

LCFF Budget Overview for Parents

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

CDS Code: 47-70185-0000000

School Year: 2024-25

LEA contact information:

Sabrina Silva

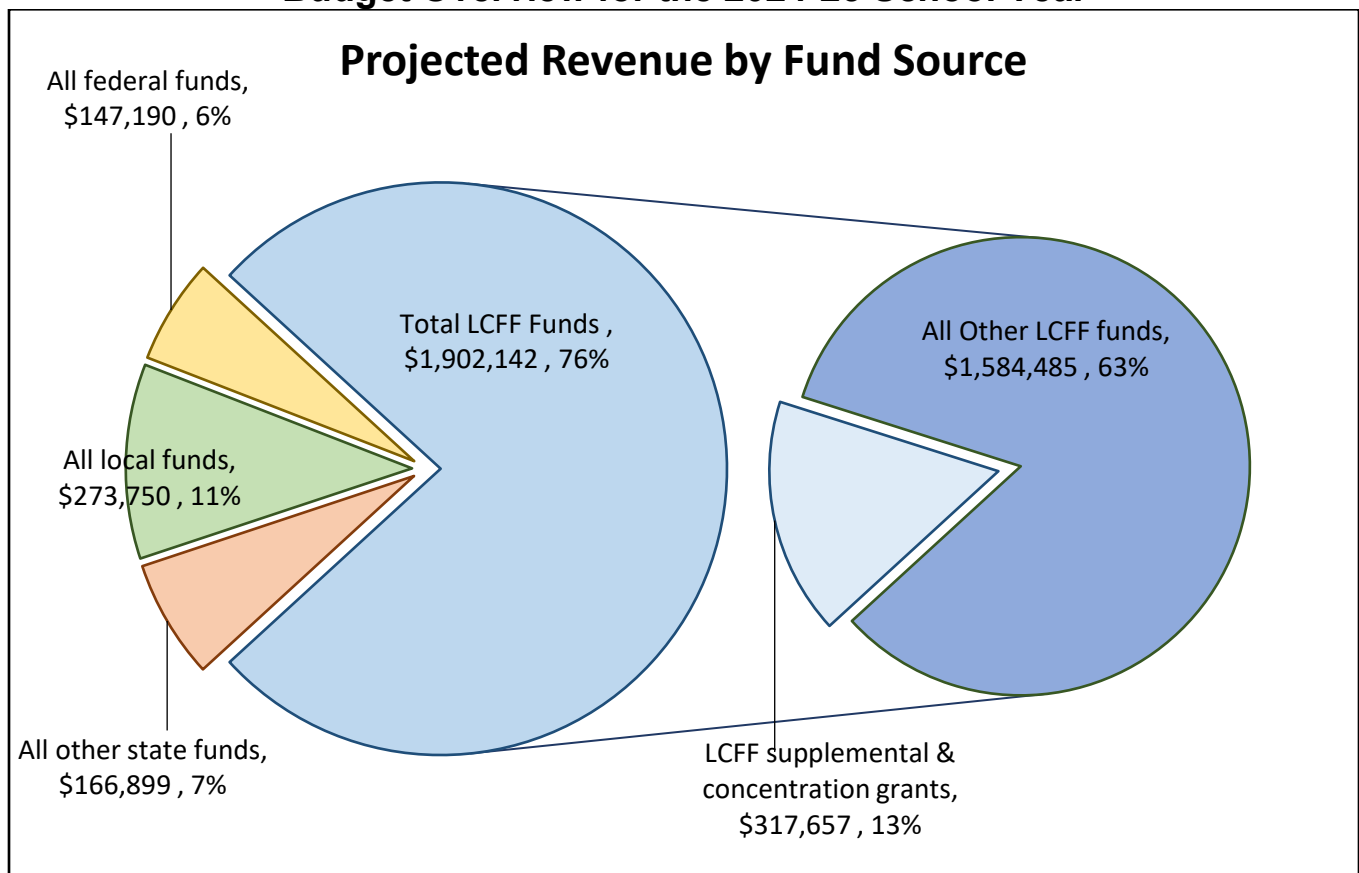
Superintendent/Principal

ssilva@sisnet.ssku.k12.ca.us

530-459-3189

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

Budget Overview for the 2024-25 School Year

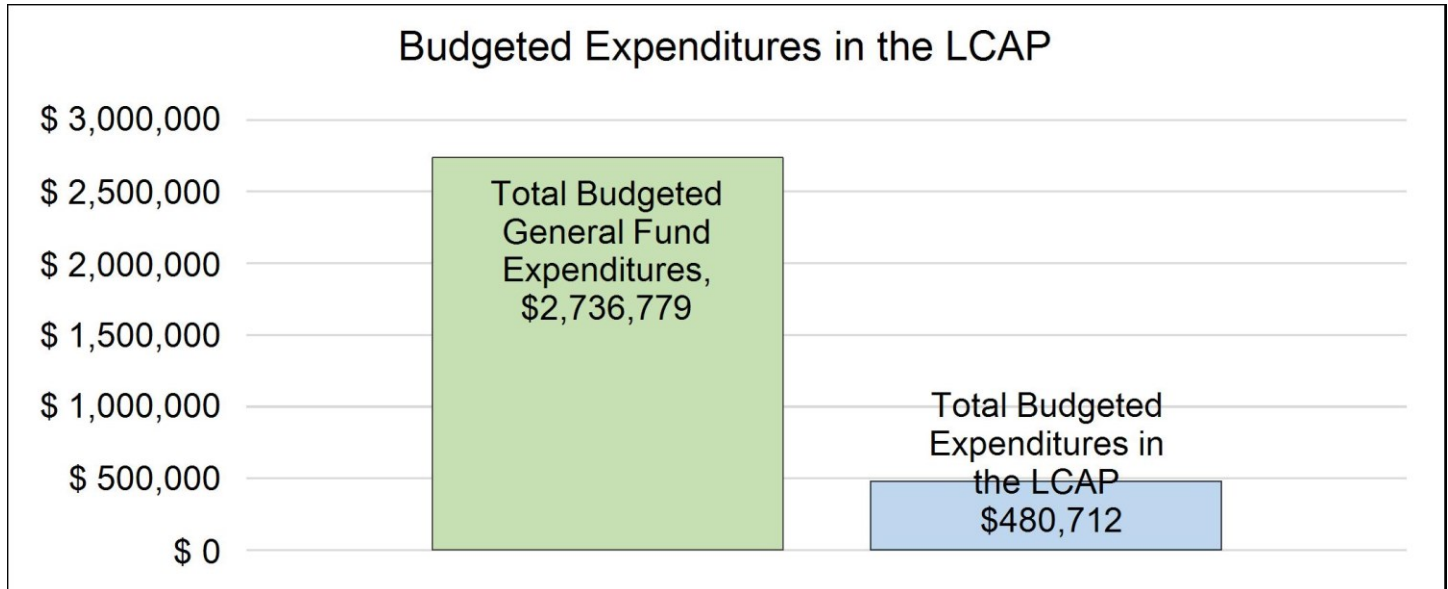


This chart shows the total general purpose revenue Big Springs Elementary Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Big Springs Elementary Union School District is \$2,489,981, of which \$1,902,142 is Local Control Funding Formula (LCFF), \$166,899 is other state funds, \$273,750 is local funds, and \$147,190 is federal funds. Of the \$1,902,142 in LCFF Funds, \$317,657 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 Big Springs Elementary Union School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Big Springs Elementary Union School District plans to spend \$2,736,779 for the 2024-25 school year. Of that amount, \$480,712 is tied to actions/services in the LCAP and \$2,256,067 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

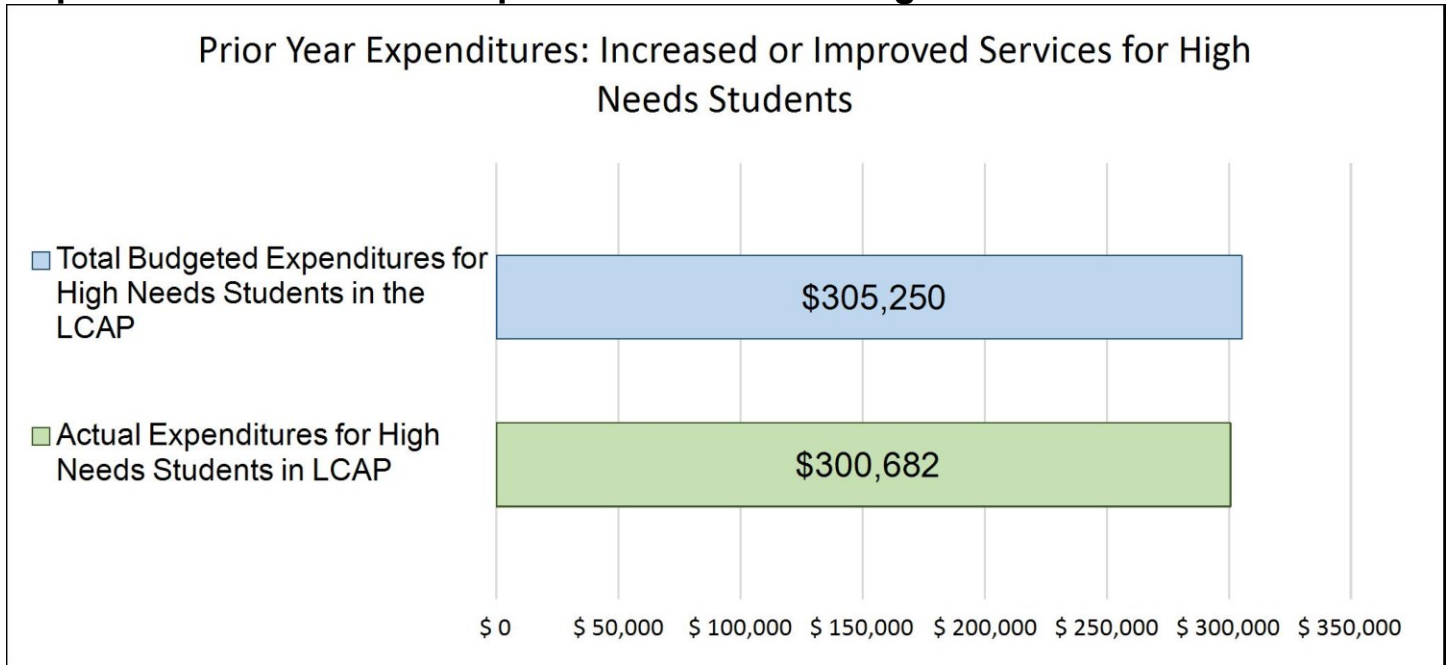
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Big Springs Elementary Union School District is projecting it will receive \$317,657 based on the enrollment of foster youth, English learner, and low-income students. Big Springs Elementary Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Big Springs Elementary Union School District plans to spend \$331,359 towards meeting this requirement, as described in the LCAP.

The LEA might prioritize existing resources to ensure that high-needs students receive adequate support and services despite budget constraints. This could involve reallocating funds from other areas or programs that are deemed less critical

LCFF Budget Overview for Parents

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



This chart compares what Big Springs Elementary Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Big Springs Elementary Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Big Springs Elementary Union School District's LCAP budgeted \$305,250 for planned actions to increase or improve services for high needs students. Big Springs Elementary Union School District actually spent \$300,682 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$4,568 had the following impact on Big Springs Elementary Union School District's ability to increase or improve services for high needs students:

The difference of the total planned actual expenditures for actions and services and actual expenditures for high needs students did not negatively impact services because these students were provided services from funds other than LCFF that are principally directed toward unduplicated students.

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
Big Springs Elementary Union School District	Sabrina Silva Superintendent/Principal	ssilva@sisnet.ssku.k12.ca.us 530-459-3189

Goals and Actions

Goal

Goal #	Description
1	All students will be provided a broad course of study, utilizing curriculum fully aligned with the State Standards, in clean, well-maintained facilities, by appropriately credentialed and assigned teachers.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Accountability Report Card	100% of teachers are appropriately credentialed and assigned and in an induction program	100%	78% of teachers are fully credentialed and appropriately assigned. 11% (1/9) is an intern and 11% (1/9) is working on EL certification	68% are credentialed or in progress of being and appropriately assigned. 37% (3/8) are interns	100%
Facilities Inspection Tool	All facilities in good repair	Good Repair	Good Repair	Good Repair	Good Repair
Williams Reports	100% of students have access to materials that are state adopted	100%	100%	100%	100%
Priority 7 Self Assessment tool	All students have access to broad course of study.	100%	100%	100%	100%
Priority 2 Self-reflection Tool	State standards are implemented in all core areas	State standards are implemented in all core areas	State standards are implemented in all core areas	State standards are implemented in all core areas	State standards will be implemented in all core areas

Goal Analysis

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

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

All the actions were implemented with the exception of 1.2 - the district did not purchase curriculum materials after piloting because we did not like the piloted curriculum. The district plans to investigate other publishers.

Action 1.3 - enrichment class was only partially implemented as the district was unable to hire a music teacher.

The implementation of 1.5 was a success as it was professional learning that was all virtual. A challenge of 1.2 was finding a curriculum that met the needs of the students.

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

1.1 - There were no teachers that needed induction services

1.2 - There was not an updated curriculum available

1.3 - Enrichment class teachers (music) was not able to be hired for the year.

1.5 - The professional development was not available for the year.

1.6 - The material difference of \$3000 was not spent because there was not a need to restock the ELD materials.

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 are not as effective as we would have liked, as the need for teachers to be in the ATE induction program was not necessary in this LCAP 3 year cycle, but will be necessary in the future. Action 1.2 was not effective as we lost our music and art teacher as the staff members moved out of the area. We are making progress towards having all teachers fully credentialed. All students have the materials they need, but the district would like to make progress in expanding the broad course of study by contracting with Siskiyou County Office of Education for an Art Teacher.

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

There were no changes made to the goal, metrics, outcomes or actions for the coming year. For action 1.1 - it was ineffective as the teachers identified to be enrolled in the ATE induction program were in a University Intern program and could not be dual enrolled. This action needs to continue to be present as the teachers previously identified have completed their intern program and can now be enrolled in the ATE induction program.

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

Goals and Actions

Goal

Goal #	Description
2	All students will show an increased proficiency in all academic areas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Scores	42% Met or Exceeded standards on the CAASPP ELA (18-19)	20-21 CAASPP ELA 38.71% met or exceeded	21-22 CAASPP ELA 35% met or exceeded	22-23 CAASPP ELA 32% met or exceeded	50%
CAASPP Scores	41% Met or Exceeded standards on the CAASPP Math (18-19)	20-21 CAASPP Math 27.42% met or exceeded	21-22 CAASPP Math 22% met or exceeded	22-23 CAASPP Math 23% met or exceeded	50%
English Learner Reclassification Rate	11%	4%	17%	10%	20%
Student to computer ratio	1:2	1:1	1:1	1:1	1:1
iReady reports - ELA	68% Tier 1 & 2	76% Tier 1 & 2	75% Tier 1 & 2	75% Tier 1 & 2	75% Tier 1 & 2
iReady reports - Math	74% Tier 1 & 2	80% Tier 1 & 2	73% Tier 1 & 2	80% Tier 1 & 2	80% Tier 1 & 2
ELPAC Scores	52% of EL students made progress to proficiency	60% of EL students made progress to proficiency	58% of EL students made progress to proficiency	58% of EL students made progress to proficiency	75% of EL students will make progress to proficiency

Goal Analysis

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

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

All actions were implemented. We were able to purchase more chromebooks than anticipated as many chromebooks needed to be updated. The concentration grant add on was more than anticipated as a janitor went full time. A challenge was 2.3 as we are slowly transitioning to virtual instead of paper consumables.

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

2.2 - Many computers needed to be purchased to maintain the 1:1 ratio as many were outdated.

2.3 - McGraw Hill paper consumables have been used less as teachers began utilizing the online curriculum more. The district spent less than anticipated by \$5400.

2.4 - The district spent less than anticipated due to incorrect numbers from prior year.

2.6 - The difference of \$12936 was due to a coding error.

2.7 - The district added a janitor to full time resulting in a \$11,400 increase.

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

The ineffectiveness of the actions to increase student CAASPP scores by could stem from several factors:

The break in testing due to COVID-19 may have disrupted the continuity of student preparation and focus on standardized tests like the CAASPP. Students may not have had adequate preparation or practice during this period, which could impact their performance. Also, If students do not perceive the importance of achieving high scores on the CAASPP, they may not be motivated to perform at their best. This lack of motivation can significantly affect their test scores.

The strategies employed to prepare students for the CAASPP may not be effective or engaging enough. Methods used in the past might not resonate with students or address their current needs and learning styles.

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.

To address these issues effectively and improve the approach:

This will involve targeted interventions such as diagnostic assessments to identify learning gaps, personalized learning plans, and extra support sessions via paraprofessionals. The district will Increase student buy-in by emphasizing the importance of the CAASPP scores for their future academic and career success. Communicate clearly how improved scores can benefit students personally and academically. The district will update and diversify preparation strategies to cater to different learning styles and preferences via paraprofessionals and intervention teacher and additional professional development opportunities. Consider using technology-enhanced learning tools, gamification of learning activities, peer tutoring programs, and real-world application of skills to make the preparation process more engaging and effective. By addressing these areas, the new approach can strengthen student preparation and motivation, leading to improved performance on the CAASPP and achieving the goal of increasing state scores. Each adjustment should aim to not only tackle the identified issues but also create a supportive and engaging environment that fosters academic growth and success.

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	Big Springs Elementary School will offer a safe, supportive and nurturing learning environment which promotes parent and community participation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	2.2%	21-22 1%	22-23 4%	23-24 2%	10%
Chronic Absenteeism Rate	8.6%	21-22 7.34%	22-23 10.32%	23-24 6.9%	3%
Attendance Rate	94.3%	21-22 90%	22-23 91.25%	23-24 91.54%	96%
SSC meeting Attendance Rate	75%	75%	80%	80%	100%
Expulsion Rate	0%	0%	0%	0	0%
Middle School Drop out Rate	0%	0%	0%	0	0%
Parent Climate survey - safe and connectedness	91% agree or strongly agree	95% agree or strongly agree	95% agree or strongly agree	95% agree or strongly agree	95%
Staff Climate survey - safe and connectedness	100% agree or strongly agree	100% agree or strongly agree	95% agree or strongly agree	95% agree or strongly agree	100%

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.

There were no substantive differences in planned actions. All actions were fully implementing with no challenges. 3.3 - Maintaining the Badger Store as an incentive for students was a 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.

3.1 - A material difference of \$2000 due to the training not being offered.

3.4 - A material difference of \$800 due to less students awarded with perfect attendance overall and many of the awards were provided by the community.

3.5 - A material difference of \$9000 due to the change over to Apptegy from Blackboard Communications

3.6 - A material difference of \$2400 due to the overall cost of incentives being lower than projected and many of the awards were provided by the community.

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

3.1 - Was ineffective as the County Office did not offer a PBIS training. It will in the coming year, so this action will be implemented as planned.

3.2 - Was effective as the suspension rate for low income students has overall lowered.

3.3 - Was effective as providing materials for the Badger Store (behavior incentive) has decreased the overall number of suspensions in the low income students group.

3.4 - Was effective as overall behaviors have improved (suspensions decreased) with the planned incentives.

3.5 - Was ineffective as we have transitioned from Blackboard communications to Apptegy communications. This change will further improve communication between stakeholders in the future.

3.6 - Was effective as there was an increase of attendance by stakeholders in school events.

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

The change for the upcoming year will be to significantly upgrade our communication system from Blackboard Communications to Apptegy. There is a significant addition for the upcoming year in adding a school counselor - by providing a School Counselor students will have access to social emotional support. While this action is principally directed to our low income students, we expect this will decrease the suspension rate for all students in the LEA and decrease the chronically absent student rate.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

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
Big Springs Elementary Union School District	Sabrina Silva Superintendent/Principal	ssilva@sisnet.ssku.k12.ca.us 530-459-3189

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.

Big Springs Elementary School District (BSE) is located near Mount Shasta in the heart of the fertile Shasta Valley farming communities. BSE provides services for children from Infancy through 8th Grade with 40 children and families participating in our Child Care Center, 150 students today. Our State Licensed Child Care Facility serves infants and toddlers, and includes a State Preschool licensed for 24. We are staffed with dedicated teachers that are all highly qualified. Approximately 61% of our student population participates in the free and reduced lunch program. Professional Development for BSE staff is focusing on Common Core implementation grades K-8 with a focus in current year on English Language Arts and English Language Development. All classrooms have current state textbooks for ELA (6th - 8th grades in 2017) and Mathematics (K-5 2018) and current textbooks in our other curricular areas. Textbooks are adopted in coordination with neighboring Districts including the Yreka Union High School District. Instructional design is alignment with Common Core Standards and self-evaluated through local and regional staff development, peer review, and Local Control Accountability Plan (LCAP) development.

Big Springs Elementary School strives for comprehensive educational opportunities through sufficiency of current instructional materials, course access in fine arts including visual arts. BSE embraces parent involvement in our school through the active involvement of School Site Council and P.T.O., monthly student recognition assemblies including family members, and enhanced website communications including online progress reporting. BSE offers a full range of athletic programs including league play in Basketball, Track, Volleyball, Cross Country and Cheerleading, as well as a popular ski school program. Our school provides a comprehensive after school program that operates from the end of each regular school day until 6 PM. Our afterschool program offers a variety of enrichment activities such as: art, sports, hands-on science for primary students (to compliment Jr. High Science lab.), crafts, and technology proficiency through dedicated mobile computer lab along with a well equipped computer lab. Our After-School Program "SAFE" is operated within the guidelines set by the California Department of Education After School Education and Safety (ASES). The program and serves approximately 99% of our enrolled students.

Reflections: Annual Performance

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

According to the latest data from the California Dashboard for English Language Arts (ELA), the annual performance of 108 students has been assessed and indicates a concerning trend. The performance level gauge categorizes the students at level 2 out of 5, signaling a low level of achievement in ELA. This classification is denoted by the color orange, indicating a moderate level of concern regarding student proficiency. Specifically, the students are falling significantly short of the standard by 42.2 points, highlighting substantial room for improvement in their ELA skills. Moreover, there has been a notable decline of 10.2 points compared to a previous assessment period, underscoring a regression in academic performance over time. These metrics collectively illustrate a pressing need for targeted interventions and instructional strategies aimed at addressing the identified deficiencies and supporting these students in achieving proficiency in English Language Arts.

The annual performance data from the California Dashboard reveals significant challenges in mathematics proficiency among all students statewide. The assessment categorizes the overall performance level as level 2 out of 5, indicating a low level of achievement. This classification is represented by the color orange on the dashboard, highlighting a moderate level of concern regarding student proficiency in mathematics. The data shows that students are performing 62.7 points below the established standard, indicating a substantial gap that needs to be addressed through targeted interventions and support. Additionally, there has been a decline of 6.8 points in performance compared to the previous assessment period, indicating a concerning trend in academic progress over time. These metrics underscore the urgency for educators and policymakers to implement effective strategies aimed at improving mathematical skills and outcomes for students across the state, ensuring they are adequately prepared to meet academic standards and succeed in their educational journey.

iReady data has proven to be successful with 4% of students redesignated into Tier 1. Significant progress has been made using this program so we will continue to utilize it for future years as there are still some learning gaps that need to be addressed. To maintain this success, we will continue the use of the iReady diagnostic testing. We will add on an additional diagnostic and benchmark tool on IXL in the area of math. Additionally, the district will add on the professional development for addressing Tier 2 student needs via PBIS.

The district has made progress in attaining chromebooks so classrooms are now at 1-1 devices. Parent outreach and engagement has been at an all time high due to utilizing online and paper feedback in order to reach all families. We made the transition to Apptegy from Blackboard Communications at a high success rate.

Based on the local data of iReady and teacher assessments, the District has indicated that our students have experienced significant learning loss in during the closure due to the COVID-19 pandemic. Based on local data, student behavior and suspensions have peaked.

The District utilized an Academic and Behavior interventionist to ease that spike in data and has proven successful, with 17 students being identified for reading intervention and each student improving by 2 or more grade levels. Daily behaviors have decreased but student

suspensions have increased by one. Based on stakeholder feedback, the district plans to continue the implementation of Academic and Behavior Interventionists for the following years.

While higher in most student groups than last year, the Attendance Rate still remains lower and the Chronic Absenteeism remains higher than pre-pandemic years. Getting our students to school and learning daily will benefit them in every way. While we know that quarantine requirements placed upon us played a big part in this decreased attendance rate for the past two years, we also recognize how important our continued focus on attendance needs to be from every staff member in the district.

Based on stakeholder feedback, the District has maintained the same enrollment for years and is working on improving enrollment through community engagement and family recruitment through a stronger social media presence via Apptegy and new school website and communication platform.

Reflections: Technical Assistance

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

Not Eligible

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
Students	February 2024 - California Health Kids Survey - a survey for the development of the LCAP.
Certificated Bargaining Unit	April 2024 - a meeting for the development of the LCAP.
Administration - Principal is the only Admin	February 2024 Met to inform the LCAP.
School Site Council/Parent Advisory Committee	March 2024 - a meeting for the development of the LCAP.
Classified Staff/Other school personnel	February 2024 - California Health Kids Survey - a survey for the development of the LCAP.
Parents	February 2024 - California Health Kids Survey - a survey for the development of the LCAP.
SELPA	March 2024 - a meeting for the development of the LCAP.
Teachers	April 2024 -a meeting for the development of the LCAP.

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

The district has implemented an educational partner engagement process via a in person meeting to actively involve stakeholders in the development of the Local Control and Accountability Plan (LCAP). This engagement process aims to address identified needs in community engagement and school climate, as indicated by staff and parents.

Staff feedback emphasized the need for enhanced community engagement (action 3.5) and improvements in school climate (action 3.6). Parents provided positive feedback, highlighting the school as a safe environment conducive to learning, with clean facilities and a curriculum that effectively supports student learning. They also noted the caring attitude of staff towards students, indicating strong relationships and support within the school community.

Stakeholders, including parents and community members, expressed specific desires for technological advancements. These include increasing support for technology infrastructure, such as security cameras and student devices (action 2.2). They advocated for expanding technological resources like IXL (action 2.3) for instructional support and continuing the use of iReady (action 2.1) as a diagnostic assessment tool for all students from kindergarten through eighth grade.

Overall, the LEA's engagement process reflects a collaborative effort to incorporate diverse perspectives into the development of the LCAP. By addressing community concerns and aligning priorities with stakeholder feedback, the LEA aims to create a comprehensive plan that supports student achievement, enhances school climate, and meets the evolving needs of the educational community it serves.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will be provided a broad course of study, utilizing curriculum fully aligned with the State Standards, in clean, well-maintained facilities, by appropriately credentialed and assigned teachers.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The LEA plans to maintain this goal by continuing to adopt state aligned curriculum and provide timely trainings to maintain teacher credentials. By enrolling new teachers into the ATE induction program, the district will maintain the metric of 100% of teachers having clear credentials.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers are appropriately credentialed Priority 1A Data source: School Accountability Report Card	23/24: 100% of teachers are appropriately credentialed and assigned and in an induction or intern (3/8 teachers) program through an accredited university.			100% of teachers are appropriately credentialed and assigned and in an induction (2/8) or intern program through an accredited university	
1.2	% of facilities in Good repair	23/24: All facilities in good repair			All facilities in good repair	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 1C Data source: Facilities Inspection Tool					
1.3	% of students that have access to materials Priority 1B Data source: Williams Reports	23/24: 100% of students have access to materials that are state adopted			100% of students have access to materials that are state adopted	
1.4	% of students have access to broad course of study Priority 7 Data Source: Self Assessment tool	23/24: 100% students have access to broad course of study.			All students have access to broad course of study.	
1.5	% of state standards in core areas of Priority 2 Data Source: Self-reflection Tool	23/24: State standards are 100% implemented in all core areas			State standards are implemented in all core areas	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	ATE Induction	First and second year teachers enrolled in ATE induction program. Utilizing Title 2 or Title 5 funds 01-0000-0-5800-1150-1000-000-10001	\$8,400.00	Yes
1.2	Purchase curriculum materials	Adopt math curriculum 2025-2026	\$35,000.00	No
1.3	Enrichment Classes	Contract with SCOE to provide Art Teacher Using SACS 6770	\$9,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will show an increased proficiency in all academic areas.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on local data, utilizing the below metrics - the LEA plans to utilize the additional academic supports, such as the Academic Intervention teacher to work with students performing below grade level to raise CAASPP and iReady scores. Implementing the actions below and measuring progress using the identified metrics will support the district in achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students Met or Exceeding CAASPP ELA Priority 4	22-23: CAASPP ELA 32% met or exceeded			CAASPP ELA 45% met or exceeded	
2.2	% of students Met or Exceeding CAASPP Math Priority 4	22-23: CAASPP Math 23% met or exceeded			CAASPP Math 45% met or exceeded	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	% of English Learner Reclassification Priority 8	22-23: 10%			12%	
2.4	Student to computer ratio Priority 7	23-24:: 1:1			1:1	
2.5	% of Students scoring in Tier 1 & 2 - iReady reports - ELA Priority 4	23-24: 75% Tier 1 & 2			75% Tier 1 & 2	
2.6	% of Students scoring in Tier 1 & 2 - iReady reports - Math Priority 4	23-24: 80% Tier 1 & 2			80% Tier 1 & 2	
2.7	% of EL students made progress to proficiency Priority 8	23-24: 58% of EL students made progress to proficiency			60% of EL students made progress to proficiency	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	iReady	Continue to purchase iReady licenses for enrichment and intervention 01-1100-0-5800-1150-1000-000-20001	\$12,500.00	No
2.2	Chromebooks	Maintain 1-1 chromebooks 01-0000-0-4300-1150-1000-000-20002	\$10,000.00	Yes
2.3	IXL	Annual Purchase of IXL 01-6300-0-4300-1150-1000-000-20003	\$4,000.00	No
2.4	Intervention Teacher/Resource Teacher	Provide an intervention/resource teacher to support students academically.	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Paraprofessionals	Maintain classroom aides utilizing LCFF (0000) Caroline Luiz, Wendy Gregory (also 7435) 01-0000-0-2100-1150-1000-000-20005 01-7435-0-2100-1150-1000-000-20005	\$66,444.00	Yes
2.6	Maintain small class size	Maintain class sizes of 24 students or less. Hosler 60% - Title I 01-3010-0-1100-1150-1000-000-20006& 40%;LCFF 01-0000-0-1100-1150-1000-000-20006 Wroten 100% LCFF EPA 01-1400-0-1100-1150-1000-000-20006	\$165,764.00	Yes
2.7	Staff retainment - Concentration grant add on	Utilize concentration grant add on to retain staff Cayden Bluwe & Daniel Amaral - 01-0053-0-2200-0000-8100-000-20007	\$26,604.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Big Springs Elementary School will offer a safe, supportive and nurturing learning environment which promotes parent and community participation.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Implementing the actions below and measuring progress using the identified metrics will support Big Springs School District in achieving the goal. In order to maintain and build upon our progress in this goal, based on local data collection, the LEA will utilize the Behavior Intervention teacher to better support students through one on one mentoring and alternative discipline other than suspensions. Utilizing a variety of incentives - the LEA plans to raise overall school attendance rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of students suspended Priority 6A	23-24: 2.2%			1.5%	
3.2	% of district's Chronic Absenteeism Priority 5B	23-24: 31.4%			28%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	% of all student attendance Priority 5A	23-24: 94.3%			96%	
3.4	% of parent attendance Back to School and Open House Priority 3	23-24: 75%			85%	
3.5	% of expulsions Priority 6B	23-24: 0%			0%	
3.6	% of middle school dropouts Priority 5C	23-24: 0%			0%	
3.7	% of parents that agree or disagree that they feel safe and connected Priority 6	23-24: 91% agree or strongly agree			95%	
3.9	% of staff that agree or disagree that they safe and connected Priority 6	23-24: 95% agree or strongly agree			100%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	PBIS training	PBIS Booster and Tier 3 training 01-6266-0-5800-1150-1000-000-30001	\$2,000.00	No
3.2	Behavior Interventionist	Clanton King - Student Behavior 3219 to cover then use general fund	\$28,000.00	Yes
3.3	Behavior Incentives	PBIS and Badger Store 01-0000-0-4300-1150-1000-000-30003	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Attendance Incentives	Perfect Attendance, Gold Card Night and Student of the Month incentives 01-0000-0-4300-1150-1000-000-30004	\$3,000.00	Yes
3.5	Apptegy	Maintain communications with all families 01-0000-0-5800-1150-1000-000-30005	\$12,000.00	Yes
3.6	School Events and Committee	Attendance incentives for families for Back to School Night, Open House, Science Night, Site Council/EL Committee, LCAP advisory Committee, Parent Teacher Organization 01-0000-0-4300-1150-1000-000-30006 : \$3000	\$3,000.00	Yes
3.7	School Counselor	Enhancing Student Support Services through Comprehensive Counseling Programs 01-3212-0-5800-1150-1000	\$30,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$317,657	\$26,604

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
20.552%	0.000%	\$0.00	20.552%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action:</p> <p>ATE Induction</p> <p>Need:</p> <p>Unduplicated pupils typically refer to students who are identified as English learners, socioeconomically disadvantaged, or foster youth. The identified need in this context could be to improve academic outcomes, provide</p>	<p>Enrolling new teachers in ATE (Beginning Teacher Support and Assessment) induction programs addresses the needs of unduplicated pupils by ensuring that all students receive effective teaching from well-prepared educators. These programs provide structured support and mentorship to new teachers, helping them develop instructional skills, classroom management techniques, and culturally responsive teaching practices. By participating in these induction</p>	<p>Track changes in teacher effectiveness ratings, as measured by classroom observations, student performance data, and feedback from mentors and administrators.</p> <p>Metric 1.1</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>equitable access to high-quality instruction, and support socio-emotional development.</p> <p>Scope: LEA-wide</p>	<p>programs, teachers are better equipped to meet the diverse needs of students, including those who are English learners, socioeconomically disadvantaged, or foster youth. Providing this support on an LEA-wide or schoolwide basis ensures consistency in teacher preparation and support across all classrooms, thereby promoting equitable educational opportunities for all students.</p>	
2.2	<p>Action: Chromebooks</p> <p>Need: Digital equity concerns among underserved student populations vs the all student group. The Low Income student group performed lower than the All Students group on the CAASPP in ELA and Math.</p> <p>Scope: LEA-wide</p>	<p>Providing Chromebooks ensures that unduplicated students have equal access to technology, bridging the digital divide.</p> <p>LEA-wide provision ensures uniformity and consistency in educational resources for all students.</p> <p>By providing Chromebooks to all students, regardless of socioeconomic status, we create an inclusive learning environment that supports the needs of all learners.</p>	<p>Monitoring how students perform on the California Assessment of Student Performance and Progress (CAASPP) can provide insights into the impact of Chromebook provision on academic achievement.</p> <p>Metrics 2.1, 2.2, and 2.4.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	<p>Action: Intervention Teacher/Resource Teacher</p> <p>Need: The Low Income student group performed lower than the All Students group on the CAASPP in ELA and Math. Increased risk of falling behind academically due to various factors such as language barriers, learning disabilities, or socio-economic challenges vs the all student group.</p> <p>Scope: LEA-wide</p>	Providing this resource on an LEA-wide or schoolwide basis ensures that all students, regardless of their background or individual challenges, have access to the support they need to succeed academically. This action addresses the need to decrease the ELA and Math CAASPP gap between Unduplicated and All students by providing targeted intervention directed to support unduplicated students. While this action is principally directed towards unduplicated students, it will also provide support for all students performing lowest in the area of Math and ELA.	<p>Tracking the academic progress of unduplicated pupils, including improvements in grades, test scores, and classroom performance, can gauge the effectiveness of the intervention teacher's support.</p> <p>Metric 2.1, 2.2, 2.5, 2.6</p>
2.5	<p>Action: Paraprofessionals</p> <p>Need: Unduplicated pupils facing academic, behavioral, or emotional challenges may require additional support to succeed.</p> <p>Scope: LEA-wide</p>	Providing classroom aides on an LEA-wide or schoolwide basis ensures equitable access to educational support for all students, regardless of their background or learning needs. This helps to level the playing field and reduce disparities in academic achievement and opportunity. This action addresses the need to decrease the ELA and Math CAASPP gap between Unduplicated and All students by providing targeted paraprofessional support to unduplicated students. While this action is principally directed towards unduplicated students, it will also provide support for all students performing lowest in the area of Math and ELA.	<p>Tracking the academic progress of unduplicated pupils, including improvements in grades, test scores, and academic performance, can help assess the effectiveness of classroom aides in supporting student learning.</p> <p>Metric 2.1, 2.2, 2.5, 2.6</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	<p>Action: Maintain small class size</p> <p>Need: Providing smaller class sizes can create a more conducive learning environment where teachers can better address the diverse needs of all students, especially unduplicated pupils.</p> <p>Scope: LEA-wide</p>	<p>Providing small class sizes on an LEA-wide or schoolwide basis ensures equitable access to high-quality education for all students, regardless of their background or learning needs. This helps to reduce disparities in academic achievement and opportunity and promotes a more equitable educational experience for unduplicated pupils. This action addresses the need to decrease the ELA and Math CAASPP gap between Unduplicated and All students by providing smaller class sizes for unduplicated students. While this action is principally directed towards unduplicated students, it will also provide support for all students performing lowest in the area of Math and ELA.</p>	<p>Tracking academic performance indicators such as grades, test scores, and proficiency levels among unduplicated pupils can help assess the impact of small class sizes on student learning outcomes.</p> <p>Metric 2.1, 2.2, 2.5, 2.6</p>
2.7	<p>Action: Staff retainment - Concentration grant add on</p> <p>Need: Providing additional support for janitorial services can help ensure that school facilities are clean, safe, and conducive to learning for all students, including unduplicated pupils.</p> <p>Scope: LEA-wide</p>	<p>By allocating additional resources for janitorial services, we can enhance the cleanliness and maintenance of school facilities, reducing the risk of exposure to allergens, contaminants, and infectious diseases for unduplicated pupils and promoting a healthier learning environment. This action addresses the need to keep facilities clean to improve overall health of unduplicated students. While this action is principally directed towards unduplicated students, it will also provide support for all students performing lowest in the area of Math and ELA.</p>	<p>Tracking changes in attendance rates and academic performance among unduplicated pupils following the implementation of the concentration grant add-on can help assess the indirect effects of improved facility conditions on student outcomes.</p> <p>Metric 2.1, 2.2, 2.5, 2.6</p>
3.2	<p>Action: Behavior Interventionist</p>	<p>By providing a behavior interventionist, students are able to have a social emotional support that assists with self monitoring behaviors tools to decrease discipline issues. While this action is</p>	<p>Suspension rate</p> <p>Metric 3.1</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: The suspension rate of low income students is nearly double of the all student group.</p> <p>Scope: LEA-wide</p>	principally directed to our low income students, we expect this will decrease the suspension rate for all students in the LEA.	
3.3	<p>Action: Behavior Incentives</p> <p>Need: The suspension rate of low income students is nearly double of the all student group.</p> <p>Scope: LEA-wide</p>	By providing Positive Behavior Intervention and Supports, students are able to have a social emotional support system that assists with self monitoring behaviors tools to decrease discipline issues. While this action is principally directed to our low income students, we expect this will decrease the suspension rate for all students in the LEA.	Suspension rate Metric 3.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.4	<p>Action: Attendance Incentives</p> <p>Need: Low income students have a greater rate of chronic absenteeism than the all student group.</p> <p>Scope: LEA-wide</p>	Establishing incentive programs to recognize and reward good attendance can motivate students to attend school regularly. Low income students, who may face more significant challenges in maintaining consistent attendance, receive additional encouragement and motivation through these programs. These programs, when applied schoolwide, create a culture of attendance that benefits all students.	Chronic Absenteeism Metric 3.2
3.5	<p>Action: Apptegy</p> <p>Need: Low income students are chronically absent at a rate of 32%. In order to increase engagement with these families, the school will utilize Apptegy via phone calls, text, push notifications.</p> <p>Scope: LEA-wide</p>	This action addresses the need of increasing parent engagement through phone messaging. While this action is principally directed to our low income students, we expect this will decrease the chronic absenteeism rate for all students in the LEA.	Chronic Absenteeism Metric 3.2, 3.4, 3.7, 3.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.6	<p>Action: School Events and Committee</p> <p>Need: Parents of low income students are less likely to participate and attend school committees and events than the all student group, based on sign in sheets/roll call. In order to increase engagement with these families, the school will implement incentives for parent participation.</p> <p>Scope: LEA-wide</p>	This action addresses the need of increasing parent engagement through phone messaging. While this action is principally directed to our low income students, we expect this will decrease the chronic absenteeism rate for all students in the LEA.	Metric 3.4, 3.7
3.7	<p>Action: School Counselor</p> <p>Need: Data shows that low income students have a chronically absenteeism rate of 32%.</p> <p>Scope: LEA-wide</p>	By providing a School Counselor students will have access to social emotional support. While this action is principally directed to our low income students, we expect this will decrease the suspension rate for all students in the LEA.	Chronically Absenteeism rate Metric 3.2

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.

There are no limited actions

Additional Concentration Grant Funding

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

We are a single-school district with no other schools with whom to compare. The additional 15% concentration grant amount will be used to retain staff. (Action 2.7) Ensuring a safe and supportive work environment for all staff members through appropriate resources, facilities, and policies. Addressing workplace concerns promptly and fostering a positive organizational culture contributes to staff retention. Implementing feedback mechanisms to gather input from staff on their needs, challenges, and suggestions for improvement. This helps in identifying and addressing issues that impact retention.

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	1,545,640	317,657	20.552%	0.000%	20.552%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$366,359.00	\$31,792.00	\$0.00	\$70,561.00	\$468,712.00	\$300,368.00	\$168,344.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	ATE Induction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$8,400.00				\$8,400.00	\$8,400.00	
1	1.2	Purchase curriculum materials	All	No			All Schools	Ongoing	\$0.00	\$35,000.00	\$35,000.00				\$35,000.00	
1	1.3	Enrichment Classes	All	No			All Schools	Ongoing	\$0.00	\$9,000.00		\$9,000.00			\$9,000.00	
2	2.1	iReady	All	No			All Schools	Annually	\$0.00	\$12,500.00		\$12,500.00			\$12,500.00	
2	2.2	Chromebooks	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annually	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
2	2.3	IXL	All	No			All Schools	on-going	\$0.00	\$4,000.00		\$4,000.00			\$4,000.00	
2	2.4	Intervention Teacher/Resource Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$50,000.00	\$0.00	\$50,000.00				\$50,000.00	
2	2.5	Paraprofessionals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$0.00	\$66,444.00	\$62,152.00	\$4,292.00			\$66,444.00	
2	2.6	Maintain small class size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$165,764.00	\$0.00	\$105,995.00			\$59,769.00	\$165,764.00	

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	2.7	Staff retainment - Concentration grant add on	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$26,604.00	\$0.00	\$26,604.00				\$26,604.00	
3	3.1	PBIS training	All	No			All Schools	Annually	\$0.00	\$2,000.00		\$2,000.00			\$2,000.00	
3	3.2	Behavior Interventionist	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	ongoing	\$28,000.00	\$0.00	\$25,608.00			\$2,392.00	\$28,000.00	
3	3.3	Behavior Incentives	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	annually	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
3	3.4	Attendance Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
3	3.5	Apptegy	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	on-going	\$0.00	\$12,000.00	\$12,000.00				\$12,000.00	
3	3.6	School Events and Committee	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
3	3.7	School Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$30,000.00	\$0.00	\$30,000.00				\$30,000.00	

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
1,545,640	317,657	20.552%	0.000%	20.552%	\$331,359.00	0.000%	21.438 %	Total:	\$331,359.00
								LEA-wide Total:	\$331,359.00
								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	1.1	ATE Induction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.2	Chromebooks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.4	Intervention Teacher/Resource Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
2	2.5	Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$62,152.00	
2	2.6	Maintain small class size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$105,995.00	
2	2.7	Staff retainment - Concentration grant add on	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$26,604.00	
3	3.2	Behavior Interventionist	Yes	LEA-wide	Foster Youth	All Schools	\$25,608.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.3	Behavior Incentives	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$3,000.00	
3	3.4	Attendance Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
3	3.5	Apptegy	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$12,000.00	
3	3.6	School Events and Committee	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
3	3.7	School Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$451,159.00	\$365,498.00

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	ATE Induction		\$8,400.00	0.00
1	1.2	Purchase curriculum materials	No	\$35,000.00	0.00
1	1.3	Enrichment Classes	Yes	\$19,166.00	7500.00
1	1.5	English Language Development Professional Learning	Yes	\$2,000.00	0.00
1	1.6	English Language Development Materials	Yes	\$3,000.00	0.00
2	2.1	iReady	No	\$12,500.00	10493.00
2	2.2	Chromebooks	Yes	\$10,000.00	21506.00
2	2.3	McGraw Hill Consumables	No	\$7,000.00	1544.00
2	2.4	Intervention Teacher	Yes	\$70,920.00	46195.00
2	2.5	Paraprofessionals	Yes	\$66,444.00	69091.00
2	2.6	Maintain small class size	Yes	\$165,764.00	152828.00

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)
2	2.7	Concentration grant add on	No	\$5,109.00	16,560.00
			Yes		
3	3.1	PBIS training	Yes	\$2,000.00	0.00
3	3.2	Behavior Interventionist	Yes	\$38,556.00	38247
3	3.3	PBIS Program Incentives	Yes	\$1,000.00	700.00
3	3.4	Attendance Incentives	Yes	\$1,000.00	200.00
3	3.5	Blackboard Communications	Yes	\$300.00	0.00
3	3.6	School Events and Committee	Yes	\$3,000.00	634.00

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)
\$216,345.00	\$305,250.00	\$300,682.00	\$4,568.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Enrichment Classes	Yes	\$19,166.00	7500.00		
1	1.5	English Language Development Professional Learning	Yes	\$2,000.00	0.00		
1	1.6	English Language Development Materials	Yes	\$3,000.00	0.00		
2	2.2	Chromebooks	Yes	\$10,000.00	21506.00		
2	2.4	Intervention Teacher	Yes	\$66,920.00	46195.00		
2	2.5	Paraprofessionals	Yes	\$62,152.00	69091.00		
2	2.6	Maintain small class size	Yes	\$105,995.00	113655.00		
2	2.7	Concentration grant add on	Yes	\$5,109.00	16560.00		
3	3.1	PBIS training	Yes	0.00	0.00		
3	3.2	Behavior Interventionist	Yes	25608	24989		
3	3.3	PBIS Program Incentives	Yes	\$1,000.00	552.00		
3	3.4	Attendance Incentives	Yes	\$1,000.00	0.00		
3	3.5	Blackboard Communications	Yes	\$300.00	0.00		
3	3.6	School Events and Committee	Yes	\$3,000.00	634.00		

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)
\$1,551,780	\$216,345.00	0%	13.942%	\$300,682.00	0.000%	19.377%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and

- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.

- This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

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

purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).