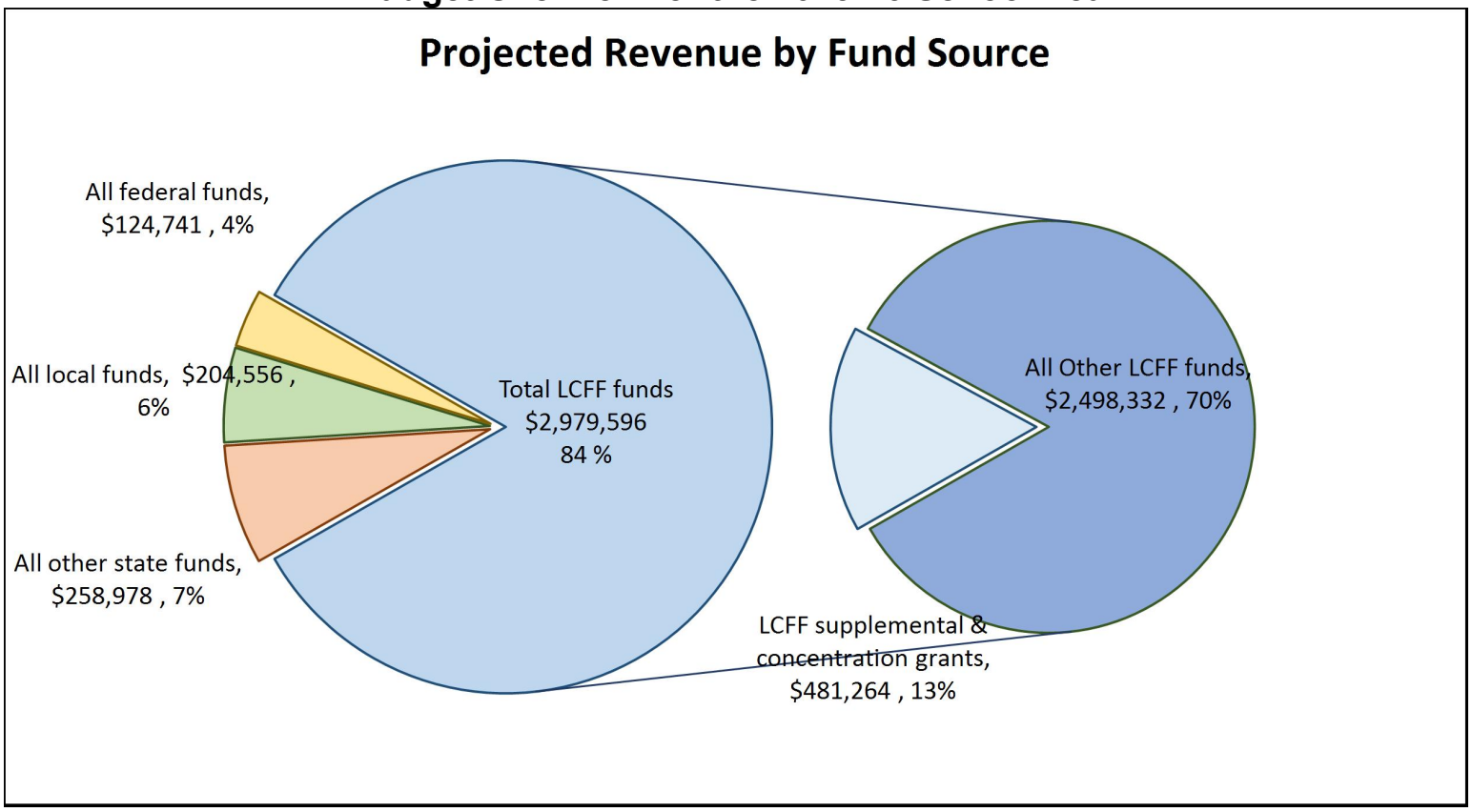
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Elverta Joint Elementary School District (Elverta JESD)
CDS Code: 34-67322-0000000
School Year: 2025-26
LEA contact information:
Michael Wells
Superintendent/Principal
mwells@ejesd.net
(916) 991-2244

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 2025-26 School Year

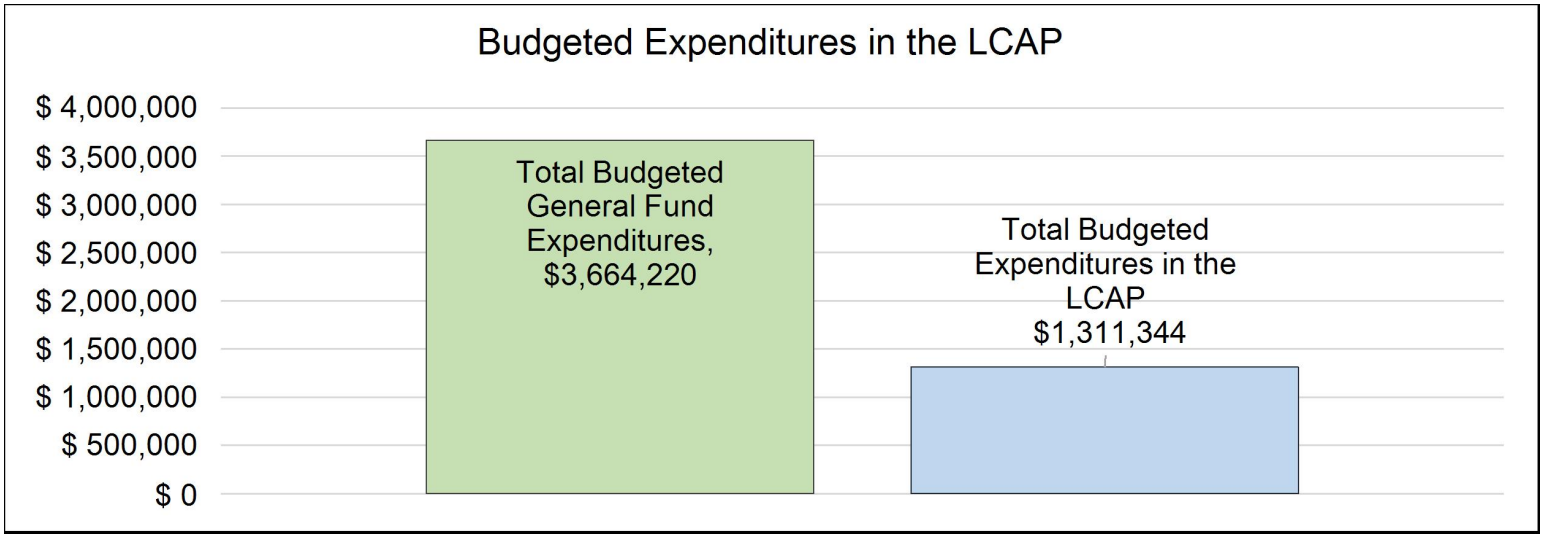


This chart shows the total general purpose revenue Elverta Joint Elementary School District (Elverta JESD) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Elverta Joint Elementary School District (Elverta JESD) is $3,567,871, of which $2,979,596 is Local Control Funding Formula (LCFF), $258,978 is other state funds, $204,556 is local funds, and $124,741 is federal funds. Of the $2,979,596 in LCFF Funds, $481,264 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 Elverta Joint Elementary School District (Elverta JESD) plans to spend for 2025-26. 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: Elverta Joint Elementary School District (Elverta JESD) plans to spend $3,664,220 for the 2025-26 school year. Of that amount, $1,311,344 is tied to actions/services in the LCAP and $2,352,876 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

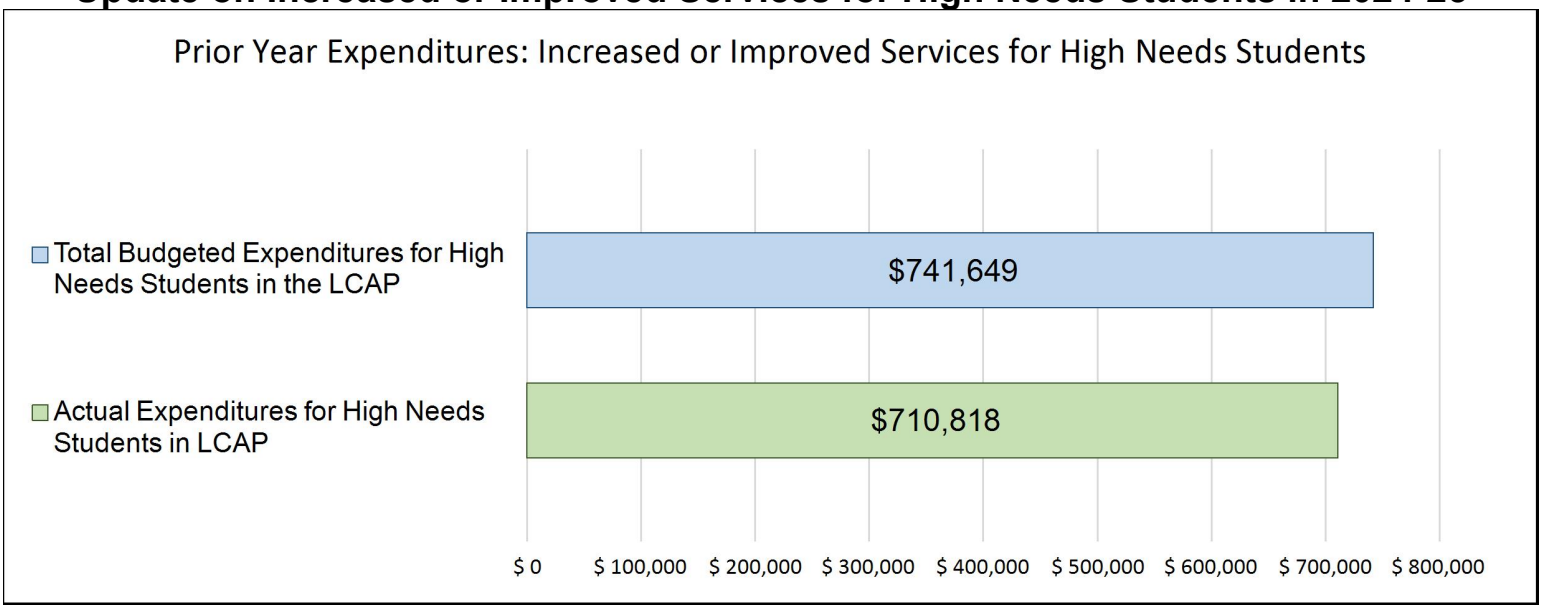
The General Fund Budget for a school year includes various expenditures that are not part of the Local Control and Accountability Plan (LCAP). These include administrative costs, food services, debt services and insurance and legal fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Elverta Joint Elementary School District (Elverta JESD) is projecting it will receive $481,264 based on the enrollment of foster youth, English learner, and low-income students. Elverta Joint Elementary School District (Elverta JESD) must describe how it intends to increase or improve services for high needs students in the LCAP. Elverta Joint Elementary School District (Elverta JESD) plans to spend $680,859 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Elverta Joint Elementary School District (Elverta JESD) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Elverta Joint Elementary School District (Elverta JESD) 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 2024-25, Elverta Joint Elementary School District (Elverta JESD)'s LCAP budgeted $741,649 for planned actions to increase or improve services for high needs students. Elverta Joint Elementary School District (Elverta JESD) actually spent $710,818 for actions to increase or improve services for high needs students in 2024-25.

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
Elverta Joint Elementary School District (Elverta JESD)	Michael Wells Superintendent/Principal	mwells@ejesd.net (916) 991-2244

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Elverta Joint Elementary School District, originally the Lincoln Elementary School, was constructed in 1855 on homestead land donated by David Strauch located on the present Strauch Ranch west of the Western Pacific Railroad tracks. The district which was then named Lincoln School District went as far as the Archway, now Rio Linda, north to the county line, east to the Center Joint School District, and west to the American River. About 1904, more people came to this area, including the Northern Electric Railroad which came through Elverta going as far as Chico, and a new school district began to form. The original school house was a one-room wood building, with no electricity or plumbing. Very few of the students could speak English because the predominate language was German. Some of the old families who had children attending the school were Jacob Scheidel who came from Alsace-Lorraine, Germany in 1860, as well as Charles Schmittmeyer and David Strauch from Bavaria, Germany.

In 1897, the school house was moved on an area of land donated by V.F. Strauch now located on the corner of Elverta Road and Elwyn Avenue. The deed, dated October 19, 1901, was in consideration of $10 to F. Strauch, W.S. Wait and C.T. Horgan, from the Trustees of the Lincoln School District for one acre of land, more or less. In 1911, a new and larger one room school house was constructed on that same site. In the early 1920's, a new school was built on the present site in Rio Linda Boulevard, and the old school on Elwyn Avenue and Elverta Road was later used as a lodge hall for the Modern Woodsmen of America.

The school, built of wood and stucco, had one small classroom and one large classroom with large folding doors to make two classrooms when needed. In the larger classroom there was a stage where silent movies were screened for the community for night recreation. Desks were one piece, bolted to the floor. The school was heated by coal stoves, and in 1927, the school burned to the ground as a result of one of

the coal stoves. Classes were held in various homes until the school was rebuilt on its current location in the fall of 1928. In 1955, the community club of Elverta changed the name of the school from Lincoln to Elverta Elementary School, Elverta School District. On December 6, 1954, two classrooms were added; on November 15, 1957, three more were completed; and on November 15, 1960, three classrooms, a kindergarten, administrative office, multi-purpose room and kitchen were added, giving a total of 13 classrooms.

The Alpha School District joined the Elverta District in 1965, when Alpha School was built on Elwyn and Artesia, on ten acres of land purchased for $18,000. The original Alpha School in Placer County was a two-room school house on Baseline Road between Elder Street and Pleasant Grove Road. At this time the word “joint” was added to the District’s official name because the District now included parts of two counties. In 1981 Alpha Elementary School was converted to an intermediate school for seventh and eighth graders. In 1998, Alpha Intermediate School’s name changed to Alpha Technology Middle School. In 2005 it was named a Distinguished California Middle School.

In 2013 e-rate funds allowed the District to replace and upgrade all technology infrastructures, LEA-wide. The cafeteria was upgraded and painted at Alpha Middle School. In 2014 the Board of Trustees approved a plan to finance a new roof for all buildings located at Elverta Elementary School, which was completed in the summer of 2015. At the same time, a new courtyard was built at Elverta Elementary School. Using Proposition 39 funds, the existing walk-in freezer and refrigerator were upgraded with energy-efficient compressors and related equipment. 2016 the district continued to upgrade all facilities and grounds. These upgrades included painting the interior of all classrooms, the library, and the cafeteria at Elverta Elementary. In 2017, Proposition 39 funds were used to replaced all lighting, interior and exterior, at both the Elverta Elementary School and Alpha Middle School campus, with existing lighting replaced by high efficiency LED lighting. In 2018-19, additional security was added to both school sites.

EJESD is currently working closely with the planning/development departments of Sacramento and Placer Counties, housing developers, and the Parks and Recreation District in anticipation of housing developments being built within district boundaries. In 2017 the Board of Trustees adopted revised developer fees, and negotiations with developers are ongoing. However, at this time there has not been a timeline established for new development within the school district.

Our goal is for students to have the best chance for success in all areas of life; academic, social, and physical. Elverta Joint Elementary School District prepares students to face the challenges of today for success tomorrow. At our schools you will find an academic program designed to meet the needs of all students, with teachers and staff who share a passion to see all students succeed. Throughout the school day students are scheduled to work in small groups, focusing on instruction and intervention that is centered on the individual student.

The Elverta Joint Elementary School District serves students in Transitional Kindergarten through 8th grade across two schools: Elverta Elementary and Alpha Technology Middle School. The district is rooted in a strong community history and continues to adapt its academic and facilities planning to support projected growth.

As the Elverta community continues to grow and the demographics evolve in anticipation of the Grand Park Southwest project, the student enrollment continues to stay consistent and will grow in the coming years. The school district is preparing for these growth opportunities within our district by providing additional facilities and staffing as the needs arise.

Reflections: Annual Performance

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

In reviewing CAASPP results since 2016-2017, it is apparent that three performance areas are of concern must continue to be addressed.
1. Mathematics: 2017 - "yellow", 2018 - "orange"; 2019 - "yellow"; 2020, 2021-- No CAASP data due to Covid-19, 2022 - "low", 2022-23-- 'Yellow' with an increase of 13.3 points. Overall, Alpha Middle School had a Red indicator for Math. For the 2023-24 testing window, 6.45% of grades 3 - 8 standards exceeded (Blue), 20.97 standards met (Green), 30.65% standards nearly met (yellow), 41.94% standards not met (orange). 27.42% met or exceeded standards
2. ELA: 2017 - "yellow", 2018 - "orange"; 2019 - "yellow"; 2020, 2021-- No CAASP data due to Covid-19, 2022 - "low", 2022-23-- 'Orange', with a decline of 13.1 points, EL and Hispanic students scored Red. At both Alpha Middle and Elverta Elementary, low income students received Red in ELA. For the 2023-24 testing window, 9.68% of grades 3 - 8 standards exceeded (Blue), 22.58% standards met (Green), 19.35% standards nearly met (Yellow), 48.39% standards not met (orange).
3. Chronic Absenteeism: 2017 - "orange", 2018 - "orange"; 2019 - "yellow"; 2020, 2021 no data. 2022 - "Very High", 2022-23-- 'Yellow' with a decline of 7.1%, which indicates a higher attendance rate. 2023-24 had a decrease of 4.5% to 29.4% (Yellow).
4. English Learner Progress Indicator 2023 Dashboard is red. For 2023-24, 60.7% had progress which is an increase of 21.3% (no color was indicated).
5. 2023 Dashboard results have Blue Indicator for Suspension Rates. 2023-24 had an increase of .04% for suspensions (Green).

2024 Dashboard results have Yellow indicator for All Chronic Absenteeism and Red Chronic Absenteeism for EL, Hispanic & Homeless. Suspension rate: Green (increase of 0.4%). English Learner Progress: 60.7% (21.3% increase) exceeding our target of 55%. Academics: ELA Yellow (increased 10 points). Academics Math: Orange (maintained) Red: Hispanic. Science 21.9 below standard. Local indicators standard met.

For the 2024-25 school year, the Elverta Joint Elementary School District received approximately $490,567 dollars in the supplemental and concentration portion of the LCFF supporting our 67.56% of unduplicated students. The majority of these funds will continue to be spent on personnel hired to support student achievement. The largest amount of funding is directed toward academic intervention and student safety staffing for unduplicated students grades TK – 8.

Our school district has had many successes that we have worked diligently towards. A highlight of those success is our low suspension rates. By working closely with staff, students, families, and administration, we have been able to have success using the Restorative Justice approach. This has helped the district with changing behaviors and students' emotional growth.

Additionally, 2024-25 featured professional development by offering training that includes focus on ELA instruction; text-based discussions; balancing Informational and literary texts; standards for mathematical practice; mastering math language; standards for mathematical content; literacy circles in the classroom; effective elementary writing strategies; piloting a new standards-based science curriculum; focusing on writing and literacy skills, implementing the ELA/ELD framework, including the newly adopted
ELA/ELD and Mathematics curriculum. There will be ongoing implementation of the Next Generation Science Standards. The early release times each Monday that school is in session support the professional development and subsequent leadership of all teaching staff; The Elverta Joint Elementary School District embraces the belief that every teacher is a learner and a leader. In 2020-2021, the District purchased and implemented i-Ready, a comprehensive formative assessment program.

Continual improvement of California School Dashboard data supports the efforts of the district. The allotments that are principally directed in the LCAP reflect the goals and values of the district, and the commitment to increasing student achievement of all students.

Elverta Joint Elementary has $135,000 unexpended LREBG Funds.

LREBG Funds are found in action 1.10, which is to address the low performance in ELA and Mathematics identified by our Needs Assessment. Tutoring or small group learning supports are an allowable use of these funds, and research supports this.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

Elverta Elementary and Alpha Middle School have not been identified for CSI in the 2025-26 school year.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents and Community Members	Monthly Site Council / Parent Advisory Committee meetings
DLAC	Surveyed in March 2025
Teachers and Support Staff	Weekly and monthly staff meetings
CTA and CSEA bargaining partners	Ongoing formal and informal negotiating and consultation meetings.
Student Council /ASB	Monthly ASB meetings
SELPA	Ongoing monthly meetings, along scheduled 1:1 meeting with SELPA Director

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

The District received feedback supporting the goals of Increased achievement in ELA/Writing and Mathematics to close achievement gaps, and to promote safer schools. The district incorporated a District-wide Site Council that met each month. This Site Council was comprised of instructional staff, family members, community members and administration. A success of this Site Council was a Spaghetti Dinner that was free to all families. This dinner focused on engaging the community and families. A presentation concerning attendance and social/emotional support of students was a part of the evening. Additionally, Site Council members offered feedback and insights into the growth of the district. In May, staff and families offered insights, advice, and feedback regarding the LCAP. Also in May, a district-wide celebration of Cinco De Mayo took place. The entire district was entertained by a Mariachi Band. Students, families, and staff attended and almost everyone was dancing and singing along. Educational partners indicated satisfaction with the progress made toward these goals. Educational partners are looking forward to enhancing these goals as school continues to normalize with a focus on supporting students with social and emotional care.

Feedback from educational partners directly informed the goals in this LCAP. Input emphasized the need for academic support in ELA and Math and the importance of maintaining a safe, inclusive environment. As a result, the district prioritized actions for intervention staff,

professional development, and Positive Behavior support. Monthly site council meetings highlighted family engagement needs, leading to increased outreach events.

The plan was posted online and made available on June 6,2025. The LCAP and budget were presented at a public hearing June 11, 2025 and adopted on June 18, 2025.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increased achievement in ELA/Writing and Mathematics to close the achievement gap.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

A large majority of stakeholders identified Increased achievement in ELA/Writing and Mathematics to close achievement gap as a priority for the District. The Summative Assessment of iReady and the annual CAASPP administered by the District indicated on average that students are behind in thier academic progress. As a result, data-driven intervention will be the core initiative of the District throughout the term of the 3 year LCAP.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP scores of all students in ELA/Writing and Mathematics	2023 CAASPP ELA, overall, 24.65% met or exceeded proficiency. --EL 5% --SED 18% --Hispanic 13.85% 2023 CAASPP Math, overall 22.54% met or exceeded proficiency.	The CAASPP/SBAC results for 2023-24 school year saw an increase in ELA scores by 10 points for the school. This increase is highest growth % for		CAASPP ELA, overall, 50% met or exceeded proficiency CAASPP Math, overall, 50% met or	2023–24 Results & Growth Subject 2023 Baseline 2023–24 Score Growth ELA 24.65% 32.26% +7.61% Math 22.54% 27.42% +4.88%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		--EL 5% --SED 17% Hispanic 13.85% 2023 CAASPP Science, overall 23.53% met or exceeded proficiency --EL -No Data --SED 17.95% Hispanic 10.71%	Sacramento County school districts. 32.26% Met or Exceeded proficiency. Math scores are maintained with a slight increase of .8 points. 27.42% Met or Exceeded proficiency. The CAASPP Science test showed an increase for 5th and 8th grade students to 28.04% Met or Exceeded proficiency.		exceeded proficiency CAASPP Science, overall, 50% met or exceeded proficiency	Science 23.53% 28.04% +4.51% ELA: 10-point gain; highest growth percentage in Sacramento County Math: Slight increase of 0.8 percentage points Science (Grades 5 & 8): Increase to 28.04% met or exceeded standards Target Long-term proficiency goal: 50% of students meeting or exceeding standards in ELA, Math, and Science Let me know if you'd like this integrated into a comprehensive LCAP goal or visualized in a data dashboard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Current difference from the 2023 baseline to the 2023–24 results for CAASPP performance: Current Growth from 2023 Baseline (All Students) Subject 2023 Baseline 2023–24 Score Difference ELA 24.65% 32.26% +7.61% Math 22.54% 27.42% +4.88% Science 23.53% 28.04% +4.51% Distance from 50% Proficiency Target Subject 2023–24 Score. Gap to 50% Goal ELA 32.26% - 17.74% Math 27.42% - 22.58% Science 28.04% - 21.96%
1.2	Professional Development (PD)	30 hours of professional development provided for ELA, ELD, Math and	Professional development is well		Maintain 30+ hours of PD for	30 hours of professional development were

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Next Generation Science Standards. Local Metric 2024	on track to exceed 30 exceeded the 30+ hours goal. Staff development days are held every Wednesdays for 90 minutes. Teachers have 5 contract days for professional development too. Within that time professional development has taken place with support from SCOE, outside vendors, and other professionals who focus on school culture and curriculum.		ELA, ELD, Math, Science	provided for English Language Arts (ELA), English Language Development (ELD), Mathematics, and the Next Generation Science Standards (NGSS). Local Metric 2024 Professional development is on track to exceed the 30-hour goal. Staff development sessions are held every Wednesday for 90 minutes. In addition, teachers are allocated five contract days specifically for professional development. These opportunities have included support from the Sacramento County Office of Education (SCOE), outside vendors, and other

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						professionals specializing in school culture and curriculum.
1.3	Students with standards-aligned materials.	100% of students have access Local Metric 2024	100% of students continue to be aligned with standards-based and aligned materials at each grade level. Local Metric 2025		100% of students	100% of students have access to standards-based, grade-level aligned instructional materials in all core subject areas. Details All instructional materials are aligned with California Content Standards. Materials are consistently provided across all grade levels and subject areas. Target Maintain 100% access to standards-aligned materials for every student.
1.4	Students will have access to all courses	100% of students have access to all courses. especially unduplicated students.	100% of all students who are enrolled have equal access to all		100% of students have access to all courses. especially	Access Status 100% of students, including unduplicated

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Local Metric 2024	courses at their grade level. Local Metric 2025		unduplicated students.	students (English Learners, Foster Youth, and Socioeconomically Disadvantaged), have equal access to all courses offered at their grade level. Details Course access includes core academic subjects, electives, and support/interventio n programs. No barriers to enrollment based on background or status. Scheduling and placement practices ensure equity across all student groups. Target Maintain 100% access to grade-level and elective courses for all students, with a focus on equity for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						unduplicated students.
1.5	Classroom observation and assistance for the Common Core Standards in ELA/Writing and Mathematics.	3 walkthroughs / observations per trimester along with 1:1 sit down conversation 3 times a school year. local Metric 2024	Classroom support of administration, instructional aides, and other staff members happens daily. Walkthrough observations, 1:1 meetings and conversations happen at least 3 times per trimester. Local Metric 1.5		Maintain 3 walkthroughs / observations per trimester along with 1:1 sit down conversation 3 times a school year.	Observation & Support Structure Minimum of 3 walk throughs/observations per trimester At least 3 one-on-one sit-down conversations with each teacher per school year Ongoing daily classroom support provided by: School administration Instructional aides Support staff Purpose To ensure effective implementation of Common Core Standards in ELA/Writing and Math To provide timely feedback, coaching, and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						professional support To monitor instructional quality and student engagement Target Maintain the schedule of: 3 walk throughs/observations per trimester 3 one-on-one conversations per year.
1.6	Teachers with clear credential	100% of elementary teachers Data Quest 2021-22	100% of teachers have proper credentials and are compliant in their grade level assignments. DataQuest 2022-23 "Teacher Assignments."		Maintain 100% of teachers	Data Source: DataQuest 2021–22 Credential Status 100% of elementary teachers hold a valid California teaching credential. All teachers are appropriately assigned and compliant with state requirements

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						for their respective grade levels and subject areas. Target Maintain 100% credential compliance and appropriate teacher assignments.
1.7	iReady growth in ELA and Math	i-Ready growth in ELA and Mathematics reviewed annually at the student and the grade level. Local Metric 2024	Current Performance At least 75% of all students demonstrated growth in either Math or ELA on i-Ready assessments. Local Metric 2025		Review will assure that all students will demonstrate 5% growth in ELA and Math annually.	Assessment Practice i-Ready data for ELA and Mathematics is reviewed annually at both the student and grade level. Growth is tracked to measure individual progress and inform instruction. Target Continue to ensure at least 75% of students show academic growth annually in Math or ELA based on i-Ready diagnostic data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	English Learner reclassification rate	English Learner reclassification rate. Local Metric 2024	EL students are being reclassified according to meeting the requirements. However, new EL students continue to register in the district. Local Metric 2025		English Learner reclassification rate of 11% of students eligible to be reclassified using reclassification criteria	Maintained.
1.9	English Language Progress Indicator	English Language Progress Indicator 39.4% making progress per 2023 Dashboard.	The number of students registering as EL continue to rise. Students are progressing towards English proficiency currently with supports from teachers and Bilingual instructional aides. 60.7% of English Learners are progressing according to 2024 CAASP data		English Language Progress Indicator (2026 School Dashboard) 55% making progress.	Increase of 21.3%

Goal Analysis [2024-25]

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.

Overall Implementation Summary Planned Actions vs. Actual Implementation

The planned actions for the 2023-24 school year were designed to improve student proficiency, ensure equitable access to resources, and provide targeted professional development for staff. These actions focused on increasing CAASPP scores, enhancing teacher credentialing, providing ongoing PD in ELA, Math, Science, and ELD, and ensuring 100% of students had access to standards-aligned materials and courses.

Substantive Differences Between Planned and Actual Actions:

Planned PD Hours: Elverta JESD aimed to maintain 30+ hours of professional development annually. Actual implementation exceeded this goal, as staff development days were utilized efficiently, and additional PD was provided beyond the initially planned number of hours.

Student Progress on CAASPP: While the goal was to make steady improvements in student performance, the actual increase in ELA scores exceeded expectations, with a 10-point gain—the highest growth percentage in Sacramento County. However, math scores saw only a slight increase of 0.8 points, falling short of the anticipated larger gains.

Credentialing: The plan emphasized maintaining 100% teacher credentialing. This was successfully implemented with no substantive difference, ensuring that all teachers had appropriate credentials and were compliant with grade-level assignments.

Challenges Experienced: Student Engagement and Retention: Despite high growth in ELA, student engagement in Mathematics and Science proved to be a challenge. Although the school made progress, the Math proficiency remained below desired levels, and further focus on interventions for struggling students may be required.

EL Student Progress: Although the English Learner (EL) progress increased from 39.4% to 60.7%, the rising number of EL students posed challenges in ensuring all had access to adequate support. Differentiated instruction and bilingual aide support played a role, but the increased EL population continues to be a challenge for resources and staffing.

Successes:
PD Growth and Teacher Support: The ongoing professional development program showed success, especially in the areas of ELA, Math, and NGSS Science. With regular PD sessions and consistent coaching from administrators and instructional aides, staff felt well-supported, and student outcomes improved accordingly.

CAASPP Results: The ELA and Science scores showed impressive growth, particularly in the ELA scores, with a 10-point increase, which is a notable success in the district. This achievement indicates that the strategies employed for improving literacy and content-area proficiency were effective.

Access to Courses and Materials: The district successfully maintained 100% access to standards-aligned materials and courses, ensuring equitable learning opportunities for all students, especially unduplicated student groups.

Moving Forward
Targeted Math Interventions: To address the math stagnation, more intensive, targeted interventions and differentiated instruction may be necessary.

Continued Focus on EL Support: Given the rising number of English Learners, the school must continue refining its language development programs and leverage bilingual instructional aides effectively to support EL students.

Ongoing Professional Development: The school will continue its commitment to staff development while focusing on areas that have shown growth, especially math and science.

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

Action 1.3 More sessions of PD were offered.
Action 1.7 Two EL employees on leave

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

Effectiveness of Specific Actions Toward Goal 1
Action 1: Standards-Aligned Instruction and CAASPP Performance
Effectiveness: Moderately to Highly Effective
CAASPP results show notable improvement, particularly in ELA, which increased by 7.61 percentage points, from 24.65% (2023) to 32.26% (2024). This represents the highest growth percentage among Sacramento County school districts.

Science scores also improved, rising from 23.53% to 28.04% (+4.51%).

Math showed modest gains, increasing from 22.54% to 27.42% (+4.88%).
These results indicate that instructional strategies and intervention systems are having a positive impact, especially in literacy. However, math remains an area needing additional targeted support.

Action 2: Professional Development (30+ Hours in ELA, Math, ELD, Science)
Effectiveness: Highly Effective
The professional development model exceeded expectations, with weekly 90-minute sessions, five contract PD days, and additional support from SCOE and outside experts.

PD was strategically aligned to standards, including Common Core, NGSS, and ELD.

The regularity and quality of training contributed to improved instruction and ELA gains.
This action is considered instrumental in driving instructional improvement.

Action 3: Credentialed and Properly Assigned Teachers
Effectiveness: Highly Effective

100% of teachers were appropriately credentialed and assigned, maintaining instructional integrity across all grade levels.

This consistency supports improved student outcomes and contributes to equitable learning conditions.
No concerns have been noted with teacher credentialing.

Action 4: Access to Standards-Aligned Instructional Materials and Courses
Effectiveness: Highly Effective
All students, including unduplicated students, continue to have 100% access to aligned materials and a full range of grade-level courses.

This action ensured equitable access to curriculum and was implemented without any gaps.

Action 5: i-Ready Diagnostic and Growth Monitoring
Effectiveness: Effective
At least 75% of students showed growth in either ELA or Math.

i-Ready data is used to inform instruction and identify students needing additional support.

While growth targets were met, further analysis is needed to increase rigor and close gaps in Math.

Action 6: English Language Development and EL Progress
Effectiveness: Moderately to Highly Effective
English Learner progress increased significantly from 39.4% (2023) to 60.7% (2024) of students showing progress toward proficiency.

Bilingual instructional aides and ELD supports were critical factors.

Continued growth depends on expanding these services to meet rising EL enrollment.

Action 7: Classroom Observations and Instructional Coaching
Effectiveness: Effective
Walkthroughs and coaching conversations were implemented as planned:

Three walkthroughs per trimester

Three 1:1 coaching sessions per teacher annually
These provided meaningful feedback and supported continuous improvement, especially in literacy.

Conclusion
The majority of actions under Goal 1 have been effective or highly effective, with significant progress in ELA and Science achievement, strengthened teaching capacity, and improved EL outcomes. Math remains a focus area, requiring refined intervention strategies and continued instructional coaching.

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.

Reflections from 2023–24 implementation revealed the need for deeper math instructional support, increased EL capacity, and continued emphasis on data-informed practices. These changes are designed to ensure continued academic growth across all student groups while maintaining the momentum achieved in ELA and Science. The school will build upon what worked and revise what's needed—ensuring each action contributes meaningfully to progress on Goal 1. New action was added for LREBG (1.10).

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum materials	Provide standards-aligned curriculum. Provide on-going professional development material to support implementation of the Common Core.	$20,000.00	No
1.2	Summative assessments	Provide assessments that support and drive instruction. Provide access for students and teachers to a wide variety of formative and summative assessment tools. Accelerated Reader, Standards Based Testing, iReady, CAASPP, Dibels.	$2,653.00	No
1.3	Professional Development	Professional development in collaboration with SCOE's Science of Reading Team. Training conferences and weekly Professional Development for all Staff. Required action for SED student outcomes in ELA at Elverta Elementary and Alpha Middle	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Unduplicated student support	For Low-income students, English Learners and Foster Youth - Provide a variety of learning supports including differentiated instruction and interventions for all students as needed. Provide classroom instructional aides, both English only and bi-lingual, to assist in engaging and supporting small groups while teachers facilitate small-group instruction.	$98,258.00	Yes
1.5	Class size reduction	Provide class sizes of 24:1 or less in grades K-3. Plan and assign student placement to meet 24:1 or less in grades K-3. in 2024-25, increase availability of class size reduction to grades K-8.	$356,515.00	Yes
1.6	Technology support	Provide high-functioning technology and support in every classroom, including 1:1 student chromebooks. Procure, maintain and support all school technology.	$28,000.00	No
1.7	EL support	For English Learners - Provide rigorous EL support that meets or exceeds guidelines for both integrated and designated ELD. Continue 1.0 FTE EL Teacher; provide EL support for 1.125 FTE classroom aides, ELPAC testing support, ELAC training, professional development to support language acquisition, instructional materials, additional instructional time and resources for Multicultural Club. Wonders curriculum is used for ELA/ELD.	$178,745.00	Yes
1.8	Parent participation	Promotion of parent participation in programs for unduplicated pupils and special needs subgroups through Surveys and Public Hearings where Parents can communicate with School Administrators and Board Members.	$1,000.00	No
1.9	Support for Students with Disabilities	Provide rigorous and appropriate support that meets or exceeds guidelines. Continue 2.0 FTE credentialed special education teacher to	$259,492.00	No

Action #	Title	Description	Total Funds	Contributing
		provide individualized services through pull-out as outlined in each student's IEP. One .75 FTE instructional assistant provides additional support to identified students.		
1.10	LREBG Funds	LREBG funds are allocated to partially fund our Behavior Specialist, whose role is instrumental in supporting the behavioral and social-emotional needs of students, allowing them to remain engaged in the general education setting. The effectiveness of this support will be measured through a reduction in behavior referrals and suspensions, as well as improvements in student responses on social-emotional learning (SEL) and school climate surveys. Additional indicators include the percentage of students who remain in the general education environment and staff feedback regarding behavioral improvements. Additionally, LREBG funds are used to pay for substitute instructional aides who provide targeted small group instruction within the classroom. This support helps differentiate instruction and ensures that students with the greatest academic needs receive focused attention without being removed from the general education environment, thereby promoting inclusion and improving overall instructional equity. Metrics to assess this support include academic growth on local assessments (such as i-Ready, STAR, or DIBELS), the number of students served by instructional aides, the frequency and duration of small group support sessions, and the percentage of those students meeting or exceeding grade-level benchmarks. Instructional minutes spent in general education settings and teacher-reported improvements in instructional support will also be tracked to monitor the impact.	$59,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Safer Schools	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

A large majority of educational partners identified their support for safe schools and positive school climate as a priority for the district. With the compilations of metrics and achievable goals as a focal point, all educational partners will work together to achieve positive outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Disciplinary referrals	20 referrals Local Metric 2024	The current 2024-25 school year has shown fewer than 25 referrals. This is due in most part by a higher expectation for respectful behavior and immediate disciplinary support from the staff. The addition of a Positive		Not to exceed 20 referrals.	Local Metric 2024 2023–24 Referrals: 20 2024–25 (Current Year to Date): Fewer than 25 Narrative Summary The number of disciplinary referrals remains

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Behavior Specialist/Counselor has benefited our students.			low and stable, with fewer than 25 reported for the current 2024–25 school year to date. This reflects the positive impact of schoolwide behavior expectations and immediate staff response to behavioral issues. A key contributing factor to this improvement has been the addition of a Positive Behavior Specialist/Counselor, whose work with students on conflict resolution, emotional regulation, and positive peer interactions has significantly reduced the number of behaviors escalating to office referrals. Classroom teachers have also

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						implemented consistent behavior expectations and proactive strategies, further reinforcing respectful conduct and reducing disruptions to learning. Effectiveness This action has been effective in maintaining a safe and positive school environment, and the low referral numbers indicate that preventative behavioral supports are working as intended.
2.2	Student Suspensions	2 suspensions - SWIS Local Metric 2024	0 suspensions at this time in the 2024-25 school year.		Maintain 2 or less suspensions	2023–24 Suspensions (SWIS Data): 2 2024–25 (Current Year to Date): 0 suspensions Narrative Summary

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						The school has shown a significant improvement in student behavior and school climate, reducing suspensions from 2 in 2023–24 to zero in the current 2024–25 school year to date. This reduction is attributed to the school's proactive and restorative approach to discipline, including: The continued presence of a Positive Behavior Specialist/Counselor Ongoing implementation of Positive Behavior Interventions and Supports (PBIS) Increased emphasis on early intervention, student check-ins, and social-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						emotional learning (SEL) Students are being supported through non-punitive, relationship-based strategies that address root causes of misbehavior and promote accountability without removing students from the learning environment. Effectiveness This action is considered highly effective, as it demonstrates both a decrease in exclusionary discipline and an improvement in the school's ability to respond to behavior in supportive, constructive ways.
2.3	Expulsions	0 expulsions - SWIS Local Metric 2024	0 expulsions at this time in the 2024-25 school year.		Maintain 0 expulsions	2023–24 Expulsions (SWIS Data): 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						2024–25 (Current Year to Date): 0 Narrative Summary The school has maintained a zero-expulsion rate for both the 2023–24 and current 2024–25 school years. This reflects a strong commitment to inclusive disciplinary practices and the successful implementation of preventative and restorative strategies. Through the use of: Early intervention systems A dedicated Positive Behavior Specialist/Counselor Consistent staff training in restorative practices and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						trauma-informed care The school has created an environment where students are supported through challenges without the need for exclusionary measures such as expulsion. Effectiveness This action is considered highly effective in ensuring that all students remain engaged in their education, particularly those who might otherwise be at risk of removal from the school setting.
2.4	Enrichment Activities.	15 activities Local Metric 2024	Field trips, 6th grade science camp, on campus Shakespeare, B St. Theatre and Roseville Theatre performances and other		Maintain15 activities	Local Metric 2024 Target: At least 15 enrichment activities 2023–24 Status: Target met and maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			performances for all grade levels support the goal of at least 15 enrichment activities.			Narrative Summary The school successfully met its goal of providing at least 15 enrichment activities during the 2023–24 school year. A diverse range of opportunities supported student engagement, enrichment, and access to arts and sciences beyond the core curriculum. Activities included: Field trips across grade levels 6th grade Science Camp On-campus performances, such as Shakespeare plays B Street Theatre and Roseville Theatre productions

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						These experiences helped foster student interest, creativity, and deeper learning connections, particularly benefiting students who may not otherwise have access to such cultural and experiential learning. Effectiveness This action was highly effective in promoting a positive school climate, increasing student engagement, and supporting the whole-child approach. The wide variety and consistent access to enrichment activities contributed meaningfully to student well-being and learning motivation.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	FIT report	100% good FIT report 2023-24	100% good or better with the maintenance and repair of facilities in the FIT report.		Maintain 100% good	FIT Report 2023–24 Result: 100% rated as "Good" or better Narrative Summary The school maintained 100% of its facilities in “Good” condition or better, as reported in the 2023–24 Facilities Inspection Tool (FIT) report. This reflects the school’s ongoing commitment to ensuring a safe, clean, and well-maintained learning environment for all students and staff. The custodial and maintenance teams have consistently addressed facility needs promptly, and routine inspections and repairs are conducted to uphold safety and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						usability standards across campus. Effectiveness This action has been highly effective in meeting state requirements and ensuring that students have access to learning environments that are conducive to academic success and physical well-being.
2.6	School Culture and Safety survey - students.	90% participation of students 2024 Safe-- 90% Connected-- 90%	95% Participation 90% felt safe at school 82% felt connected		Maintain 90% of participation Safe 90% Connected 90%	Increase in participation. Decrease in connected.
2.7	School Culture and Safety Survey - Families	90% participation of parents 2024 Safe-- 90% Connected-- 90%	The 2023-24 school year had a survey that measured connectedness, support, parent input, safety on campus, and other measurements was administrated. The participation		Maintain 90% of participation Safe-- 90% Connected-- 90%	In the 2023–24 school year, the school administered a School Culture and Safety Survey to families to assess their perceptions of campus safety, school connectedness,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			rate was below 95%. Only 25% of families participated.			staff support, and opportunities for input. While the goal was 90% participation, actual family participation was only 25%, highlighting a key area for improvement in outreach and engagement. However, among those who responded: 90% reported feeling the school is safe 90% reported feeling connected to the school community These results indicate that families who participated feel positively about the school's environment and communication practices. However, the low

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						response rate limits the representativeness of the data and signals a need for enhanced strategies to engage a broader parent demographic. Effectiveness This action was partially effective. While perception outcomes were strong, the low participation rate underscores the need for improved outreach strategies and increased access to family engagement tools.
2.8	School Culture and safety Survey - Staff	90% participation of staff 2024 Safe-- 90% Connected-- 90%	The 2023-24 school year had a survey that measured connectedness, support, parent input, safety on campus, and other measurements was administrated. The participation rate was below		Maintain 90% of participation Safe-- 90% Connected-- 90%	Local Metric 2024 Staff Participation Rate: Below 95% Reported Feeling Safe: 90%+ Reported Feeling Connected: 90%+ Narrative Summary

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			95%. Staff had a over 90% of being safe and connected to students and other staff. However, there is a frustration with discipline, effectiveness of the discipline, and support from home when discipline takes place at school.			In the 2023–24 school year, staff completed a School Culture and Safety Survey that assessed perceptions of campus safety, collegial relationships, student support, and effectiveness of school-wide systems. Staff reported over 90% agreement with feeling both safe on campus and connected to students and colleagues, indicating a strong sense of community and collaboration within the school. However, open-ended feedback revealed challenges related to discipline, including: Frustration with the consistency and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						effectiveness of disciplinary measures A perceived lack of follow-through or support from home after school-based interventions These concerns highlight an area for reflection and improvement, particularly around strengthening home-school partnerships and consistency in behavioral expectations and responses. Effectiveness The action was partially effective. While the overall culture is strong, the concerns around discipline suggest a need to review behavioral policies, enhance communication with families, and provide additional support to staff in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						managing student behavior effectively.
2.9	SARB	0 referrals Local Metric 2023-24	At this time in the 2024-25 school year, there have been 0 referrals for SARB services.		Maintain 0 referrals	Local Metric 2023–24 SARB Referrals: 0 2024–25 (Year to Date): 0 Narrative Summary The school maintained a zero-referral rate to SARB during both the 2023–24 and the current 2024–25 school years to date. This reflects the school's proactive efforts to monitor attendance and support students and families early before attendance issues escalate. Strategies contributing to this success include: Regular attendance monitoring

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Early intervention by office staff, counselors, and administrators Positive attendance messaging and student incentives Consistent communication with families These preventative measures have helped ensure that students stay engaged and families receive timely support without the need for formal SARB involvement. Effectiveness This action is considered highly effective, demonstrating strong attendance practices and early tiered support systems that have prevented the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						need for SARB escalation.
2.10	Attendance Rates	93% attendance with students that ride the bus. 23/24 data 93% attendance with all students. 23/24 data	A MOU continues to exist with the Robla School District for bus transportation. Daily Student attendance continues to be above 94% district-wide. The daily attendance contest which acknowledges the top 2 classes with the highest % of attendance has been effective. The top 2 class that have the highest % attendance over a 10 day period wins a class-wide treat.		Maintain 93% daily school attendance with students that ride the bus. Maintain 93% daily school attendance with all students.	Local Metric 2023–24 Overall Student Attendance Rate: 93% Attendance for Bus Riders: 93% Current (2024–25 to date): Above 94% district-wide Narrative Summary Student attendance rates have remained consistently strong, with the 2023–24 school year reporting a 93% attendance rate overall, including for students who utilize district-provided bus transportation through a continued MOU with Robla School District.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						In the current 2024–25 school year, daily attendance has improved to above 94% district-wide, demonstrating the success of sustained efforts to encourage consistent student attendance. Key strategies include: A daily attendance contest, recognizing the top two classrooms every 10 days Class-wide incentives to celebrate strong attendance Frequent monitoring and outreach by staff to support students and families with attendance challenges Effectiveness This action is considered highly effective, showing

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						year-over-year improvement and contributing to increased instructional access and student success. The integration of positive reinforcement strategies and reliable transportation support has been especially impactful.
2.11	Chronic Absenteeism	33.9% 2023 Dashboard	Chronic absenteeism rate has decreased with the assistance of an MOU with Robla Elementary for bus transportation. Chronic absenteeism for 2024 Dashboard was 29.4%, a decrease of 4.5% from 2023. However, the rate of chronic absenteeism is trending above 17% for 2024-25 school year.		chronic absenteeism rate at or below 10%.	2023 Dashboard Data Chronic Absenteeism Rate: 33.9% 2024 Dashboard Data Chronic Absenteeism Rate: 29.4% Change from 2023: Decrease of 4.5% Current Trend (2024–25 Year to Date)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Chronic Absenteeism Rate: Trending above 17% Narrative Summary The school has made notable progress in reducing chronic absenteeism, moving from 33.9% in 2023 to 29.4% in 2024, a 4.5% improvement. A key contributing factor to this progress has been the ongoing Memorandum of Understanding (MOU) with Robla Elementary School District, which provides reliable bus transportation, particularly benefitting students who previously struggled with regular attendance.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Although the most recent data shows improvement, chronic absenteeism remains a concern, with early trends in the 2024–25 school year indicating rates still exceeding 17%. This suggests that while strategies have had an impact, chronic absenteeism continues to affect a significant portion of the student population and requires sustained and adaptive efforts. Effectiveness This action has been moderately effective. While the school has successfully reduced chronic absenteeism, the overall rates remain high, underscoring the need for:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Continued attendance incentives Expanded family outreach Targeted interventions for at-risk students Closer collaboration between school staff and families
2.12	Physical Fitness Testing (PFT)	100% participation of 5th and 7th graders. Local Metric 2023-24	The 2023-24 school year had 100% of all required students complete the PFT. Over 50% of students who are tested the PFT are proficient on at least 4 of 6 measures.		Maintain 100% participation of all 5th and 7th graders.	Local Metric 2023–24 Participation Rate (Grades 5 and 7): 100% Performance Outcome: Over 50% of students were proficient in at least 4 of the 6 fitness measures Narrative Summary In the 2023–24 school year, the school achieved 100% participation in the state-required Physical

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Fitness Test (PFT) for all 5th and 7th grade students. This reflects a strong commitment to physical education and comprehensive coordination between staff and students. In terms of outcomes, more than 50% of tested students demonstrated proficiency in at least 4 of the 6 assessed fitness areas, which include aerobic capacity, abdominal strength, trunk strength, upper body strength, flexibility, and body composition. This level of performance indicates a positive trend in student physical health and fitness. Effectiveness

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						This action was highly effective, meeting full participation targets and demonstrating encouraging levels of student fitness performance, while also identifying opportunities for continued support in physical education programming.
2.13	Parent Engagement	80% of families attend Meet the Teacher Night and Open House Local Metric 2024	70% of families attended Meet the Teacher Night and or Open House.		Maintain 80% Attendance of parents / guardian.	Local Metric 2024 Target: 80% of families attend Meet the Teacher Night and Open House Outcome: 70% attendance Narrative Summary Parent engagement remains a priority area, with 70% of families attending either Meet the Teacher Night or Open House during the 2023–

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						24 school year. While this is slightly below the target of 80%, it still reflects a strong turnout and indicates that families are invested in their children's education and school experience. Factors that may have contributed to not meeting the target include: Conflicting family schedules Limited transportation or childcare Communication barriers or other accessibility concerns Despite these challenges, the school has continued to foster engagement through multiple outreach efforts,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						flexible scheduling, and positive communication with families. Effectiveness This action has been moderately effective, with good participation but still room for growth. Continued improvement will require: Expanding outreach methods (e.g., multilingual communication, digital reminders) Exploring additional in-person or virtual engagement opportunities Gathering feedback from families about barriers to attendance
2.14	Maintain 0 middle school drop-outs	0 dropouts Local Metric 2023-24	0 middle school students have dropped out. Although many		0 dropouts	Local Metric 2023–24

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			students disenroll that have moved out of the district.			Target: Maintain 0 middle school dropouts Outcome: 0 dropouts Narrative Summary The school successfully maintained a zero dropout rate for middle school students in the 2023–24 school year. While some students disenrolled due to relocation or transferring out of the district, none were identified as dropouts, indicating that students remain engaged in school through grade 8. This outcome reflects the school's effective monitoring of student enrollment, strong academic and social-emotional

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						supports, and a responsive environment that identifies and addresses early warning signs of disengagement. Effectiveness This action was highly effective, meeting the intended goal of preventing middle school dropouts and ensuring that all students continue their education through transition into high school.
2.15	Parents participating in decision-making opportunities	25% parent participation Local Metric 2024	33% parent participation Local Metric 2025		50% parent participation rate in decision-making opportunities	Met

Goal Analysis [2024-25]

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.

The implementation of Goal 2 actions related to school climate, student behavior, engagement, and safety has largely been successful and aligned with planned actions for the 2023–24 school year. Most initiatives were carried out as intended, with only minor adjustments based on evolving student needs and family engagement trends.

Successes:

Behavioral Supports: The addition of a Positive Behavior Specialist/Counselor contributed significantly to reducing both referrals and suspensions. As of the 2024–25 school year, fewer than 25 referrals and zero suspensions or expulsions have been reported.

Attendance Improvement: An MOU with Robla School District for bus transportation supported daily student attendance and a measurable reduction in chronic absenteeism from 33.9% to 29.4%.

Enrichment Opportunities: Students benefitted from over 15 enrichment experiences, including field trips, science camp, and cultural performances, which reinforced student connection to school.

Student Physical Health: The school maintained 100% participation in the Physical Fitness Test, with over 50% of students demonstrating proficiency on at least four of the six fitness indicators.

Middle School Dropouts: The school met its goal of maintaining zero middle school dropouts.

Challenges:
Family Engagement: While efforts were made to engage families through events like Meet the Teacher Night and Open House, only 70% of families participated, falling short of the 80% target. The family safety and culture survey also had low participation (25%), highlighting the need for more effective outreach strategies.

Discipline Perception: Although staff survey data showed that over 90% of respondents felt safe and connected, there was noted frustration among staff regarding discipline effectiveness and lack of home support following disciplinary actions.

Chronic Absenteeism Remains High: Despite a decrease, the chronic absenteeism rate remains elevated, and early 2024–25 trends show it is still above 17%. This area will continue to require focused strategies and family partnerships.

Substantive Differences in Implementation:
While most actions were implemented as planned, additional supports such as the Positive Behavior Specialist and targeted attendance incentives were added or expanded beyond initial plans, demonstrating responsiveness to student and staff needs. These changes have contributed positively to school climate and engagement metrics.

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

Action 2.2 Less outsourced maintenance required than anticipated

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

Overall, the actions taken under Goal 2—focused on improving school climate, behavior, attendance, engagement, and safety—have been effective in making measurable progress toward the goal. Several targeted actions yielded positive results, while others highlighted areas for continued improvement.

Effective Actions:
Positive Behavior Supports: The implementation of a Positive Behavior Specialist/Counselor significantly improved student behavior outcomes. The school maintained 0 suspensions and expulsions and saw a reduction in referrals, indicating this action was highly effective in supporting a respectful and positive school environment.

Attendance Initiatives: Strategies such as the bus transportation MOU and the classroom attendance competition were effective in increasing overall daily attendance, which remained above 94%, and decreasing chronic absenteeism by 4.5 percentage points from the prior year.

Student Enrichment: Providing 15+ enrichment opportunities (field trips, performances, science camp) successfully engaged students and supported their connection to school—an important driver of attendance and behavior.

Physical Fitness and Dropout Prevention: The school met its targets for 100% PFT participation and zero middle school dropouts, indicating successful implementation and monitoring of student engagement and health outcomes.

Partially Effective Actions:
Family Engagement: Events like Meet the Teacher Night and Open House drew 70% attendance, below the 80% target. Additionally, only 25% of families participated in the school culture and safety survey. While the school made progress in engaging families, these metrics suggest that outreach methods and accessibility must improve.

Staff Feedback on Discipline: Despite strong data on behavior outcomes, staff survey results indicated frustration with the consistency and effectiveness of discipline, as well as limited support from families. This feedback underscores the need for clearer expectations, restorative practices, and improved communication between home and school.

Conclusion:
Most actions proved effective or moderately effective, with positive trends in student behavior, safety, and attendance. However, family engagement and disciplinary consistency remain challenges that require strategic focus and community collaboration in the next cycle of implementation.

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.

As a result of reviewing implementation data and stakeholder feedback from the 2023–24 school year, several refinements and targeted adjustments are planned for the 2024–25 cycle to increase effectiveness in achieving Goal 2 outcomes related to school climate, engagement, attendance, and behavior.

Key Changes Based on Reflections:
1. Enhanced Family Engagement Strategies
Why: Only 70% of families attended key events and 25% participated in the school survey, well below desired levels.

Change: The school will implement multi-platform communication strategies (texts, multilingual flyers, automated calls), host additional family engagement events, and offer incentives to increase participation in both events and surveys.

2. Discipline System Refinement
Why: Staff feedback indicates inconsistencies in discipline and a lack of support from home, despite low suspension/referral data.

Change: The school will refine its discipline matrix, provide restorative practices PD, and improve home-school communication around behavioral incidents.

3. Chronic Absenteeism Early Intervention
Why: While chronic absenteeism decreased to 29.4%, it is still high and trending above 17% in 2024–25.

Change: Increase early identification and intervention, launch parent attendance workshops, and expand incentives for consistent attendance.

Metric Update: Add monthly monitoring of chronic absentee rates to identify trends earlier in the year.

4. Maintain Successful Programs
Successful actions—such as positive behavior supports, transportation support, and enrichment opportunities—will be continued or slightly expanded as they directly contributed to improvements in behavior, safety, and engagement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Climate	Schools will become safer, with a culture that emphasizes the acquisition of social and emotional skills. Students will receive additional supports to increase engagement of learning. Full implementation of Positive Behavior Intervention and Support including contract with service provider, training, support staff, and data support;	$53,726.00	Yes

Action #	Title	Description	Total Funds	Contributing
		strong anti-bullying programs. Student supervision provided by aides specifically trained for and assigned to playground and cafeteria duty. Full-time Behavior Specialist position continuing at K-6 site, and behavior support. Contract with Twin Rivers Police Department for on-call School Resource Officer.		
2.2	Facility Maintenance	Ensure that facilities are clean and maintained with ongoing upgrades and improvements. FIT reports are on file for all school sites, as well as Williams Reports for the K-8 site. Additional custodial hours added as needed at elementary and middle school sites. District organizational restructure will result in outsourcing additional projects.	$228,955.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$481,264.00	$39,457

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
20.050%	0.000%	$0.00	20.050%

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
1.4	**Action:** Unduplicated student support **Need:** CAASPP results and iReady assessments show that unduplicated students need bilingual and English speaking aide support. **Scope:**	Instructional Aides are provided to meet the needs of unduplicated K-8 students, particularly those who require bilingual and English-speaking aide support, is essential for creating an inclusive and effective educational environment. To meet the needs of our unduplicated students, Elverta has hired bilingual support staff who can assist students in both their native language and English. These aides can provide translation services, help students navigate classroom	California School Dashboard, ELA, math, ELPI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	materials, and offer academic support tailored to the students' language needs. Additionally, access to language learning resources such as bilingual books, dictionaries, and digital language-learning tools. These resources can help students develop proficiency in English while also supporting their native language skills. Develop individualized support plans for students who require extra assistance due to language barriers. These plans should outline specific strategies and accommodations to help students succeed academically and socially. Collaboration with Families: Involve families in the educational process by providing regular communication in their preferred language, hosting parent workshops on topics related to language development, and seeking input from parents on their child's educational needs. Peer Tutoring Programs: Implement peer tutoring programs where proficient English-speaking students can provide support and mentorship to their peers who are learning English. This not only benefits the students receiving support but also fosters a sense of community and cooperation among all students. Flexible Grouping: Use flexible grouping strategies to ensure that English language learners have opportunities to work with both native English speakers and other English language learners. This allows students to practice language skills in different contexts and learn from their peers.	

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
		Professional Development: Provide ongoing professional development opportunities for teachers and staff to enhance their knowledge and skills in supporting bilingual and English language learners. This may include workshops, conferences, and collaborative learning experiences focused on best practices for language instruction. By implementing these strategies and providing comprehensive support, Elverta Elementary can better meet the needs of unduplicated K-8 students who require bilingual and English-speaking aide support, ultimately promoting their academic success and overall well-being.	
1.5	**Action:** Class size reduction **Need:** Class size ratio needs to be no higher than 24:1 throughout the instructional day to address the differentiated needs of low-performing low-income students and English learners. Middle school math students at Alpha need additional small group instruction. **Scope:** LEA-wide	Maintaining a class size ratio of 24:1 throughout the instructional day is beneficial for effective teaching and learning. Currently, all grade levels at Elverta Elementary have a ratio no higher that 24:1 throughout the instructional day. This provides a manageable class size, teachers can provide more personalized attention to each student, address individual learning needs more effectively, and create a conducive learning environment where students feel supported and engaged. Smaller class sizes also foster better classroom management, leading to fewer disruptions and allowing for more meaningful interactions between students and teachers. Additionally, students may feel more comfortable participating in class discussions and activities in a smaller group setting.	CAASPP, ELA, Math

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
		Additionally, it's important that for the unduplicated students, achieving and maintaining a 24:1 class size ratio requires adequate resources and planning, including hiring enough qualified teachers, bilingual instructional aides, and allocating sufficient classroom space, and ensuring access to necessary instructional materials and technology. Elverta is able to provide this class size ratio through grade 8 to effectively support high need students in Alpha Middle.	
2.1	**Action:** School Climate **Need:** The unduplicated students attending Elverta Joint Unified demonstrate need for financial resources such as free or reduced price meals, social and emotional support, and additional academic support before and after school. **Scope:** LEA-wide	The school climate at Elverta Elementary prioritizes the holistic well-being and academic success of students, with the unduplicated student populations top-of-mind. Social and Emotional Support: Providing social and emotional support acknowledges that students' well-being extends beyond academics. It means creating a nurturing environment where students feel safe, valued, and supported. This can involve initiatives such as counseling services, peer support groups, or even integrating social-emotional learning (SEL) into the curriculum to teach skills like empathy, self-awareness, and relationship building. Additional Academic Support Before and After School: Offering extra academic support outside regular school hours can be crucial for students who need additional help to succeed academically. This might include tutoring sessions, homework clubs, or enrichment programs. It's a proactive approach to addressing learning gaps and	Suspension Rate and Referrals

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
		ensuring that all students have the opportunity to reach their full potential. Together, these elements contribute to a positive and supportive school climate that fosters both the academic and personal growth of students. They reflect a commitment to equity, inclusion, and student success beyond just test scores.	

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
1.7	**Action:** EL support **Need:** Academic performance of EL students is low. The Dashboard ELPI is Red and EL students received a red indicator on the CAASPP ELA. **Scope:** Limited to Unduplicated Student Group(s)	Elverta has committed to Implementing bilingual aides in the classroom, offering before and after school programs, and promoting full inclusion inside and outside the classroom as valuable initiatives for enhancing educational outcomes, especially for unduplicated students. Here's a breakdown of each initiative and how outcomes can be measured: Bilingual Aides in the Classroom and in the before and afterschool programs provide additional support to students who are English language learners (ELL). Outcomes are measured by regular language proficiency assessments of students' language proficiency. Academic performance tracking	Reclassification Rate ELPI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		students' academic performance, including grades and standardized test scores, also indicate the effectiveness of bilingual support in improving learning outcomes. Soliciting feedback from teachers about the impact of bilingual aides on classroom dynamics, student engagement, and academic progress provide real-time insights. Offering before and after school programs provide additional learning opportunities, homework assistance, and enrichment activities for students. Monitoring attendance rates in before and after school programs can indicate participation levels and engagement. Assessing students' academic progress, including improvements in grades, homework completion rates, and test scores, measure the effectiveness of the programs. Additionally, gathering feedback from parents about the perceived benefits of the programs for their children's academic and social development can provide valuable insights. Promoting full inclusion creates an environment for the unduplicated students, to feel welcomed, supported, and integrated into all aspects of school life. Developing a checklist of inclusive practices and regularly assessing the extent to which these practices are implemented in classrooms and school activities are measures to assess the effectiveness of this inclusive approach. Other measurables are seeking feedback from students about their sense of belonging, acceptance, and support within the school	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		community and conducting observations and documenting instances of inclusive behavior, peer interactions, and support provided to the unduplicated students	

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.

NA

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.

Additional funding from the concentration grant will be used to hire staff that will cover supervision duties. This will provide more instructional support time for aides and teachers that are dedicated towards the foster youth, English learners, and low-income students.

Action 1.7: For English Learners (services are limited to support English learners' needs): Provide rigorous EL support that meets or exceeds guidelines. Continue 1.0 FTE EL Teacher; provide EL support for 6 hour classroom aide, ELAC training, professional development, instructional materials, ELPAC testing support, additional instructional time and resources for Multicultural Club. The actions that support English learners will continue progress in reclassification rate and the growth in English proficiency.

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	NA	1:15

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 certificated staff providing direct services to students	NA	1:20

2025-26 Total Planned 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	2,400,353	$481,264.00	20.050%	0.000%	20.050%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,220,959.00	$84,000.00	$6,385.00	$0.00	$1,311,344.00	$1,181,806.00	$129,538.00

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	Curriculum materials	All	No			All Schools	ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.2	Summative assessments	All	No			All Schools	ongoing	$0.00	$2,653.00	$2,653.00				$2,653.00	
1	1.3	Professional Development	All	No			All Schools	ongoing	$0.00	$25,000.00		$25,000.00			$25,000.00	
1	1.4	Unduplicated student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$98,258.00	$0.00	$98,258.00				$98,258.00	
1	1.5	Class size reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$356,515.00	$0.00	$356,515.00				$356,515.00	
1	1.6	Technology support	All	No			All Schools	ongoing	$0.00	$28,000.00	$28,000.00				$28,000.00	
1	1.7	EL support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$177,245.00	$1,500.00	$178,745.00				$178,745.00	
1	1.8	Parent participation	All	No			All Schools	ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.9	Support for Students with Disabilities	Students with Disabilities	No			All Schools	ongoing	$259,492.00	$0.00	$259,492.00				$259,492.00	
1	1.10	LREBG Funds	All	No					$59,000.00	$0.00		$59,000.00			$59,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$42,341.00	$11,385.00	$47,341.00		$6,385.00		$53,726.00	
2	2.2	Facility Maintenance	All	No			All Schools	ongoing	$188,955.00	$40,000.00	$228,955.00				$228,955.00	

2025-26 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
2,400,353	$481,264.00	20.050%	0.000%	20.050%	$680,859.00	0.000%	28.365 %	**Total:**	$680,859.00
								LEA-wide Total:	$502,114.00
								Limited Total:	$178,745.00
								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	**1.4**	Unduplicated student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$98,258.00	
1	**1.5**	Class size reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$356,515.00	
1	**1.7**	EL support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$178,745.00	
2	**2.1**	School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$47,341.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,250,181.00	$1,267,900.00

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**	Curriculum materials	No	$20,000.00	$21,000
1	**1.2**	Summative assessments	No	$2,653.00	$2,600
1	**1.3**	Professional Development	No	$15,750.00	$20,600
1	**1.4**	Unduplicated student support	Yes	$94,708.00	$88,600
1	**1.5**	Class size reduction	Yes	$352,993.00	$367,500
1	**1.6**	Technology support	No	$27,000.00	$27,000
1	**1.7**	ELL support	Yes	$207,563.00	$161,000
1	**1.8**	Parent participation	No	$750.00	$900
1	**1.9**	Support for Students with Disabilities	No	$244,563.00	$260,000
2	**2.1**	School Climate	Yes	$86,385.00	$93,700
2	**2.2**	Facility Maintenance	No	$197,816.00	$225,000

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)

2024-25 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)
$493,052	$741,649.00	$710,818.00	$30,831.00	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	1.4	Unduplicated student support	Yes	$94,708.00	$88,600		
1	1.5	Class size reduction	Yes	$352,993.00	$367,518		
1	1.7	ELL support	Yes	$207,563.00	$161,000		
2	2.1	School Climate	Yes	$86,385.00	$93,700		

2024-25 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)
$2,301,970	$493,052	0%	21.419%	$710,818.00	0.000%	30.879%	$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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 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).

California Department of Education
November 2024