

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
Wheatland School District	Craig M. Guensler Superintendent	cguensler@wheatland.k12.ca.us (530) 633-3130 ext. 1116

Plan Summary 2024 - 2025

General Information

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

The Wheatland School District, located within the City of Wheatland and Beale Air Force Base in Yuba County, is a renowned educational institution catering to about 1350 students. We are fondly supported by the active participation of both Wheatland and Beale Air Force communities in our school operations and sincerely encourage parent involvement at all stages. Our district comprises of Wheatland Elementary for (TK – 3rd grade), Lone Tree School (TK-5th grade), Bear River School (4th-8th grade), Wheatland Charter School (TK-5th grade), and two state preschools. We have recently revised the age-eligibility for TK students, to follow the CDE and State guidelines. In the aftermath of the pandemic, we are committed to returning our student attendance to pre-pandemic numbers. Our student body is diverse, including approximately 22% Hispanic/Latino, 58% Caucasian, and 20% other ethnicities. We employ roughly 250 accomplished professionals, placing significant emphasis on building a healthy workspace rooted in mutual respect, transparency, and positive negotiation. Therefore, we have maintained a favorable relationship with various employee groups. Our students are offered a rigorous academic curriculum along with comprehensive curricular and extracurricular activities, which includes visual and performing arts, electives, technology, student leadership, and athletics. In a bid to enhance the students' developmental journey, we have resumed our speech and SDC programs and serve as a regional provider for the Plumas Lake School District for the SDC program. Our School Board, chosen by the community, consists of five officials and a volunteer liaison from Beale AFB. It is devoted to prioritizing students and delivering a well-rounded education in our district. The mission of the District mirrors the School Board's objectives, targeting the holistic development of our students. To bolster our educational services, we effectively manage state and federal funding. We heavily support significant initiatives such as Title I, School Improvement Programs, Migrant Education, and TCIP New Teacher Program. We also received a \$500,000 security grant from the US Justice Department, which is a proud achievement for us. Furthermore, we provide a variety of support systems, after school, full-time counselors, full-time psychologists, a LVN, health aides, and occupational therapists at all sites. We also have full-time speech teachers, full-time intervention teachers and a range of Special Education supports including RSP teachers, SDC teachers, and para educators. We have a full time District Nurse to support all health needs. All these efforts are facilitated by our prudent management of a

working budget of over 20 million dollars. We remain dedicated to improving our services and infrastructure to deliver the highest standard of education, nurturing our future leaders.

Reflections: Annual Performance

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

In adherence to state requirements, the school district's annual performance is critically evaluated based on pertinent state data, recorded observations, and recognized challenges. There was a noteworthy improvement in the aptitude of English Learners. According to the California Dashboard, there was a considerable increase of 17.2%, resulting in an applaudable performance of 52.5% of these learners showing marked progress towards English language competency. This progress attests to the efficient use of methodologies for instruction and the creation of a conducive learning environment. However, performance indicators also revealed a worrying trend concerning student attendance. Even though the rate of chronic absenteeism fell by 3.2%, the noticeable decline in the attendance rates at Wheatland Elementary, particularly among students with disabilities, remains a significant concern. Besides, the general attendance levels throughout the district have not reached the expected standards, pointing to a need for more focused efforts and remedial actions. In response to these challenges, a stronger commitment is promised to improve student attendance, with a special focus on extending additional support for students with disabilities. Future plans will specifically aim to maintain the remarkable growth trends observed among English Learners and the overall curriculum progress as shown by the steady increase in state test scores. Concurrently, measures will be intensified to address the urgent issue of student attendance, to ensure quality education for all students, and to continually work towards betterment and excellence.

Reflections: Technical Assistance

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

At present, there is no ongoing technical assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
<p>WESTA (Teachers), CSEA (Classified), WESS (Secretaries), Unrepresented groups (Administrators, Confidential, Psychologists, OT's, Nurses). School Board & Community Groups</p>	<ul style="list-style-type: none"> - The Superintendent works with all bargaining groups on the needs of the district. Our administration interacts with our bargaining groups often and take all of their input into account when making decisions. We have settled negotiations with all groups for the 2023-2024 & 2024-2025 years. - All of our board meetings are recorded for transparency. - We respond to all questions, comments and concerns posed at the Board Meetings and other meetings. - We have surveyed the staff. - The schools, and the district, maintain informational websites about curriculum, activities, and events happening in our schools. Through the websites parents have opportunities to contact all school staff and the Administration Team. - Our Board Meetings are attended regularly by administrative staff, parents, a Beale Air Force Base Liaison, district staff and others. - The Superintendent works with both certificated and classified management as well as the school board and the unrepresented employees on the needs of the district. - We have settled negotiations with all groups for the 2023-2024 & 2024-2025 school years. - The Superintendent also works collaboratively with the High School Principal as well as the Administration team at Plumas lake School District.
<p>Parents</p>	<ul style="list-style-type: none"> - We will continue to meet with our stake holders including DELAC (District English language Advisory Committee), Parent Advisory Committee (PAC), Bear River Renaissance Committee, SELPA (Special Education Local Planning Agency) Community Advisory Committee (CAC) and other groups. Individual school input through School Site Councils and their annual School Plans for Student Achievement, are reviewed by the Administration Team and approved by our School Board each year. - Individual schools' ELAC committees (English Language Advisory Committees) contribute input and provide direction for the district's DELAC. - Wheatland Elementary hosts a Deysayuno or Helping Hands Breakfast for parents whose first language is Spanish. - School information is disseminated in Spanish and parent input is solicited in an informal breakfast setting. - Bear River holds an Ag Advisory Committee (Agricultural Advisory committee) meeting - Lone Tree collaboratively meets with Beale Air Force Base committees; POC, DoDea (Department of Defense Education Activity)

Insert or delete rows, as necessary.

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

In response to the feedback received from educational partners suggesting changes in the Conditions of Learning, Pupil Outcomes, and Engagement, Wheatland School District has developed a broad goal to address these suggestions with the following actions:

- Providing staff, materials, and supplies are continuously ensured for Family Resource Centers at each school site even after FRC funding was eliminated, embodying the district's commitment to support its students. (Action 3.0)
- Implemented and maintained by the school district, School Way, Class DoJo, and Remind communication programs, along with the district website, facilitate enhanced communication with all community stakeholders. (Action 3.1)
- Enhanced student success is being fostered through the provision of fully funded social emotional counseling services provided by the school district" (Action 3.2)
- Enhancing the implementation of the Renaissance student recognition program continues, administered by the school district for the betterment of student engagement and performance (Action 3.3).
- Stipends are provided to staff to support Academic Intervention for unduplicated students including EL, Foster Youth, and Low income student groups. Stipends are to be provided with the aim to enhance their learning experiences through the implementation of extracurricular programs such as High Achiever Club, After School Programs, Middle school sports, and Music in grades 1-8." (Action 3.4)
- Enhancing academic engagement, the school district meticulously organizes high-interest parent and community involvement activities each trimester including math night, STEM night, Literacy Night, Band concerts, and Music and Art shows." (Action 3.5)
- Implemented by RaaWee, important SART upgrades are executed in the school district to ensure all attendance standards are accurately met, benefiting the students significantly. (Action 3.6)
- Improving student's compliance to academic standards, Action 3.7 is executed by the Probation Officer through regular Student Checks and SARB Meetings. (Action 3.7)
- Conducted by the school district, Absentee Meetings and All Call Messaging programs are implemented to mitigate the impact of student absences - (Action 3.8)

In response to the feedback received from partners regarding the improvement suggestions to instructional materials, textbooks, and professional development focused on English Language Arts and Math, Wheatland School District has developed a progress-oriented goal to address this feedback through subsequent actions:

- Enhances teacher proficiency through professional development sessions, addressing areas such as iReady implementation, Transitional Kindergarten, and California State Teaching Standards in K-8 grade, as well as STEM and science instruction in TK-8 grade - administered during in-service on minimum days, additional calendar days, or by external service providers as required. (Action 1.0)
- Provides staff support for TK-3rd grade Class Size Reduction (CSR), fostering an optimized learning environment executed by the school district to benefit the students. (Action 1.1)
- Enhancing the district-wide technology infrastructure, specifically targeting a one-to-one student device aid for grades 2-8, and revising the curriculum, is diligently executed with the aim to bolster students' learning (Action 1.2).
- Continued implementation of a comprehensive data system, inclusive of formative, interim, and summative assessments, is conducted for students in grades 3-8, parallel to the application of the Accelerated Reader program and the I-Ready program in grades TK-8 by the school district. (Action 1.3)
- Enhances student outcomes by implementing a structured plan, including the addition of an administrative position responsible for data collection and entry, and overseeing the execution of the LCAP and other programs" (Action 1.4)
- Enhancing the support for Foster Youth, Low Income, and English Learner students, the school district rigorously increased Para-educator presence in classrooms by extending their hours and expanding their reach to more grade levels. (Action 1.5)
- Enhances the educational success of English Learner, Foster Youth, and Low Income students by facilitating teacher collaboration in reviewing student progress – an initiative driven by a shared commitment to student betterment. (Action 1.6)
- Supplemental materials are purchased by the school district for unduplicated as well as all students, promoting engagement, encouraging attendance, and enhancing academic performance - (Action 1.7)

In response to the feedback received from our partners regarding the suggestion for professional development strategies for the staff, Wheatland School District has developed a broad goal to address this feedback through the implementation of specific actions:

- Maintains current Highly Qualified staffing - inclusive of certificated, classified, and administrative positions, a measure mindfully enacted by the school district to enhance student performance. (Action 2.0)

In response to the feedback received from partners regarding the need for instruction enrichment for Special Needs students, Wheatland School District has developed a broad goal to address this feedback through the implementation of specific actions...

- Enhances professional development and fosters collaboration between general education and special education teachers, aiming towards inclusive education for all students. (Action 4.0)
- Enhances vocational prowess by instigating staff-training meetings and fostering collaboration between general education and special education teachers and staff - underlining the commitment towards comprehensive inclusivity. (Action 4.1)

- Providing support for students with disabilities' inclusion in general education classrooms, the school district is executing the purchase of necessary furniture, equipment, and supplies. (Action 4.2)
- Enhances inclusion practices within the school district, action_3 involves hiring para educator position(s) meticulously executed for the betterment of students. (Action 4.3)

In response to the feedback received from partners regarding strategies to improve students' connectedness and well-being, Wheatland School District has developed a broad goal to address this feedback through the implementation of specific actions.

- Continued provision of staff, materials, and supplies to Family Resource Centers at each school site is ensured by the school district, even after the elimination of FRC funding. (Action 3.0)
- Enhances communication with key community stakeholders through the implementation and maintenance of School Way, Class DoJo, and Remind communication programs, and the district website. (Action 3.1)
- Provides social emotional counseling services to ensure student success, an initiative executed by the school district for the betterment of its students (Action 3.2)
- Continues to enhance the implementation of the Renaissance student recognition program, executed by the school district for the benefit of the students, aiming to elevate student acknowledgement. (Action 3.3)
- Stipends are provided to staff in order to enhance Academic Intervention inclusive of distinct student groups such as EL, Foster Youth, and Low income students, including extracurricular offerings like the High Achiever Club, After School Programs, Middle School sports, as well as Music in grades 1-8, undertaken by the school district." (Action 3.4)
- Implemented by the school district, high-interest parent and community involvement activities such as math night, STEM night, Literacy night, Band concerts, Music and Art shows are provided each trimester to enhance educational engagement. (Action 3.5)
- Upgrades to the SART system are being implemented by RaaWee, enhancing the educational experiences of students within the school district - (Action 3.6)
- Ensures effective student monitoring by the Probation Officer through regular Student Checks and SARB Meetings, targeting improved adherence to educational standards and behavior norms (Action 3.7).
- Absentee Meetings and All Call Messaging are implemented by the school district to encourage improved attendance by keeping every stakeholder informed." (Action 3.8)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	<p>Our goal for the coming school year is to boost the success of all our students, including those in special education, English language learners, economically disadvantaged students and those in foster care. Our strategy is to promote active learning and enrich both in-class and out-of-school experiences. The upcoming academic year is the set period for reaching this goal and implementing the relevant strategies. The start of the new school year will mark the beginning of these efforts, where focus will be on making the teaching-learning process more engaging and providing additional academic support throughout the year, culminating in a thorough evaluation at the end of the term. We will evaluate our success meticulously using a variety of metrics. Improvements in student achievement, especially among special education students, English language learners, low-income students, and foster youth, will be measured by examining standardized test scores, periodic formative assessments, and annual summative assessments. We will also monitor and record student engagement in curriculum and extracurricular activities throughout the year for a comprehensive look at progress made.</p>	Maintenance of Progress

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

One of our core objectives is to continuously incorporate state standards into our curriculum. By facilitating regular professional development sessions, we intend to empower our educators with the knowledge and ability to seamlessly apply these standards in their respective classrooms. In compliance with the state's focus on student achievement, we have outlined a goal with the purpose of regularly monitoring our students' academic progress. Standardized assessments such as CELDT/ELPAC and CAASPP are used as metrics, and the outcomes of these assessments help us customize our approach to ensure constant enhancement in our students' performance. One of our school district goals addresses the state's priority on student engagement. We strive to decrease student absenteeism and increase classroom participation by implementing a variety of programs intended to boost student involvement. Our aim is to foster a learning environment that encourages consistent attendance and dynamic participation. In alignment with the state's priority of course accessibility, we crafted a goal to ensure all students in our district have accessibility to the necessary courses pertaining to their studies. With careful review and adjustments of our curriculum, we strive to ensure that every student has access to essential courses to foster their academic advancement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Execution Assessment of State Educational Standards	The Self Reflection tool will establish the baseline for the current year.			100% compliance with the given regulations.	
2	Percentage of Students Reclassified as English Proficient	Group: Our Students - 9% were reclassified in the academic year of 2022-2023.			Half of students will have been successfully reclassified as possessing proficiency in English fluency.	
3	Percentage of Level 4 Achievers on CELDT/ELPAC	Student Group: - 50% of students have achieved Level 4, denoted as Well Developed on the CELDT/ELPAC evaluation.			60% of students will perform at a Level 4(Well Developed) status	
4	Percentage of Grade Level Advancement in Accelerated Reader	Student Group: - 72% are demonstrating academic progression.			90% of the students will have demonstrated substantial academic progress	
5	Percentage of Students Prepared for Subsequent Grade Math	Group: Students - Metric: 65% projected readiness for the commencing academic year's math curriculum.			85% of students will have prepared for their upcoming grade level in Mathematics.	

6	CAASPP Average Scale Score Growth: Math and ELA	<ul style="list-style-type: none"> • 48.37% of the cohort have met or exceeded the standard in English Language Arts (ELA) • 43.27% of the cohort have met or exceeded the standard in Mathematics 			<ul style="list-style-type: none"> • 55% of students will have successfully met or surpassed the set standard. • 55% of learners will have achieved or exceeded the existing standard for Mathematics. 	
7	Full Student Access and Enrollment in Required Courses	100% enrollment and access to all mandatory courses.			Maintain 100%	
8	Technology Plan Implementation Progress Report	75% of the plan has been implemented			85% of the technology plan will be successfully implemented	
9	Professional Learning Implementation Measures and Assessment	Professional Development Period: 1 day			Eight minimum days and 2 full days have been set aside for not only staff development but also for fostering collaboration among the staff members.	
10	Full Compliance with Williams Act for Instructional Materials	100% have access to instructional materials aligned with educational standards			100% of students will have access to instructional materials that align with the state's educational standards.	

11	Enhancement of Special Education Services	These programs have been returned to our school district			Maintain our independent Special Education Programs within the district. Continue to evaluate reintegration of programs shifted from the County back to the District.	
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Insert or delete rows, as necessary.

Goal Analysis for 2024 - 2025

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

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

Not Applicable in Year 1 of New Plan.

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

Not Applicable in Year 1 of New Plan.

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

Not Applicable in Year 1 of New Plan.

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

Not Applicable in Year 1 of New Plan.

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	Professional Development	<p>Provide extensive professional development for all our teachers. Included in this initiative is the implementation of iReady, continued development of Transitional Kindergarten (TK), and the establishment of STEM (Science, Technology, Engineering, Math) instruction for the 6th through 8th grades. Furthermore, we incorporate the California State Teaching Standards throughout grades K-8. We will emphasize proactive science instruction from TK-8 during minimum school days. In order to ensure success, this professional development endeavor will also utilize additional school calendar days and, if necessary, seek support from external service providers.</p> <p>Action Items:</p> <p>Professional Development</p>	\$29,460	No
2	Class Size Reduction	<p>Sustaining the allocation of dedicated staff members in order to strengthen our Class Size Reduction (CSR) initiatives. This will be particularly focused on the Transitional Kindergarten (TK) to 3rd-grade levels. We believe this approach will ensure both consistency and improvement in Full-Time Equivalent (FTE) education strategies.</p> <p>Action Items:</p> <p>Salaries & Benefits</p>	\$1,454,302	No
3	District Technology	<p>Reinforce technology in all schools by enhancing our network infrastructure. We will also maintain the provision of individual student devices for students in grades 2 through 8 in alignment with the technology curriculum.</p> <p>Action Items:</p> <p>Purchase, replacement, maintenance, upkeep.</p> <ul style="list-style-type: none"> ➤ Devices ➤ Technology Curriculum ➤ Network Infrastructure 	\$150,000	No

4	Data Systems	<p>Employ a holistic data system tailored specifically to providing formative, interim, and summative evaluations for students in grades 3 to 8. Alongside this, we're also expanding the use of the Accelerated Reader program and I-Ready program to include all students from Transitional Kindergarten (TK) through Grade 8.</p> <p>Action Items:</p> <p>Accelerated Reader Program & I-Ready</p> <p>Other Software</p>	\$85,000	No
5	District Level Support	<p>Creation of an administrative role exclusively focused on data accumulation and entry. This key position will also be charged with managing the Local Control and Accountability Plan (LCAP) as well as supervising the comprehensive incorporation of various academic programs throughout the district.</p> <p>Action Items:</p> <p>District Admin Stipend</p>	\$10,500	No
6	Para Educator Support	<p>Increasing the involvement of para-educators for Foster Youth, Low Income, and English Learner students. This effort will be reinforced by extending service hours and making these supports available to a wider range of grade levels.</p> <p>Action Items:</p> <p>Para Education Salary & Benefits</p>	\$787,660	No
7	Grade Level Collaboration	<p>This measure involves our teachers collecting and evaluating the academic performance of students, with a specific focus towards English Learners, Foster Youth, and Low-Income student groups. However, this evaluation process is not limited, but also involves monitoring the progress of every student group.</p> <p>Action Items:</p> <p>Teachers' Salaries & Benefits</p>	\$247,051	No

8	Supplemental Materials	Investing in supplementary educational resources. These materials will not only boost engagement, especially for our unique student populations, but also encourage improved attendance. Ultimately, this initiative is designed to elevate the overall academic performance of all our students. Action Items: Supplemental Materials	\$423,850	No
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Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Our primary focus for the upcoming academic year is to recruit and retain competent teachers and staff, while ensuring safe and conducive learning environments. We have developed comprehensive strategies for robust recruitment and effective retention of staff, as well as consistent maintenance of our facilities according to state and federal guidelines. The timeline for this endeavor is one academic year. Recruitment activities will begin as the year starts and continue as needed throughout the year. Efforts towards staff retention and facilities' upkeep will be ongoing endeavors throughout the year. The effectiveness of our strategic plan will be evaluated using stringent measurement techniques including hiring rates, staff turnover rates, and length of service. The quality of our campus environments will be assessed based on cleanliness, safety, and availability of resources. If any performance metrics fall short of our benchmarks, we will promptly implement corrective measures.	Broad

State Priorities addressed by this goal.

1. Basic (Conditions of Learning)
4. Pupil Achievement (Pupil Outcomes)
5. Pupil Engagement (Engagement)
6. School Climate (Engagement)

An explanation of why the LEA has developed this goal.

To ensure effective management and instruction within our district, the goal of maintaining highly qualified staff was established. This goal was achieved through diligent recruitment, continuous professional development, structured onboarding, staff training, and routine staff performance assessments, all aimed at optimizing instructional efficacy. As part of our dedication to augmenting student achievement, we refined our goal to concentrate on the enhancement of instructional quality. This was achieved via comprehensive staff training programs and the sharing of best practices throughout the district, thereby equipping our educators to support students in reaching their utmost potential. In order to cultivate a safe and comfortable environment conducive to learning, our goal was broadened to include the upkeep of well-maintained facilities. Regular checks, necessary repairs, and renovations were implemented as part of our infrastructure maintenance schedule. These well-coordinated efforts toward goal development demonstrate our steadfast commitment to providing basic services, promoting pupil achievement, and fostering a positive school climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Teacher Assignments and Credentials: Williams Act Compliance	100% of our teachers and principals are highly qualified			100% of our teachers and principals will be highly qualified	
2	Williams Act Compliance: School Facilities Maintenance Metrics	100% of our facilities have a Good/Exemplary rating			100% of our facilities will continue to have a Good/Exemplary rating	

Insert or delete rows, as necessary.

Goal Analysis for 2024 - 2025

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

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

Not Applicable in Year 1 of New Plan.

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

Not Applicable in Year 1 of New Plan.

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

Not Applicable in Year 1 of New Plan.

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

Not Applicable in Year 1 of New Plan.

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	Highly Qualified Staffing	<p>Establish a comprehensive strategy to maintain the employment of our esteemed Highly Qualified staff. This commitment extends to personnel in every sector of our district, encompassing those in certified, unclassified, and administrative roles.</p> <p>Action Items:</p> <p>Salary & Benefits</p>	\$407,027	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	District will increase engagement of parents, students, and the larger community to boost trust and improve performance amongst all students. This initiative is based on integrity, data dissemination, and fortified communication. Its purpose is to enhance stakeholder participation	Broad

impacting positively on educational outcomes of all students, inclusive but not limited to Special Education, English Learners, low-income families, and Foster Youth. This journey sets to begin the forthcoming academic year, providing ample time for meticulous planning to ensure effective delivery. The implementation stages are designed to meet this timeline with required transparency and accountability. The goal will be measured using quantifiable metrics. Periodic surveys will be conducted to assess the level of engagement; data will be analyzed and shared openly. Educational outcomes for all students will be evaluated against set targets, with a focus on Special Education, English Learners, lower-income students, and Foster Youth. Our unwavering commitment to this goal emphasizes the need for specificity and detail.

State Priorities addressed by this goal.

- 3. Parental Involvement (Engagement)
- 5. Pupil Engagement (Engagement)
- 7. Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The school district has developed exceptionally focused goals aimed at reducing pupils' absenteeism and dropout rates. We undertook an in-depth analysis to understand the patterns and behaviors leading to such absenteeism among students. In response, the district has taken the initiative to create programs that engage students more profoundly in their academic journey, offering structured activities and additional educational support. Our goals in the district focus on magnifying both our engagement with and communication initiatives to parents. A significant emphasis has been placed on cultivating better channels for interaction and consistent communication. This includes regular parent meetings, updating parents with news, and seeking their valuable feedback. The goal is designed to enhance perceptions of safety and connectedness within the school environment. We have made sustained efforts to construct a school environment that is welcoming, safe, and encouraging for students to build better rapport with our staff. The goal has been formulated to escalate parent satisfaction through our engagement and communication initiatives. This endeavor is ensured through maintaining open and regular dialogues with parents, keeping them updated about their child's progress, various school events, ELAC/DELAC meetings, helping hands breakfast, and continually seeking their opinions and feedback. Additionally, the goal enhances student outcomes for all, including Special Education students, English Learners, Low Income students, and Foster Youth. Achieving this involves enhancing communication levels between the school, students, and their parents or guardians and developing specific strategies and personalized learning plans for each unique student group.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	Overall Student Attendance Rate Metrics	Our attendance rate is improving but we still have a high absentee rate.			98% Student Attendance Rate	
2	Chronic Student Absenteeism Reduction Rates	<ul style="list-style-type: none"> - All Students: 18.8% - EL: 26.4% - Foster Youth: * - Homeless: 39.7% - SED: 26.1% - SWD: 27.5% - African American: 6.5% - American Indian or Alaska Native: * - Asian: 15.4% - Filipino: 0.0% - Hispanic: 21.5% - Native Hawaiian or Pacific Islander: * - White: 17.9% - Two or More Races: 18.2% 			Less than 2% chronic absentee rate	
3	Reduction of Middle School Dropout Rates	0% dropout rate <ul style="list-style-type: none"> - All Students: 0% - EL: 0% - Homeless: 0% - SED: 0% - SWD: 0% 			Maintain 0% drop out rate	

		<ul style="list-style-type: none"> - Hispanic: 0% - White: 0% - Two or More Races: 0% 				
4	Reduction of Pupil Suspension Rates District-Wide	<p>We have less than 1% suspension rate</p> <ul style="list-style-type: none"> - All Students: 2.9% - English Learners: 3.3% - Foster Youth: * - Homeless: 4.1% - SED: 3.4% - SWD: 3.1% - African American: 3.2% - American Indian or Alaska Native: * - Asian: 7.7% - Filipino: 0.0% - Hispanic: 2.5% - Native Hawaiian or Pacific Islander: * - White: 3.1% - Two or More Races: 2.7% 			Less than 2% suspension rate	
5	Reduction of Pupil Expulsion Rates District-wide	<p>0% expulsion rate</p> <ul style="list-style-type: none"> - All Students: 0% - English Learners: 0% - Homeless: 0% - SED: 0% - SWD: 0% - Hispanic: 0% - White: 0% - Two or More Races: 0% 			0% expulsion rate	

6	California Student Safety Perception: Healthy Kids Survey	85% of our students feel safe at school			90% of our students will feel safe at school	
7	California Healthy Kids' School Connection Survey	85% of our students feel connected			90% of our students will feel connected	
8	Response Rate for California Healthy Kids Survey	CHKS Parent response rate = 75%			CHKS Parent response rate = 90%	
9	Parent Survey Participation Rate: Student Subgroups	We have a least a 50% local parent survey response rate			We will have a least a 75% local parent survey response rate	
10	Chronic Absenteeism Rates: Wheatland Elementary's Disabled Students	Chronically Absent Student rate is 41.7%			Chronically Absent Student rate will decrease to 20%	
11	ELAC/DELAC Parent Survey	Parents responded 66% are happy with District services			Parents responded 80% are happy with District services	

Insert or delete rows, as necessary.

Goal Analysis for 2024 - 2025

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

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

Not Applicable in Year 1 of New Plan.

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

Not Applicable in Year 1 of New Plan.

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

Not Applicable in Year 1 of New Plan.

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

Not Applicable in Year 1 of New Plan.

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	Staff and Support the Family Resource Center	<p>Providing necessary staff, materials, and support for the smooth operation of Family Resource Centers (FRCs) across all school sites. This pledge constitutes our efforts to enhance community involvement and ensure quality education.</p> <p>Action Items:</p> <p>Classified Salaries and Benefits</p>	\$210,405	No
2	Communication with Parents/Stakeholders	<p>Implement and continually sustain the use of communication programs like School Way, Class Dojo, and Remind. In addition to this, our district and school websites will be consistently maintained and updated. This strategy is designed to bolster communication with all stakeholders within our broader community.</p> <p>Action Items:</p> <p>Software</p> <p>Website Maintenance</p>	\$17,000	No

3	Counseling Services for Student Support	<p>Introduce thorough Social Emotional Counseling Services. This action will bolster student success by integrating essential emotional aids and nurturing an accommodating social environment for learning.</p> <p>Action Items:</p> <p>Counselors Salary & Benefits</p> <p>Metrics:</p>	\$546,240	Yes
4	Student Recognition through Renaissance Program	<p>Enhance the use of the Renaissance student recognition program. Our project concentrates on implementing effective tactics to improve performance and acknowledgment of high-achieving students throughout the district.</p> <p>Action Items:</p> <p>Renaissance Program</p> <p>Rewards</p> <p>Metrics:</p>	\$67,000	Yes
5	Academic Intervention and Extra Curricular Activities	<p>Allocate staff stipends for Academic Intervention, which are targeted at assisting distinguished students. This includes, but is not limited to: English Learners (EL), Foster Youth, and economically disadvantaged student groups. At the same time, our commitment extends to providing extracurricular activities such as The High Achiever Club, After School Programs, Middle School sports, and Music programs. These programs are designed to reach students from the first up to the eighth grade.</p> <p>Action Items:</p> <p>Salaries, Stipends and Benefits</p>	\$1,717,736	Yes

		Metrics:		
6	High interest parent and community involvement activities	<p>Organizing and implementing a range of engaging parental and community participation events each trimester. These events could include instructional activities based around math, STEM-related topics, and Art fields.</p> <p>Action Items:</p> <p>Event Costs</p>	\$5,000	No
7	Absent Tracking Software	<p>Improve the technological capabilities of the School Attendance Review Team (SART). This is done through the establishment of highly efficient RaaWee Software. This move symbolizes our unwavering dedication to operational efficiency and effective stakeholder communication.</p> <p>Action Items:</p> <p>Software</p>	\$10,000	No
8	Probation Partnership	<p>A two-pronged approach that encapsulates consistent Probation Officer Student Checks and regular SARB meetings. The core objective of this strategy is to actively track student progress and forge a collaborative and engaged relationship with all our associated stakeholders. Through this endeavor, we aim to foster improved educational outcomes.</p> <p>Action Items:</p> <p>Supplies</p> <p>Travel</p>	\$2,000	No
9	Administration Oversight for Absence Meetings and Messaging	<p>Meetings specifically designed to address absenteeism and establishing an all-call messaging system. Through these methodologies, we aim to secure comprehensive communication with everyone involved.</p> <p>Action Items:</p>	\$2,500	No

		Software		
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Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Enhancing participation and success of students with disabilities in general education classrooms. To reach our goal, we will employ effective inclusive education strategies. These include suitable modifications and accommodations, use of co-teaching models and professional growth for teachers on best practices in special education. The implementation of these strategies occurs throughout the academic year, starting from day one and modified continuously based on progress evaluation. Teacher training will begin at the school year's start, with follow-up sessions held throughout the year. We will ensure adjustments are made promptly to cater for individual student needs. For measuring goal effectiveness, we will use diverse evaluation tools, both qualitative and quantitative. We will track the number of special needs students in general classrooms and monitor their academic performance via various methods. These include standardized tests, classroom assessments, and progress on individual education plan goals. We will also gather teacher feedback and parent surveys to assess engagement and integration levels in classrooms. Plus, we will evaluate teachers after their professional development sessions to improve future strategies. This comprehensive method enables us to thoroughly gauge our inclusive education initiative's success.	Broad

State Priorities addressed by this goal.

- 4. Pupil Achievement (Pupil Outcomes)
- 7. Course Access (Conditions of Learning)
- 8. Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district has formulated the goal of empowering both special education and general education teachers through sufficient professional development and resources. This is in an effort to bolster their capacity to champion inclusive education, recognizing its substantial link to improved academic outcomes for students with disabilities. Acknowledging the significance of equal education opportunities for all students,

this goal expands inclusive classroom environments. This plan aims to bridge any perceived disparities between students with disabilities and their peers, thus cultivating an ambiance of fairness within the educational setting.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Inclusion Rate for Students with Disabilities in General Education	• % of our students with disabilities are not being included in portions of the general classrooms			80% of our students with disabilities will be included in portions of the general classrooms	

Insert or delete rows, as necessary.

Goal Analysis for 2024 - 2025

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

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

Not Applicable in Year 1 of New Plan.

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

Not Applicable in Year 1 of New Plan.

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

Not Applicable in Year 1 of New Plan.

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

Not Applicable in Year 1 of New Plan.

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	Professional Development - Inclusion	<p>Joint professional growth and cooperation between mainstream and special education teachers. The prime focus of this initiative is to actively enhance inclusiveness and facilitate the best possible learning outcomes for all students, especially those students impeded by disabilities.</p> <p>Action Items:</p> <p>Professional Development</p>	\$20,000	No
2	Preschool Inclusion - Collaboration	<p>Staff meetings to promote teamwork and provide training opportunities to our general education and special education teachers and staff. This approach is designed to foster an inclusive, integrated learning environment that effectively caters to the educational needs of students with disabilities.</p> <p>Action Items:</p> <p>Classified Extra Time & Benefits</p>	\$44,000	No
3	SDC Classrooms	<p>Procuring dedicated furniture, equipment, and necessary supplies. We are focusing on this specific procurement initiative to help ensure the smooth integration and maximum engagement of students with disabilities in regular education classrooms.</p> <p>Action Items:</p> <p>Supplies</p>	\$70,000	No
4	Inclusion Support through Para Educator	<p>Hiring para-educators to substantially strengthen our inclusion practices. Our goal is to appropriately accommodate every student's learning needs, leading to noticeably improved educational outcomes for all.</p>	\$20,547	No

		Action Items: Classified Salary & Benefits		
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Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	<p>The Wheatland School District plans a thorough dedication to insuring and improving the ten Career and Technical Education (CTE) program requirements in the approaching year. This strategy involves a precise plan, careful execution, and periodic monitoring. Steps, including, but not limited to, evaluating the current curriculum, introducing necessary changes, strengthening infrastructure, and providing intensive training to our teachers will be taken. The start of the next school year triggers the implementation process, which begins with a review of the current curriculum against the CTE requirements. Any needed modifications are introduced in the first two months, followed by infrastructure enhancements and teacher training in the next four months. The rest of the year is devoted to continuous monitoring, evaluation, and improvements. The success of these measures, thus reaching our goal, will be measured using various tools. The effectiveness of the revised curriculum will be assessed using student performance metrics such as academic progress in the CTE program. The quality of the improved infrastructure will be measured through facility utilization reports and student surveys. Educator's instructional delivery and its impact on CTE program student outcomes will evaluate the effectiveness of teacher training. Continuous monitoring will allow for adjustments, ensuring compliance with CTE program requirements.</p>	Broad

State Priorities addressed by this goal.

6. School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The purpose of integrating electives into our middle school curriculum was devised to augment and sustain a positive climate. This strategy was grounded in the understanding that a diversity of options can enhance student satisfaction and enrich the overall school environment. To maintain student count and foster diversity, the objective was also planned to draw students from neighboring districts. This was achieved as the elective courses often surpassed the conventional choices usually accessible, rendering our district more appealing to students from

other districts. The objective's framework was also crafted based on evidence suggesting that a broad range of educational choices leads to heightened student involvement and consequently, better attendance. Incorporating diverse electives enables students to pursue areas they are enthusiastic about, consequently promoting their habitual attendance and active involvement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Alignment of CTE Courses to Ag & Natural Resources Standards	Current Ag & Natural Resources Electives			Expand Ag & Natural Resources Electives	
2	CTE Course Alignment with Art and Media Standards	Current Art, Media & Entertainment Electives			Expand Art, Media & Entertainment Electives	
3	CTE Courses Compliance with Communication & Technology Standards	Current Communication & Technology Electives			Expand Communication & Technology Electives	
4	Pre K-3rd Grade Activities Aligning with CTE Standards	Buddy Programs exist in Ag, PE and Music currently			Maintain Buddy Programs in Ag, PE and Music	

Insert or delete rows, as necessary.

Goal Analysis for 2024 - 2025

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

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

Not Applicable in Year 1 of New Plan.

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

Not Applicable in Year 1 of New Plan.

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

Not Applicable in Year 1 of New Plan.

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

Not Applicable in Year 1 of New Plan.

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	Support CTE mentoring opportunities for students	<p>Setting up and endorsing mentoring opportunities. This step will significantly impact student attendance positively, subsequently nurturing an atmosphere that encourages compliance and active involvement in career and technical education program requirements.</p> <p>Action Items:</p> <p>Salaries & Benefits</p> <p>Supplies</p>	\$70,000	No
2	Expand Ag course offerings	<p>Aiding in the smooth execution and adherence to the necessary protocols associated with the Career and Technical Education Program, while ensuring the highest level of compliance.</p> <p>Action Items:</p>	\$165,000	No

		Salaries & Benefits Supplies		
3	CTE facilities improvement	<p>Focus on corrective measures for our existing Agricultural Facilities, which are currently facing certain limitations. Simultaneously, we are motivated to establish new Agricultural Facilities to accommodate and support the growing needs of our educational community.</p> <p>Action Items:</p> <p>Facility Improvement</p> <p>New Facilities</p>	\$135,000	No
4	Provide CTE exposures for students through conferences, contests, and speakers	<p>Proactive organization of conferences, competitions, and the hosting of guest speakers, primarily for the FFA Elective. Furthermore, we will be offering travel opportunities, essential for practical experience and exposure, for both Agricultural and FFA Elective students.</p> <p>Action Items:</p> <p>Travel</p> <p>Conferences</p>	\$25,000	No
5	Provide Career Path Coordinator	<p>Appointing a dedicated Coordinator whose role will include the oversight of our wide-ranging elective program and efficient management of related grants. With this strategic measure, we will ensure our resources are properly allocated as per the governmental regulations on Career and Technical Education. Doing so guarantees our school's compliance in this regard.</p> <p>Action Items:</p> <p>Coordinator Salary and Benefits</p>	\$52,119	No
6	Provide support staff for CTE program implementation	Employing skilled support staff to ensure the safety of our students and to boost opportunities for personal educational development and success in their chosen technical or career-driven fields.	\$157,532	No

		Action Items: Classified Salaries and Benefits		
7	Host Career Fair	Career fair will broaden the exposure of our students to a myriad of career pathways, thus, our school district will carefully curate experiences and learning initiatives aimed at introducing distinct professional courses in their many varied aspects. Action Items: Supplies	\$1,100	No

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024 - 2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,564,530	\$29,871

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
0%	0%	0%	0%

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 #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.3	Identified Needs: <ol style="list-style-type: none"> 1. Students with Disabilities: Unique emotional and social challenges often arise for these students due to their circumstances, indicating the need for specialized counseling services. 2. English Learners: These students may experience difficulties in both social integration and academic achievement due to language barriers; counseling support could help address these challenges. 3. Foster Youth: Given that these students often live in unstable conditions, they may need counseling services to manage emotional stress and achieve academic success. 4. Low-Income Students: Financial strain can lead to emotional distress which can potentially be mitigated through counseling services. 	Scope of Action: <p>The district-wide implementation of this action ensures comprehensive support for all students in need and addresses the identified need for increased support for academic achievement.</p> References: <p>-</p>	Metrics: <ol style="list-style-type: none"> 1. Counseling Schedule 2. SST Meeting Schedule 3. EL Parent Survey 4. Attendance Records 5. FRC Reporting of services rendered 6. Academic Intervention Attendance

3.4	<p>Identified Needs:</p> <ol style="list-style-type: none"> 1. All students, especially those who are differently abled, those learning English as a second language, those in foster care, and those from economically disadvantaged backgrounds, need to receive acknowledgement for their accomplishments. The situation is more intricate for these student groups due to certain potential hurdles they face, such as academic difficulties, language obstacles, unsettled domestic situations, or fiscal limitations 2. Action strengthens the enactment of a commendation scheme that celebrates and acknowledges all students' achievements with special emphasis on the groups 	<p>Scope of Action:</p> <ul style="list-style-type: none"> - Executing the action across the district ensures that all students, regardless of their situations, receive equal acknowledgement and encouragement. - Broad application effectively meets the needs of the identified student groups by establishing an inclusive and supportive education environment. <p>References:</p> <ul style="list-style-type: none"> - 	<p>Metrics: Formatting Issue</p> <ol style="list-style-type: none"> 1. Reni Recognition Rallies 2. Principal Lunches 3. Student of the month 4. Teacher Lunches
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3.5	Identified Needs: <ol style="list-style-type: none"> 1. The identified groups of students- inclusive of all students, those with disabilities, English learners, foster youth, and low-income students- often face academic obstacles 2. Extra-curricular programs like the High Achiever Club, After School Programs, Middle School sports, and Music for grades 1-8 are critical for additional support systems. 	Scope of Action: <ul style="list-style-type: none"> - Implementation of this action at a district-wide level aims to enhance school participation and attendance, thus addressing the academic challenges faced by the identified student groups. - The plan further ensures students receive a well-rounded education by incorporating extra-curricular activities. - Full inclusion, particularly for students with disabilities, English learners, foster youth, and low-income students is best realized through a district-wide strategy. - Providing a comprehensive education by facilitating access to extra-curricular activities will support academic development and enrichment, best achieved across the entire district. References: <ul style="list-style-type: none"> - 	Metrics: Formatting Issue <ol style="list-style-type: none"> 1. Attendance records 2. Performances 3. Sporting Events 4. Reni Rewards Rallies
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Insert or delete rows, as necessary.

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
N/A	N/A	N/A	N/A

Insert or delete rows, as necessary.

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

Additional Concentration Grant Funding

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

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	0.00	0.00
Staff-to-student ratio of certificated staff providing direct services to students	0.00	0.00

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

- Teachers,
- Principals,
- Administrators,
- Other school personnel,

- Local bargaining units of the LEA,
- Parents, and
- Students

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

- **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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