.3	Replace Technology Devices	<p>Replacement of instructional technology to ensure access to up to date technology and regular academic use.</p> <p>Aligned to Priority 8 Other Student Outcomes Metrics: Students making Learning in Broad Course of Study (Trimester 2 grades)</p>	\$173,792.00	No
3.4	Provide targeted additional services for English Learners, including intensive English Language Development in the area of Reading.	<p>For English Learners, we referenced both the ELPAC and CAASPP assessment scores and noticed that overall, 36% of students scored at a level 1 (beginning) in the ELPAC reading domain, and 63% of students scored at level 1 (standard not met) in the CAASPP reading domain. As such, we will provide interventions beyond the school day to target English Language Development in the area of reading. English Learners will be provided with intensive ELD reading instruction through an EL bootcamp offered on Saturdays throughout the school year. In addition, English Learners will be provided targeted reading intervention services after school.</p> <p>Aligned to Priority 4 Pupil Achievement Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner Reclassification Rate</p>	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Provide targeted additional services for Long-term English Learners (LTELs), including intensive English Language Development in the area of Reading.	<p>For Long-term English Learners (LTELs), we referenced both the ELPAC and CAASPP assessment scores and noticed that overall, 50% of students scored at a level 1 (beginning) in the ELPAC reading domain, and 78% of students scored at level 1 (standard not met) in the CAASPP reading domain. As such, we will provide interventions beyond the school day to target English Language Development in the area of reading. LTELs will be provided with intensive ELD reading instruction through an EL bootcamp offered on Saturdays throughout the school year. In addition, LTELs will be provided targeted reading intervention services after school.</p> <p>Aligned to Priority 4 Pupil Achievement Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner Reclassification Rate</p>	5,000.00	No
3.6	Provide teachers with ongoing professional development specific to English Learners and English Language Development	The district will provide teachers with ongoing professional development in the areas of English Language Development, English Language Acquisition, and how to support Long-term English Learners in the classroom. This PD will be provided in-house through our district's curriculum department at no additional cost to the district.	\$0.00	No
3.7	Districtwide Homeless students support	Funds set aside to provide a variety of services to homeless students. Includes services to assist homeless students in meeting the students' varied social emotional and academic needs.	\$1,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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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
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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
\$1,662,524.00	\$0

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
9.662%	0.000%	\$0.00	9.662%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	<p>Action: Actively Engage Students in the Learning Process</p> <p>Need: Chronic Absenteeism rates: All Students: 8% Socioeconomically Disadvantaged: 9.5% English Learners: 8.4% Foster Youth: 7.7%</p>	To address concerns regarding the legitimacy of using supplemental funds within the District LCAP for LEA-wide actions when the unduplicated pupil percentage is less than 55%, it is essential to maintain a wide view, rather than a narrow scope for student support. CUESD continues to evaluate and support ongoing efforts to improve opportunities for all students. The basis for this determination, along with considerations of alternatives are listed below:	Goal of Effectiveness: Chronic Absenteeism rates not to exceed 5% in all subgroups

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>Scope: LEA-wide</p>	<p>Justification for LEA-Wide Actions</p> <p>1. Implementation of a Multi-Tiered System of Support (MTSS) for Social-Emotional and Behavioral Needs: Research Basis: The CASEL framework supports the integration of social-emotional learning (SEL) within an MTSS structure. This model is designed to address the needs of all students while being particularly beneficial to unduplicated students, including socioeconomically disadvantaged pupils. SEL has been shown to improve student engagement, attendance, and overall school climate, which are crucial for the success of unduplicated pupils. Educational Theory: The MTSS framework is grounded in the theory of differentiated instruction and universal design for learning, which promotes equitable access to education for all students. By implementing Tier I SEL Practices, the district is proactively addressing the social-emotional needs that can significantly impact academic outcomes. Effectiveness: This approach is particularly effective in schools with diverse student populations where unduplicated students may face additional challenges. By implementing these supports LEA-wide, the district ensures that all students, including those from unduplicated groups, receive the necessary interventions to succeed.</p> <p>2. Use of Counselors and PE Teachers to Promote Social-Emotional Learning: Research Basis: Studies, such as those cited by John Hattie in "Visible Learning," highlight the</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>impact of Collective Teacher Efficacy, which has a very high effect size ($d=1.57$) on student achievement. Collaborative efforts between counselors and PE teachers to integrate SEL into physical education provide a holistic approach to student well-being, directly influencing attendance and engagement metrics.</p> <p>Educational Theory: This strategy aligns with the Whole Child Approach, which emphasizes the importance of physical, emotional, and social well-being in addition to academic success. This approach is critical for unduplicated students who may experience external stressors that impact their school performance.</p> <p>Effectiveness: Implementing this action LEA-wide ensures that all students benefit from these supports, particularly those in the unduplicated pupil groups who may require additional SEL interventions to improve their school connectedness and attendance.</p> <p>3. Development of Goals for Attendance: Research Basis: Evidence suggests that setting specific, measurable, achievable, and relevant goals can lead to significant improvements in student outcomes, including attendance. CUESD has actively monitored and celebrated attendance improvements to create a positive school culture that is particularly beneficial for unduplicated students who may be at higher risk of chronic absenteeism.</p> <p>Educational Theory: Goal-setting theory emphasizes the importance of clear, actionable goals in motivating and improving performance. By focusing on attendance as a key metric, CUESD is</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>directly addressing a critical area that impacts unduplicated students disproportionately. Effectiveness: Although the attendance rates for socioeconomically disadvantaged students are slightly lower, the district's approach to using goals is designed address attendance for all students. LEA-wide implementation allows for a consistent, district-wide focus on attendance, ensuring that all schools are aligned in their efforts to improve pupil engagement.</p> <p>Alternatives Considered 1. Targeted Interventions Only for Unduplicated Students: Alternative Consideration: An alternative could have been to target specific interventions solely for unduplicated students. However, this approach fragments the funding and limits flexibility in providing support to students seamlessly throughout the instructional day. Reason for Rejection: By implementing interventions LEA-wide, the district promotes a more inclusive environment that benefits all students, with a particular focus on supporting unduplicated pupils. This approach is aligned with the principles of equity and avoids the pitfalls of targeted-only interventions.</p> <p>2. Reduction of Counselor and PE Staff: Alternative Consideration: Another alternative could have been to reduce the number of counselors and PE staff and redirect those funds to other areas. However, this would have a negative impact on the SEL support available to students at all of our school sites, specifically our</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>unduplicated students, which is crucial for improving attendance and engagement.</p> <p>Reason for Rejection: Research supports the decision to maintain and even enhance these roles, indicating their positive impact on student well-being and achievement, particularly for unduplicated students.</p> <p>Supporting Research and Experience</p> <ul style="list-style-type: none"> • John Hattie's Visible Learning: The research on Collective Teacher Efficacy provides a robust foundation for the district's approach. The high effect size demonstrates that when teachers work collaboratively with a shared belief in their ability to impact student outcomes, significant improvements are observed. • CASEL Framework: The integration of SEL within the MTSS model is a research-backed strategy that has been shown to improve student engagement, attendance, and academic performance, all of which are critical for unduplicated students. <p>Conclusion</p> <p>The CUESD district-wide actions outlined in the LCAP are not only compliant with the requirements for districts with an unduplicated pupil percentage of less than 55%, but they are also the most effective use for us within our District to utilize the supplemental funds to meet the needs of these student groups and enhance services for all students. The decision to implement these actions across the district is supported by a combination of</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
		research, educational theory, and practical experience, all of which indicate that this approach will lead to improved outcomes for all students, with a particular emphasis on supporting unduplicated pupils.	
3.2	<p>Action: Instructional Aides</p> <p>Need: Academic performance in Reading on iReady administered spring 2023: All students 25% proficiency Socioeconomically disadvantaged- 18% proficiency English learners 3% proficiency Foster youth 6 %</p> <p>Academic performance in Mathematics on iReady administered spring 2023: All students 13% proficiency Socioeconomically disadvantaged 9% proficiency English learners 2% proficiency Foster youth 0%</p> <p>Scope: LEA-wide</p>	<p>Role of Instructional Aides: Research Basis: The study "How Much Do Teacher Assistants Improve Student Learning?" published in Educational Evaluation and Policy Analysis (2021) found that the presence of instructional aides significantly boosts student performance in critical areas like reading and math. This impact was especially notable among students who were initially underperforming, emphasizing that instructional aides can be a vital resource in supporting at-risk students. The findings highlight the positive influence of well-trained instructional aides on student outcomes. The study also underscored that employing instructional aides is a cost-effective approach to enhancing student outcomes, particularly when compared to other, more resource-intensive interventions. This is especially relevant for schools and districts with limited budgets seeking effective ways to support at-risk students.</p> <p>Educational Theory: The role of instructional aides aligns with the theory of scaffolding, where additional support is provided to students as needed to achieve higher levels of understanding. Instructional aides act as a bridge, helping students master content that they might not be able to grasp independently.</p> <p>Effectiveness: The integration of instructional aides into instructional practices, particularly within</p>	The number of students proficient in both Reading and Math in all student groups will increase by 10% by the end of each school year on the iReady diagnostic.

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>the MTSS framework, has been shown to be highly effective. Their ability to deliver targeted, direct instruction, especially in tiered intervention models, plays a vital role in closing achievement gaps and supporting students who are most at risk.</p> <p>Multitiered System of Support (MTSS) Integration: Research Basis: The MTSS framework is widely supported by research as an effective approach to addressing diverse student needs through tiered interventions. The integration of instructional aides into MTSS is particularly effective at Tier II, where additional support and small group instruction is necessary for students who require more than core instruction. Specifically, (Meta-analysis of targeted small-group reading interventions, Journal of School Psychology 2018), found that small-group reading interventions an overall effect on improving reading skills, with more targeted interventions (focusing on specific skills) being more effective than comprehensive approaches addressing multiple skills. The review also found that smaller group sizes and interventions delivered over a longer duration slightly increased effectiveness. These results support the use of instructional aides in delivering targeted small-group instruction to enhance reading outcomes for at-risk students via the Tier II level in our MTSS. Educational Theory: MTSS is based on the early intervention theory, which advocates for providing support as soon as a student shows signs of struggling. This proactive approach is designed to prevent students from falling further behind by offering timely and targeted assistance.</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>Effectiveness: The effectiveness of MTSS, enhanced by the involvement of instructional aides, is evident in its ability to deliver personalized interventions that address specific student needs. This model has been shown to be successful in improving outcomes for unduplicated students by providing the necessary support at critical points in their educational journey.</p> <p>Alternatives Considered and Justification: Small school districts, like Central Union Elementary School District, often face unique challenges when it comes to resource allocation. With limited funding and staff, it is crucial to maximize the impact of every dollar spent to ensure that all students, particularly unduplicated students, receive the support they need to succeed academically and socially.</p> <p>Limitations of a Targeted-Only Approach A targeted-only approach, while addressing the immediate needs of specific at-risk students, can inadvertently exacerbate challenges for small districts with constrained resources. This approach typically requires additional administrative oversight, specialized programs, and staff, which can strain the limited capacity of small districts. Moreover, targeted interventions often fail to address broader systemic issues that affect the learning environment as a whole. For instance, focusing resources exclusively on unduplicated students may neglect the interconnectedness of student success, where the performance of all students can influence the overall educational experience and outcomes.</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>Advantages of an LEA-Wide Approach Adopting an LEA-wide approach allows for the strategic allocation of resources across the entire district, thereby addressing both individual and systemic needs. By integrating supplemental funds into district-wide initiatives, small districts can develop and sustain systems that not only support unduplicated students but also enhance the educational environment for all students. This holistic approach is particularly advantageous in providing a pronounced, cohesive, district-wide system to our school communities.</p> <p>Leveraging Limited Resources for Maximum Impact An LEA-wide approach enables the district to make the most of its limited resources by avoiding the inefficiencies that often come with isolated, targeted programs. Instead of creating separate programs for unduplicated students; the district can integrate supports into existing systems, such as professional development for differentiated instruction and support or district-wide social-emotional learning initiatives. This not only ensures that unduplicated students receive the targeted support they need but also that all students benefit from improved teaching practices and a more supportive school climate.</p> <p>Ensuring Equity and Sustainability For small districts, sustainability is key. Programs and initiatives that are isolated to specific student groups can be difficult to maintain over time, especially as funding fluctuates. An LEA-wide</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
		approach, however, fosters a culture of continuous improvement and shared responsibility among all staff. By embedding the needs of unduplicated students into district-wide strategies, we can create sustainable, equitable systems that ensure all students have access to high-quality education.	

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

N/A

Additional Concentration Grant Funding

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

The district does not receive concentration grant funding, therefore this is not applicable.

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

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	17,206,840.00	1,662,524.00	9.662%	0.000%	9.662%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,662,524.00	\$1,366,873.00	\$0.00	\$0.00	\$3,029,397.00	\$2,504,054.00	\$525,343.00

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	Provide all students access to Basic Services	All	No			All Schools	3 year span	\$0.00	\$262,650.00		\$262,650.00			\$262,650.00	N/A
1	1.2	Continue to Implement State Standards including programs/services that enable English Learners to access CA and ELD Standard.	English Learners	No			All Schools	3 year span	\$0.00	\$0.00		\$0.00			\$0.00	N/A
1	1.3	Broad Course of Study	All	No			All Schools	3 year span	\$0.00	\$0.00		\$0.00			\$0.00	N/A
2	2.1	Actively engage Parents in the learning process.	All	No			All Schools	3 year span	\$0.00	\$17,060.00		\$17,060.00			\$17,060.00	N/A
2	2.2	Actively Engage Students in the Learning Process	Low Income	Yes	LEA-wide	Low Income	All Schools	3 year span	\$1,206,432.00	\$0.00	\$906,432.00	\$300,000.00			\$1,206,432.00	N/A
2	2.3	Create and sustain a School Climate of Safety and Connectedness, with intentional focus on Neutra School's African American subgroup	All	No			All Schools	3 year span	\$65,633.00	\$3,816.00		\$69,449.00			\$69,449.00	N/A
3	3.1	Implement Multi Tiered Systems of Support (MTSS) and Professional Learning Communities (PLC) Process.	All	No			All Schools		\$5,000.00	\$66,525.00		\$71,525.00			\$71,525.00	N/A

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Instructional Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,206,989.00	\$0.00	\$756,092.00	\$450,897.00			\$1,206,989.00	N/A
3	3.3	Replace Technology Devices	All	No			All Schools		\$0.00	\$173,792.00		\$173,792.00			\$173,792.00	N/A
3	3.4	Provide targeted additional services for English Learners, including intensive English Language Development in the area of Reading.	English Learners	No			All Schools		\$20,000.00	\$0.00		\$20,000.00			\$15,000.00	N/A
3	3.5	Provide targeted additional services for Long-term English Learners (LTELs), including intensive English Language Development in the area of Reading.	Long-term English Learners (LTELs)	No			All Schools		\$0.00	\$1,500.00		\$1,500.00			5,000.00	N/A
3	3.6	Provide teachers with ongoing professional development specific to English Learners and English Language Development	English Learners	No			All Schools	3 year span							\$0.00	N/A
3	3.7	Districtwide Homeless students support	Homeless	No			All Schools								\$1,500.00	N/A

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
17,206,840.00	1,662,524.00	9.662%	0.000%	9.662%	\$1,662,524.00	0.000%	9.662 %	Total:	\$1,662,524.00
								LEA-wide Total:	\$1,662,524.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Actively Engage Students in the Learning Process	Yes	LEA-wide	Low Income	All Schools	\$906,432.00	N/A
3	3.2	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$756,092.00	N/A

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,415,935.00	\$3,695,542.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Provide all students access to Basic Services	No	\$408,113.00	422,128
1	1.2	Continue to Implement State Standards including programs/services that enable English Learners to access CA and ELD Standard.	No	\$0.00	0.00
1	1.3	Broad Course of Study	No	\$0.00	0.00
2	2.1	Actively Engage Parents in the Learning Process	No	\$15,000.00	16,676
2	2.2	Actively Engage Students in the Learning Process	Yes	\$1,037,876.00	1,077,550
2	2.3	Create and sustain a School Climate of Safety and Connectedness	No	\$86,016.00	84,810
3	3.1	Implement PLC Process and MTSS/RTI	No	\$328,670.00	381,505
3	3.2	Replace Technology Devices	No	\$278,827.00	278,827
3	3.3	Provide targeted additional services	No	\$409,505.00	409,505
3	3.4	Provide targeted additional services for English Learners	Yes	\$13,591.00	13,591

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	ELD Coaching & Supplementary Materials	No	\$15,000.00	15,000
3	3.6	Instructional Aides	Yes	\$778,742.00	994,450
3	3.7	Title I Program District Administrative Costs	No	\$43,095.00	0
3	3.8	Title I Homeless Set-Aside	No	\$1,500.00	1,500

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)
1,786,624	\$1,830,209.00	\$2,085,591.00	(\$255,382)	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)
2	2.2	Actively Engage Students in the Learning Process	Yes	\$1,037,876.00	1,077,550.00		
3	3.4	Provide targeted additional services for English Learners	Yes	\$13,591.00	13,591.00		
3	3.6	Instructional Aides	Yes	\$778,742.00	994,450.00		

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)
18,006,695	1,786,624	0	9.922%	\$2,085,591.00	0.000%	11.832%	\$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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