



## LCFF Budget Overview for Parents

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

CDS Code: 54 72207 6054423

School Year: 2024-25

LEA contact information:

Jason Porter

Superintendent/Principal

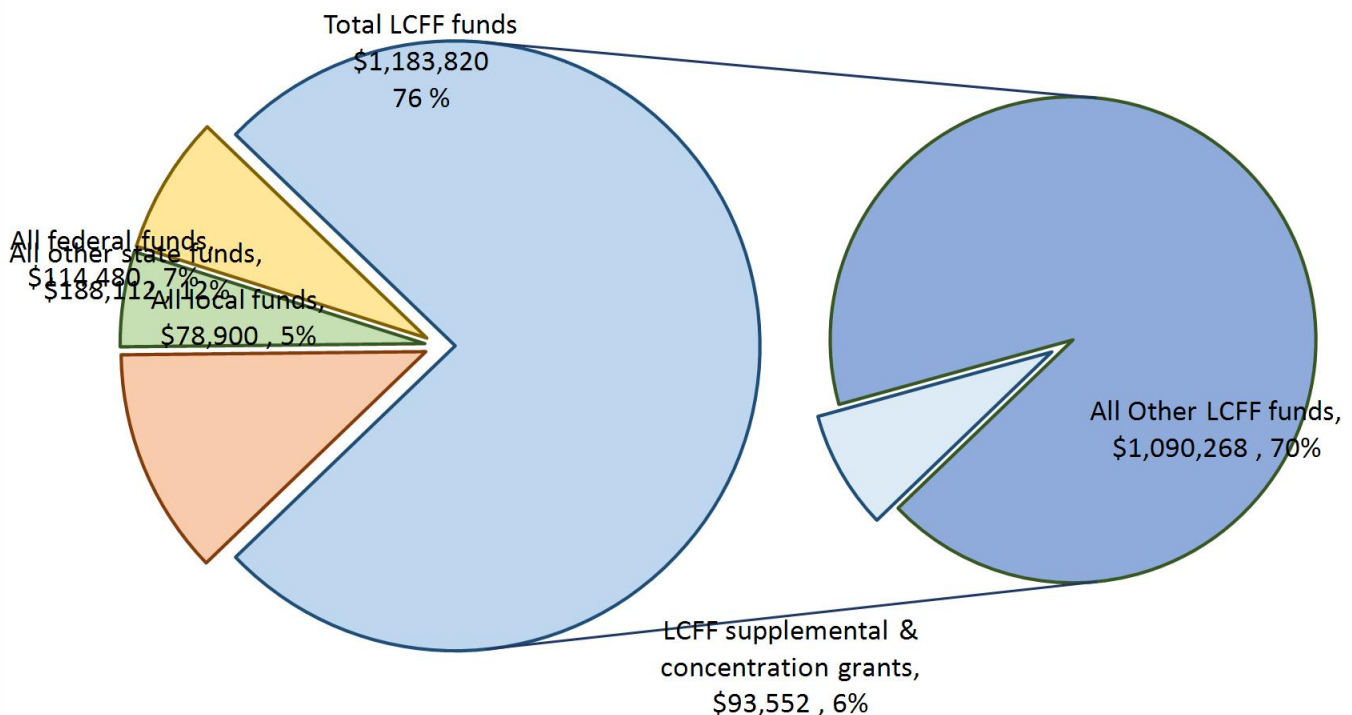
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

### Budget Overview for the 2024-25 School Year

#### Projected Revenue by Fund Source

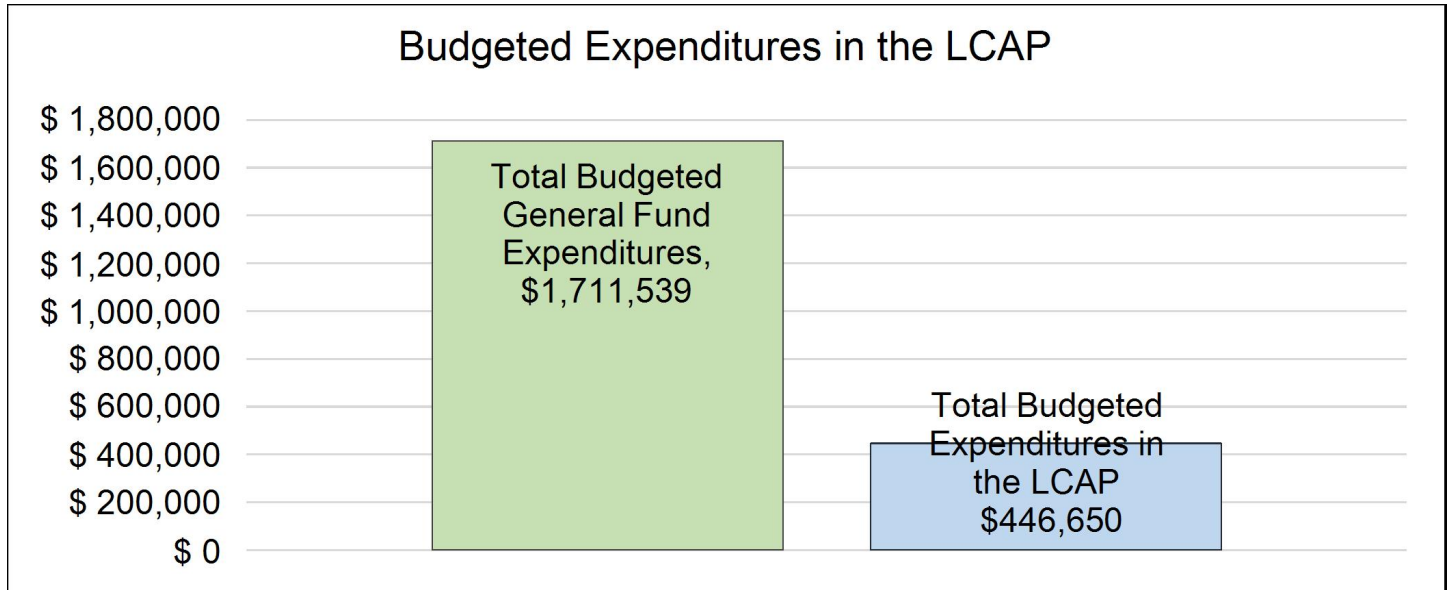


This chart shows the total general purpose revenue Three Rivers Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Three Rivers Union Elementary School District is \$1,565,312, of which \$1,183,820 is Local Control Funding Formula (LCFF), \$188,112 is other state funds, \$78,900 is local funds, and \$114,480 is federal funds. Of the \$1,183,820 in LCFF Funds, \$93,552 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 Three Rivers 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: Three Rivers Union Elementary School District plans to spend \$1,711,539 for the 2024-25 school year. Of that amount, \$446,650 is tied to actions/services in the LCAP and \$1,264,889 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

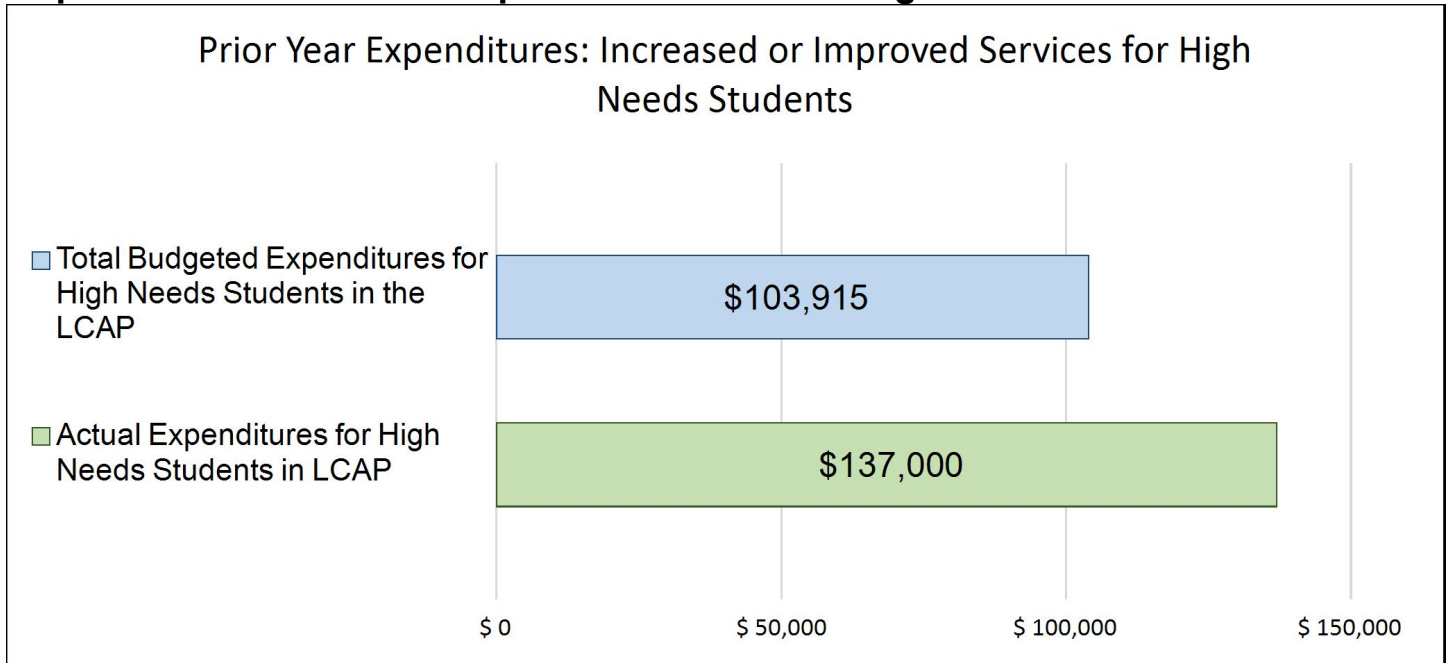
Employee Salaries, Benefits and other General Program Expenditures

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

In 2024-25, Three Rivers Union Elementary School District is projecting it will receive \$93,552 based on the enrollment of foster youth, English learner, and low-income students. Three Rivers Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Three Rivers Union Elementary School District plans to spend \$103,915 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what Three Rivers 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 Three Rivers 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, Three Rivers Union Elementary School District's LCAP budgeted \$103,915 for planned actions to increase or improve services for high needs students. Three Rivers Union Elementary School District actually spent \$137,000 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
Three Rivers Union Elementary School District	Jason Porter Superintendent/Principal	jbporter@3rusd.org (559) 561-4466

## Goals and Actions

### Goal

Goal #	Description
1	Increase student achievement for all students and sub-groups in English Language Arts, ELD, and Math.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Improve ELA and Math SBAC Results	In 2018-2019, 53.19% of our students scored at or above the standard for English Language Arts and 45.74% scored at or above the standard for Math. The SBAC was not administered in 2019/20.	According to the 2021 Dashboard results, 52.44% of our students Met or Exceeded the standard for English Language Arts and 47.56% Met or Exceeded the standard for Math.	According to the 2022 Dashboard results, 61% of the overall student population met the standard (medium) in English Language Arts and 52% did not meet the Math standard (low).	Based on the 2023-24 SBAC results, student overall scores: ELA increased by 15.9 points/19.8 points above standard. Math increased by 22.2 points/11 points below standard.	65% of our students will meet or exceed the ELA and the math standards on SBAC state assessment.
Provide Standards Aligned Instructional Materials	90% of our instructional materials were aligned to the district adopted state standards.	In 2021-22, 90% of our current instructional materials remained aligned to the district adopted state standards. TRUS is pending adoption of new ELA instructional materials for 2022/23 school year	In 2022-23, 100% of our instructional materials were aligned to the standards.	In 2023-24, 100% of our instructional materials are aligned to the standards.	100% of our instructional materials will be aligned to the standards.
Access to California State Adopted	Per site administration review of teacher	In 2021-22, due to the lack of state ELA	In 2022-23, 100% of our students were	In 2023-24, 100% of all teachers are	100% of all teachers will be implementing

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic & Performance Standards	lesson plans and classroom instructional observations, all State and ELD Standards are being implemented as required.	adopted instructional materials, 100% of our teaching staff utilized outside resources to supplement their instruction in an effort to ensure the implementation of state standards.	provided access to the State Adopted ELA Performance Standards	implementing the California Standards based evident in their lesson plans and instructional observations conducted by site administration.	the California Standards based evident in their lesson plans and instructional observations conducted by site administration.
Provide English Learners access to the California State ELD Standards	Per site administration review of teacher lesson plans and classroom instructional observations, all State and ELD Standards are being implemented as required. (For teachers instructing English Learners.	In 2021-22, due to the lack of state ELD adopted instructional materials, 100% of our teaching staff utilized outside resources to supplement their instruction in an effort to ensure the implementation of state ELD standards.	In 2022-23, 100% of our English Learners were provided access to the California State ELD Standards. 100% our teachers lesson plans demonstrate the provision of integrated and designated ELD.	In 2023-24, 100% of our English Learners are provided access to the California State ELD Standards,	100% of our English Learners will be provided access to the California State ELD Standards. 100% our teachers lesson plans will demonstrate the provision of integrated and designated ELD.
Improve English Learners progress toward attainment of English Proficiency as measured by the ELPAC assessment	Less than 11 students in group in order to receive Dashboard Indicator result. Progress will be measured by individual student. To protect student privacy, data is suppressed. Three EL students enrolled in 2021/22.	ELPAC 2021/22 data unavailable-In order to protect student privacy, data is suppressed because 11 or fewer students tested.	ELPAC 2022 English Learners made overall progress toward attainment of English Proficiency as measured by the ELPAC assessment.  Less than 11 students in group in order to receive Dashboard Indicator result.	In 2023-24, based on the 2023-24 SBAC results, less than 11 students tested- data not displayed for privacy.	100% of our individual English Learners will make progress annually toward English Proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Progress will be measured by individual student. To protect student privacy, data is suppressed.		
Improve Reclassification rate for English learners	No Students Reclassified (3 EL enrolled) (2020/21)	In 2021-22, No students were Reclassified (3 EL enrolled)	In 2022-23, No students were Reclassified (3 EL enrolled)	In 2023-24 0% of our ELL students have been reclassified.	50% of ELL students will be Reclassified
Maintain appropriately assigned teachers	100% of teachers were appropriately assigned in 2020/21.	In 2021-22, 100% of teachers were appropriately assigned.	In 2022-23, we maintained 100% of appropriately assigned teachers.	In 2023-24, 100% of our teachers are appropriately assigned.	100% of our teachers will be appropriately assigned.
Implement an RTI (Response to Intervention) Model for targeted intervention/enrichment.	An RTI system will be implemented to provide targeted intervention/enrichment in ELA, ELD and Math.	In 2021/22, RTI was discussed but not yet implemented. TRUS will implement RTI this school year 2022/23. Staff pending training.	In 2022-23, the RTI (Response to Intervention) Model for targeted intervention/enrichment was 0% implemented.	In 2023-24, an RTI system is 100% implemented	The RTI (Response to Intervention) Model for targeted intervention/enrichment will be 100% implemented. 100% of all students will participate in a weekly intervention/enrichment system.
Implement a Multi-Tiered System of Supports (MTSS) Model to identify students requiring targeted interventions.	An MTSS system will be implemented to identify students requiring tiered interventions.	In 2021/22, MTSS was discussed but not yet implemented. TRUS will implement MTSS this school year	In 2022-23, the Multi-Tiered System of Supports (MTSS) Model to identify students requiring	In 2023-24, an MTSS system is 50% implemented.	The Multi-Tiered System of Supports (MTSS) Model to identify students requiring targeted



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2022/23. Staff pending training.	targeted interventions was 0% implemented.		interventions will be 100% implemented.
Provide appropriately credentialed staff	90% of teachers are appropriately credentialed in 2020/21.	In 2021/22, 90% of teachers remained appropriately credentialed. TRUS had one 1st year/ non-credentialed teacher that was enrolled in a credentialing program.	In 2022-23, 100% of all staff were appropriately credentialed.	In 2023-24, 88% of teachers are appropriately credentialed.	100% of all staff will be appropriately credentialed.

## 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.

Some of our planned Actions (1.8, 1.9, 1.10, 1.12) were not fully implemented due to the lack of training available in these areas. The administration will continue to asses ways to address these specific goals. The primary challenge of implementing the specified actions was the limited availability of training opportunities. The current administration is actively seeking out appropriate training programs to ensure the successful implementation of Actions 1.8, 1.9, 1.10, and 1.12. Action 1.7 was only partially implemented due to the limited interest from teachers in attending additional trainings. With the new administration, there is now a renewed focus on prioritizing staff training in English Language Arts (ELA), English Language Development (ELD), and mathematic.

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.

The following Actions had either a significant increase or decrease between planned and actual expenditures.

1.2-Instructional Aides: The total funds exceeded what was planned due the hiring of an additional Aide needed to provide instructional support inside the classroom.

1.16-Afterschool/Intercession and Summer Academy: The total funds exceeded what was planned due to the TK (10-1 ratio) which required the hiring of an additional staff member to assist with the program.

Some of our planned Actions were not fully implemented:

1.7 Staff Training in ELA, ELD and Math-Limited interest from teachers to attend additional trainings.

The following Actions had funds apportioned to them but \$0.00 actual expenditures.

1.3- MTSS Program-lack and/or limited training availability

1.6-RTI (Response to Intervention) Training-lack and/or limited training availability

1.8-Classroom Engagement Strategies-lack and/or limited training availability

1.9 Special Education Support/Training-No training expenses.

1.10-Pedagogy Methods-lack and/or limited training availability

1.12-Vertical Teaming/Professional Learning Communities (PLC)-lack and/or limited training availability

1.11- Learning Center- Funding was utilized for other purposes and this was considered less of a need. Removed from next year's LCAP

1.13- Early Childhood Education Training- anticipated expense was less than expected due to free offerings locally

1.15- Competitive Student Events- No funds utilized.

1.17- Breakfast and Lunch Meals-No funds utilized.

1.19-Literacy Development- The Library is still in the process of being constructed. Delays have resulted due to limited help needed to order books and supplies.

1.20-Instructional Rounds-lack and/or limited training availability

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

The actions were effective in helping us reach our goal.

Actions 1.1, 1.3, 1.6, 1.7, 1.8, 1.10, 1.12, 1.15, 1.19, 1.20 - ELA/ELD Standard-According to the recent Dashboard, TRUSD students overall scored in the Blue (Very High) 21.8 points above standard/increased 17.9 points for English Language Arts (ELA). Our Hispanic population-although they scored 10.7 points below standard, they increased 15.5 points overall. Our Socioeconomically Disadvantaged-scored 9.4 above standard/increased 16.9 points.

1.2 - Instructional Aides-Our unduplicated student's academic performance has increased overall due to the 1-1 support provided by our Instructional Aides in the Classroom. Our Aides have provided our at-risk students with individual attention needed to build self-confidence.

1.5- Technology Applications-The use of technology applications has provided supplemental support to our at-risk kids specifically our unduplicated population.

1.16-AfterSchool/Intersession & Summer Academy Program-Our Afterschool and Summer Academy Program has been a great asset to the parents. There has been a great need for afterschool and summer care which our parents appreciate.

1.17-Breakfast and Lunch Meals Program-Our breakfast and lunch program has provided nutritional meals to students daily. Our school meal counts have increased which is great!

1.13 and 1.18- Early Childhood Education was effective per Teacher and Parent Educational Partner Feedback

The following actions were not as effective as desired and will not be brought forward in the new LCAP

Action 1.4 Homework Club -RTI implementation replaced this action.  
Action 1.9 Special Education Support/Training- Other strategies were more effective  
Action 1.11 Learning Center- unable to implement with available funding to make it more successful, focusing on other actions.  
Action 1.14 Reading Buddies/Cross Age Peer Tutor-Other strategies are more effective  
Action 1.15 Competitive Student Events-low interest and other strategies are more effective

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.

As a result of reflection on the educational partner feedback of prior practice related to the Goals, Metrics, Desired Outcomes, and Actions, the following Metrics and Actions have been updated for the coming year:

Added:

1) Action 1.1 Math State Standards added to reflect the adoption of the new math curriculum.

Removed:

- 2) Action 1.4 Homework Club -RTI implementation replaced this action.
- 3) Action 1.9 Special Education Support/Training- due to the lack of need for this action.
- 4) Action 1.10 Pedagogy Methods-due to lack of interest and need for this action.
- 5) Action 1.11 Learning Center-due to lack of resources contributing to this action.
- 6) Action 1.12 Vertical Teaming/Professional Learning Communities-due to lack of need for this action.
- 7) Action 1.14 Reading Buddies/Cross Age Peer Tutor-due to lack of need for this action.
- 8) Action 1.15 Competitive Student Events-due to lack of need for this action.
- 9) Action 1.19 Literacy Development-due to lack of need for this action.
- 10) Action 1.20 Instructional Rounds-due to lack of need for this action.

**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	The district will enhance a broad course of study by increasing experiences in STEAM, (Science-Technology-Engineering-Arts-Math), that meets the needs of our unduplicated TK-8 pupils as well as the overall student population.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase engagement in well-designed science lab experiences.	Currently Science Lab usage by grade-level spans: 3-8 is 0 and will be established with the results of the 2022/23 school year. The Science Lab is currently not organized for student use.	In 2021/22, 0% of our students utilized the science lab in due to it being inoperable. We are currently in the process of organizing it for future use.	In 2022-23, 0% of our teachers utilized the science Lab in grades 3-8.	25% of our teachers utilize the science lab in grades 3-8.  2023-2024	50% of our teachers will utilize the science Lab in grades 3-8.
Expand the District's relationship with Sequoia National Park	We currently do partner with Sequoia National Park, as arranged by individual teachers, but we do not meet to plan.	In 2021/22, despite the pandemic, TRUS was able to partner with the Sequoia National Park for our Science Fair. Several of the scientist served as judges and provided amazing feedback to our 8th grade participating students.	In 2022-23, the District's expanded its relationship with Sequoia National Park by 10%.	The District has partnered with the Sequoia National Park for classroom presentations.  2023-2024	The District will expand it's relationship with Sequoia National Park by 50%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Improve the integration of technology into all classrooms	An estimated 50% of our teachers utilize a technology curriculum (aligned to the technology standards) in their daily instruction.	In 2021/22, an estimated 50% of our teachers utilized technology curriculum (aligned to the technology standards) in their daily instruction.	In 2022-23, an estimated 60% of our teachers utilized technology curriculum (aligned to the technology standards) in their daily instruction.	50% of our teachers utilize technology curriculum (aligned to the technology standards) in their daily instruction.  2023-2024	100% of our teachers will utilize technology curriculum (aligned to the technology standards) in their daily instruction.
Implement the Technology Common Core State Standards K-8	An estimated 50% of our students currently use grade level technology proficiently, including word processing and other basic applications.	In 2021/22, an estimated 50% of our students utilized grade level technology proficiently, including word processing and other basic applications	In 2022-23, an estimated 60% of our teachers implement the Technology Common Core State Standards K-8	50% of our teachers implement the Technology Common Core State Standards K-8.  2023-2024	100% of our teachers will implement the Technology Common Core State Standards K-8.
Implement RTI (Response to Intervention) STEAM enrichment activities.	The district will be implementing an RTI system in 2022/23. No current data available..	In 2021/22, no data available. RTI to be implemented in 2022/23.	In 2022-23, the RTI (Response to Intervention) Model for STEAM enrichment activities was 0% implemented.	The RTI (Response to Intervention) Model for STEAM enrichment activities is 0% implemented.  2023-2024	The RTI (Response to Intervention) Model for STEAM enrichment activities will be 100% implemented.

## 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.

TRUS faced challenges to implement all of the planned actions (2.1, 2.2 and 2.3) this past year due to limited science training attended by our teachers, lack of interest.

Some of our planned Actions were not fully implemented:

2.1- TK-8 Science Programs: We had limited expenditures for the science program.

2.2 STEAM Education Staff Training-We had limited request from teachers for STEAM training.

2.3 and 2.4 had no expenditures, but that was due to no teacher requests for new technology or training and the current technology meeting instructional needs. We consider this mixed success.

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

There are were some substantive differences between planned and actual expenditures for the following Actions.

Some of our planned Actions were not fully implemented:

2.1- TK-8 Science Programs: We had limited expenditures for the science program.

2.2 STEAM Education Staff Training-We had limited request from teachers for STEAM training.

The following Actions had funds apportioned to them but \$0.00 actual expenditures.

2.3 Technology Training-We had no request from teachers for technology training.

2.4-Technology & Infrastructure Upgrade- We did not spend all the funds budgeted due to the lack of teacher requests for technology. We did not encounter technology issues or the need to replace or update of current technology equipment and infrastructure.

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

TRUS made some progress towards our goal. This success was attributed to the following Actions:

Moderately Effective: Actions 2.1 - Based on the Increase in teachers using science lab but slight decrease in standards implementation.

This is an area of continuing development. Our teaching staff continues to provide enriching and engaging STEAM (Science, Technology, Engineering, Arts and Mathematics) activities in the classrooms. Teachers have have collaborated among grade levels to share STEAM ideas, lesson plans and supplies, we have collaborated with our local scientist from the Sequoia National Park for classroom presentations, and have provided schoolwide science presentations/projects (i.e. Science Fair, Rangers in the Classroom).

Not Effective: Actions 2.2, 2.3, 2.4 were not implemented or only partially implemented due to lack of teacher interest in the trainings and no need for additional technology in the classrooms for instructional purposes per teachers this last year. The results can be seen in the lowering of standards-based science instruction and technology use in the metrics. In the next 3- year cycle, we will be focusing on ways to engage teachers in professional development embedded in the workday and to increase time for science and technology integration.

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.

As a result of reflection on the educational partner feedback of prior practice related to the Goals, Metrics, Desired Outcomes, and Actions, the following Metrics and Actions have been updated for the coming year:

Added:

- 1) Metric 2.5 Enhance Project-Based Learning Activities- The district would like to increase project-based learning opportunities in the classroom.
- 2) Action 2.4 Music Program-The district would like to extend its music program.
- 3) Action 2.5 Science-Based Field Trips-The district would like to increase project-based learning opportunities outside the classroom.
- 4) Metric 2.7 CAST test results

Removed:

- 4) Metric: Improve the integration of technology into all classrooms-No need for this metric.

Removed:

- 5) Action 2.3 Technology Training-due to the lack of need/interest for this training.

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

## Goals and Actions

### Goal

Goal #	Description
3	Increase student enrollment at Three Rivers School.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Conduct a Parent Survey	0% of our parents completed a 2020/21 parent survey.	In 2021/22, two Parent Surveys were utilized this year to seek feedback regarding school programs and school culture. Roughly 60% of our parents completed these surveys.	In 2022/23, two Parent Surveys were conducted. Roughly 60% of our parents completed these surveys.	Summer Academy & TRUS Early Childhood (2 surveys conducted)  2023-2024	70% of our parents will complete an annual parent survey.
School Facilities receive a good or better rating as measured by the FIT survey	School facilities received a good rating in 2020/21.	In 2021/22, School facilities received a good rating	In 2022/23, School facilities received a good rating	School facilities have received an excellent rating as measured by the FIT survey.  2023-2024	School facilities will receive an excellent rating as measured by the FIT survey.
Unexcused Absences	The district had a 10% unexcused absenteeism rate in 2020/21.	In 2021/22, the district had a 12% unexcused absenteeism rate.	In 2022/23, the district had a 12% unexcused absenteeism rate.	26.36% unexcused absenteeism rate.  2023-2024	The district will have a 10% unexcused absenteeism rate.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	The district had a chronic absenteeism rate of 1% in 2020/21.	In 2021/22, the district had a chronic absenteeism rate of 23.6%.	In 2022/23, the district had a chronic absenteeism rate of 3%.	15.5 % (declined 8.2%)  2023 Dashboard	The district will have a 2% chronic absenteeism rate.
Suspension Rates	The district maintained a 0.0% suspension rate in 2020/21	In 2021/22, the district maintained a suspension rate of 0.0%.	In 2022/23, the district maintained a suspension rate of 1%.	Based on the dashboard, the district increased in suspensions (3.1%).  2023 Dashboard	The district will maintain a suspension rate of 0%
Middle School Dropout Rate	The district maintained a middle school dropout rate of 0.0% in 2020/21	In 2021/22, the district had a middle school dropout rate of 0.0%	In 2022/23, the district had a middle school dropout rate of 0.0%	The district maintains a middle school dropout rate of 0.0%.  2023-2024 CALPADS	The district will maintain a middle school dropout rate of 0.0%.
Attendance rate as measured by P2 ADA	97% (2020/21)	In 2021-22, attendance rate as measured 97%	In 2022/23, attendance rate as measured by P2 ADA was 87.89%	In 2023-24, attendance rate as measured by P2 ADA was 81.83%	The district will maintain 98% attendance rate as measured by P2 ADA.
Expulsion Rate	The district had a 0% expulsion rate	In 2021-22, the district had a 0% expulsion rate	In 2022/23, the district had a 0% expulsion rate.	The district maintains an expulsion rate of 0%  2023-2024	The district will maintain an expulsion rate of 0%
Parent Input & Involvement in the decision-making process	This year the district has offered In-Person and Virtual Board Meetings. Other	In 2021/22, the district continued to offer 100% monthly In-Person and Virtual	In 2022/23, overcoming COVID-19 restrictions, 80% of opportunities were	100% of opportunities have been made available to engage Parent Input &	100% of opportunities will be made available to engage Parent Input & Involvement in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	parent meetings including SSC/Parent Advisory, SST's, 504's and IEPs have conducted In-Person meetings. The number of parent attendees at these meetings have varied from 0-30.	Board Meetings. Other parent meetings including SSC/Parent Advisory, SST's, 504's and IEPs have conducted In-Person meetings. The number of parent attendees at these meetings remain between 2-30.	made available to engage Parent Input & Involvement in the decision-making process.	Involvement in the decision-making process.  2023-2024	the decision-making process.
Parent Participation for all students, including students with special needs and unduplicated students	Due to COVID In-Person restrictions, parent participation was limited. No baseline available for 2020/21.	In 2021/22, due to COVID In-Person restrictions, parent participation was limited. No baseline available for 2021/22.	In 2022/23, 60% of parent participation was permitted.	100% of parent participation is currently permitted.  2023-2024	100% of parent participation will be permitted.
Homeschoolers Participation	In 2020/21, 0% of our homeschool students participated in any TRUS extracurricular activities (i.e. sports).	In 2021/22, 0% of our homeschool students participated in any TRUS extracurricular activities (i.e. sports).	In 2022/23, 1% of our homeschool students participated in TRUS extracurricular activities (i.e. sports).	Zero homeschool students have participated in an TRUS extracurricular activity (i.e. sports) this year.  2023-2024	10% of our homeschool students will participate in an TRUS extracurricular activity (i.e. sports).

## 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.

TRUS faced challenges to implement all of the planned actions (3.2, 3.4, 3.8, 3.10) this year due to limited efforts put forth for these actions. The administrative and support staff were extremely overwhelmed and consumed with meeting the deadlines set by FEMA. All efforts were focused on recovering our funds as they related to the flood disaster of 2023.

We were successful with implementing the following Actions:

Action 3.1- was implemented without cost

Action 3.3- implemented and will not be needed in the next LCAP

Action 3.4- Attendance training was done at no cost

Action 3.6- Athletic program benefits were done, without cost, due to community outreach

Actions 3.5- Character Education: Implemented but did not use LCFF funding due to an increase in student incentive donations by the public.

Action 3.7- PBIS: Fully Implemented as planned

Action 3.12- SEL- Fully implemented as planned

Action 3.11- As direction from CDPH changed, we now treat COVID as a regular virus, and we are proud of how the team handled this area successfully for our kids and community. The action will be removed from the next LCAP

Action 3.13 Music Program- We hired a part-time Music Teacher which has been a great asset to our campus.

Action 3.15 was successfully implemented

Action 3.16- We have built a collaborate relationship with our County Supervisor Eddie Valero. He has attended many of our school functions and has donated funds to support our PBIS efforts.

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

There are were some substantive differences between planned and actual expenditures for Actions under this Goal.

3.14 Employing Highly Qualified Teachers- Cost for a teacher salary was greater than planned.

3.15 Implement School safety Measures- Utilized additional funds to upgrade our schoolwide speaker system, flood alarm repairs, flood wiring and monitoring fees.

The following Actions had funds apportioned to them but \$0.00 actual expenditures.

3.1- Annual Parent Survey- Completed without cost

3.2- Home-School Engagement- Parents not interested in the events

3.4- Staff Training: No Cost Attendance Training provided for Support Staff.

3.5- Character Education: No funds utilized due to an increase in student incentive donations by the public.

3.6- Athletic Program support- fewer funds were utilized than anticipated due to donations of supplies and equipment and less staffing hours than anticipated

3.8-College & Career Readiness: No funds utilized due to zero cost incurred to promote college and career awareness.

3.9- Cafeteria and Facilities improvements were done without LCAP costs- no longer needed and will be removed from next LCAP

3.10- Shade Structure: No funds utilized, we were unable to secure a permanent shade structure.

3.13- Music Program- fewer funds were utilized than budgeted for the initial salary and benefits of the new music teacher due to their placement on step/column

3.14- We are able to maintain employment of high quality teachers- this action will not be needed in the next LCAP and is being removed.

3.15- Implement School Safety Measures- Additional funding was needed to implement- Updating the alarm systems was done, which was identified as a safety need by educational partners and was not initially in the budget for this action item. Fund savings from other actions were utilized to cover the additional expenses.

3.16- Establishing relationships with local politicians- completed without cost

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

Actions 3.4, 3.11- Attendance actions had mixed effectiveness this year, with decreases in the metric for Chronic Absenteeism, and an increase on overall unexcused absence rates.

TRUS made some great progress towards our goal. This success was attributed to the following Actions:

Action 3.1- was implemented without cost, which was a success. These surveys were analyzed and reviewed with the school board for planning purposes.

Action 3.2 was not effective due to low staff attention/ priority and low parent interest

Action 3.3 and 3.9- Per FIT inspection was effective and educational partner input show the action will not be needed in the next LCAP

Action 3.4- was not effective due to poor implementation due to staffing attention limitations due to flooding issues/ FEMA prioritization

Actions 3.5, 3.7 and 3.12 were effective in enhancing our student enrollment and in creating a positive school culture. We have seen a decline in student acting-out behaviors as a result of the Social Worker's and School Psychologist proactive approach to providing direct services and sharing resources with parents to address the needs of families. These actions provided a positive culture on campus and encouraged kids to attend school every day and continue their enrollment at Three Rivers

Action 3.6- Effective based on declining suspensions and chronic absenteeism: Athletic program received additional supplies and materials but due to community donations, fewer LCFF funds were spent than anticipated.

Action 3.8 - was not effective due to poor implementation due to staffing attention limitations due to flooding issues/ FEMA prioritization

Action 3.10- was not implemented and therefore was ineffective

Action 3.11- As direction from CDPH changed, we now treat COVID as a regular virus, and we are proud of how the team handled this area successfully for our kids and community. The action will be removed from the next LCAP

Action 3.13 - Effective with new music program being implemented this year. We hired a part-time Music Teacher which has been a great asset to our campus.

Action 3.14 - was effective with keeping and supporting highly qualified teachers and we are not anticipating the need to continue it for 2024-2025

Action 3.15 was successfully implemented based on educational partner feedback and we managed to address additional safety concerns that arose in this area based on input from families and staff.

Action 3.16-We have built a collaborate relationship with our County Supervisor Eddie Valero. He has attended many of our school functions and has donated funds to support our PBIS efforts.

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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.

As a result of reflection on the educational partner feedback of prior practice related to the Goals, Metrics, Desired Outcomes, and Actions, the following Metrics and Actions have been updated for the coming year:

Metrics Added:

- 1) 3.4 Increase Student Enrollment- The district would like to put forth efforts to increase student enrollment.
- 2) 3.9- Parent, student, staff sense of school connectedness and safety was added as it is a required state metric and it was felt that it fit in the 2024-2025 LCAP for Goal 3 related actions due to student discipline and family engagement activities.
- 3) Number of opportunities for parent participation and engagement in decision making

Metrics Removed:

- 1) Conduct a Parent Survey- This metric is listed as an Action 3.1 so it no longer needed as a Metric.
- 2) Unexcused Absences- This metric is no longer needed under this action. This information will be included in the attendance rates metric.
- 3) Attendance Rate as measured by P2 ADA- This metric is in correlation with Metric 3.1 therefore this metric is no longer needed under this goal.
- 4) Homeschoolers Participation-No student/parent interest for this metric therefore this metric is no longer needed under this goal.

Actions Added:

- 3.2- Attendance Training- This action was previously in the prior Goal 2 but will be moved to Goal 3 for next year as it relates to culture. We will be looking at trainings related to reducing chronic absenteeism.
- 3.8 Modernize and Improve Gymnasium-The district is working to ensure a safe and clean gymnasium in order to keep all students safe during lunchtime and athletic events.

Actions Removed:

- 1) 3.2 Home-School Engagement-This action has no data to improve since no families are taking advantage of this action.
- 2) 3.3 Campus Environment- This action no longer needed.
- 3) 3.5 Character Education- this action no longer needed.
- 4) 3.6 Athletic Program-This action no longer needed.
- 5) 3.8 College & Career Readiness-this action no longer needed.
- 6) 3.9 Cafeteria Facilities- This action no longer needed. All upgrades fulfilled.
- 7) 3.10 Shade Structure-This action no longer needed.
- 8) 3.11 Safe-In-Person Learning COVID-19-This action no longer needed. A Return-T0-School Plan is in place and being implemented.
- 9) 3.13 Music Program- This metric has be moved to Goal 2. Therefore, this action no longer needed under this goal.
- 10) 3.14 Employing Highly Qualified Teachers-This action no longer needed.
- 11) 3.16 Establishing a Relationship with Local Politicians-This action no longer needed.

**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](mailto: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
Three Rivers Union Elementary School District	Jason Porter Superintendent/Principal	jbporter@3rusd.org (559) 561-4466

## 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.

Three Rivers Union School District (TRUSD) is a single TK-8 school district located in the foothills of the Sierra Nevada Mountains just before the entrance to Sequoia National Park. The town's name comes from its location near the junction of the North, Middle, and South Forks of the Kaweah River. Historical Data: Three Rivers Union School District was formerly known as Cove School. This is the first school in the area and from reports of early settlers, the Cove School, originally a log cabin, was built around 1867 near Cherokee Creek on the South Fork on the Kaweah River in an area today known as Cherokee Oaks, historically known as Cherokee Flat. Nothing remains now but the crumbling chimney of the schoolhouse. Other information claims the school was founded September 9, 1873. The students living north of the school had to ford the river to attend. In 1885 the school was moved across the South Fork River to property donated by Sam Kelly located at the present-day intersection of Old Three Rivers Drive and Blossom Drive. Big Oak Flat and Cinnamon Districts merged with Cove in 1906. Documentation lists Cove School teachers beginning in 1881 (W.F. Dean) through 1910 when the name of the school was changed to Three Rivers School. The 1920 legislation passed that required every elementary school to become part of a high school district. Three Rivers voters approved unionization to the Woodlake High School District over the more established Exeter Union High School. With unionization came bus service. Fred Ogilvie of Three Rivers was the first driver hired to drive the local route.

Three Rivers CA is a small rural community surrounded by immense natural beauty. The three forks of the Kaweah River run through the town and homes are spread across nearly 150 square miles. Families grow up with access to multiple different opportunities to explore, enjoy, and connect with the natural world. Sequoia National Park is nearby, as well as public lands owned by the Bureau of Land

Management (BLM), Army Corps of Engineers, Sequoia Riverlands Trust, and the U.S. Forest Service (USFS). Kaweah River and its forks create another avenue for outdoor recreation and exploration. The population of our community is approximately 2,500. Kids grow up in this remarkable atmosphere close to nature and its many opportunities for outdoor activities and enjoyment. However, some of the challenges our community has encountered over the years includes the local forest fires, unhealthy air quality, COVID impacts and recent floodings. These unforeseen events have caused school shutdowns and the need for remote learning which has caused concern over learning loss.

However, the school has maintained a steady student population of approximately 100. As a small school district, we have experienced a decline in enrollment for the last 5 years. Many homes in our community are vacation homes and accommodate the visitors to the National Park. For the 2023/2024 school year, our ethnic student enrolled at Three Rivers School was: White 62%, Hispanic 19% Filipino, and other, 19%. The school currently employs eight TK-8th grade teachers. Due to our declining enrollment, in 2023/24 our district reduced our teaching staff and implemented a TK/K combo class, 2nd-3rd grade combo class and a 6th-8th grade middle school model. Our classrooms 4th and 5th grade remain single grade classrooms. In an effort to address our learning loss due to COVID, our district implemented a Homeroom and Response to Intervention (RTI) period in our daily instructional schedule. This allows opportunities for students to acquire Social Emotional Learning (SEL) and remediation/enrichment opportunities. For high school, students from Three Rivers go to Woodlake High School, which is a 25-minute bus ride down the hill.

Our district has a strong parent and community support group as well as a very active Eagle Booster Club (EBC), School Site Council (SSC)/Parent Advisory Council (PAC), Grant Writing Committee, Positive Behavioral Interventions and Support (PBIS) Committee and a Three Rivers Foundation Committee. As a small school district, our district relies on support from Tulare County Office of Education for special education services, psychological services, social worker support services, speech services, library services, nurse support and staff development support.

Our S.O.A.R. school motto is:

I am a proud 3R Eagle, I strive for Success, I am Open-Minded, I aim for Accountability, and I respond with Resilience

TRUSD Mission Statement: The Board of Trustees, staff, parents, guardians, and community are dedicated to the intellectual, personal, social, emotional, and physical growth of our students. We aim to promote curiosity and a love of learning, enabling our students to expand their potential, and preparing them to become productive, responsible, ethical, creative, and compassionate members of society. We value and support a diverse, inclusive, and safe campus where all students are understood, appreciated, and respected.

TRUSD Vision Statement: Our vision is to create an exceptional and rewarding educational environment that integrates the community's natural resources, history, arts, and human capital as foundations for learning.

TRUSD Goals:

- Actively engage students in learning by using a stimulating and hands-on approach.
- Motivate students to develop lifelong skills in communication, collaboration, problem solving, critical thinking, creativity, and leadership.
- Create a variety of learning pathways that are reflective of individual students' needs and capabilities.
- Extend the educational environment beyond the walls of the classroom so students can discover that active learning can happen anywhere.

## Reflections: Annual Performance

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

Based on the review of the California School Dashboard and local data, TRUSD reflected on our annual's performance and to assess our successes and challenges. Based on this most recent data, TRUSD has identified the following:

### 1) Academic Performance:

According to the recent Dashboard, TRUSD students overall scored in the Blue (Very High) 21.8 points above standard/increased 17.9 points for English Language Arts (ELA). The Student Groups by Performance Level was as follows:

White population-scored in the Blue (Very High), 32.5 points above standard/increased 197 points  
Asian population- No Performance Color-Less than 11 students - data not displayed for privacy  
English Learner Progress: No Performance Color Data-less than 11 students-data not displayed for privacy.  
Filipino population-No Performance Color Data-less than 11 students-data not displayed for privacy.  
Hispanic population-No Performance Color-scored 10.7 points below standard/increased 15.5 points.  
Two or more races-No Performance Color Data-less than 11 students-data not displayed for privacy.  
Socioeconomically Disadvantaged-No Performance Color-scored 6.1 above standard/increased 13.6 points.  
Student with Disabilities-No Performance Color Data-less than 11 students-data not displayed for privacy.

In Math, students overall scored in the Green (High) 11 points below standard/Increased 22.2 points. Our Student Groups by Performance Level was as follows:

White population-scored in the Blue (Very High), 4.2 points Above Standard/Increased 36.5 points  
Asian population- No Performance Color-Less than 11 students - data not displayed for privacy  
English Learner Progress: No Performance Color Data-less than 11 students-data not displayed for privacy.  
Filipino population-No Performance Color Data-less than 11 students-data not displayed for privacy.  
Hispanic population-No Performance Color-scored 45.2 points below standard/increased 15.4 points.  
Two or more races-No Performance Color Data-less than 11 students-data not displayed for privacy.  
Socioeconomically Disadvantaged-No Performance Color-scored 27.4 points below standard/increased 15.6 points.  
Student with Disabilities-No Performance Color Data-less than 11 students-data not displayed for privacy.

### 2) Academic Engagement:

TRUSD scored in the Yellow (Medium)-15.5% Chronically Absent (declined 8.2% in Chronic Absenteeism).

White population-scored in the Orange (Low), 18% Chronically Absent/Declined 2.8%

Asian population- No Performance Color-Less than 11 students - data not displayed for privacy  
English Learner Progress: No Performance Color Data-less than 11 students-data not displayed for privacy.  
Filipino population-No Performance Color Data-less than 11 students-data not displayed for privacy.  
Hispanic population-No Performance Color-4.5% Chronically absent/Declined 35.5%  
Two or more races-No Performance Color-25% Chronically absent/Declined 10.7%  
Socioeconomically Disadvantaged-No Performance Color-23.9% Chronically Absent/Declined 2.8%  
Student with Disabilities-No Performance Color-less than 11 students-data not displayed for privacy.

TRUSD contributes this to several factors that include: 1) Parents failure to provide a doctors note for excused absences 2) Student's failure to complete and/or return Short-Term Independent Studies Packets to teachers and 3) Schools failure to follow-up on excused absences. TRUSD recognizes the need to continue to lower chronic absenteeism rates for all students as well as for the specified student groups.

TRUSD plans to improve our attendance rates accordingly:

- 1) Enhance our Attendance Policies and Protocols.
- 2) Provide student incentives to motivate students to attend school daily.
- 3) Ensure ongoing attendance training for secretarial staff.
- 4) Utilize SARB process to encourage parents to send their students to school.
- 5) Utilize local Sheriff to enhance parent communication.
- 6) Utilize SST process to identify students at-risk of failing due to attendance issues.
- 7) Refer families to School Social Worker and School Psychologist for direct intervention services.

3) Conditions & Climate:

TRUS scored in the Orange (Low)-3.1% suspended at least one day- increased 3.1%.

White population-scored in the Orange (Low), 3.3 suspended at least one day/Increased 3.3%  
Asian population- No Performance Color-Less than 11 students - data not displayed for privacy  
English Learner Progress: No Performance Color Data-less than 11 students-data not displayed for privacy.  
Filipino population-No Performance Color Data-less than 11 students-data not displayed for privacy.  
Hispanic population-No Performance Color-4.3% suspended at least one day/Increased 4.3%  
Two or more races-No Performance Color Data-0% Suspended and maintained at 0%  
Socioeconomically Disadvantaged-No Performance Color-4.3% suspended at least one day/Increased 4.3%  
Student with Disabilities-No Performance Color Data- 8.3% Suspended and previous year not reported due to small group size

TRUSD contributes the increase of suspension to several factors that include: 1) Lack of staff's willingness to write Infractions 2) Lack of consistent consequences and 3) Lack of administrative follow-up. TRUSD recognizes the need to continue to lower suspension rates for all students as well as for student groups. TRUSD plans on continuing to work with school staff on positive behavior systems of support. These actions, when implemented with fidelity, will lower suspension and chronic absenteeism rates, raise English Learner reclassification and attendance rates, improve proficiency levels for ELA and Math, and strengthen parent and family engagement.

Based on our reflection of this data and feedback from our educational partners, we believe that the 2023 success of TRUSD is contributed to:

- 1) Single grade classrooms for the majority of our classes. Over the years, TRUS has maintained single grade classrooms which has been an integral part of TRUS's success. These smaller classrooms have provided our students with the opportunity to be provided more individualized attention, increased classroom participation, less discipline and increased communication between student and teacher.
- 2) Small class sizes
- 3) Support from our Instructional Aides in the classroom
- 4) Newly adopted ELA curriculum
- 5) Support Services from TCOE Support Staff (RSP Teacher, School Psychologist, Speech Therapist and School Social Worker).

## Reflections: Technical Assistance

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

Not Applicable

## Comprehensive Support and Improvement

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

### *Schools Identified*

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

N/A

### *Support for Identified Schools*

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

N/A

### *Monitoring and Evaluating Effectiveness*

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

N/A

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Principal presented a presentation to the SSC members on the Local Control & Accountability Plan (LCAP) on May 15, 2024. Principal read and reviewed each of the three Goals/Actions and sought feedback from the members. The principal responded to the SSC in writing. The SSC is representative of our unduplicated pupils and also serves as the district PAC
Staff	Principal sent out an electronic 9 question 2024-25 Educational Partner LCAP Survey via email to all Three Rivers Union School District employees, parents/guardians, and community members in the Spring of 2024. Additional information was collected during quarterly staff meetings
SELPA Consultation	SELPA Consultation occurred through monthly meetings
Administrator	via monthly staff meetings that included Certificated & Classified employees. Administrators were responsible for holding forums and prioritizing feedback throughout the school year from educational partners to create the LCAP.
Students	Student feedback was elicited through quarterly surveys
Other Staff	Input was collected during Spring 2024 input sessions
Local Bargaining Unit Leads	Only some of our certificated staff is unionized, their feedback was sought during Winter and Spring union meetings.

Educational Partner(s)	Process for Engagement
Teaching Staff	via monthly staff meetings that included Certificated & Classified employees. Administrators were responsible for holding forums and prioritizing feedback throughout the school year from educational partners to create the LCAP.

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

<p>Parent/ SSC Input</p> <p>Members feedback around Goal 1 included: A focus on instructional strategy development, engagement, and after school homework / instructional support</p> <p>Members feedback around Goal 2 included: Clearly defining the metrics and expanding science partnership with Sequoia National Park</p> <p>Members feedback around Goal 3 included: Helping parents understand bullying, Rtl Interventions and using data to measure effectiveness</p> <p>Teaching Staff/ Parent Survey Input</p> <p>Appreciate the strong science and inclusive environments. Want to maintain those programs They like the maintenance of the facilities and grounds and that it is a positive physical learning environment They want to maintain the responsiveness to parent concerns</p> <p>They prioritize the following issues for continuing improvement *Facilities *Campus Environment (i.e. cleanliness) *Academics They want an emphasis on Sports, Music and after school program offerings</p> <p>Other Personnel Input- This feedback included the need for ongoing staff development training in technology and instructional strategies.</p> <p>Administrators were responsible for holding forums and prioritizing feedback throughout the school year from educational partners to create the LCAP.</p>
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Student Input- Interested in maintaining athletic program, co-curricular activities, and Positive Behavior Supports/ Incentives

Local Bargaining Unit- Certificated (partially unionized) was interested in continuing to attract and retain highly qualified teachers and paraprofessionals and having continued access to supplies and school-wide intervention programs.

SELPA- Interested in services to students dually identified as EL and Special Education



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Increase student achievement for all students and sub-groups in English Language Arts, ELD, and Math.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Three Rivers Union School District (TRUSD) recognizes the academic needs of all our students specifically those identified as English Learners, low socioeconomically disadvantaged and foster youth. Therefore, TRUSD has developed this goal in an effort to reduce the achievement gap of all unduplicated students including the general population that similarly present these learning loss gaps. TRUS will continue to provide the use of a supplemental, evidenced-based intervention programs and instructional practices to aid learning in order to foster academic growth in all students across grade levels.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Math SBAC Results California School Dashboard.	All Students: 11 Points below standard  White Students: 4.2 Points above standard  Hispanic Students: 45.2 Points below standard			All Students: at standard  White Students: 10 points above standard  Hispanic Students: 25 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED Students: Dis: 27.4 Points below standard  2023 Dashboard			SED Students: 15 points below standard	
1.2	ELA SBAC Results  Distance From standard California School Dashboard.	All Students: 19.8 Points above standard  White Students: 32.5 Points above standard  Hispanic Students: 10.7 Points below standard  SED Students: 6.1 Points above standard  2023 Dashboard			All students: 25 points above standard  White students: 35 points above standard  Hispanic students: at Standard  SED students: 10 points above standard	
1.3	Access to Standards Aligned Instructional Materials  Annual SPSA analysis	100% compliance with sufficiency of Materials  2023-2024			Maintain 100% of student with access to standards aligned instructional materials.	
1.4	Implementation of California State Adopted Academic & Performance Standards  Class observations/ lesson plan self review and local indicator tool	ELA- 5 Math - 5 ELD- 5 Science- 5 History/ Social Science- 5			Maintain "5" full implementation for all core subjects	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Per 2023-24 self review and local indicator tool				
1.5	English Learners access to the California State ELD Standards  Master Schedule analysis, lesson plan review	In 2023/24, 100% of our English Learners were provided access to the California State ELD Standards.			100% of all EL Learners accessing CA State ELD Standards	
1.6	English Learners progress toward attainment of English Proficiency.  ELPI- California Dashboard Indicator	Data not available due to small subgroup size  2023 Dashboard			100% of our individual English Learners will make progress annually toward English Proficiency.	
1.7	Reclassification rate for English Learners  CALPADS annual Report	0 % of EL students were reclassified.  2023-2024			20% of EL students reclassified	
1.8	Appropriately assigned teachers  CTC Reporting	In 2023/24, 100% of teachers were appropriately assigned			In 2023/24, 100% of our teachers will be appropriately assigned.	
1.9	RTI (Response to Intervention) Model for targeted intervention/enrichment.	In 2023/24, 100% of all students participate in a weekly targeted intervention/enrichment system.			100% of all students will participate in a weekly intervention /enrichment system.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Multi-Tiered System of Supports (MTSS) Model to identify students requiring targeted interventions.  MTSS service logs for Tier II/ Tier III	In 2023/24, an MTSS system is 0% implemented and used to identify students requiring tiered interventions.			100% implemented.	
1.11	Fully credentialed staff  CTC Reporting	In 2023/24, 88% of teachers were fully credentialed (holding a Clear Credential).			100% of all teaching staff will be fully credentialed.	

## 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
<b>1.1</b>	Math State Standards	The district will adopt a new math curriculum aligned to the Schedule for State Board Adoption of K-12 Curriculum Frameworks and K-8 Instructional Materials. June 2025	\$7,000.00	No
<b>1.2</b>	ELA/ELD State Standards	The district will adopt a new ELA curriculum aligned to the Schedule for State Board Adoption of K-12 Curriculum Frameworks and K-8 Instructional Materials. June 2028	\$7,000.00	No
<b>1.3</b>	Instructional Aide	Based on the learning loss needs of our unduplicated pupils as well as the overall pupil population, the district will maintain one additional part-time Instructional Aides to work 1:1 or in small groups with students who are in need.	\$30,000.00	No
<b>1.4</b>	MTSS Program	In order to identify the learning needs of our unduplicated pupils as well as the overall pupil population, staff will be trained on the schoolwide implementation of Multi-Tiered Systems of Support (MTSS). MTSS provides a basis for understanding on how educators can work together to ensure equitable access and opportunity for all students to achieve the Common Core State Standards	\$1,000.00	No
<b>1.5</b>	Technology Applications (ELA/Math)	In order to meet the needs of our ELL learners as well as the overall pupil population, the district will purchase Moby Max for grades 1-5 and grades 6-8 will use Kahn Academy, which has no cost. In addition, Accelerated Reader, Rosetta Stone, and STAR Reading and Math will be used. TRUSD expects that socioeconomically disadvantaged students will experience accelerated learning above the rates of their peers in English Language Arts and Math as evidenced by both AR, local assessments and by state assessments	\$500.00	No
<b>1.6</b>	RTI (Response to Intervention) System Training	Staff will be provided an opportunity to attend RTI training required to implement a schoolwide intervention system. This intervention weekly system will provide opportunity for instruction that may be used to	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		implement strategies such as: whole class instruction to reinforce tier one rigorous instruction, small group tiered support techniques for instructional scaffolding, and individualized instruction to intervene on below grade-level achievement for low achieving students, low socioeconomically disadvantaged, foster youth, and English learners.		
<b>1.7</b>	Staff Training in ELA, ELD and Math	Teachers and support staff will be provided with training and coaching in literacy development (i.e., Guided Reading, College Reader's and Writer's Workshop) and math strategies. All of these teaching and learning strategies will benefit all students specifically English learners, low socioeconomically disadvantaged, and foster youth by creating more high-quality time for learning. Teacher professional growth opportunities may include utilizing formative assessments to inform and adjust instruction (including disaggregating data for English learners, low socioeconomically disadvantaged, and foster youth); implementing culturally responsive teaching; and opportunities for grade-level professional learning communities' collaboration.	\$1,500.00	No
<b>1.8</b>	Classroom Engagement Strategies	Teachers and support staff will be provided with research-based training and coaching on classroom strategies that increase student discourse (i.e., Kagan). As a result of providing these additional resources that are directed toward meeting the needs of low achieving students, English Learners, low socioeconomically disadvantaged, and foster students, more students each year are getting more time with high-quality instruction.	\$1,000.00	No
<b>1.9</b>	Early Childhood Education Staff Training	Primary grade teachers and support staff will be provided with an opportunity to attend appropriate and approved trainings to support early childhood education. As a result of providing these additional resources directed toward meeting the needs of English learners, low socioeconomically disadvantaged, and foster students, our younger students are getting more time with high-quality early childhood instruction.	\$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
<b>1.13</b>	Employing Highly Qualified Teachers	We will continue to maintain highly qualified teachers that are professionally equipped to meet the educational needs of our unduplicated students as well as our general population. TRUS is aware that the quality of teachers shows a stronger relationship to pupil achievement. Furthermore, it is progressively greater at higher grades, indicating a cumulative impact of the qualities of teachers in a school on the pupil's achievements.	\$103,915.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	The district will enhance a broad course of study by increasing experiences in STEAM, (Science-Technology-Engineering-Arts-Math), that meets the needs of our unduplicated TK-8 pupils as well as the overall student population.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

50% of our students show grade level technology skills 25% of our classes utilized science labs for lab-based instruction 50% of students in grades 5 and 8 met CA standards on the CAST 2023-2024 Data  Based on our Educational Partner Feedback, TRUSD recognizes the academic needs of exposing students to consistent STEAM activities. Therefore, TRUSD has developed this goal in an effort to enhance science, technology, Engineering, Art and Math for all unduplicated students including the general population inside and outside the classroom.  Unduplicated Parents, teachers and administrators note that science instruction and partnership is a strength in engaging all of our students, and maintaining our dwindling student enrollment due to our unique position near Sequoia National Park.
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## Measuring and Reporting Results



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Increase engagement in well-designed science lab experiences.  Science Lab Calendar	In 2023/24, 25% of our teachers utilize the science Lab in grades 2-8.			100% of our teachers will utilize the science Lab in grades 3-8.	
2.2	Expand the District's relationship with Sequoia National Park  Field trip and on campus experience records	In 2023/24, 25% of our teaching staff partnered with Sequoia National Park, as arranged by individual teachers.			38% of our teaching staff will be partnered with SNP	
2.3	Student proficiency of Technology Common Core State Standards K-8- including word processing and other basic applications.  Teacher evaluation	50% of our students used grade level technology proficiently  2023/24			100% of our students	
2.4	Implement RTI (Response to Intervention) STEAM enrichment activities.  Lesson plan evaluation	In 2023/24, 0% of RTI STEAM activities were being implemented.			50% of RTI STEAM activities will be implemented.	
2.5	Enhance Project-Based Learning Activities  Lesson Plan evaluation	0% of our Teachers are implementing an annual schoolwide project-based learning activity.  2023-2024			100% of our Teachers will implement a minimum of two schoolwide project-based	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					learning activities a year.	
2.6	Student access to and are enrolled in a broad course of study.  Master schedule and student schedule analysis	In 2023/24, 100% of students had access to and were enrolled in a broad course of study.			100% of students will have access to and will be enrolled in a broad course of study.	
2.7	CA Science Test Grades 5/8  ETS Report	50% of students met or exceeded standards  2023-2024 CAST			75% of students meet or exceed standards	

## 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
<b>2.1</b>	TK-8 Science Programs & Activities	Provide enriching and engaging STEAM (Science, Technology, Engineering, Arts and Mathematics) activities in the classrooms. TRUS acknowledges that STEAM projects give students a chance to engage in hands-on, experiential learning. Students experience guided inquiry in which they must ask thoughtful questions, discover answers, apply what they learn, and problem-solve creatively. All students acquire these crucial skills, regardless of their gender, socioeconomic status, or race.	\$5,000.00	No
<b>2.2</b>	STEAM Education Staff Training	STEAM (Science, Technology, Engineering, Art, and Music) Education Training with supplemental support resources/materials for teachers and admin will be provided to enhance student enrichment opportunities inside and outside the classroom setting (i.e. Ag, robotics). STEAM Education is an approach to teaching and learning that combines science, technology, engineering, the arts, and math to guide student inquiry, discussion, and problem-solving.	\$1,000.00	No
<b>2.3</b>	Technology & Infrastructure Upgrades	TRUS acknowledges that technology provides students with easy-to-access information, accelerated learning, and fun opportunities to practice what they learn. TRUS will continue to provide student & staff with replacement technology devices for obsolete or broken devices.	\$2,500.00	No
<b>2.4</b>	Music Program	Provide a fun and engaging music program that includes band and choir opportunities. We will hire a part-time Music Teacher that will promote this program TK-8th grade.	\$45,107.00	No
<b>2.5</b>	Science-Based Field Trips	Provide students the opportunity to gain firsthand knowledge away from the classroom, as to a museum, factory, geological area, or environment of certain plants and animals (i.e. Scicon, Sequoia National Park).	\$500.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Increase student enrollment and daily attendance at Three Rivers School.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

15.5% for chronic absenteeism 2023-24 3.1% suspension rate 2023-24 9% student enrollment 2022-23  Based on our Educational Partner Feedback, TRUSD recognizes the need to increase enrollment and attendance rates for currently enrolled students. The attendance issue is evident in our struggle to reduce Chronic Absenteeism, Average Daily Attendance, and the number of unexcused absences. Therefore, TRUSD has developed this goal in an effort to enhance current policies, procedures, and the school culture in order to enhance attendance and promote our school district.
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School facilities receive a good or better rating as measured by the FIT survey.	In 2023/24, school facilities received a good rating.			good rating	
3.2	Attendance Rates	81.83% Attendance Rate (P2)  2023-2024			95% Attendance Rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Chronic Absenteeism	15.5% for chronic absenteeism  2023 Dashboard			10% chronic absenteeism rate.	
3.4	Suspension Rates	3.1% suspension rate  2023-2024			suspension rate of 1%.	
3.5	Middle school dropout rate.	0% school dropout rate.  2023-2024			0% school dropout rate.	
3.6	Expulsion Rate	0% expulsion rate.  2023-2024			0% expulsion rate.	
3.7	Increase Student Enrollment	In 2022/23, the student enrolled declined 9%.			Student enrollment will increase by 10%.	
3.8	Student, parent, and staff sense of school safety  Annual Survey and CHKS Survey	____% of Parents ____% of Students ____% of Teachers  Felt that school was a safe place Baseline data will be added from 2024-2025 results			Goals will be added after baseline data established	
3.9	Student, parent, and staff sense of school connectedness  Annual Survey and CHKS Survey	____% of Parents ____% of Students ____% of Teachers			The Healthy Kids Survey will be made available to 100% of all staff, parents and students to assess school	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Baseline to be established in 2024-2025			safety and connectedness to school.	
3.10	Number of opportunities for parent participation and engagement in decision making	Baseline will be established in 2024-2025			6 events for parent participation and engagement per year	

## 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
3.2	Attendance Training-Office Staff	Provide opportunities for office staff to attend Student Attendance Training to acquire update information on the attendance laws (i.e. Student Attendance Review Board-SARB Process and student engagement	\$100.00	No

Action #	Title	Description	Total Funds	Contributing
		strategies). TRUS acknowledges that students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.		
<b>3.3</b>	Implementation of Positive Behavioral Interventions & Supports (PBIS) Program	Enhance our school culture through an effective PBIS system that promotes positive behaviors and incentives on campus. With the implementation of PBIS, students experience improved behavioral, social, emotional, and academic outcomes; schools and programs reduce their use of exclusionary discipline practices and improve their overall climate.	\$5,000.00	No
<b>3.4</b>	Improve Cafeteria Facilities	Ensure a safe and clean kitchen facility in order to continue to provide daily healthy meals to our students.	\$188,027.90	No
<b>3.5</b>	Social-Emotional Learning	Provide support to meet the SEL needs of our at-risk unduplicated students by providing additional support services (School Psychologist) and implementation of the Second Step Curriculum. Social-emotional learning (SEL) helps improve kids' academic performance, curtail bullying, reduce dropout rates, and build character. Well-implemented SEL programs positively affect students' success in school.	\$30,000.00	No
<b>3.8</b>	Modernize and Improve Facilities	Ensure a safe and clean gymnasium in order to keep all students safe during lunchtime and athletic events.	\$10,000.00	No
<b>3.9</b>	Improve School Safety Measures	Provide safety measures to ensure students safety and provide clear communication with parents/guardians through the use of monthly safety drills, Technology Security System, ACTVNET, and Parent Square parent communication system. TRUS acknowledges that safe schools promote the protection of all students from violence, exposure to weapons and threats, theft, bullying and harassment, the sale or use of illegal substances on school grounds, and other emergencies. School safety is linked to improved student and school outcomes.	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing



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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$93,552	\$0.00

## 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
8.805%	0.000%	\$0.00	8.805%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.13	<p><b>Action:</b> Employing Highly Qualified Teachers</p> <p><b>Need:</b> Educational Partner Input notes that highly qualified teaching staff is needed to meet the diverse needs of our unduplicated student population (particularly socioeconomically disadvantaged pupils). Additionally, teaching staff note that without a smaller group size to work with in class, they are having difficulties</p>	As shown in the ELA and Math results, an achievement gap exists for our socioeconomically disadvantaged students and continuing to provide highly experienced, effective teachers is paramount to closing this gap. By ensuring that these students are being instructed by teachers utilizing the best strategies planning effective lessons and intervening for additional support, Unduplicated students will continue to perform at higher levels and close any achievement gaps.	Metric 1.1- SBAC Math results disaggregated Metric 1.2- SBAC ELA results disaggregated

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>meeting unduplicated student needs, specifically the EL and SED students. It is important to employ and maintain high quality educators, as it is essential to ensuring a quality education for all students especially our at-risk unduplicated student population, which as results below indicate, an achievement gap exists.</p> <p>2022-23 Math Data (2023 Dashboard) All Students: 11 Points below</p> <p>White Students: 4.2 Points above</p> <p>Hispanic Students: 45.2 Points below</p> <p>SED Students: Dis: 27.4 Points below</p> <p>2022-23 Math Data (2023 Dashboard) All Students: 19.8 Points above</p> <p>White Students: 32.5 Points above</p> <p>Hispanic Students: 10.7 Points below</p> <p>SED Students: : 6.1 Points below</p> <p><b>Scope:</b> LEA-wide</p>	<p>This Action is being implemented LEA-wide because maintaining small class sizes will ensure better addressing of the Unduplicated student needs and also provide support for other students who exhibited the same need for these supports.</p>	

**Limited Actions**

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

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

The district does not have any of these types of Actions in the 2024-25 LCAP.

**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.

Three Rivers does not receive this funding

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	\$1,062,433	\$93,552	8.805%	0.000%	8.805%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$103,915.00	\$0.00	\$0.00	\$342,734.90	\$446,649.90	\$0.00	\$446,649.90

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	Math State Standards	All	No			All Schools		\$0.00	\$7,000.00				\$7,000.00	\$7,000.00	
1	1.2	ELA/ELD State Standards	All	No			All Schools		\$0.00	\$7,000.00				\$7,000.00	\$7,000.00	
1	1.3	Instructional Aide	All Students with Disabilities Special Education and 504 Students	No			All Schools		\$0.00	\$30,000.00				\$30,000.00	\$30,000.00	
1	1.4	MTSS Program	All	No			All Schools		\$0.00	\$1,000.00				\$1,000.00	\$1,000.00	
1	1.5	Technology Applications (ELA/Math)	All	No			All Schools		\$0.00	\$500.00				\$500.00	\$500.00	
1	1.6	RTI (Response to Intervention) System Training	All	No			All Schools		\$0.00	\$1,000.00				\$1,000.00	\$1,000.00	
1	1.7	Staff Training in ELA, ELD and Math	All	No			All Schools		\$0.00	\$1,500.00				\$1,500.00	\$1,500.00	
1	1.8	Classroom Engagement Strategies	All	No			All Schools		\$0.00	\$1,000.00				\$1,000.00	\$1,000.00	
1	1.9	Early Childhood Education Staff Training	All	No			All Schools		\$0.00	\$1,500.00				\$1,500.00	\$1,500.00	
1	1.13	Employing Highly Qualified Teachers	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$0.00	\$103,915.00	\$103,915.00				\$103,915.00	
2	2.1	TK-8 Science Programs & Activities	All	No			All Schools		\$0.00	\$5,000.00				\$5,000.00	\$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	STEAM Education Staff Training	All	No			All Schools		\$0.00	\$1,000.00				\$1,000.00	\$1,000.00	
2	2.3	Technology & Infrastructure Upgrades	All	No			All Schools		\$0.00	\$2,500.00				\$2,500.00	\$2,500.00	
2	2.4	Music Program	All	No			All Schools		\$0.00	\$45,107.00				\$45,107.00	\$45,107.00	
2	2.5	Science-Based Field Trips	All	No			All Schools		\$0.00	\$500.00				\$500.00	\$500.00	
3	3.2	Attendance Training-Office Staff	All	No			All Schools		\$0.00	\$100.00				\$100.00	\$100.00	
3	3.3	Implementation of Positive Behavioral Interventions & Supports (PBIS) Program	All	No			All Schools		\$0.00	\$5,000.00				\$5,000.00	\$5,000.00	
3	3.4	Improve Cafeteria Facilities	All	No			All Schools		\$0.00	\$188,027.90				\$188,027.90	\$188,027.90	
3	3.5	Social-Emotional Learning	All	No			All Schools		\$0.00	\$30,000.00				\$30,000.00	\$30,000.00	
3	3.8	Modernize and Improve Facilities	All	No			All Schools		\$0.00	\$10,000.00				\$10,000.00	\$10,000.00	
3	3.9	Improve School Safety Measures	All	No			All Schools		\$0.00	\$5,000.00				\$5,000.00	\$5,000.00	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	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
\$1,062,433	\$93,552	8.805%	0.000%	8.805%	\$103,915.00	0.000%	9.781 %	Total:	\$103,915.00
								LEA-wide Total:	\$103,915.00
								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 (%)
1	1.13	Employing Highly Qualified Teachers	Yes	LEA-wide	English Learners Low Income	All Schools	\$103,915.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$506,921.26	\$428,649.00

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	ELA/ELD State Standards	No	\$5,000.00	4,200.00
1	1.2	Instructional Aides	No	\$30,000.00	42,500.00
1	1.3	MTSS Program	No	\$3,000.00	0.00
1	1.4	Homework Club	No	\$0.00	0.00
1	1.5	Technology Applications	No	\$3,500.00	2,000.00
1	1.6	RTI (Response to Intervention) Training	No	\$2,500.00	0.00
1	1.7	Staff Training in ELA, ELD and Math	No	\$5,000.00	450.00
1	1.8	Classroom Engagement Strategies	No	\$5,000.00	0.00
1	1.9	Special Education Support/Training	No	\$3,000.00	0.00
1	1.10	Pedagogy Methods	No	\$1,000.00	0.00
1	1.11	Learning Center	No	\$1,000.00	100.00

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	1.12	Vertical Teaming/Professional Learning Communities (PLC)	No	\$500.00	0.00
1	1.13	Early Childhood Education Training	No	\$1,500.00	560.00
1	1.14	Reading Buddies/Cross Age Peer Tutors	No	\$0.00	0.00
1	1.15	Competitive Student Events	No	\$500.00	0.00
1	1.16	After School/Intercession & Summer Academy Program	No	\$53,299.00	84,000.00
1	1.17	Breakfast and lunch meals	No	\$0.00	0.00
1	1.18	Universal Pre-K Program	No	\$26,954.00	23,000.00
1	1.19	Literacy Development	No	\$30,000.00	0.00
1	1.20	Instructional Rounds	No	\$250.00	0.00
2	2.1	TK-8 Science Programs	No	\$2,500.00	500.00
2	2.2	STEAM Education Staff Training	No	\$10,000.00	250.00
2	2.3	Technology Training	No	\$2,272.00	0.00
2	2.4	Technology & Infrastructure Upgrades	No	\$5,000.00	0.00



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Annual Parent Survey	No	\$0.00	0.00
3	3.2	Home-School Engagement	No	\$0.00	0.00
3	3.3	Campus Environment	No	\$2,000.00	1,000.00
3	3.4	Staff Training	No	\$500.00	0.00
3	3.5	Character Education	No	\$3,000.00	0.00
3	3.6	Athletic Program	No	\$5,000.00	1,000.00
3	3.7	Positive Behavioral Interventions & Supports (PBIS) Program.	No	\$5,000.00	4,500.00
3	3.8	College & Career Readiness	No	\$5,000.00	0.00
3	3.9	Cafeteria Facilities	No	\$102,524.00	47,000.00
3	3.10	Shade Structures	No	\$5,000.00	0.00
3	3.11	Safe In-Person Learning-COVID19	No	\$2,000.00	500.00
3	3.12	Social-Emotional Learning	No	\$30,000.00	27,000.00
3	3.13	Music Program	No	\$45,107.00	31,676.00
3	3.14	Employing Highly Qualified Teachers	Yes	\$103,915.26	137,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.15	Implement School Safety Measures	No	\$6,100.00	21,413.00
3	3.16	Establishing a Relationship with Local Politicians	No	\$0.00	0.00

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$100,503	\$103,915.26	\$137,000.00	(\$33,084.74)	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)
3	3.14	Employing Highly Qualified Teachers	Yes	\$103,915.26	\$137,000.00		

## 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)
\$1,120,561	\$100,503	0.61%	9.579%	\$137,000.00	0.000%	12.226%	\$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](mailto: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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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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