2024-25 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Yosemite Unified School District
CDS Code:	20 76414 0000000
LEA Contact Information:	Name: Dr. Jarrod Bordi Position: Assistant Superintendent Email: jbordi@yosemiteusd.org Phone: 559-676-6583
Coming School Year:	2024-25
Current School Year:	2023-24

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2024-25 School Year	**Amount** **Whole Numbers**
Total LCFF Funds	$18,738,282
LCFF Supplemental & Concentration Grants	$2,597,145
All Other State Funds	$2,997,672
All Local Funds	$2,032,089
All federal funds	$1,180,762
Total Projected Revenue	$24,948,805

Total Budgeted Expenditures for the 2024-25 School Year	**Amount** **Whole Numbers**
Total Budgeted General Fund Expenditures	$27,734,783
Total Budgeted Expenditures in the LCAP	$9,563,325
Total Budgeted Expenditures for High Needs Students in the LCAP	$2,597,145
Expenditures not in the LCAP	$18,171,458

Expenditures for High Needs Students in the 2023-24 School Year	**Amount** **Whole Numbers**
Total Budgeted Expenditures for High Needs Students in the LCAP	$2,058,711
Actual Expenditures for High Needs Students in LCAP	$2,372,070

Funds for High Needs Students	**Amount** **[AUTO-CALCULATED]**
2024-25 Difference in Projected Funds and Budgeted Expenditures	$0
2023-24 Difference in Budgeted and Actual Expenditures	$313,359

Required Prompts(s)	**Response(s)** **[FIELDS WILL APPEAR IF REQUIRED]**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The YUSD LCAP does not include expenditures such as: General operating costs, including but not limited to, a large portion of salaries and benefits, Health Services, One time funds, such as LREBG, AMIM, etc, TK Implementation, ELOP, Site specific discretionary budgets

	for supplies, etc. donation accounts, Cal Shape Grants, Indian Ed education, Energy Efficiency Project, STRS on behalf, and Community Engagement Initiative.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Yosemite Unified School District

CDS Code: 20 76414 0000000

School Year: 2024-25

LEA contact information:
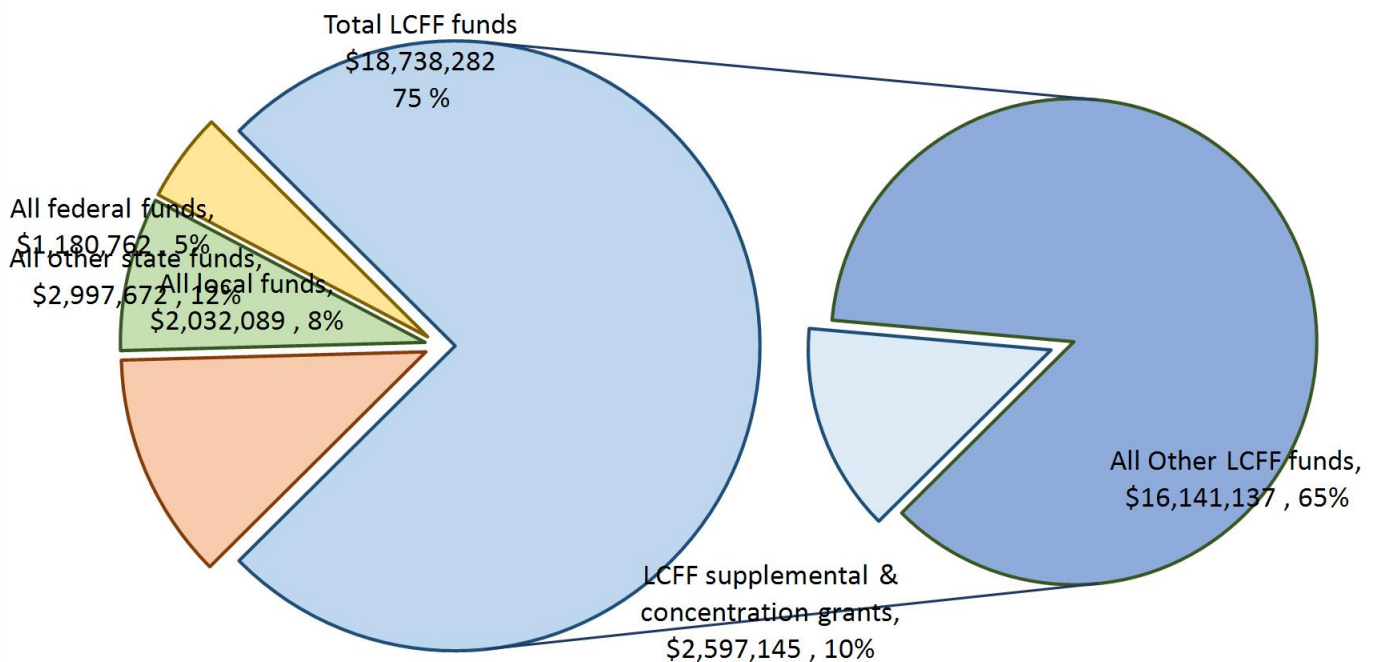
Dr. Jarrod Bordi

Assistant Superintendent

jbordi@yosemiteusd.org

559-676-6583

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$18,738,282
75 %

All federal funds,
$1,180,762 , 5%

All other state funds,
$2,997,672 , 12%

All local funds,
$2,032,089 , 8%

All Other LCFF funds,
$16,141,137 , 65%

LCFF supplemental &
concentration grants,
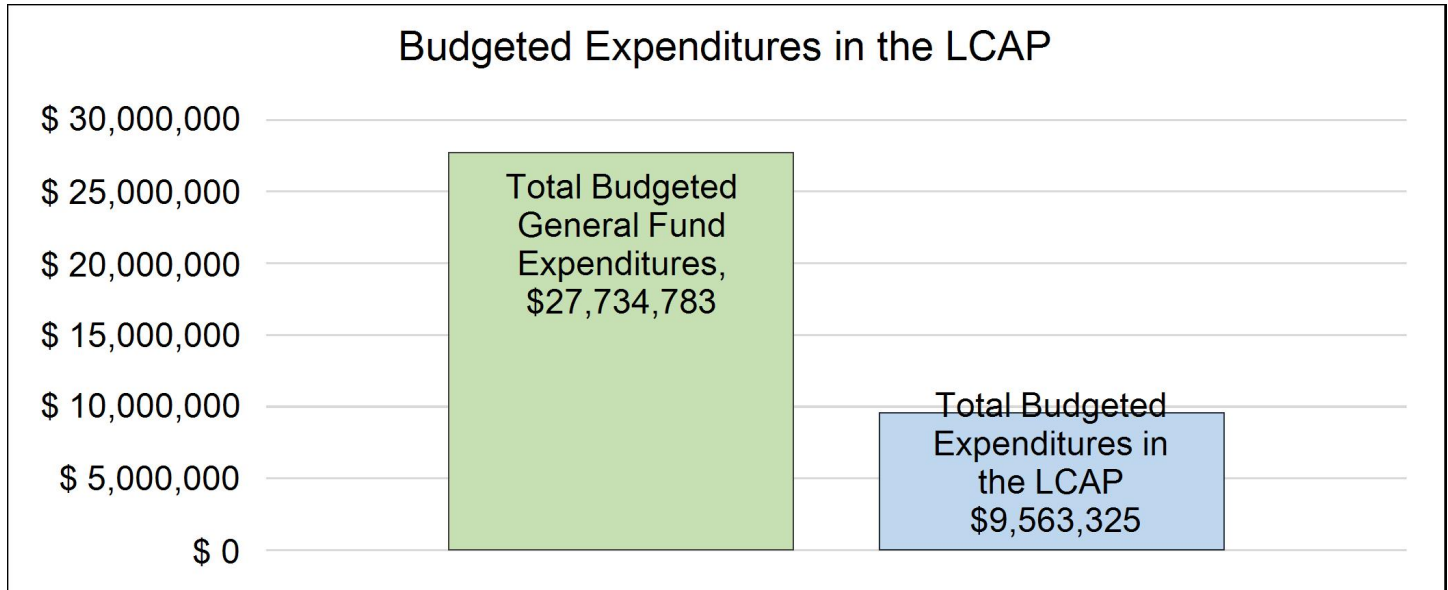$2,597,145 , 10%

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

The text description for the above chart is as follows: The total revenue projected for Yosemite Unified School District is $24,948,805, of which $18,738,282 is Local Control Funding Formula (LCFF), $2,997,672 is other state funds, $2,032,089 is local funds, and $1,180,762 is federal funds. Of the $18,738,282 in LCFF Funds, $2,597,145 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $27,734,783	**Total Budgeted Expenditures in the LCAP $9,563,325**

Chart scale: $0 to $30,000,000 in increments of $5,000,000

This chart provides a quick summary of how much Yosemite Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Yosemite Unified School District plans to spend $27,734,783 for the 2024-25 school year. Of that amount, $9,563,325 is tied to actions/services in the LCAP and $18,171,458 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

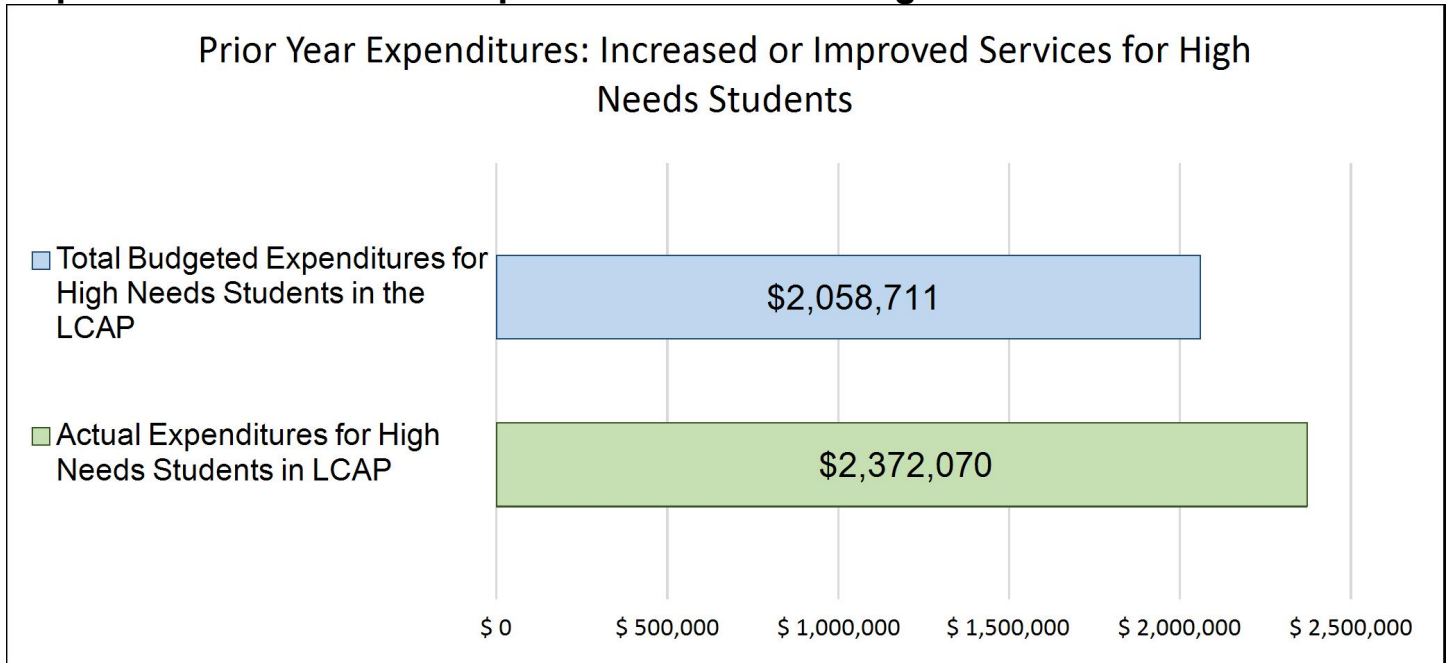The YUSD LCAP does not include expenditures such as:
General operating costs, including but not limited to, a large portion of salaries and benefits, Health Services, One time funds, such as LREBG, AMIM, etc, TK Implementation, ELOP, Site specific discretionary budgets for supplies, etc. donation accounts, Cal Shape Grants, Indian Ed education, Energy Efficiency Project, STRS on behalf, and Community Engagement Initiative.

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

In 2024-25, Yosemite Unified School District is projecting it will receive $2,597,145 based on the enrollment of foster youth, English learner, and low-income students. Yosemite Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Yosemite Unified School District plans to spend $2,597,145 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $2,058,711

☐ Actual Expenditures for High Needs Students in LCAP — $2,372,070

Axis: $0 $500,000 $1,000,000 $1,500,000 $2,000,000 $2,500,000

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

The text description of the above chart is as follows: In 2023-24, Yosemite Unified School District's LCAP budgeted $2,058,711 for planned actions to increase or improve services for high needs students. Yosemite Unified School District actually spent $2,372,070 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yosemite Unified School District	Dr. Jarrod Bordi Assistant Superintendent	jbordi@yosemiteusd.org 559-676-6583

Goals and Actions

Goal

Goal #	Description
1	All students will be provided high quality instruction, within a broad and rigorous curriculum that will prepare them for success in college and the workplace.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Scores	2019 (Avg. Distance from Standard; State: - 2.5) All: -.1 EL: -74.3 SED: -25.9 SWD: -80.3 Am Ind: -53.9 Asian: -20.8 Hisp.: -15.3 White: 7.3 2 or More: 10.2	2021 (% of students who met or exceeded standard--CA: 49.01%) Note: CA tested only 24% of students, while YUSD tested 70%. Data should be interpreted with caution. All: 38.22 EL: NA SED: 26.33 SWD: 2.22 Am. Ind.: 25 Asian: NA Hisp.: 31.63 White: 41.75 2 or More: 43.24	2022 (% of students who met or exceeded standard--CA: 47.06%) All: 36.94 EL: 21.05 SED: 28.20 SWD: 12.13 Am. Ind.: 22.22 Asian: NA Hisp.: 28.17 White: 42.20 2 or More: 30.95	2023 (% of students who met or exceeded standard--CA: 46.67%) All: 31.39 EL: 4.35 SED: 24.49 SWD: 8.43 Am. Ind.: 19.05 Asian: NA Hisp.: 22.07 White: 35.64 2 or More: 35.90	All: at least 10 EL: under -50 SED: under -5 SWD: under -50 Am Ind: under -30 Asian: under -5 Hisp.: at least 1 White: at least 10 2 or More: at least 30

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Math Scores	2019 (Avg. Distance from Standard; State: -33.5) All: -40.6 EL: -124.3 SED: -66 SWD: -127.6 Am Ind: -70.3 Asian: -56.2 Hisp.: -58.6 White: -33.7 2 or More: -26.9	2021 (% of students who met or exceeded standard--CA: 33.76%) Note: CA only tested 24% of students while YUSD tested 70%. Data should be interpreted with caution. All: 22.55 EL: NA SED: 13.78 SWD: 2.17 Am. Ind.: 7.14 Asian: NA Hisp.: 13.4 White:27.24 2 or More: 22.86	2022 (% of students who met or exceeded standard--CA: 33.76%) All: 20.81 EL: 0 SED: 11.96 SWD: 3.08 Am. Ind.: 23.53 Asian: NA Hisp.: 15.61 White: 22.91 2 or More: 21.43	2023 (% of students who met or exceeded standard--CA: 34.62%) All: 19.73 EL: 4.35 SED: 15.33 SWD: 7.32 Am. Ind.: 10.00 Asian: NA Hisp.: 12.99 White: 23.06 2 or More: 17.94	All: under -25.1 EL: under -95 SED: under -25 SWD: under -25.1 Am Ind: under -25.1 Asian: under -25.1 Hisp.: under -25.1 White: under -25.1 2 or More: under -25.1
% of EL students who make progress towards English Proficiency (ELPI)	Dashboard 2019: 57.6 (State 48.3)	ELPAC Results for Proficiency Levels indicate that for 20-21: indicate 27.27% well developed overall, 27% moderately developed overall, 22% somewhat developed overall and 22% minimally developed overall. Scores for 21-	ELPAC Results for Proficiency Levels indicate that for 2022-2023: Well developed (Level 4): 21.4% Moderately developed (Level 3): 42.9% Somewhat developed (Level 2): 19.0% Minimally developed (Level 1): 16.7%	Dashboard 2023: 31.6% making progress towards English Proficiency (ELPI) (State 48.7%) Poficiency Levels for 2023-24 Well developed (Level 4): 20.0% Moderately developed (Level 3): 42.2%	85% of EL students making progress (ELPI)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		22 (locally compiled) indicate that English proficiency for 27% are well developed overall, 24% are somewhat developed and 6% are minimally developed over all.		Somewhat developed (Level 2): 22.2% Minimally developed (Level 1): 15.6%	
EL Reclassification Rate	2019-20: 0%	2020-21: 0%	2021-2022: 57.6%	2022-2023: 11%	10%
Percent College/Career Ready	Dashboard 2019: (State: 44.1) All: 38.0 SED: 27.4 SWD: 0 Hisp.: 29.6 White: 38.3	Data not available	Data not available	Dashboard 2023: (State: 43.9) All: 28.1 SED: 22.3 SWD: 3.8 Hisp.: 16.3 White: 33.0 Homeless: 18.2	All: at least 55 SED: at least 55 SWD: at least 10 Hisp.: at least 55 White: at least 55
% of A-G Completers	2019-20: 43.8%	2020-21: 38.4%	2021-2022 : 34%	2022-2023 : 31%	90%
% of CTE Pathway Completers	2019-20: 20%	2020-21: 19.5%	2021-2022: 9%	2022-2023: 5%	80%
% of A-G Completers and CTE Completers (students who completed both pathways)	2019-20: 6%	2020-21: 5.8%	2021-2022 : 6%	2022-2023 : 2%	80%
IB Passage Rate	2020-21: 55%	2020-21: 5.8%	2021-2022: 72%	2022-2023: 6.1%	90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AP Passage Rate (with score of 3 or higher)	2020-21: 60%	2020-21: 1.2%	2021-2022: 52%	2022-2023: 0.6%	90%
% of students who earn Early Assessment Program designation of: Prepared (ELA)	2018-19: 74.4%	2020-21: 31.8%	2021-2022: 57%	2022-2023: 43%	90%
% of students who earn Early Assessment Program designation of: Prepared (Math)	2018-19: 37.6%	2020-21: 14.06%	2021-2022: 23%	2022-2023: 21%	90%
% of Teachers Appropriately Assigned and Credentialed	2020-21: 100%	2021-22: 99%	2022-2023 99%	2023-2024 99%	100%
% of Students with Access to Standards Aligned Curriculum	2020-21: 100%	2021-22: 100%	2022-2023 100%	2023-2024 100%	100%
Local Performance Indicator Report, LCFF Priority 7: Extent to which pupils have access to, and are enrolled in broad course of study	2019-20: District met requirements for Local Indicator Report, Priority 7	2020-21: District met requirements for Local Indicator Report, Priority 7	2022-23: District met requirements for Local Indicator Report, Priority 7	2022-23: District met requirements for Local Indicator Report, Priority 7	District will meet the requirements for Local Indicator Report, Priority 7
Local Performance Indicator, LCFF Priority 2: LEA implements state board adopted	2019-20: District met requirements for Local Indicator Report, Priority 2	2021-21: District met requirements for Local Indicator Report, Priority 2	2022-23: District met requirements for Local Indicator Report, Priority 2	2022-23: District met requirements for Local Indicator Report, Priority 2	District will meet the requirements for Local Indicator Report, Priority 2

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
academic content and standards					

Goal Analysis

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

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

Actions 1.1 and 1.2 fulfill the requirement of LCFF Priority 1 which includes fully credentialed teachers (Action 1.1) and student access to the standards-aligned instructional materials (Action 1.2). These actions were implemented as planned with no significant challenges.

Action 1.3 ensures all students have access to a broad course of study at the high school level, including access to International Baccalaureate (IB), Advanced Placement (AP), Career Technical Education (CTE), Visual and Performing Arts (VAPA), a Music program, and Dual Enrollment Opportunities, and programs and services to ensure access for low-income students, English learners, and foster youth. This action was implemented as planned. The challenge of ensuring equitable access to all students requires strategic master scheduling efforts, particularly for students who need additional academic support.

Action 1.4 provides a multi-tiered system of academic support for all students including reading (Lexia) and math (ST Math) interventions. This action was implemented as planned and funded with federal funds. The challenge of providing timely and targeted interventions to students in need of support is managed through quarterly benchmark assessments and teacher recommendations. A success of this action is the recent addition of benchmark assessments districtwide. Implemented for the first time in the 2023-24 school year, Fastbridge (illuminate education LLC) is a computer adaptive universal screener in mathematics (aMath) and reading (aReading) that provides YUSD with data to identify students' at-risk calculation ranging from college prep (CP) to highly at risk. The baseline screener was administered in September 2023, the second administration was given in January 2024, and the third administration in the elementary and middle schools was administered in April 2024. The assessment results are reported in Prompt 3.

Action 1.5 provides credit recovery intervention periods for Yosemite High School students. This action was implemented as planned. A success of this action is the design of the course. It is self-paced, customized to each student, targets specific areas of need, guarantees a small class size, and provides individualized support to each student by a credentialed teacher. For students who completed the course, it helped them remediate credits and attain graduation. A challenge is master scheduling and ensuring that all students who need the credit recovery intervention period have access to it.

Actions 1.6, 1.7, 1.12, and 1.13 focus on providing teachers with resources to improve their practice and student outcomes. Actions 1.6, 1.12, and 1.13 provide professional development in the areas of project-based learning, differentiation, engagement, instructional strategies,

interventions, and English language development. Action 1.7 provides teachers with release time to collaborate and plan instruction. These actions were implemented as planned. The challenge of transferring what is learned through professional development into classroom instructional practices is supported by providing release time to plan collaboratively. Another challenge is the growing number of English learners in the district, especially students at the entering (Level 1) and beginning (Level 2) stages of language development who require teacher expertise to support their needs through integrated and designed language development strategies.

Actions 1.8, 1.11, and 1.14 provide every student with a device and the infrastructure needed to support the technology. This year was the first year of successful implementation of three benchmark assessments at the elementary and middle school levels and two benchmark assessments at the high school level. The devices (Action 1.8) allowed students to prepare for the statewide CAASPP assessments. Using the expertise of the data consultant (Action 1.14), the student information system (Action 1.11) tracks student progress and supports the identification of students for interventions based on benchmark results. These actions were implemented as planned. The challenge is staying current with the latest technology and staffing demands to maintain existing devices.

Action 1.9 provides non-traditional school settings for students who need an option for homeschooling, a continuation high school setting, independent study, or a hybrid program. This action was implemented as planned. Although these programs are costly, a success is they provide a variety of program options to meet the unique needs of our community. Challenges with this action include sustaining the budget for these programs as a small district and monitoring each student's progress so they are successful and on track for graduation.

Action 1.10 was moved in the 2023-24 LCAP to Action 4.1. The level of implementation will be addressed in the Goal 4 Annual Update.

Action 1.15 funds a physical education teacher at K-8. This action was implemented as planned. The success of this action is that it provides all students at K-8 with the required PE minutes through a credentialed teacher. It also provides additional time for teachers to prepare lessons to support the unique needs of their students. The challenge is developing a PE schedule that guarantees all students have equitable access.

Action 1.16 provides a teacher on special assignment (TOSA) to support K-8 teachers with instructional coaching, curriculum, instruction, assessments, interventions, and a positive classroom climate. This action was implemented as planned. The success of this action is that teacher capacity is developing as evidenced by observed classroom instructional practices. The TOSA assists with implementing the benchmark assessments, conducting data analysis, and supporting teachers with the effective use of data to guide their instruction. A challenge is the limited time that a single TOSA has to support all teachers.

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

Action 1.2 - Planned Expenditure $201,195, Estimated Actual $174,180. Estimated actual was less than planned expenditure because we were able to save costs by purchasing digital copies for some curriculum.

Action 1.3 - Planned Expenditure $700,316, Estimated Actual $958,639. Estimated actual was more than planned expenditure because later in the budget year the District added Prop 28 funds to be spent as well as we settled negotiations which included an increase to salaries.
Action 1.9 - Planned Expenditure $876,883, Estimated Actual $1,105,860. Estimated actual was more than planned expenditure because YUSD needed to provide updated devices and replace out-of-date devices. The maintenance costs of the devices also exceeded projected costs.
Action 1.15 - Planned Expenditure $79,845, Estimated Actual $119,979. Estimated actual was more than planned expenditure because the costs associated with salary and benefits for the employee were more than anticipated.
Action 1.16 - Planned Expenditure $110,470, Estimated Actual $81,047. Estimated actual was less than planned expenditure because the costs associated with salary and benefits for the employee were less than anticipated.

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

The actions in Goal 1 work together to provide high-quality instruction, within a broad and rigorous curriculum, that prepares all students for success in college and the workplace. The metrics used to measure the effectiveness of these actions include the CAASPP results in ELA and math, various indicators of college and career readiness, the English Learner Progress Indicator (ELPI), and other local indicators of success.

The 2023 CAASPP results in ELA and math showed an overall decline in student performance compared to 2022. In 2023, 31.39% of students met or exceeded standards in ELA compared to 36.94% in 2022. Declines in student performance in ELA were also noted for all significant student groups including low-income students and English learners. For math, there was also a slight overall decline from 19.73% meeting or exceeding standards from 20.81% in the previous year. However, many student groups increased their math performance including low-income students, English learners, and students with disabilities. Math performance for low-income students increased from 11.96% in 2022 to 15.33% in 2022, for English learners from 0% in 2022 to 4.35% in 2023, and for students with disabilities from 3.08% in 2022 to 7.32% in 2023.

The English Learner Progress Indicator (ELPI) declined significantly from 57.6% making progress towards English language proficiency in 2022 to 31.6%. This significant decline is due, in part, to the increasing number of English learners in the district at the entering (Level 1) and beginning (Level 2) stages of language development. In 2022, there were 33 English learners included in the ELPI calculation. In 2023, this number almost doubled to 57 English learners included in the ELPI calculation.

Implemented for the first time in the 2023-24 school year, Fastbridge (illuminate education LLC) is a computer adaptive universal screener in mathematics (aMath) and reading (aReading) that provides YUSD with data to identify students' at-risk calculation ranging from college prep (CP) to highly at risk. The baseline screener was administered in September 2023, the second administration was given in January 2024, and the third administration in the elementary and middle schools was administered in April 2024. From the fall to the winter administration of Fastbridge, the percentage of students testing CP dropped by 5% in aReading and 1% in aMath. Also, during the same period, the percentage of students testing at low risk dropped from 29% to 27% for aReading and from 28% to 26% for aMath. The decreases in CP and low risk are associated with a comparable increase in some risk for both aReading (21% to 28%) and high risk for aMath (22% to 24%).

From fall to winter, the percentage of students in grades 3 through 6 testing high risk on aReading dropped for each grade level. However, in grade 7, the percentage of students testing at risk increased for aReading. During the same period, the percentage of students who tested high risk and greater remained the same. Except for grade 3, the percentage of students testing high risk on aMath increased at all grade levels from fall to winter administration.

Based on the above analysis of metrics designed to measure the effectiveness or ineffectiveness of actions in Goal 1, the areas of English language arts (ELA) and English language development (ELD) are a focus for the 2024-25 LCAP. While the overall performance in math declined, the increases in math performance for identified student groups indicate success with actions designed to support differentiated lessons, provide timely interventions, and close achievement gaps. For this reason, the district will make adjustments to continuing contributing actions to increase the focus on ELA and ELD instruction and student support to ensure future increases in student outcomes and continuous improvement.

Non-Contributing Actions 1.1 and 1.2 fulfill the requirement of LCFF Priority 1 which includes fully credentialed teachers (Action 1.1) and student access to the standards-aligned instructional materials (Action 1.2). While these actions are necessary to operate a school district and they will continue in the 2024-25 LCAP, they were not effective in making progress toward the goal. All statewide measures of ELA, math, and English learner progress declined in 2023.

Non-Contributing Action 1.3 fulfills the requirements of LCFF Priority 7 which ensures all students have access to a broad course of study at the high school level, including access to International Baccalaureate (IB), Advanced Placement (AP), Career Technical Education (CTE), Visual and Performing Arts (VAPA), a Music program, and Dual Enrollment Opportunities, and programs and services to ensure access for low-income, English learners, and foster youth. While this action is necessary and required by law in the operation of a school district, the action was not effective in making progress toward the goal as measured by a decline in the percentage of students completing a CTE pathway, the percentage earning a passing grade in an AP course, and the percentage completing the IB program.

Non-Contributing Action 1.4 is funded with federal funds and provides a multi-tiered system of academic support for all students including reading (Lexia) and math (ST Math) interventions. This action was effective in making progress toward the goal as evidenced by the increasing performance of low-income students, English learners, and students with disabilities in mathematics. Math performance for low-income students increased from 11.96% in 2022 to 15.33% in 2022, for English learners from 0% in 2022 to 4.35% in 2023, and for students with disabilities from 3.08% in 2022 to 7.32% in 2023.

Contributing Action 1.5 provides credit recovery intervention periods for Yosemite High School students. To measure the effectiveness of this action, the graduation rate is an important metric to consider although specifically not listed within Goal 1. Action 1.5 is designed to target the specific needs of students to help them stay on track for graduation. This action was partially effective in making progress toward the goal. In 2022, the district's overall graduation rate was 82.1% but declined to 79.9% in 2023. However, the graduation rate increased from 77.8% to 80.9% for low-income students indicating that Action 1.5 is having the intended impact of improving outcomes for at-risk students.

Actions 1.6, 1.7, and 1.13 focus on providing teachers with resources to improve their practice and student outcomes. Actions 1.6 and 1.13 provide professional development in the areas of project-based learning, differentiation, engagement, instructional strategies, and interventions. Action 1.7 provides teachers with release time to collaborate and plan instruction. This action was effective in making progress

toward the goal as evidenced by the increasing performance of low-income students, English learners, and students with disabilities in mathematics. In the 2024-25 LCAP, an increased focus on English language arts is planned to improve outcomes in all academic areas.

Contributing Action 1.12 provides professional development to support best practices for English learner students. With the increasing number of English learners in the district, especially students at the entering (Level 1) and beginning (Level 2) stages of language development, and the declining performance of English learners as evidenced in the English Learner Progress Indicator, this action, as designed, is not effective at meeting the needs of English learners. Due to shifting needs for English learners in the district, the focus of professional development content will also shift to prioritize explicit grammar instruction and opportunities to learn grammar in context, the use of academic conversation scaffolds to promote peer-to-peer interactions, the use of visual representations and wait time, and the creation of supportive, safe environments to help new English learners transition effectively.

Non-Contributing Actions 1.11, and 1.14 provide the infrastructure needed to support district technology. These actions were effective in making progress toward the goal as evidenced by data reports that were provided to support targeted and timely interventions for students. The data reports provide teachers with individual student scores which helps teachers track students who are on track or at risk for learning difficulties. The reports also provide teachers with class-level and individual student instructional, intervention, and progress measure recommendations. The growth measures provide score changes for individual students over a selected interval with growth percentiles.

Contributing Action 1.9 provides non-traditional school settings for students who need an option for homeschooling, a continuation high school setting, independent study, or a hybrid program. This action was effective in making progress toward the goal as evidenced by increases in math performance and graduation rates for low-income students.

Action 1.10 was moved to Action 4.1 and will be addressed in the Goal 4 Annual Update.

Contributing Action 1.15 funds a physical education teacher at K-8. This action was effective in making progress toward the goal as evidenced by all students receiving the required PE minutes in K-8 by a credentialed teacher. However, there were challenges with designing a schedule that didn't interfere with student access to interventions and other needed support. Action 1.15 will not be continued in the 2024-25 LCAP.

Contributing Action 1.16 provides a teacher on special assignment (TOSA) to support K-8 teachers with instructional coaching, curriculum, instruction, assessments, interventions, and a positive classroom climate. This action was effective in making progress toward the goal as evidenced by increases in math performance for low-income students.

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

Actions 1.1 and 1.2 will be strengthened in the 2024-25 LCAP by investing in professional development that sustains high-quality teachers and increases student access to standards-aligned curriculum, especially professional development focused on integrated English language

development strategies to support English learners with limited and developing language skills. Also, the district is beginning the process of adopting a new ELA/ELD curriculum in the 2024-25 school year.

Action 1.3 will be strengthened in the 2024-25 LCAP by increasing access to CTE programs by increasing staff in the culinary CTE pathway and adding a 1.0 FTE music teacher.

Action 1.12 will be strengthened in the 2024-25 LCAP by shifting the focus of teacher professional development to support the needs of English learners with limited English language skills. Professional development content will prioritize explicit grammar instruction and opportunities to learn grammar in context, the use of academic conversation scaffolds to promote peer-to-peer interactions, the use of visual representations and wait time, and the creation of supportive, safe environments to help new English learners transition effectively.

Action 1.15 will be discontinued in the 2024-25 LCAP. For this reason, Actions 1.16 and 1.17 are renumbered as Actions 1.15 and 1.16.

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

Goals and Actions

Goal

Goal #	Description
2	All students will benefit from a safe, healthy, positive school climate, where they will be supported by teachers and staff who nurture social-emotional development and prioritize teacher-student relationships and school connectedness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	2018-19 (State: 10.1) All: 21.7 EL: 25.0 FY: 17.6 SED: 25.8 SWD: 29.5 Am Ind: 51.4 Asian: 15 Hisp.: 22.3 White: 21.1 2 or More: 10.4	2020-21 (CA: 14.3%) All: 22.5 EL: 14.6 FY: 29.2 SED: 24.4 SWD: 19.4 Am. Ind.: 38.7 Asian: 23.1 Hisp.: 26.1 White: 20.1 2 or More: 21	2021-22: (CA: 30.8%) All: 59.9 EL: 63.6 FY: 84.6 SED: 65.2 SWD: 74.8 Am. Ind.: 94.4 Asian: 60.7 Hisp.: 54.6 White: 56.4 2 or More: 58.1	2022-23: (CA: 24.3%) All: 41.3 EL: 61.9 FY: 26.1 SED: 46.3 SWD: 49.5 Am. Ind.: 59.4 Asian: 50.0 Hisp.: 38.3 White: 42.1 2 or More: 32.2	Less than 5% for all groups
Attendance Rate; P2 Calculation per AERIES	2019-20: 92.62%	2021-22: 85.6%	2022-23: 89%	2023-24: 89%	98%
Suspension Rate	2019-20 (State: 2.6) All: 5.7 EL: 2.2 FY: 11.5 Homeless: 5.6 SED: 6.0 SWD: 8.2	2020-21 (CA: .2) All: 1.3 EL: 0 FY: 3.8 Homeless: 2.2 SED: 1.7	2021-22 (CA: .3.4) All: 9.0 EL: 8.3 FY: 31.8 Homeless: 13.5 SED: 11.2	2022-23 (CA: .3.4) All: 10.3 EL: 4.5 FY: 34.2 Homeless: 20.0 SED: 12.1	Less than 3% for all student groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Am Ind: 8.2 Hisp.: 5.7 White: 5.3 2 or More: --	SWD: 1.6 Am. Ind.: 3.6 Hisp: 1.8 White: .9 2 or More: 1.8	SWD: 15.6 Am. Ind.: 21.7 Hisp: 10.5 White: 7.3 2 or More: 15.8	SWD: 16.5 Am. Ind.: 27.5 Hisp: 8.4 White: 10.2 2 or More: 3.1	
Expulsion Rate (DataQuest)	2019-20: (State: .06) YUSD: .25	2020-21: (CA: 0-1) YUSD: .1	2021-22: (CA: .1%) YUSD: .1	2022-23: (CA: .1%) YUSD: 0.0	0
High School Graduation Rate (4-year cohort)	2019 (State: 87.6) All: 79.3 SED: 69.7 SWD: 51.5 Hisp.: 69.4 White: 82.4	2020-21: (CA: 87.7) All: 73.7 SED: 64.0 SWD: 64.7 Hisp.: 52.9 White: 79.9	2021-22: (CA: 90.4) All: 82.1 SED: 77.0 SWD: 64.7 Hisp.: 74.1 White: 86.4	2022-23: (CA: 90.4) All: 79.9 SED: 80.9 SWD: 59.3 Hisp.: 81.6 White: 80.0	All: 95 SED: 90 SWD: 70 Hisp.: 90 White: 95
Middle School Dropout Rate (CalPads, Fall1, Report 8.1C or local data)	2019-20: 0	2020-21: 0	2021-2022: 0	2022-2023: 0	0
High School Dropout Rate (DataQuest 4 Year Adjusted Cohort)	2019-20: 11% (State: 7%)	2020-21: 26.3% (CA: 12.3%)	2021-22: 15.5% (CA: 12.1%)	2022-23: 18.5% (CA: 12.1%)	3% or less
Facility Inspection Tool (FIT)	2020-21: CES: Fair RES: Fair YHS: 91.66 (Good) R-Granite HS: 84.38% (Fair)	2021-22: CES: Fair RES: Good YHS: 94.84 (Good)	2022-2023: CES: Good RES: Good YHS: (Good) R-Granite HS: (Good)	2023-2024: CES: Good RES: Good YHS: (Good) R-Granite HS: (Good)	CES: Good RES: Good YHS: Good R-Granite HS: Good

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		R-Granite HS: 90.63 (Good)			
Climate Survey Data- % of Students who respond Agree or Strongly Agree to: When I am at school, I feel safe	2020-21: 64.8%	2021-22: 63%	2022-2023: 59%	2023-2024: 65%	80%
School Connectedness: Climate Survey Data- % of Students who respond Agree or Strongly Agree to: I feel like I fit in when I am at school and/or during distance learning	2020-21: 43.7%	2021-22: 60.9%	2022-2023: 62%	2023-2024: 52%	80%
Stakeholder Survey Data-% of Stakeholders who respond Agree or Strongly Agree to: YUSD provides a positive school climate	2020-21: 69%	2021-22: 41.7%	2022-2023 : 56%	2023-2024: 65%	80%
Stakeholder Survey Data-% of Stakeholders who respond Agree or Strongly Agree to: Students are free from	2020-21: 47.3%	2021-22: 28.1	2022-2023: 76%	2023-2024: 75%	80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
harassment and bullying					

Goal Analysis

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

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

Action 2.1 is a non-contributing action that provides a multi-tiered system of support so that students have access to intervention staff and social, emotional, and behavioral interventions as needed, including things such as individual and group counseling, psych-educational groups, Check In/Check Out, social-emotional learning lessons and activities, restorative practices, and referrals to outside agencies. While the activities outlined in this action were implemented as planned, it was not without concerns about the equitable distribution of services. The effective distribution of human resources where they are needed with the limited fiscal resources that are available is a common challenge inherent in a small district. The district's greatest success in this action is the screening and identification of students in need. The challenges of monitoring the progress of students over time and implementing Tier II and Tier III interventions became more evident with the number of students needing support exceeding the capacity of available resources.

Action 2.3 is a contributing action that funds the high school vice principal position. This action was implemented as planned with the position successfully filled during the 2023-24 school year. The role of the vice principal is important to the successful implementation of the multi-tiered system of supports. The vice principal is responsible for identifying appropriate behavioral interventions and implementing restorative practices. The challenge with this action is also meeting the needs of students with the limited resources available to a small district. There are challenges with distributing this limited resource where and when it is needed. The district will work to protect the scope of work so that additional duties do not detract from the effective implementation of direct support to students.

Actions 2.2, 2.4, and 2.7 work together to provide students with equitable opportunities to connect to school beyond classroom learning. Action 2.2 provides student leadership opportunities, Action 2.4 provides enrichment opportunities, and Action 2.7 provides transportation to provide equitable access to enrichment opportunities. These actions were implemented as planned to the extent that transportation services were able to meet demand. The success of these actions is that it has provided equitable opportunities for all students to participate in sports, athletics, and field trips, especially for students who experience barriers such as limited access to reliable transportation. The challenge is that the transportation costs are expensive and there are not always enough buses and/or drivers to meet the demand. The district is considering increasing resources for transportation to maintain equitable access in the future.

Action 2.5 is a non-contributing action that provides for staff time in the Eastern Madera County SARB board. This action was implemented as planned. There are no challenges or notable successes with the implementation of this action.

Action 2.6 is a non-contributing action that provides custodial and maintenance services to ensure a clean and safe learning environment. This action was implemented as planned. There are no challenges or notable successes with the implementation of this action.

Action 2.8 provides teachers with research-based professional development focused on improving the culture and climate of all schools. This action was implemented as planned. The success of this action was evidenced by each site coming together to create a culture/climate team that is working on common site-based agreements for behavioral procedures. The challenge with this action is a shortage of campus supervision to consistently implement the agreed-upon behavioral procedures.

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

Action 2.4 - Planned Expenditure $105,650, Estimated Actual $165,000. Estimated actual was more than planned expenditure because lack of drivers made it difficult to provide transportation and therefore the District paid for some chartered transportation as well as van rentals.
Action 2.6 - Planned Expenditure $2,124,672.00, Estimated Actual $2,395,127.00. Estimated actual was more than planned expenditures because costs associated with salary and benefits for employees were more than anticipated.
Action 2.8 - Planned Expenditure $75,000, Estimated Actual $43,425. Estimated actual was less than planned expenditure because the total cost of the professional development was less than expected. We were also able to supplement the professional development with an additional funding source.

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

The actions in Goal 2 work together to provide a safe, healthy, positive school climate, where students are supported by teachers and staff who nurture social-emotional development and prioritize teacher-student relationships and school connectedness. The metrics used to measure the effectiveness of these actions include the Chronic Absenteeism Indicator, Suspension Rate Indicator, attendance rate, graduation rate, dropout rates, expulsion rate, Facilities Inspection Tool, and local climate survey.

The 2023 Chronic Absenteeism Indicator shows a decline in the percentage of students chronically absent from 59.9% in 2022 to 41.3% in 2023. There were also declines in each significant student group from 2022 to 2023. Chronic absenteeism for English learners declined from 63.6% to 61.9%, for foster youth from 84.6% to 26.1%, for low-income students from 65.2% to 46.3%, for students with disabilities from 74.8% to 49.5%, for Hispanic students from 54.6% to 38.3%, and for white students from 56.4% to 42.1%.

The 2023 Suspension Rate Indicator shows mixed results with an overall increase in suspensions from 9.0% in 2022 to 10.3% in 2023. English learners and Hispanic students experienced a decline in suspensions. For English learners, suspensions declined from 8.3% in 2022

to 4.5% in 2023. For Hispanic students, suspensions declined from 10.5% in 2022 to 8.4% in 2023. All other student groups experienced slight increases in suspensions with White students experiencing the greatest increase of 7.3% in 2022 to 10.2% in 2023.

The 2023 graduation rate also showed mixed results with an overall decrease in the graduation rate from 82.1% in 2022 to 79.9% in 2023. The graduation rate for low-income students and Hispanic students increased in 2023 to 80.9% and 81.6% respectively. The attendance rate remained the same at 89%. The high school dropout rate increased from 15.5% in 2022 to 18.5% in 2023.

The 2024 local climate survey indicates over 65% of students feel safe, feel there are expectations for behavior, and feel that teachers care about them at school. Over 50% feel they fit in and that teachers think they will be successful. The majority of students (over 55%) feel teachers listen to their ideas, the principal cares, and teachers believe they can learn. About half feel schoolwork makes them think. Over 50% of students feel other students treat them with respect. Over 70% of students feel they have friends at school. Overall, most students feel teachers listen. However, there are opportunities to engage more student voice into class activities and ensure follow-up actions respond to student needs voiced in the survey. 50% of students agreed with the statement "I feel that my teachers listen to my ideas." Though a majority, this suggests there is room for improvement in students feeling their voice is heard. Over 60% of students agreed "When I am at school, the work I do in class makes me think." Less than half of students feel sufficiently challenged or engaged intellectually.

Based on the above analysis of metrics designed to measure the effectiveness or ineffectiveness of actions in Goal 2, the significant decreases in chronic absenteeism indicate that the multi-tiered system of supports is having the intended impact. However, the overall increase in the suspension rate and high school dropout rate indicates the need to improve actions in the 2024-25 school year that focus on social-emotional learning and restorative practices.

Action 2.1 is a non-contributing action that provides a multi-tiered system of supports so that students have access to intervention staff and social, emotional, and behavioral interventions as needed, including things such as individual and group counseling, psych-educational groups, Check In/Check Out, social-emotional learning lessons and activities, restorative practices, and referrals to outside agencies. This action was effective in making progress toward the goal as reflected in the decreases in chronic absenteeism overall, decreases in chronic absenteeism for each significant student group, and the attendance rate holding steady as reported above. Students are demonstrating greater connectedness to school through their improved attendance. However, the increases in the suspension rate suggest the need to improve the implementation of restorative practices and explore alternatives to suspensions as an important support within a comprehensive multi-tiered system.

Action 2.3 is a contributing action that funds the high school vice principal position. The role of the vice principal is important to the successful implementation of the multi-tiered system of supports. The vice principal is responsible for identifying appropriate behavioral interventions and implementing restorative practices. This action was not effective in making progress toward the goal as evidenced by the increase in the suspension rate which indicates the need to improve the allocation of this resource by analyzing the scope of work for this position. To strengthen this action, the VP will work to cultivate an inclusive, caring, and supportive school community principally directed to the well-being of low-income students, foster youth, and homeless youth within the Educational Options programs who may experience higher rates of childhood trauma that impacts their behavior at school. This action will be further strengthened by engaging with families in meaningful and mutually beneficial ways to promote each student's academic success and well-being.

Actions 2.2, 2.4, and 2.7 work together to provide students with equitable opportunities to connect to school beyond classroom learning. Action 2.2 provides student leadership opportunities, Action 2.4 provides enrichment opportunities, and Action 2.7 provides transportation to provide equitable access to enrichment opportunities. These actions were effective in making progress toward the goal as evidenced in the reduction in chronic absenteeism. Responses to the local climate survey indicate that 43% of students feel connected to school, however, the district would like to see this percentage increase significantly. The challenge with these actions occurred when plans for enrichment opportunities were postponed due to limited buses and/or drivers. The district plans to address this ineffectiveness by allocating additional resources to transportation.

Action 2.5 is a non-contributing action that provides for staff time in the Eastern Madera County SARB board. This action was effective in making progress toward the goal as evidenced by the decrease in the chronic absenteeism rate from 59.9% to 41.3%.

Action 2.6 is a non-contributing action that provides custodial and maintenance services to ensure a clean and safe learning environment. This action was effective in making progress toward the goal as evidenced by the student responses to the climate survey that indicate over 65% of students feel safe at school.

Action 2.8 provides teachers with research-based professional development focused on improving the culture and climate of all schools. This action was effective in making progress toward the goal as evidenced by the student responses to the climate survey that indicate the majority of students (over 70%) are not being worried about being beat up, over 80% report not being in any form of an altercation, and over 80% report not being exposed to alcohol or drugs.

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

Action 2.3 will be strengthened in the 2024-25 LCAP by prioritizing the role of the vice principal to focus on cultivating an inclusive, caring, and supportive school community principally directed to the well-being of low-income students, foster youth, and homeless youth within the Educational Options programs who may experience higher rates of childhood trauma that impacts their behavior at school. This action will be further strengthened by engaging with families in meaningful and mutually beneficial ways to promote each student's academic success and well-being.

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

Goals and Actions

Goal

Goal #	Description
3	YUSD will provide opportunities for students, parents, community members and organizations to participate in all aspects of the educational environment to support and enhance student success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family Engagement: # of Stakeholders who participate in Stakeholder Survey	2020-21:118	2021-22:191	2022-2023:184	2023-2024: 180	150
# of Students who participate in Climate Survey	2020-21:111	2021-22: 220	2022-2023: 189	2023-2024: 245	140
Operational Site Level Advisory Groups	2020-21: CES, RES, and YHS/Ed Opts have operational SSCs	2021-22: CES, RES, and YHS/Ed. Opts have operational SSCs	2022-23: CES, RES, and YHS/Ed. Opts have operational SSCs	2023-24: CES, RES, and YHS/Ed. Opts have operational SSCs	CES, RES, and YHS/Ed Opts have operational SSCs
Operational District Level Advisory Groups	2020-21: District has operational Budget Advisory Committee and Parent Advisory Committee	2021-22: District has operational Budget Advisory Committee and Parent Advisory Committee	2022-23: District has operational Budget Advisory Committee and Parent Advisory Committee	2023-24: District has operational Budget Advisory Committee and Parent Advisory Committee	Districts has operational Budget Advisory Committee and Parent Advisory Committee

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Action 3.1, 3.2, 3.3, and 3.4 are all non-contributing actions that work together to solicit input from educational partners to inform the design of the district's programs and services so that the needs of all student groups are met. Action 3.1 is an action to administer the annual Educational Partner Survey. The purpose of the survey is to gather information that will promote parental involvement for all students, including students with high needs and those with special needs. The results are also reported as part of the annual Local Indicator Report. Action 3.2 is an action to administer the annual Climate Survey. Action 3.3 focuses on site- and district-level advisory groups such as School Site Councils and the district's Parent Advisory Committee and Budget Advisory Committee. These groups include representatives from unduplicated student groups to ensure meaningful collaboration on strategies that utilize district resources to best support all student groups. Action 3.4 is a contract with the Donovan Group to improve communication with families and build greater school connections. These actions were fully implemented as planned. The School Site Councils met five times during the year, the Parent Advisory Committee met three times with a diverse group of parents that represented the unduplicated student groups, and the Budget Advisory Committee met six times which also included educational partners representative of diverse student groups. A challenge with implementing these actions is ensuring the responses to the surveys are representative of all student groups. The ways the district is working on this challenge is by conducting English learner information sessions conducted by teachers, creating more defined ways of providing supports for English learners, and increasing outreach to non-English speaking families through the addition of a bilingual liaison.

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

Action 3.4 - Planned Expenditure $36,000, Estimated Actual $108,000. Estimated actual was more than planned expenditure because the contract was renewed for three years.

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

Action 3.1, 3.2, 3.3, and 3.4 work together to solicit input from educational partners to inform the design of the district's programs and services so that the needs of all student groups are met. Action 3.1 and 3.2 are actions to administer annual surveys to educational partners. Action 3.3 is an action to conduct district-level advisory groups. Action 3.4 is a contract with the Donovan Group to improve communication with families and build greater school connections. The metrics used to measure the effectiveness of these actions include the number of respondents to the two annual district surveys, an accounting of the schools that have operational School Site Councils, and confirmation of operational district-level advisory groups.

These actions were effective in making progress toward the goal as evidenced, in part, by 119 partners responding online to the Educational Partner Survey and the 245 students responding to the Climate Survey in 2024. The target is to receive at least 150 and 140 survey responses, respectively, each year. The challenge with implementing these actions is ensuring the survey responses to the Educational Partner Survey are representative of all student groups. So, the district also solicited responses to the survey questions through other

strategies such as School Site Council meetings, the Parent Advisory Committee meetings, and the Budget Advisory Committee meetings which include meetings with non-English speaking families and families of students with disabilities so that the students with the greatest needs are met.

The Donovan Group is a team of communication professionals that helps the district market, prepare visuals, and conduct outreach as needed. The team also helps with translation services. The team provided services in communication planning, content creation, graphic design, video production, media relations, branding, marketing, and data infographics to help interpret CAASPP, survey, and Healthy Kids Survey data. Survey responses to the Educational Partner Survey received from parents through meeting discussions versus the online survey increased the response rate and the district met its target of at least 150 parents. There were challenges associated with ensuring the members of these committees represent all student groups, especially unduplicated students. The district addressed these challenges by actively recruiting the parents of the unduplicated student groups to participate in school- and district-level councils and committees. A strategy the district used this year to actively recruit parents was through teacher-led English learner information sessions. Next year there are plans to increase non-English speaking families through the addition of a bilingual liaison.

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

Action 3.4 Donovan Group: The 3-year contract was paid in full during the 2023-24 school year. Therefore, there are no costs associated with this action in the 2024-25 LCAP.

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

Goals and Actions

Goal

Goal #	Description
4	Provide academic and social emotional support for students with disabilities to improve outcomes in ELA, Math, improved attendance and suspension rate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Scores	2019 (Avg. Distance from Standard; State: - 2.5) All: -.1 EL: -74.3 SED: -25.9 SWD: -80.3 Am Ind: -53.9 Asian: -20.8 Hisp.: -15.3 White: 7.3 2 or More: 10.2	2021 (% of students who met or exceeded standard--CA: 49.01%) Note: CA tested only 24% of students, while YUSD tested 70%. Data should be interpreted with caution. All: 38.22 SWD: 2.22 Am. Ind.: 25 Asian: NA Hisp.:31.63 White: 41.75 2 or More: 43.24	2022(% of students who met or exceeded standard--CA: 47.06%) All: 36.94 EL: 21.05 SED: 28.20 SWD: 12.13 Am. Ind.: 22.22 Asian: NA Hisp.:28.17 White: 42.20 2 or More: 30.95	2023 (% of students who met or exceeded standard--CA: 47.06%) All: 31.39 EL: 4.35 SED: 24.49 SWD: 8.43 Am. Ind.: 19.05 Asian: NA Hisp.: 22.07 White: 35.64 2 or More: 35.90	All: at least 10 EL: under -50 SED: under -5 SWD: under -50 Am Ind: under -30 Asian: under -5 Hisp.: at least 1 White: at least 10 2 or More: at least 30

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Math Scores	2019 (Avg. Distance from Standard; State: -33.5) All: -40.6 EL: -124.3 SED: -66 SWD: -127.6 Am Ind: -70.3 Asian: -56.2 Hisp.: -58.6 White: -33.7 2 or More: -26.9	2021 (% of students who met or exceeded standard--CA: 33.76%) Note: CA only tested 24% of students while YUSD tested 70%. Data should be interpreted with caution. All: 22.55 EL: NA SED: 13.78 SWD: 2.17 Am. Ind.: 7.14 Asian: NA Hisp.: 13.4 White:27.24 2 or More: 22.86	2022 (% of students who met or exceeded standard--CA: 33.Y%) All: 20.81 EL: 0 SED: 11.96 SWD: 3.08 Am. Ind.: 23.53 Asian: NA Hisp.: 15.61 White:22.91 2 or More: 21.43	2023 (% of students who met or exceeded standard--CA: 33.76%) All: 19.73 EL: 4.35 SED: 15.33 SWD: 7.32 Am. Ind.: 10.00 Asian: NA Hisp.: 12.99 White: 23.06 2 or More: 17.94	All: under -25.1 EL: under -95 SED: under -25 SWD: under -25.1 Am Ind: under -25.1 Asian: under -25.1 Hisp.: under -25.1 White: under -25.1 2 or More: under -25.1
% of EL students who make progress towards English Proficiency (ELPI	Dashboard 2019: 57.6 (State 48.3)	ELPAC Results for Proficiency Levels indicate that for 20-21: indicate 27.27% well developed overall, 27% moderately developed overall, 22% somewhat developed overall and 22% minimally developed overall. Scores for 21-	ELPAC Results for Proficiency Levels indicate that for 2022-2023: Well developed (Level 4): 21.4% Moderately developed (Level 3): 42.9% Somewhat developed (Level 2): 19.0% Minimally developed (Level 1): 16.7%	Dashboard 2023: 31.6% making progress towards English Proficiency (ELPI) (State 48.7%) Poficiency Levels for 2023-24 Well developed (Level 4): 20.0% Moderately developed (Level 3): 42.2%	85% of EL students making progress (ELPI)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		22 (locally compiled) indicate that English proficiency for 27% are well developed overall, 24% are somewhat developed and 6% are minimally developed over all.		Somewhat developed (Level 2): 22.2% Minimally developed (Level 1): 15.6%	
EL Reclassification Rate	2019-20: 0%	2020-21: 0%	2021-2022: 57.6%	2022-2023: 11%	10%
Percent College/Career Ready	Dashboard 2019: (State: 44.1) All: 38.0 SED: 27.4 SWD: 0 Hisp.: 29.6 White: 38.3	Data not available	Data not available	Dashboard 2023: (State: 44.1) All: 38.0 SED: 27.4 SWD: 0 Hisp.: 29.6 White: 38.3	All: at least 55 SED: at least 55 SWD: at least 10 Hisp.: at least 55 White: at least 55
% of A-G Completers	2019-20: 43.8%	2020-21: 38.4%	2021-2022: 34%	2022-2023: 90%	90%
% of CTE Pathway Completers	2019-20: 20%	2020-21: 19.5%	2021-2022: 9%	2022-2023: 6%	80%
% of A-G Completers and CTE Completers (students who completed both pathways)	2019-20: 6%	2020-21: 5.8%	2021-2022: 1%	2022-2023: 6%	80%
IB Passage Rate	2020-21: 55%	2020-21: 5.8%	2021-2022: 72%	2022-2023: 22%	90%
AP Passage Rate (with score of 3 or higher)	2020-21: 60%	2020-21: 1.2%	2021-2022: 52%	2022-2023: 2%	90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students who earn Early Assessment Program designation of: Prepared (ELA)	2018-19: 74.4%	2020-21: 31.8%	2021-2022: 21%	2022-2023: 55%	90%
% of students who earn Early Assessment Program designation of: Prepared (Math)	2018-19: 37.6%	2020-21: 14.06%	2021-2022: 21%	2022-2023: 27%	90%
% of Teachers Appropriately Assigned and Credentialed	2020-21: 100%	2021-22: 99%	2022-2023 99%	2023-2024: 99%	100%
% of Students with Access to Standards Aligned Curriculum	2020-21: 100%	2021-22: 100%	2022-2023 100%	2023-2024: 100%	100%
Local Performance Indicator Report, LCFF Priority 7: Extent to which pupils have access to, and are enrolled in broad course of study	2019-20: District met requirements for Local Indicator Report, Priority 7	2020-21: District met requirements for Local Indicator Report, Priority 7	2022-23: District met requirements for Local Indicator Report, Priority 7	2023-24: District met requirements for Local Indicator Report, Priority 7	District will meet the requirements for Local Indicator Report, Priority 7
Local Performance Indicator, LCFF Priority 2: LEA implements state board adopted academic content and standards	2019-20: District met requirements for Local Indicator Report, Priority 2	2021-21: District met requirements for Local Indicator Report, Priority 2	2022-23: District met requirements for Local Indicator Report, Priority 2	2023-24: District met requirements for Local Indicator Report, Priority 2	District will meet the requirements for Local Indicator Report, Priority 2

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Actions 4.1, 4.2, 4.3 and 4.4 were developed to address the specific needs of students with disabilities and as part of a requirement by state law to create an LCAP goal to meet the needs of persistently underachieving student groups. The actions focused on providing a robust Special Education program with individualized services and supports based on individualized educational program (IEP) goals. Individualized services included interventions for students with disabilities and tutoring after school. An additional element of the goal was to improve relationships by engaging staff and parents to positively impact the academic achievement of students with disabilities. Through positive relationships among all members of the learning community, the goal was that students with disabilities would experience an increased sense of belonging, motivation, and student achievement. The addition of a speech and language pathologist enabled the expansion of speech services for students identified with speech and language disabilities. Finally, professional development and release time were provided for special education staff and classroom teachers to plan and implement instructional strategies to support the unique needs of students with disabilities. Professional development also focused on IEP compliance, goal writing, Behavior Intervention Plans (BIP), autism, instructional scaffolding, and research-based instructional strategies.

The actions were implemented as planned with the most notable success being the implementation of more streamlined targeted services to support IEP goals such as additional tutoring services extending beyond the regular school day. The greatest challenge with the implementation of these actions is the high turnover rate of Special Education teachers and supporting the needs of new and inexperienced teachers. The district is working in partnership with the FCSOS to understand and address the root causes of disparate suspension rates for students with disabilities. One identified root cause is the need for more consistent intervention supports to address the antecedent behaviors of students with disabilities who are emotionally disturbed.

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

Action 4.1 - Planned Expenditure $2,661,073.00, Estimated Actual $3,020,256.00. Estimated actual was more than planned expenditure because costs associated with salary and benefits for employees serving students with disabilities were more than anticipated.
Action 4.2 - Planned Expenditure $160,000, Estimated Actual $239,504. Estimated actual was more than planned expenditure because the costs associated with salary and benefits for the employee were more than anticipated.

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

Actions 4.1, 4.2, 4.3 and 4.4 were developed to address the specific needs of students with disabilities and as part of a requirement by state law to create an LCAP goal to meet the needs of persistently underachieving student groups. The actions focused on providing a robust Special Education program with individualized services and supports based on individualized educational program (IEP) goals, improving relationships by engaging staff and parents to positively impact the academic achievement of students with disabilities, adding a speech and language pathologist, and providing professional development and release time for teachers.

The metrics used to measure the effectiveness of these actions for students with disabilities include the CAASPP results in ELA and math, measures of English learner progress, college/career readiness indicators, access to a broad course of study, and the implementation of state standards. The actions were somewhat effective in making progress toward the goal. Statewide assessments (CAASPP) in ELA showed a decline in the performance of students with disabilities from 2022 to 2023 of 12.13% meeting or exceeding standards to 8.43%. In mathematics, however, an increase in performance of 3.08% to 7.32% supports the effectiveness of these actions in increasing the academic performance of students with disabilities. Overall, English learner progress as measured by the English Language Progress Indicator declined significantly from 2022 to 2023 from 57.6% (33 students) to 31.6% (57 students) making progress. This decline is due, in part, to the significant increase of English learner students entering the district in 2023 who are at the early stages of language development. An evaluation of the performance of English learners who are also students with disabilities on the 2023 English Learner Progress Proficiency Assessments for California (ELPAC) also indicates a significant decline in the performance of students with disabilities from 7.7% scoring proficient on the ELPAC in 2022 to 0% scoring proficient in 2023. The percentage of students with disabilities in the graduating cohort who also met the University of California or California State University a-g criteria with a grade of C or better increased from 2.2% in 2022 to 3.4% in 2023. The degree to which the actions were successful in producing the desired result is mixed with some indicators of lower performance and others of increased performance. The results indicate a need for a greater focus on improving the performance of students with disabilities in ELA and for English learners who are also students with disabilities in English language development.

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

This goal will not continue in the 2024-25 LCAP as legislation requiring a separate goal for persistently low-performing student groups was eliminated in 2024. However, the actions within Goal 4 will continue in the 2024-25 LCAP in Goal 1 with an added emphasis on improving the performance of students with disabilities in ELA and for English learners who are also students with disabilities in English language development.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yosemite Unified School District	Dr. Jarrod Bordi Assistant Superintendent	jbordi@yosemiteusd.org 559-676-6583

Plan Summary [2024-25]

General Information

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

The Yosemite Unified School District (YUSD) is located in the foothills of Eastern Madera County, just a few miles south of the entrance to Yosemite National Park. The District serves students in pre-kindergarten through 12th grade from Coarsegold, and students in 9th through 12th grades residing in the communities of Coarsegold, Ahwahnee, Bass Lake, Oakhurst, and Raymond. Bass Lake Joint Union Elementary School District serves students in grades K-8 who live in the communities of Ahwahnee, Bass Lake, and Oakhurst. Additionally, Raymond Knowles Elementary serves K-8 students in the community of Raymond. These schools typically feed into Yosemite High School. YUSD operates the following schools: Coarsegold Elementary School (K-8), Rivergold Elementary School (K-8), Yosemite High School, Ahwahnee Continuation High School, Evergreen High School (Independent Study), Raymond Granite High School (Necessary Small School), and Yosemite Falls Independent Study and Home School Programs.

YUSD currently has approximately 1,677 students enrolled, of which, 54.7% are low socioeconomic status, 13.6% are students with disabilities, 3.3% are English Language Learners, and only about 1% are Foster Youth. Most of our students in YUSD identify as White at 61%, 25% are Hispanic, 2% are Asian,1% are African American, and approximately 3% are Native American. YUSD has challenges due to its rural mountain location including transportation, lack of adequate safety and mental health public services, and reliable internet connection. The YUSD communities have experienced frequent and devastating fires that cause evacuations, and disruptions in access to basic utilities and internet services that can result in school closures.
sta
The YUSD community is known for its beauty and recreational activities such as water sports, mountain climbing, and hiking. Our students are very talented and perform well in academics and athletic competitions. Parents and community organizations annually provide significant financial support for college-bound graduating seniors by granting financial awards at Community Awards Night. Staff are known for their commitment to the students of YUSD, and parents and community partners are recognized throughout the region for their generosity and support of YUSD schools.

Based on the 2023 California School Dashboard, two schools are eligible for Equity Multiplier Funds, Coursegold Elementary and Raymond Granite High School. Eligibility for funds is based on the 2022-23 school year's nonstability rates greater than 25 percent and

socioeconomically disadvantaged pupil rates greater than 70 percent. The Equity Multiplier Funds will be used to supplement programs at these schools by providing evidence-based services and supports for students.

Reflections: Annual Performance

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

The following data indicate a need to reduce the suspension rate overall, particularly for socioeconomically disadvantaged students, students with disabilities, Hispanic students, and White students, as the suspension rates for these student groups were high in several schools in the district. Additionally, there is an overall need to increase academic performance in ELA and math districtwide as measured by statewide assessments. The 2024-25 LCAP will include required actions to address the 2023 Dashboard performance areas in RED outlined below.

District:
ELA Academic Indicator: RED - Hispanic students, students with disabilities
Math Academic Indicator: RED - students with disabilities
English Learner Progress Indicator - RED - English learners
Suspension Rate: RED - Districtwide, foster youth, homeless, socioeconomically disadvantaged students, students with disabilities, American Indian students, White students

Ahwahnee High School:
Suspension Rate: RED - Schoolwide, socioeconomically disadvantaged students

Coarsegold Elementary:
ELA Academic Indicator: RED - Schoolwide, students with disabilities, socioeconomically disadvantaged students, White students
Math Academic Indicator: RED - Schoolwide, students with disabilities, socioeconomically disadvantaged students, Hispanic students, White students
Suspension Rate: RED - Schoolwide, socioeconomically disadvantaged students, students with disabilities, Hispanic students, White students

Rivergold Elementary:
Math Academic Indicator: RED - Hispanic students
Suspension Rate: RED - Schoolwide, socioeconomically disadvantaged students, students with disabilities, Hispanic students, White students

Yosemite Falls Education Center:
ELA Academic Indicator: RED - Schoolwide
Math Academic Indicator: RED - Schoolwide

Yosemite High School:

ELA Academic Indicator: RED - socioeconomically disadvantaged students, Hispanic students
Suspension Rate: RED - White students

CAASPP ELA
Student academic performance overall in ELA as measured by the Smarter Balanced Assessment in ELA decreased to 31.39% meeting or exceeding standards in 2023 from 36.94% in 2022. Student performance also decreased for each of the significant student groups. Additionally, significant achievement gaps exist for English learners and students with disabilities compared to other student groups.

2023 (% of students who met or exceeded standard--CA: 47.06%)
All: 31.39
EL: 4.35
SED: 24.49
SWD: 8.43
Am. Ind.: 19.05
Asian: NA
Hisp.: 22.07
White: 35.64
2 or More: 35.90

CAASPP MATH
Student academic performance overall in math as measured by the Smarter Balanced Assessment in Math decreased slightly to 19.73% meeting or exceeding standards in 2023 from 20.81% in 2022. However, many student groups experienced increases in math performance. English learners increased to 4.35% in 2023 from 0% in 2022. Socioeconomically disadvantaged students increased to 15.33% in 2023 from 11.95% in 2022. Students with disabilities increased to 7.32% in 2023 from 3.08% in 2022. White students increased to 23.06% in 2023 from 22.91% in 2022. Performance in math for Hispanic students, American Indian students, and students of 2 or more races declined in 2023.

2023 (% of students who met or exceeded standard--CA: 33.76%)
All: 19.73
EL: 4.35
SED: 15.33
SWD: 7.32
Am. Ind.: 10.00
Asian: NA
Hisp.: 12.99
White: 23.06
2 or More: 17.94

ENGLISH LEARNER PROGRESS

English learner progress declined to 31.6% making progress towards English proficiency in 2023 from 57.6% in 2022. The number of English learners in the district in 2022 was 33 students. This number grew to 59 students in 2023. English learners new to the district in 2023 entered at lower English language proficiency levels contributing, in part, to the lower rate of proficiency overall in 2023.

SUSPENSION RATE
The suspension rate overall increased to 10.3% in 2023 from 9.0% in 2022. It also increased for each significant student group except for English learners and Hispanic students. The suspension rate for English learners decreased to 4.5% in 2023 from 8.3% in 2022, and for Hispanic students, decreased to 8.4% in 2023 from 10.5% in 2022.

2022-23 (CA: .3.4)
All: 10.3
EL: 4.5
FY: 34.2
Homeless: 20.0
SED: 12.1
SWD: 16.5
Am. Ind.: 27.5
Hisp: 8.4
White: 10.2
2 or More: 3.1

CHRONIC ABSENTEEISM RATE
The chronic absenteeism rate overall decreased to 41.2% in 2023 from 59.9% in 2022. It also decreased for each significant student group.

2022-23: (CA: 30.8%)
All: 41.3
EL: 61.9
FY: 26.1
SED: 46.3
SWD: 49.5
Am. Ind.: 59.4
Asian: 50.0
Hisp.: 38.3
White: 42.1
2 or More: 32.2

GRADUATION RATE
The graduation rate overall decreased to 79.9% in 2023 from 82.1% in 2022. For significant student groups, the changes were mixed. For socioeconomically disadvantaged and Hispanic students, the graduation rates increased, yet for students with disabilities and White students the graduation rate decreased.

2022-23: (CA: 90.4)
All: 79.9
SED: 80.9
SWD: 59.3
Hisp.: 81.6
White: 80.0

Reflections: Technical Assistance

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

The district is eligible for differentiated assistance based on the performance of students with disabilities on the 2023 California School Dashboard in English language arts and math, as well as a high suspension rate. These are the same areas of need for Coarsegold Elementary and Ahwahnee High based on their eligibility criteria for CSI. For this reason, differentiated assistance support from MCSOS is focused on reducing the suspension rates for students with disabilities at both schools. The district team partnering with MCSOS includes district-level administration and leaders from both school sites who are currently meeting with the MCSOS team and will continue meeting throughout the 2024-25 school year to identify the root causes of disproportionately higher suspension rates for students with disabilities and identify evidence-based strategies to reduce suspension rates.

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.

Coarsegold Elementary School
Ahwahnee High School

Support for Identified Schools

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

The district supports its CSI-eligible schools by sharing data and considering the needs of each site during district-wide planning work. The district hosted multiple educational partner meetings including monthly Educational Services meetings, Leadership meetings, and Budget Advisory Committee meetings. Several LCAP input sessions were also held. The specific dates of these sessions are reported in the Engaging Educational Partners section of this LCAP. During these meetings, the district presented data and led discussions related to the priorities of each CSI school. Site-level planning work included the School Site Councils. The School Site Council at Coarsegold Elementary met on 10/4/2023, 1/25/2024, and in May 2024. The priorities of Coarsegold Elementary, now in its fifth year of CSI eligibility, previously

focused on reducing chronic absenteeism. The 2023 chronic absenteeism rate dropped significantly to 47.1% from 66.4% in the previous year. The Chronic Absenteeism Indicator for Coarsegold Elementary on the 2023 California School Dashboard was YELLOW. s

New for 2024-25, Coursegold will focus on reducing suspension rates for students with disabilities. The priorities of Ahwahnee High School, which is newly eligible for CSI in 2024, will also focus on reducing suspension rates for students with disabilities. The district also supports the sites by preparing and sharing results from the District Educational Partner Survey and the District Climate Survey which are shared with School Site Councils and used to support site-level planning. The principals at both Coarsegold Elementary and Ahwahnee High School will continue to meet with educational partners, review data, and develop the 2024-25 SPSA/CSI plan in collaboration with the School Site Council (SSC).

Each year since their eligibility, the Coarsegold SSC has examined the allocation of resources as required by CSI schools. Ahwahnee High School SSC will go through the process of examining the allocation of resources during the development of their SPSA/CSI Plan in the fall of 2024. The district provides technical support to the principals related to the SSC process and the development of the SPSA. The district also supports the site principals by submitting the CSI plans to the YUSD School Board for approval. The Coarsegold SPSA/CSI Plan was last approved at the October 2023 board meeting school board meeting. The 2024-25 SPSA/CSI plans for Coarsegold and Ahwahnee will go before the school board in October 2024.

Principals are expected to cultivate caring relationships and a collaborative culture if they are to fully engage teachers and parents of divergent learners in meaningful conversations that can guide the necessary educational support and changes. As instructional leaders, administrators who are serving divergent learner students should understand the needs and research-based teaching practices that are aligned with the curriculum (Reyes & Gentry, 2019). Furthermore, when administrators understand the relevant language, terminology, and critical research-based strategies, they can have meaningful discussions with and give feedback to teachers, as well as help allocate funds for the resources needed (Villegas &Lucas, 2002; Padron & Waxman, 2016; Reyes & Gentry, 2019).

The district provides support by tracking the CSI budget, providing coaching related to deadlines and allowable expenses, and providing technical support for required reporting. The district is currently working with the MCSOS, through the differentiated assistance process to understand the root causes for high, disproportional suspension rates for students with disabilities. Last year, the work focused on increasing regular attendance and reducing chronic absenteeism at Coarsegold Elementary School. One strategy was to study chronic absenteeism by geographic area to understand if there were higher percentages in certain areas. The district identified specific geographic areas to target family outreach to better understand the root causes. The district learned that a lack of reliable transportation and concerns regarding student social interactions at school with other students were two main reasons for chronic absenteeism. To address these concerns, the district is focusing on strategies to improve student-to-student interactions such as individual and group counseling, psych-educational groups, Check In/Check Out, Social-Emotional Learning (SEL) lessons and activities, and the use of restorative practices.

Monitoring and Evaluating Effectiveness

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

The CSI Plans for Coarsegold Elementary School and Ahwahnee High School are aligned with the SPSAs. These plans will be monitored annually by the School Site Council. The primary metric to track progress on the CSI Plans will be the suspension rate. Progress on this

metric is also evaluated at the district level during Educational Services meetings and used for site and district-level planning. Suspension data will be monitored closely at the district level, with monthly reports going to the School Board.

During the 2022-23 and 2023-24 school years, Coarsehold Elementary focused on reducing chronic absenteeism. They developed an aim statement through participation in the differentiated assistance process and conducted ongoing improvement cycles. The aim statement was 'Coarsegold Elementary will reduce the number of chronically absent students in the first semester of the 2023-2024 school year to less than 30% (approximately 90 of 300 students) by the end of December 2023. The 2023 California School Dashboard which was published in December 2023, measuring chronic absenteeism during the 2022-23 school year, showed a significant decline to 47.1% chronically absent. Their goal to further reduce chronic absenteeism to less than 30% by December 2023 was also met as indicated through local data. Because of these significant declines in chronic absenteeism, this metric is no longer contributing to Coarsegold Elementary's eligibility criteria for CSI.

Based on the 2023 Dashboards, both Coarsegold Elementary and Ahwahnee High are eligible due to high suspension rates. Coarsegold is also eligible based on low academic performance in ELA and math.

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
Teachers	Teachers were engaged in the development of the LCAP through site-based staff meetings and leadership team meetings throughout the 2023-24 school year. Staff and leadership meetings were held at each school campus once a month from August to April. They also provided input through the annual District Educational Partner Survey and the District Climate Survey which opened in January 2024 and closed in April 2024. LCAP input sessions were held at Coarsegold on April 2 and May 2, at Yosemite on April 3 and May 29, and at Rivergold on April 4 and May 30. State and local data was shared during these meetings to highlight priority areas and greatest areas of need. The data presented included the 2023 Dashboard data and local benchmark data. Teachers communicated the desire for increased counseling services, additional campus supervision to support school safety, more intervention services, and a music teacher at the elementary level.
Principals/Administrators	Principals and district-level administrators were engaged in the development of the LCAP through leadership meetings and cabinet-level meetings throughout the 2023-24 school year. They also provided input through the district's annual District Educational Partner Survey and the District Climate Survey which opened in January 2024 and closed in April 2024. LCAP input sessions were held at Coarsegold on April 2 and May 2, at Yosemite on April 3 and May 29, and at Rivergold on April 4 and May 30. State and local data was shared during these meetings to highlight priority areas and greatest areas of need. The data presented included the 2023

Educational Partner(s)	Process for Engagement
	Dashboard data and local benchmark data. Principals and district-level administrators share similar interests in increasing site-based staff for campus supervision, lowering class size, providing more intervention services provided by certificated teachers, and increasing counseling services.
Certificated Bargaining Unit (YUTA)	The certificated bargaining unit was consulted in the development of the LCAP during meetings held on Apr 3 and May 14. The priorities communicated during these meetings that impacted the development of the LCAP include an increase in campus safety, particularly increased monitoring of student bathrooms to reduce alleged student drug use. They also communicated the desire for active shooter training.
Classified Bargaining Unit (CSEA)	The classified bargaining unit was consulted in the development of the LCAP during a meeting held on May 14. A key priority communicated during these meetings that impacted the development of the LCAP was an interest in the equitable distribution of classified staff as a resource to support new community schools partnership.
Parents	Parents were engaged in the development of the LCAP through site SSC meetings and district informational meetings held on Apr 2, 3, and 4, and May 28, 29, and 30. LCAP input sessions were held at Coarsegold on April 2 and May 2, at Yosemite on April 3 and May 29, and at Rivergold on April 4 and May 30. Parents also provided input through the district's annual District Educational Partner Survey and the District Climate Survey. Parents continue to express their desire for highly qualified teachers and the implementation of 21st Century learning skills including critical thinking, communication, collaboration, and creativity. Parents also communicated an interest in increased campus supervision.
ELAC/DELAC	ELAC and DELAC representatives were engaged in the development of the LCAP through meetings for Coarsegold held on April 2 and May 2, at Yosemite on April 3 and May 29, and at Rivergold on April 4 and May 30. Representatives provided input in the design of LCAP actions related to programs and services for English learners.
Students	Students were engaged in the development of the LCAP through student leadership meetings held at the middle and high school levels. Meetings were held on Oct 4, Jan 25, Sep 28, Jan 25, Mar 28,

Educational Partner(s)	Process for Engagement
	Jun 6, Oct 4, Oct 23, Dec 12, and Jan 16. During the meetings, students are asked about what they believe their school needs to improve. Students expressed an interest in more electives at the high school. Students are in support of continuing the robust sports programs and the music programs at the middle and high schools. Students also provided input through the district's annual District Climate Survey.
SELPA	The SELPA was consulted in the development of the LCAP during a meeting held on May 8 to ensure alignment between district plans to serve students with disabilities including compliance-related timelines and student IEP goals.
Equity Multiplier School Educational Partners	Educational partners engaged in the development of a single focus goal for the two Equity Multiplier schools in the district, Coarsegold and Raymond Granite. Both schools need to focus on increasing academic outcomes and reducing the suspension rate. LCAP input sessions were held at Coarsegold on April 2 and May 2. Input sessions were held for Raymond Granite during the Yosemite High School informational sessions on April 3 and May 29. The following goal was developed in collaboration with educational partners through SSC meetings held on Jan 2, March 4, and May 6. "Within three years, all students at Coursegold Elementary and Raymond Granite High School, particularly students with disabilities, socioeconomically disadvantaged, Hispanic, and White students, will demonstrate growth toward meeting or exceeding standards in English Language Arts and math as measured by the CAASPP and other local assessments. Additionally, as measured by the Suspension Rate Indicator, the suspension rate for all students, particularly students with disabilities, socioeconomically disadvantaged, Hispanic, and White students, will significantly decline."
Other School Personnel	Other school personnel provided input through LCAP input sessions were held at Coarsegold on April 2 and May 2, at Yosemite on April 3 and May 29, and at Rivergold on April 4 and May 30, the district's annual District Educational Partner Survey and the District Climate Survey which opened in January 2024 and closed in April 2024. Priorities focused on improving social and emotional supports for students and increasing classified staffing levels to ensure campus safety.

Educational Partner(s)	Process for Engagement
LCAP Adoption	Public Hearing: June 25,2024 Local Board Adoption: June 26, 2024

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

Multi-Tiered Systems of Support (MTSS) - Academic (Action 1.4) and Social-Emotional (Action 2.1)
Feedback received through the most recent needs analysis process highlighted the importance of positive school climates. Respondents made specific requests for additional resources and recognition for positive student behavior. The District annually evaluates the academic and social-emotional MTSS programs. Students are interested in creating more opportunities for positive engagement in school beyond the classroom through a robust sports programs and the music programs at the middle and high schools. Parents continue to express their desire for highly qualified teachers and the implementation of 21st Century learning skills including critical thinking, communication, collaboration, and creativity. Teachers communicated the desire for increased counseling services, additional campus supervision to support school safety, more intervention services, and a music teacher at the elementary level.

Professional Development (Actions 1.6, .10, 1,12, 1.13, 2.8, and 4.2)
Feedback received through the most recent needs analysis process showed that, in general, professional learning remains a priority for staff. Parents and students in particular highlighted a desire for professional learning for teachers related to equity, social-emotional learning (SEL), and mental health support.

Campus Safety (Actions 2.3 and 4.4)
Feedback from YUTA focused on an increase in campus safety, particularly increased monitoring of student bathrooms to reduce alleged student drug use. They also communicated the desire for active shooter training. Other school personnel and administration also support increasing site-based staff for campus supervision.

Equity Multiplier School Educational Partners - Goal 4
Feedback received from educational partners of Coarsegold and Raymond Granite focused on the need to address the disparate academic performance of students with disabilities, socioeconomically disadvantaged, Hispanic, and White students in ELA and math. Feedback from both parents and teachers indicated the need for additional direct support to students. Action 4.1 focuses on a robust multi-tiered system of supports, particularly the addition of a teacher on special assignment (TOSA) who will provide direct support to students and teachers at the schools to strengthen Tier II and Tier III interventions. Teachers at Coarsegold are interested in additional professional development to deepen their knowledge of how best to support low-performing students. Action 4.2 and 4.4 provide teachers and classroom support staff at Coarsegold with professional development focused on the continuous process review cycles to support rigorous instruction. Feedback from all educational partners expressed a need for more social-emotional supports and efforts to reduce chronic absenteeism. Action 4.3 provides for additional staff to mentor and provide outreach to native american families to support positive home-school relationships.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will be provided high quality instruction, within a broad and rigorous curriculum that will prepare them for success in college and the workplace.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

YUSD has developed this goal because our mission is to empower every student to be well-prepared for success in college or career. This responsibility rests, in large part, on the educational system. The actions of this goal will assist our low-income, English learners, and foster youth to achieve at a high level.

The 2023 CAASPP results in ELA and math showed an overall decline in student performance compared to 2022. In 2023, 31.39% of students met or exceeded standards in ELA compared to 36.94% in 2022. Declines in student performance in ELA were also noted for all significant student groups including low-income students and English learners. For math, there was also a slight overall decline from 19.73% meeting or exceeding standards from 20.81% in the previous year. However, many student groups increased their math performance including low-income students, English learners, and students with disabilities. Math performance for low-income students increased from 11.96% in 2022 to 15.33% in 2022, for English learners from 0% in 2022 to 4.35% in 2023, and for students with disabilities from 3.08% in 2022 to 7.32% in 2023.

The English Learner Progress Indicator (ELPI) declined significantly from 57.6% making progress towards English language proficiency in 2022 to 31.6%. This significant decline is due, in part, to the increasing number of English learners in the district at the entering (Level 1) and beginning (Level 2) stages of language development. In 2022, there were 33 English learners included in the ELPI calculation. In 2023, this number almost doubled to 59 English learners included in the ELPI calculation.

Because of the downward trend in academic and English learner performance data, planned revisions and a renewed focus on actions designed to improve academic outcomes and English language acquisition will work to reverse this trend. Teacher professional development during the 2023-24 school year, focused on UDL, engagement, differentiation strategies, and interventions. The outcome of these actions will be demonstrated on the 2024 California School Dashboard. The district plans to deepen the focus on the implementation of project-based

learning and differentiation strategies in the classroom and add a full-time ELD teacher to provide designated ELD courses at the high school and designated learning opportunities at the elementary school level. The anticipated outcome of these changes is increases in ELA and math performance, and an increase in the percentage of English learners making progress towards English language proficiency.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA	2023 % of students meeting or exceeding standards in ELA (CA 47.06%) All: 31.39 EL: 4.35 LTEL: <11 students SED: 24.49 SWD: 8.43 Foster: 16.66 Am. Ind.: 19.05 Asian: NA Hisp.: 22.07 White: 35.64 2 or More: 35.90 Data Source: DataQuest			2026 % of students meeting or exceeding standards in ELA . All: 45.0 EL: 15.0 LTEL: 15.0 SED: 35.0 SWD: 15.0 Foster: 25.0 Am. Ind.: 25.0 Asian: NA Hisp.: 35.0 White: 50.0 2 or More: 45.0	
1.2	CAASPP Math	2023 % of students meeting or exceeding standards in math (CA 34.62%) All: 19.73 EL: 4.35 LTEL: <11 students SED: 15.33 SWD: 7.32			2026 % of students meeting or exceeding standards in math All: 30.0 EL: 10.0 LTEL: 10.0 SED: 25.0 SWD: 20.0	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster: 0 Am. Ind.: 10.00 Asian: NA Hisp.: 12.99 White: 23.06 2 or More: 17.94 Data Source: DataQuest			Foster: 20.0 Am. Ind.: 20.0 Asian: NA Hisp.: 25.0 White: 35.0 2 or More: 25.0	
1.3	English Learner Progress	2023 % making progress towards English Proficiency (ELPI) (CA 48.7%) 31.6% Data Source: Dashboard			2026 % making progress towards English Proficiency (ELPI) 50.0%	
1.4	EL Reclassification Rate	2023-24 11% Data Source: Internal Data			2026-27 20%	
1.5	College and Career Readiness	2023 % prepared (CA 43.9%) All: 28.2 EL: <11 students LTEL: <11 students SED: 22.3 SWD: 3.8 Foster: <11 students Am. Ind.: <11 students			2026 % prepared All: 50.0 EL: 40.0 LTEL: 40.0 SED: 40.0 SWD: 25.0 Foster: 40.0 Am. Ind.: 40.0 Asian: NA	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian: NA Hisp: 16.3 White: 33.0 2 or More: 33.3 Data Source: Dashboard			Hisp: 40.0 White: 50.0 2 or More: 40.0	
1.6	A-G Completion	2023 % completed A-G requirements All: 31.5 EL: <11 students LTEL: <11 students SED: 26.2 SWD: 7.7 Foster: <11 students Am. Ind.: <11 students Asian: NA Hisp: 26.5 White: 34.9 2 or More: 25.0 Data Source: Dashboard Additional Reports and Data			2026 % completed A-G requirements All: 50.0 EL: 40.0 LTEL: 40.0 SED: 40.0 SWD: 25.0 Foster: 40.0 Am. Ind.: 40.0 Asian: NA Hisp: 40.0 White: 50.0 2 or More: 40.0	
1.7	CTE Pathway	2023 % completed a CTE pathway All: 5.0 EL: <11 students LTEL: <11 students SED: 5.3 SWD: 0 Foster: <11 students Am. Ind.: <11 students			2023 % completed a CTE pathway All: 30.0 EL: 25.0 LTEL: 25.0 SED: 25.0 SWD: 15.0 Foster: 25.0 Am. Ind.: 25.0	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian: NA Hisp: 6.1 White: 5.5 2 or More: 0 Data Source: Dashboard Additional Reports and Data			Asian: NA Hisp: 25.0 White: 30.0 2 or More: 25.0	
1.8	A-G Completion and CTE Pathway	2023 % completed A-G requirements and a CTE pathway All: 1.7 EL: <11 students LTEL: <11 students SED: 1.5 SWD: 0 Foster: <11 students Am. Ind.: <11 students Asian: NA Hisp: 2.0 White: 1.8 2 or More: 0 Data Source: Dashboard Additional Reports and Data			2026 % completed A-G requirements and a CTE pathway All: 30.0 EL: 25.0 LTEL: 25.0 SED: 25.0 SWD: 15.0 Foster: 25.0 Am. Ind.: 25.0 Asian: NA Hisp: 25.0 White: 30.0 2 or More: 25.0	
1.9	IB Passage Rate	2023 % passing IB requirements All: 6.1 EL: <11 students LTEL: <11 students SED: 3.4 SWD: 0			2026 % passing IB requirements All: 20.0 EL: 15.0 LTEL: 15.0 SED: 15.0 SWD: 5.0	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster: <11 students Am. Ind.: <11 students Asian: NA Hisp: 0.6 White: 5.6 2 or More: 0 Data Source: Dashboard Additional Reports and Data			Foster: 15.0 Am. Ind.: 15.0 Asian: NA Hisp: 15.0 White: 20.0 2 or More: 15.0	
1.10	AP Passage Rate (with score of 3 or higher)	2023 % passed the AP exam with a score of 3 or higher All: 0.6 EL: <11 students LTEL: <11 students SED: 0.6 SWD: 0 Foster: <11 students Am. Ind.: <11 students Asian: NA Hisp: 0 White: 0.6 2 or More: 0 Data Source: Dashboard Additional Reports and Data			2026 % passing AP assessment with a score of 3 or higher All: 20.0 EL: 15.0 LTEL: 15.0 SED: 15.0 SWD: 5.0 Foster: 15.0 Am. Ind.: 15.0 Asian: NA Hisp: 15.0 White: 20.0 2 or More: 15.0	
1.11	Early Assessment Program (EAP) in ELA	2023 % demonstrating college preparedness as measured by the EAP in ELA All: 42.8			2026 % demonstrating college preparedness as measured by the EAP in ELA	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: <11 students LTEL: <11 students SED: 30.0 SWD: 8.0 Foster: <11 students Am. Ind.: <11 students Asian: NA Hisp: 22.9 White: 46.4 2 or More: <11 students Data Source: DataQuest			All: 60.0 EL: 50.0 LTEL: 50.0 SED: 55.0 SWD: 40.0 Foster: 55.0 Am. Ind.: 55.0 Asian: NA Hisp: 55.0 White: 60.0 2 or More: 55.0	
1.12	Early Assessment Program (EAP) in Math	2023 % demonstrating college preparedness as measured by the EAP in Math All: 20.1 EL: <11 students LTEL: <11 students SED: 18.4 SWD: 4.0 Foster: <11 students Am. Ind.: <11 students Asian: NA Hisp: 11.4 White: 24.0 2 or More: <11 students Data Source: DataQuest			2026 % demonstrating college preparedness as measured by the EAP in Math All: 40.0 EL: 30.0 LTEL: 30.0 SED: 35.0 SWD: 25.0 Foster: 35.0 Am. Ind.: 35.0 Asian: NA Hisp: 35.0 White: 40.0 2 or More: 35.0	
1.13	Appropriately Assigned and Fully Credentialed Teachers	2024 % of appropriately assigned and fully credentialed teachers			2027 % of appropriately assigned and fully	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		99% Data Source: Local Data			credentialed teachers 100%	
1.14	Students with Access to Standards Aligned Curriculum including EL Access to Core and ELD Standards	2024 % of students with access to standards aligned curriculum 100% Data Source: Local Data			2027 % of students with access to standards aligned curriculum 100%	
1.15	California Science Test	2023 % of students meeting or exceeding standards in science (CA 30.18%) All: 21.93 EL: <11 students LTEL: <11 students SED: 15.68 SWD: 2.63 Am. Ind.: 18.18 Asian: <11 students Hisp.: 8.57 White: 25.73 2 or More: 35.71 Data Source: DataQuest			All: 35.00 EL: 30.00 LTEL: 30.00 SED: 30.00 SWD: 20.00 Am. Ind.: 30.00 Asian: 45.00 Hisp.: 30.00 White: 40.00 2 or More: 40.00	
1.16	Local Benchmark Reading	2024 Growth Score (aReading)			60% growth score for all grades	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3rd 51% 4th 41% 5th 40% 6th 31% 7th 39% 8th 37% Data Source: Local Data				
1.17	Local Benchmark Math	2024 Growth Score (aMath) 3rd 42% 4th 31% 5th 21% 6th 35% 7th 49% 8th 39% Data Source: Local Data			60% growth score for all grades	
1.18	Graduation Rate	2022-23 (CA: 86.2) All: 79.9 SED: 80.9 SWD: 59.3 Hisp.: 81.6 White: 80.0 Data Source: DataQuest			All: 95 SED: 90 SWD: 70 Hisp.: 90 White: 95	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Recruit and Retain High Quality Teachers	YUSD will recruit and retain high-quality teachers, ensuring appropriate credentialing, induction programs, and mentors.	$29,253.00	No
1.2	Curriculum	All students, K-12 will have access to standards-aligned curriculum and materials (i.e. HMH, Edgenuity, ST Math, CyberHigh, etc.).	$204,842.00	No
1.3	Broad Course of Study	All students will have access to broad course of study at the high school level, including access to International Baccalaureate (IB), Advanced Placement (AP), Career Technical Education (CTE), Visual and Performing Arts (VAPA), a Music program, and Dual Enrollment Opportunities, including programs and services to ensure access for low Income, English learners and foster youth pupils.	$1,148,109.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Multi-Tiered Systems of Support (Academic)	Required Action: YUSD will provide access to intervention support staff and academic interventions to improve the ELA and math performance of students with disabilities and Hispanic youth districtwide, the students at Yosemite Falls Education Center, and socioeconomically disadvantaged students and Hispanic students at Yosemite High School. YUSD will provide an inclusive, equitable, student-centered academic intervention program aligned to the California Content Standards through integrated, comprehensive multi-tiered systems of support that offer small-group targeted support and intensive individualized interventions. Students have access to intervention support staff and academic interventions such as reading (Lexia) and math (ST Math) intervention. Differentiated instruction, station rotation, close reading, guided reading groups, and Kagan, are some of the many research-based strategies our staff utilizes regularly to support students with disabilities in elementary school. High school students with disabilities will also be supported through differentiated instruction and other evidenced-based strategies such as providing students with written materials to support core content delivered by the teacher, extra time to complete assignments, scaffolding techniques, and student demonstration of knowledge in multiple ways.	$194,542.00	No
1.5	Intervention Periods at YHS	Students who are are at-risk of not graduating due to non-passing scores will have access to intervention classes at YHS, including Badger Connection and Credit Recovery.	$44,117.00	Yes
1.6	Professional Development	Required Action: YUSD will provide professional development for teachers focused on project-based learning and strategies to support students with disabilities in the general education setting to improve the performance of students with disabilities in ELA and math districtwide. Project-based learning is appropriate for students at all age levels which involves students designing, developing, and constructing hands-on solutions to a problem.	$70,747.00	No

Action #	Title	Description	Total Funds	Contributing
		Professional development focused on engagement strategies, differentiation strategies, and interventions will help to improve the performance of Hispanic students districtwide in ELA, students at Yosemite Falls Education Center in ELA and math, and socioeconomically disadvantaged students at Yosemite High School in ELA. Engagement strategies to support learners at all levels include cooperative learning, asking open-ended questions, and activating student's prior knowledge. Teachers will learn how to support high school students share their reasoning and problem-solving processes with other students to enhance engagement. Content area curriculum coaching will support the implementation of strategies and techniques learned during professional development.		
1.7	Teacher Collaboration	Provide teaching staff with release time to collaborate and plan instruction; these resources are principally directed towards helping to close achievement gaps between student groups.	$40,000.00	No
1.8	Technology	All students will have access to a device and operational technology systems and infrastructure.	$322,612.00	Yes
1.9	Educational Options	Students who benefit from non-traditional school settings will have options for home school, a continuation high school, independent study, and/or hybrid programs. This funding allows for the district to staff this program with additional. teachers, a .5 counselor, two partial secretaries, one paraprofessional; to provide funding for curriculum, supplies, and travel; and a stipend for a department chair.	$845,219.00	Yes
1.10	Special Education	Required Action: General educational teachers will be provided professional development to effectively interpret IEP goals, use formative assessments to inform	$2,643,262.00	No

Action #	Title	Description	Total Funds	Contributing
		progress on IEP goals, and implement strategies to support students with disabilities in an inclusive general education setting to improve the performance of students with disabilities in ELA and math districtwide. Students with disabilities have access to a robust Special Education program with individualized services and supports based on their individualized educational program (IEP) through specialized intervention classes. Our mission is to empower every student to realize their full potential in life and be prepared for success in college and or career. YUSD provides SLP services based on the student needs referenced in their IEP. YUSD will also provide intervention and tutoring after school utilizing intervention programs (i.e., ST Math, Lexia). YUSD will engage in ongoing professional development for staff related to IEP compliance, goal writing, Behavior Intervention Plans (BIP), autism, instructional scaffolding, research-based instructional strategies through professional development administered monthly. This will allow teaching staff with release time to collaborate and plan special education goals, services, strategies, and instruction; these resources are focused on support to close the achievement gaps between student groups. Utilizing our data management system (Illuminate) to better develop assessments, track student progress, identify students in need of intervention, and support classroom, school, and district-level planning. YUSD teachers will have time built into their schedules to collaborate with others while reviewing formative evaluation and using data to plan instruction.		
1.11	Data Management System	YUSD will utilize a data management system (such as Illuminate) to develop benchmark measures, track student progress, identify students in need of intervention, and track progress, and support classroom, school, and district-level planning.	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.12	Support Best Practices for Long-Term English Learners (LTELs)	Required Action: YUSD will provide professional development to teachers to improve the performance of long-term English learners districtwide. Professional development will focus on strategies to support the unique needs of long-term English learners such as using verbal strategies to develop reading comprehension and writing skills, strategies to develop thinking and listening skills, and small group interactive groupings.	$8,373.00	No
1.13	CTE Project-Based Learning	YUSD will provide professional development to YHS teachers in project-based learning, integrated progress, and CTE enhancement that focuses on student engagement.	$9,800.00	No
1.14	Educational and Data Consultants	YUSD will utilize a data management consultant to provide analysis of benchmark assessment data, student behavioral data, and other educational program data to support timely and targeted interventions and supports for students. Data resources will be available to school staff, parents, and the community. YUSD will utilize an educational consultant to provide district planning services that align with state and federal planning requirements and meet the individual needs of YUSD's high-need students.	$25,000.00	Yes
1.15	Teacher on Special Assignment (TOSA)	Credentialed teacher to support K-8 teachers with instructional coaching, curriculum, instruction, assessments, interventions, and culture/climate.	$84,180.00	Yes
1.16	Support Best Practices English Learners	Required Action: YUSD will provide a certificated ELD teacher at K-12 to support the needs of English learners districtwide. The ELD teacher will each designated ELD courses to support the language development needs of all English learners including new-comers and long-term English learners (LTELs). YUSD will also provide a bilingual liaison to support Spanish-speaking families.	$210,534.00	Yes

Action #	Title	Description	Total Funds	Contributing
		To support increasing numbers of English learners with minimally developed language skills, teachers will be provided professional development on providing students explicit grammar instruction and opportunities to learn grammar in context, the use of academic conversation scaffolds to promote peer-to-peer interactions, the use of visual representations and wait time, and the creation of supportive, safe environments to help new English learners transition effectively.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will benefit from a safe, healthy, positive school climate, where they will be supported by teachers and staff who nurture social-emotional development and prioritize teacher-student relationships and school connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

YUSD is a place that leads without limits, nurtures the love of learning, and serves the needs of our students, parents, staff, and community. This statement reflects YUSD's commitment to supporting students academically and serving their whole child needs. School Climate is a priority and data related to student engagement and suspensions shows YUSD has more work to do in this area. YUSD Chronic Absenteeism rate is 41.3% for all students, while the rate for CA is only 24.3%. The District's suspension rate is also significantly higher than that of the State. YUSD will continue to prioritize Goal 2, Action 1, Multi-Tiered Systems of Support (Intervention) and Goal 2, Action 5, Student Attendance and Review Board (SARB). The purpose of SARB is to work with families to try to identify barriers to attendance and then develop a plan to overcome them. The SARB committee might ask the parent to commit to an attendance plan, refer to outside agencies, or make schedule changes to accommodate family needs; of course, when necessary, the committee makes referrals to the District Attorney's office.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Rate	2022-23 (CA 24.3%) All: 41.3 EL: 61.9 FY: 26.1 SED: 46.3 SWD: 49.5 Am. Ind.: 59.4 Asian: 50.0			All: <20 EL: <20 FY: <20 SED: <20 SWD: <20 Am. Ind.: <20 Asian: <20 Hisp.: <20 White: <20	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hisp.: 38.3 White: 42.1 2 or More: 32.2 Data Source: Dashboard			2 or More: <20	
2.2	Attendance Rate	2023-24 (P2) 89.0% Data Source: Internal Data P2			95.0%	
2.3	Suspension Rate	2022-23 (CA 3.6) All: 10.3 EL: 4.5 FY: 34.2 Homeless: 20.0 SED: 12.1 SWD: 16.5 Am. Ind.: 27.5 Hisp: 8.4 White: 10.2 2 or More: 3.1 Data Source: Dashboard			All: <3 EL: <3 FY: <3 Homeless: <3 SED: <3 SWD: <3 Am. Ind.: <3 Hisp: <3 White: <3 2 or More: <3	
2.4	Expulsion Rate	2022-23 (CA 0.1) 0.0 Data Source: DataQuest			0.0	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Graduation Rate	2022-23 (CA: 86.2) All: 79.9 SED: 80.9 SWD: 59.3 Hisp.: 81.6 White: 80.0 DataSource: DataQuest			All: 95 SED: 90 SWD: 70 Hisp.: 90 White: 95	
2.6	Middle School Dropout Rate	2022-23 0.0 Data Source: Internal Data			0.0	
2.7	High School Dropout Rate	2022-23 (CA: 8.2%) 18.5% Data Source: DataQuest			3% or less	
2.8	Facilities in Good Repair	2023-24 (FIT) CES: Good RES: Good YHS: Good R-Granite HS: Good Data Source: FIT Report			All sites Good	
2.9	Safety: Climate Survey: % of Students who	2023-24			80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	respond Agree or Strongly Agree to: When I am at school, I feel safe	65% Data Source: Educational Partner Survey				
2.10	School Connectedness: Climate Survey: % of Students who respond Agree or Strongly Agree to: I feel like I fit in when I am at school and/or during distance learning	2023-24 52% Data Source: Educational Partner Survey			80%	
2.11	Positive Climate: Educational Partner Survey: % of Educational Partners who respond Agree or Strongly Agree to: YUSD provides a positive school climate	2023-24 65% Data Source: Educational Partner Survey			80%	
2.12	Bullying: Educational Partner Survey: % of Educational Partners who respond Agree or Strongly Agree to: Students are free from harassment and bullying	2023-24 75% Data Source: Educational Partner Survey			80%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Multi-Tiered Systems of Support (Social-Emotional)	Required Action: YUSD will ensure student access to intervention support staff and social, emotional, and behavioral interventions to reduce the suspension rate for all students at Ahwahnee High School, Coarsegold Elementary, Rivergold Elementary; for foster youth, homeless youth, socioeconomically disadvantaged students, students with disabilities, American Indian students, and White students districtwide, White students at Yosemite High School, and socioeconomically disadvantaged students at Ahwahnee High School. Although the needs of students may be diverse such as the needs of foster and homeless youth and the needs of students with disabilities, the social-emotional interventions and supports will be customized through individual counseling and Check In/Check Out procedures. Group counseling and psych-educational groups will pair students with similar needs together to	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		target specific needs such as anger management or anti-bullying behaviors. Social-emotional lessons delivered by trained teachers will serve as preventative to help students increase self-awareness, academic achievement, and positive behaviors both in and out of the classroom. The use of restorative practices will help to cultivate positive, respectful, and inclusive school environments. Referrals to outside agencies when staff do not possess the requisite knowledge or expertise of staff to effectively intervene with the needs of a student. These strategies will be adapted to support students at all age levels. Social-emotional lessons for students at the elementary will help them learn to express themselves and get to know their peers. At the high school level, social-emotional lessons will help them take others' perspectives to build empathy and pro-social behavior. This action is a result of the findings from the data and root cause analysis from our Differentiated Assistance process with MCSOS to reduce the suspension rates of our students with disabilities throughout the district, including Ahwahnee High and Coarsegold Elementary Schools.		
2.2	Student Leadership Opportunities	Students will have leadership opportunities (staff time).	$2,000.00	No
2.3	High School and Educational Options Assistant Principal	1.0 FTE High School vice principal position to support Educational Options students (predominately low-income students and foster youth) and district testing.	$152,723.00	Yes
2.4	Enrichment Activities: Transportation for Sports/Athletics/Field Trips	Enrichment activities to support low-income students, foster youth and English learners: Transportation, Sports, Athletics, and Field Trips.	$179,000.00	Yes
2.5	Student Attendance Review Board	District will participate in Eastern Madera County SARB board (Staff time).	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Custodial & Maintenance Services	Custodial and maintenance services will provide for a clean and safe learning environment.	$2,210,996.00	No
2.7	Transportation	Ensure safe and reasonable access to transportation especially for low income students, foster youth and English learners.	$430,046.00	Yes
2.8	Culture & School Climate Program	Required Action: YUSD will invest in research-based professional development to reduce the suspension rate for socioeconomically disadvantaged students, homeless youth, and foster youth districtwide and socioeconomically disadvantaged students at Ahwahnee High School, and improve the culture and climate at Ahwahnee High School, Coarsegold Elementary, and Rivergold Elementary. Professional learning opportunities will focus on strategies to support alternatives to suspension, practices that work to improve safety, expectations for behavior, and improved communication. The focus at elementary will be to support positive behavior incentives. At the high school level, strategies such as restorative practices and peer counseling will provide alternatives to suspensions. The addition of a psychologist (.25 FTE) to provide mental health and counseling support will work to reduce suspension rates. The addition of an administrator (.25 FTE) and an assistant (.25 FTE) will focus on improving services to the families of foster youth, homeless youth, English learners, and socioeconomically disadvantaged students through strengthened relationships and connecting them with additional wrap-around supports to help remove any barriers that may be impacting their ability to fully engage in school.	$196,932.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide opportunities for students, parents, community members and organizations to participate in all aspects of the educational environment to support and enhance student success.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

One of the YUSD School Board's shared beliefs is that learning is a shared responsibility between each student, parent, teacher, school, and the community. It is important that we model transparency and that we partner with students, parents, and community members in the task of educating our children. The District encourages the participation of others and welcomes diversity of thought--outcomes are much improved when planning is a team effort. During the 2023-24 school year, the District continued to work hard at increasing its presence on social media and started making "Crushing It" videos to show staff our appreciation and to share it with the community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Family Engagement: # of Educational Partners who participate in Educational Partner Survey	2023-24 180 Data Source: Educational Partner Survey			150	
3.2	Student Engagement: # of Students who participate in Climate Survey	2023-24 245			300	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Educational Partner Survey				
3.3	Operational Site Level Advisory Groups	2023-24 CES, RES, and YHS/Ed. Opts have operational SSCs Data Source: Internal Data			CES, RES, and YHS/Ed Opts have operational SSCs	
3.4	Operational District Level Advisory Groups	2023-24 District has operational Budget Advisory Committee and Parent Advisory Committee Data Source: Internal Data			District has operational Budget Advisory Committee and Parent Advisory Committee	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Educational Partner Survey	District annually administers an Educational Partner Survey and shares data with the School Board (staff time) in order to gather information that will promote parental involvement for all students, including socioeconomically disadvantaged students and those with special needs. The District reports findings as part of annual Local Indicator Report.	$1,000.00	No
3.2	Climate Survey	District annually administers Climate Survey and shares data with the School Board (staff time). The District reports findings as part of annual Local Indicator Report.	$1,000.00	No
3.3	School and District Advisory Groups	School sites will have operational School Site Council and District will have an operational Parent Advisory Committee and Budget Advisory Committee (staff time).These groups include representatives of unduplicated students so the group can review data and meaningfully collaborate on ways to utilize resources to best support all students, including low-income students.	$2,000.00	No
3.4	Donovan Group	Partner with The Donovan Group, a team of communication professionals, to improve communication with families and create a stronger home-to-school connection. The Donovan Group will help the district market, prepare visuals, and conduct outreach, as needed. The team will also help with translation services. The team will provide services in communication planning, content creation, graphic design, video production, media		No

Action #	Title	Description	Total Funds	Contributing
		relations, branding, marketing, and data infographics to help interpret CAASPP, survey, and Healthy Kids Survey data.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Within three years, all students at Coursegold Elementary and Raymond Granite High School, particularly students with disabilities, socioeconomically disadvantaged, Hispanic, and White students, will demonstrate growth toward meeting or exceeding standards in English Language Arts and math as measured by the CAASPP and other local assessments. Additionally, as measured by the Suspension Rate Indicator, the suspension rate for all students, particularly students with disabilities, socioeconomically disadvantaged, Hispanic, and White students, will significantly decline.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As per California Education Code 42238.024 which was enacted by Senate Bill 114 (2023-24), schoolsites that have nonstability rates greater than 25 percent and socioeconomically disadvantaged student rates greater than 70 percent are eligible for LCFF Equity Multiplier funding. Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at the identified schoolsites. School districts are required to document the efforts to improve outcomes for students at these schoolsites beginning with the 2024–25 LCAP. This goal is required as documentation of YUSD's efforts to improve outcomes for students at Coarsegold Elementary and Raymond Granite High School.

The nonstability rate for Coarsegold in 2023 was 26.8%. The nonstability rate for Raymond Granite High School in 2023 was 42.9%. The percentage of socioeconomically disadvantaged students at Coarsegold in 2023 was 70.5%. The percentage of socioeconomically disadvantaged students at Raymond Granite High School in 2023 was 80.0%.

Goal 4 includes required actions for Coarsegold Elementary to address their performance on the 2023 California School Dashboard:
ELA Academic Indicator: RED - Schoolwide, students with disabilities, socioeconomically disadvantaged students, White students
Math Academic Indicator: RED - Schoolwide, students with disabilities, socioeconomically disadvantaged students, Hispanic students, White students
Suspension Rate: RED - Schoolwide, socioeconomically disadvantaged students, students with disabilities, Hispanic students, White students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CAASPP ELA	2023 (% of students who met or exceeded standard) COARSEGOLD All: 21.90 EL: <11 students SED: 19.13 SWD: 6.45 White: 27.58 RAYMOND GRANITE <11 students Data Source: DataQuest			COARSEGOLD All: 35.0 EL: 30.0 SED: 35.0 SWD: 15.0 White: 40.0 RAYMOND GRANITE <11 students	
4.2	CAASPP Math	2023 (% of students who met or exceeded standard) COARSEGOLD All: 10.12 EL: <11 students SED: 8.77 SWD: 6.66 White: 11.5 RAYMOND GRANITE <11 students Data Source: DataQuest			COARSEGOLD All: 25.0 EL: 20.0 SED: 25.0 SWD: 15.0 White: 30.0 RAYMOND GRANITE <11 students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	English Learner Progress	2022-23 COARSEGOLD 30.8% making progress towards English Proficiency (ELPI) RAYMOND GRANITE <11 students Data Source: Dashboard			COARSEGOLD 50.0% making progress towards English Proficiency (ELPI) RAYMOND GRANITE <11 students	
4.4	Suspension Rate	2022-23 COARSEGOLD All: 15.5 EL: 5.0 SED: 14.0 SWD: 25.8 Hisp: 11.0 White: 16.8 RAYMOND GRANITE <11 students Data Source: Dashboard			Less than 3% for all groups	
4.5	Local Benchmark Reading	2024 Growth Score (aReading) COARSEGOLD 3rd 49% 4th 47% 5th 63%			60% growth score for all grades	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6th 49% 7th 57% 8th 44% RAYMOND GRANITE <11 students Data Source: Local Data				
4.6	Local Benchmark Math	2024 Growth Score (aMath) 3rd 26% 4th 54% 5th 44% 6th 39% 7th 40% 8th 55% RAYMOND GRANITE <11 students Data Source: Local Data			60% growth score for all grades	
4.7	Chronic Absenteeism	2022-23 COARSEGOLD All: 47.1 EL: 23.0 SED: 51.8 SWD: 54.2 Hisp: 41.3 White: 51.6 RAYMOND GRANITE			Less than 20% for all groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<11 students Data Source: Dashboard				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Multi-Tiered Systems of Support (Academic)	Required Goal: YUSD will ensure student access to a comprehensive intervention program to address ELA and math performance for all students (schoolwide) at Coarsegold Elementary. Coarsegold Elementary and Raymond Granite will provide an inclusive, equitable, student-centered academic intervention program aligned to the	$140,636.00	No

Action #	Title	Description	Total Funds	Contributing
		California Content Standards through integrated, comprehensive multi-tiered systems of support that offer small-group targeted support and intensive individualized interventions. The School's master schedules are designed to allow students access to intervention in reading and math and will be redesigned to ensure K-8 students receive a minimum of 50 instructional minutes per day in mathematics and 100 instructional minutes per day of Reading/ELA instruction. Identified students are assigned to intervention based on assessment scores in reading or math. A school-wide RTI (Response to Intervention) academic needs program is being implemented, beginning with Tier 1 in the classroom, Tier II in small groups, and Tier III in tutoring. A teacher on special assignment (TOSA) will provide direct support to students and teachers at the Schools to strengthen Tier II and Tier III interventions. Tier I and Tier II Math and English Language Arts instruction is provided through standards-aligned curricula. Students have access to intervention support staff and academic interventions such as reading (Lexia) and math (ST Math) intervention. Differentiated instruction, station rotation, close reading, guided reading groups, and Kagan, are some of the many research-based strategies our staff utilizes regularly.		
4.2	Professional Development	Required Action: YUSD will provide professional learning opportunities for teachers at Coarsegold Elementary to improve ELA and math performance for students with disabilities, low-income students, and Hispanic and White students. The professional learning opportunities for teachers will also help to reduce the suspension rate for low-income students, students with disabilities, and Hispanic and White students. Professional learning will focus on supporting teachers with the effective implementation of continuous process review cycles to support rigorous instruction. Professional learning opportunities will support the effective implementation of the standards-aligned English Language Arts, Math, and Science curriculum. The adopted curriculum includes web-based diagnostics, targeted instructional grouping as well as intervention lessons for students struggling to attain skills mastery. Professional learning opportunities will focus on the implementation of baseline and interim	$38,014.00	No

Action #	Title	Description	Total Funds	Contributing
		assessments and data analysis. Professional learning opportunities will also support teachers with behavioral interventions including greater awareness of behavioral intervention plans for students with disabilities, if applicable. Professional learning opportunities will emphasize specific strategies to support students with disabilities in core content such as the use of accommodations as outlined in student's IEPs, differentiated lessons delivered through small group instruction or targeted in-class interventions, and scaffolding supports that prepare students for learning.		
4.3	Multi-Tiered Systems of Support (Social-Emotional)	The Schools provide a social-emotional support system with resources and strategies to support students in forming positive connections with others. Students will have access to intervention support staff and social, emotional, and behavioral interventions as needed, including individual and group counseling, psych-educational groups, Check In/Check Out, Social-Emotional Learning (SEL) lessons and activities, use of restorative practices, and referrals to outside agencies. Counseling and mental health services are provided through individualized support to students who may be experiencing challenges with social and/or emotional well-being. A liaison will work to strengthen parent and family relationships, support connections to wrap around services, and ultimately improve attendance and reduce chronic absenteeism. Additional staff will provide mentorship and outreach to native american families to support positive home-school relationships.	$216,606.00	No
4.4	Culture & Climate School Programs	The Schools are implementing a continuous process review cycle in the form of Safe and Civil Schools. Staff are participating in research-based professional development to help create and sustain positive school cultures and climates. Professional development will include strategies such as building and maintaining positive relationships, creating a culture of inclusion, creating a shared vision, and establishing expectations with educational partners. A vice principal and additional supervision staff at Coarsegold will improve supervision and increase campus safety.	$106,782.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2597145	$174954

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
16.628%	0.000%	$0.00	16.628%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** Intervention Periods at YHS **Need:** Low-income students, English learners, and foster youth at YHS are performing below their peers in ELA and math compared to all students in the district and statewide. In ELA, 31.39% of students met or exceeded standards overall whereas only 24.49% of low-income students, 4.35% of English learners,	This action will address the needs of low-income students, English learners, and foster youth by providing them with intervention classes with smaller class sizes so that teachers can provide more individualized support to close the achievement gap in ELA and math. The opportunity to learn in an intervention setting with individualized support will greatly increase the chances for these students to master the content needed to graduate with their peers.	CAASPP ELA CAASPP Math Graduation Rate aReading aMath

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and 16.66% of foster youth met or exceeded standards. In math, 19.73% of students met or exceeded standards overall whereas only 15.33% of low-income students, 4.35% of English learners, and 0% of foster youth met or exceeded standards. Challenges with passing courses at the high school put these students at risk of not graduating. Low-income students and foster youth often experience barriers that interfere with learning throughout their educational experience such as increased adverse childhood experiences and food insecurities. These circumstances can result in students falling farther and farther behind. English learners, especially long-term English learners, often experience challenges with grade-level content due to limited academic language skills. As English learner language skills persist at intermediate levels, the achievement gap widens. English learners need skilled teachers who can effectively scaffold learning and teach using strategies that explicitly develop academic vocabulary in order to access grade-level content. **Scope:** Schoolwide	This action is being provided on a schoolwide basis because all students benefit from small class sizes and individualized customized instruction provided by credentialed teachers. However, the action is principally directed to the circumstances of low-income students, English learners, and foster youth to the achievement gap.	
1.8	**Action:** Technology **Need:**	A condition of low-income families is a lack of access to digital devices at home to support the completion of school work including research and writing assignments. Additionally, access to the	CAASPP ELA CAASPP Math aReading aMath

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Low-income students are performing below their peers in ELA and math compared to all students in the district and statewide. In ELA, 31.39% of students met or exceeded standards overall whereas only 24.49% of low-income students. In math, 19.73% of students met or exceeded standards overall whereas only 15.33% of low-income students met or exceeded standards. Low-income families have limited resources to invest in the technology needed for each child in the family to have access to their own electronic device to support learning at home. The 21st Century learning opportunities that are needed to meet or exceed standards require reliable student access to technology both at home and at school. **Scope:** LEA-wide	internet is a problem in the rural areas of the district. Reliable access to technology resources both in school and at home will directly address the needs of low-income students. This action is provided on an LEA-wide basis because all students need access to technology, however, it is principally directed to the circumstances of low-income students who may otherwise have no access to technology.	
1.9	**Action:** Educational Options **Need:** The mission of the YUSD's non-traditional school settings is to accept students as they are and guide them on individual pathways to academic success in gaining skills to achieve their full potential. The district geography is extremely rural in areas presenting a challenge for low-income students and their families to balance work and school.	This action allows our students to access a broad course of study in a non-traditional school setting. Priority for space in these programs is granted to low-income students, foster youth, and English learners. This action is provided on an LEA-wide basis because all students will have access to non-traditional school settings. However, this action is principally directed and designed to address the circumstances of low-income students.	CAASPP ELA CAASPP Math aReading aMath

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Oftentimes, low-income students may have to decide between prioritizing work over school due to financial pressures. This circumstance can result in a widening of the performance gap between low-income students and their peers. In ELA, 31.39% of students met or exceeded standards overall whereas only 24.49% of low-income students met or exceeded standards. In math, 19.73% of students met or exceeded standards overall whereas only 15.33% of low-income students met or exceeded standards. **Scope:** LEA-wide		
1.14	**Action:** Educational and Data Consultants **Need:** Low-income students, English learners, and foster youth are performing below their peers in ELA and math compared to all students in the district and statewide. In ELA, 31.39% of students met or exceeded standards overall whereas only 24.49% of low-income students, 4.35% of English learners, and 16.66% of foster youth met or exceeded standards. In math, 19.73% of students met or exceeded standards overall whereas only 15.33% of low-income students, 4.35% of English learners, and 0% of foster youth met or exceeded standards. English learners, especially long-term English learners, often experience challenges with	The data consultant will provide access to timely data to inform instructional decision-making and the identification of appropriate supports and interventions to help minimize the impact of these circumstances on low-income students, English learners, and foster youth. The educational consultant will support the needs of unduplicated students through the development of an effective district-level plan that works to reduce inequities in the system that may unintentionally widen the achievement gap or contribute to disparate rates and lack of access to appropriate supports and interventions.	CAASPP ELA CAASPP Math ELPI aReading aMath

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	grade-level content due to limited academic language skills. Low-income students and foster youth often experience barriers that interfere with learning throughout their educational experience such as increased adverse childhood experiences and food insecurities. These circumstances can result in increasing academic achievement gaps and disparate rates for suspension and chronic absenteeism. **Scope:** LEA-wide		
1.15	**Action:** Teacher on Special Assignment (TOSA) **Need:** Low-income students, English learners, and foster youth are performing below their peers in ELA and math compared to all students in the district and statewide. In ELA, 31.39% of students met or exceeded standards overall whereas only 24.49% of low-income students, 4.35% of English learners, and 16.66% of foster youth met or exceeded standards. In math, 19.73% of students met or exceeded standards overall whereas only 15.33% of low-income students, 4.35% of English learners, and 0% of foster youth met or exceeded standards. **Scope:**	Research (Sanders and Rivers, 1996, Darling-Hammond, 2000; Rivkin, Hanushek & Kain, 2005) has repeatedly demonstrated that, within grade levels, the most dominant factor affecting student academic gain is teacher effectiveness. Educational best practices indicates that well-prepared instruction with content focus from effective teachers has a significant impact on low-income students and English learners. As a result of support from the TOSA including teacher coaching, model lessons, and support with data analysis to guide the instructional process, the academic outcomes of low-income, English learners, and foster youth as measured by CAASPP assessments or local assessments, will show growth in ELA and math. This action is provided on an LEA-wide basis because all students benefit from effective instructional practices supported by the TOSA.	CAASPP ELA CAASPP Math aReading aMath

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	However, low-income students, English learners, and foster youth will benefit most from teachers who are skilled at providing differentiated instruction and in-class interventions that work to close the achievement gap.	
2.3	**Action:** High School and Educational Options Assistant Principal **Need:** The 2023 suspension rate for YUSD is significantly higher compared to the state's overall average of 3.4%. In 2023, the suspension rate for YUSD overall was 10.3% which increased from 9.0% in 2022. English learners and Hispanic students experienced a decline in suspensions. For English learners, suspensions declined from 8.3% in 2022 to 4.5% in 2023. For Hispanic students, suspensions declined from 10.5% in 2022 to 8.4% in 2023. For low-income students, suspensions increased by 0.9% to 12.1% in 2023. This is considerably higher than the suspension rate for low-income students statewide of 4.5%. All other student groups experienced slight increases in suspensions with White students experiencing the greatest increase of 7.3% in 2022 to 10.2% in 2023. **Scope:** Schoolwide	The vice principal will provide behavioral interventions and supports to students such as restorative practices and alternatives to suspensions. The action is provided on a program-wide basis and will be available to all students within the Educational Options programs, but is principally directed to meet the unique needs of low-income students and foster youth. District data shows a disproportionately higher percentage of students who attend these programs have higher rates of suspensions and are also low-income and foster youth students. Low-income and foster youth students experience higher rates of childhood trauma that can impact behavior at school and lead to higher rates of suspensions.	Suspension Rate Chronic Absenteeism Rate Attendance Rate Safety: Climate Survey Connectedness: Climate Survey Bullying: Educational Partner Survey
2.4	**Action:**	Low-income students, English learner students, and foster youth need to experience learning	Chronic Absenteeism Rate Attendance Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Enrichment Activities: Transportation for Sports/Athletics/Field Trips **Need:** The 2023 Chronic Absenteeism Indicator shows a decline in the percentage of students chronically absent from 59.9% in 2022 to 41.3% in 2023. There were also declines in each significant student group from 2022 to 2023. Chronic absenteeism for English learners declined from 63.6% to 61.9%, for foster youth from 84.6% to 26.1%, for low-income students from 65.2% to 46.3%, for students with disabilities from 74.8% to 49.5%, for Hispanic students from 54.6% to 38.3%, and for white students from 56.4% to 42.1%. Although the district experienced a decline in chronic absenteeism in 2023, the rate is still higher than the state's chronic absenteeism rate of 24.3%. For low-income students, the state's chronic absenteeism rate was 29.9%, and for English learners was 26.3%. **Scope:** LEA-wide	opportunities that are relevant to their daily lives and build upon their prior experiences. This opportunity can be achieved, at least partially, through enrichment activities outside the classroom. This action is provided on an LEA-wide basis because all students have access to enrichment activities. However, it is principally directed to address the circumstances of low-income students and foster youth who may not otherwise have access to enrichment activities due to financial conditions that result in unreliable personal transportation.	Connectedness: Climate Survey
2.7	**Action:** Transportation **Need:** The 2023 Chronic Absenteeism Indicator shows a decline in the percentage of students chronically absent from 59.9% in 2022 to 41.3% in 2023. There were also declines in	Providing transportation services helps to reduce chronic absenteeism and increase attendance rates by getting students to school safely and on time. This action is provided on an LEA-wide basis because all students have access to transportation services. However, it is principally directed to meet the needs of low-income students and foster youth	Chronic Absenteeism Rate Attendance Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	each significant student group from 2022 to 2023. Chronic absenteeism for English learners declined from 63.6% to 61.9%, for foster youth from 84.6% to 26.1%, for low-income students from 65.2% to 46.3%, for students with disabilities from 74.8% to 49.5%, for Hispanic students from 54.6% to 38.3%, and for white students from 56.4% to 42.1%. Although the district experienced a decline in chronic absenteeism in 2023, the rate is still higher than the state's chronic absenteeism rate of 24.3%. For low-income students, the state's chronic absenteeism rate was 29.9%, and for English learners was 26.3%. **Scope:** LEA-wide	who may not otherwise have access to reliable transportation.	
2.8	**Action:** Culture & School Climate Program **Need:** The 2023 suspension rate for YUSD is significantly higher compared to the state's overall average of 3.4% and low-income average of 4.5%. In 2023, the suspension rate for YUSD overall was 10.3% which increased from 9.0% in 2022. English learners and Hispanic students experienced a decline in suspensions. For English learners, suspensions declined from 8.3% in 2022 to 4.5% in 2023. For Hispanic students, suspensions declined from 10.5% in 2022 to 8.4% in 2023. All other student groups	Professional development will provide staff with the knowledge and skills needed to effectively create a culture where all students feel included, supported, and safe. Professional development will provide staff with evidence-based approaches to discipline including tools for creating learning environments that lead to the success of all students. The addition of psychologist's services will help to reduce suspension rates districtwide. This action is provided on an LEA-wide basis because all students will benefit from inclusive, supportive learning environments. However, this action is principally directed to low-income students and foster youth may experience more childhood traumas that contribute to feelings of	Suspension Rate Chronic Absenteeism Rate Attendance Rate Safety: Climate Survey Connectedness: Climate Survey Bullying: Educational Partner Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	experienced slight increases in suspensions with White students experiencing the greatest increase of 7.3% in 2022 to 10.2% in 2023. **Scope:** LEA-wide	insecurity or lead to behaviors that require a more skilled staff to provide the appropriate inteventions and supports.	
4.4	**Action:** Culture & Climate School Programs **Need:** Coarsegold is identified as an Equity Multiplier school due to the high percentage of low-income students. Low-income students often experience increased incidents of adverse childhood experiences and trauma (ACES) which may contribute to the higher chronic absenteeism rate for low-income students. There is need to invest greater resources to help low-income students feel safe at school and make meaningful connections at school with a caring adult. Chronic absenteeism overall declined in the district to 41.3% in 2022-23. However, the rate is still considerably higher than the state's average of 24.3%. Furthermore, the chronic absenteeism rate for students at Coarsegold rate is even higher at 47.1%. **Scope:** Schoolwide	The vice principal will be funded, in part, by LCFF supplemental grant funds. The vice principal will work to create a welcoming environment where students, especially low-income students who may be disenfranchised, feel included and respected. The vice principal will help to strengthen positive student-to-student relationships and relationships between students and caring adults. This action is provided on a schoolwide basis because all students will benefit from the presence of a vice principal on the school campus. However, the action is principally directed to meet the needs of low-income students and foster youth. Low-income students and foster youth experience higher rates of adverse childhood experiences that may leave them feeling disconnected from their peers or caring adults. These experiences may include abuse, neglect, or food insecurity.	Chronic Absenteeism Rate Suspension Rate Student Engagement

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.16	**Action:** Support Best Practices English Learners **Need:** Of the 59 English learners in the district, 28 are LTELs. Based on the 2023 Summative ELPAC, 19.05% of LTELs scored Level 4 compared to 20.0% of all English learners. An analysis of the 2023 CAASPP ELA assessment showed that less than 11 LTELs took the assessment due to only students in grades 3-8 and once in high school take the exam. Overall, 4.35% of English learners scored proficient on the 2023 CAASPP ELA assessment. **Scope:** Limited to Unduplicated Student Group(s)	The expertise of an ELD teacher is needed to meet the unique needs of LTELs such as the lack of oral and literacy skills needed for academic success. Designated and integrated ELD taught using evidence-based instructional best practices is intended to support English learners' language acquisition which will lead to increased ELPAC scores for English learners including LTELs and improved performance of English learner students in all academic areas. Evidence of English learner growth is anticipated as measured by the listed metrics.	CAASPP ELA LTEL CAASPP Math LTEL aReading LTEL aMath LTEL

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

N/A

Additional Concentration Grant Funding

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

The District plans to continue to allocate concentration funds to Goal 1 Action 16. The concentration grant add-on funds will be used to pay for a TOSA to support CES, AHS, and Evergreen. The TOSA will provide academic interventions, support teacher strategies, and develop plans to support student achievement with instruction focused on achievement data. The TOSA can also facilitate academic support meetings for students at CES, AHS, and Evergreen. Goal 1, Action 16: Teacher on special assignment to support with instructional coaching, curriculum, instruction, assessments, and culture and climate. Our English language learners, foster youth and socioeconomically disadvantaged students perform far below the state and district average., YUSD is in the process of curriculum adoptions. This position will enable the TOSA to work with other teachers and staff focused on instructional, and cultural and climate outcomes. The TOSA may lead professional development and collaboration to allow teachers time to accomplish the following tasks: mapping out the scope and sequence of curriculum, developing and administering common assessments, and utilizing assessment data to plan instruction and monitor student progress. Illuminate data has helped with allowing assessment available in real; time across the district that can be synthesized in ways that teachers and other staff can easily understand the data for planning and intervention. The TOSA will help with data analysis with teachers to better make decisions focused on re-teaching a concept, preparation for the CAASPP summative assessments, and intervention.

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	Yosemite High School: 1:21, Rivergold Elementary School: 1:27, Yosemite Falls: 1:18	Evergreen: N/A, Ahwahnee High School: 1:25, Raymond Granite: 1:4, CES: 1:15
Staff-to-student ratio of certificated staff providing direct services to students	Yosemite High School: 1:16, Rivergold Elementary School 1:21, Yosemite Falls: 1:18	Evergreen: 1:22, Ahwahnee High School: 1:25, Raymond Granite: 1:2, CES: 1:17

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	15619105	2597145	16.628%	0.000%	16.628%

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,642,353.00	$1,024,328.00	$2,550,126.00	$346,518.00	$9,563,325.00	$7,250,472.00	$2,312,853.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Recruit and Retain High Quality Teachers	All	No			All Schools	Ongoing	$29,253.00	$0.00		$29,253.00			$29,253.00	
1	1.2	Curriculum	All	No			All Schools	Ongoing	$0.00	$204,842.00	$114,285.00	$90,557.00			$204,842.00	
1	1.3	Broad Course of Study	All	No			All Schools	Ongoing	$1,032,370.00	$115,739.00	$668,927.00	$428,715.00	$37,688.00	$12,779.00	$1,148,109.00	
1	1.4	Multi-Tiered Systems of Support (Academic)	All	No			All Schools	Ongoing	$194,542.00	$0.00				$194,542.00	$194,542.00	
1	1.5	Intervention Periods at YHS	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Yosemite High School	Ongoing	$44,117.00	$0.00	$44,117.00				$44,117.00	
1	1.6	Professional Development	All	No			All Schools	Ongoing	$32,913.00	$37,834.00		$70,747.00			$70,747.00	
1	1.7	Teacher Collaboration	All	No			All Schools	Ongoing	$40,000.00	$0.00	$40,000.00				$40,000.00	
1	1.8	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$212,612.00	$110,000.00	$322,612.00				$322,612.00	
1	1.9	Educational Options	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$757,196.00	$88,023.00	$845,219.00				$845,219.00	
1	1.10	Special Education	Students with Disabilities	No			All Schools	Ongoing	$2,271,524.00	$371,738.00			$2,512,438.00	$130,824.00	$2,643,262.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	Data Management System	All	No			All Schools	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.12	Support Best Practices for Long-Term English Learners (LTELs)	Long-term English learners	No			All Schools	Ongoing	$0.00	$8,373.00				$8,373.00	$8,373.00	
1	1.13	CTE Project-Based Learning	All	No			All Schools	Ongoing	$0.00	$9,800.00		$9,800.00			$9,800.00	
1	1.14	Educational and Data Consultants	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$25,000.00	$25,000.00				$25,000.00	
1	1.15	Teacher on Special Assignment (TOSA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$84,180.00	$0.00	$84,180.00				$84,180.00	
1	1.16	Support Best Practices English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$200,858.00	$9,676.00	$210,534.00				$210,534.00	
2	2.1	Multi-Tiered Systems of Support (Social-Emotional)	All	No			All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.2	Student Leadership Opportunities	All	No			All Schools	Ongoing	$2,000.00	$0.00	$2,000.00				$2,000.00	
2	2.3	High School and Educational Options Assistant Principal	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Educational Options	Ongoing	$152,723.00	$0.00	$152,723.00				$152,723.00	
2	2.4	Enrichment Activities: Transportation for Sports/Athletics/Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$179,000.00	$179,000.00				$179,000.00	
2	2.5	Student Attendance Review Board	All	No			All Schools	Ongoing	$2,000.00	$0.00	$2,000.00				$2,000.00	
2	2.6	Custodial & Maintenance Services	All	No			All Schools	Ongoing	$1,678,088.00	$532,908.00	$2,210,996.00				$2,210,996.00	
2	2.7	Transportation	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$0.00	$430,046.00	$430,046.00				$430,046.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
2	2.8	Culture & School Climate Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$121,932.00	$75,000.00	$196,932.00				$196,932.00	
3	3.1	Educational Partner Survey	All	No			All Schools	Ongoing	$1,000.00	$0.00	$1,000.00				$1,000.00	
3	3.2	Climate Survey	All	No			All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
3	3.3	School and District Advisory Groups	All	No			All Schools	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.4	Donovan Group	All	No			All Schools	2026								
4	4.1	Multi-Tiered Systems of Support (Academic)	All Students with Disabilities Low-Income, White, Hispanic	No			Specific Schools: Coarsegold and Raymond Granite	Ongoing	$80,190.00	$60,446.00		$140,636.00			$140,636.00	
4	4.2	Professional Development	All Students with Disabilities Low-Income, White, Hispanic	No			Specific Schools: Coarsegold and Raymond Granite	Ongoing	$38,014.00	$0.00		$38,014.00			$38,014.00	
4	4.3	Multi-Tiered Systems of Support (Social-Emotional)	All Students with Disabilities Low-Income, White, Hispanic	No			Specific Schools: Coarsegold and Raymond Granite	Ongoing	$168,178.00	$48,428.00		$216,606.00			$216,606.00	
4	4.4	Culture & Climate School Programs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Coarsegold and Raymond Granite	Ongoing	$106,782.00	$0.00	$106,782.00				$106,782.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
15619105	2597145	16.628%	0.000%	16.628%	$2,597,145.00	0.000%	16.628 %	**Total:**	$2,597,145.00
								LEA-wide Total:	$2,082,989.00
								Limited Total:	$210,534.00
								Schoolwide Total:	$303,622.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Intervention Periods at YHS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Yosemite High School	$44,117.00	
1	1.8	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$322,612.00	
1	1.9	Educational Options	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$845,219.00	
1	1.14	Educational and Data Consultants	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
1	1.15	Teacher on Special Assignment (TOSA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$84,180.00	
1	1.16	Support Best Practices English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$210,534.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	High School and Educational Options Assistant Principal	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Educational Options	$152,723.00	
2	2.4	Enrichment Activities: Transportation for Sports/Athletics/Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$179,000.00	
2	2.7	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$430,046.00	
2	2.8	Culture & School Climate Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$196,932.00	
4	4.4	Culture & Climate School Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Coarsegold and Raymond Granite	$106,782.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,391,588.00	$9,015,230.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Recruit and Retain High Quality Teachers	No	$42,867.00	$42,426.00
1	1.2	Curriculum	No	$201,195.00	$174,180.00
1	1.3	Broad Course of Study	No	$700,316.00	$958,639.00
1	1.4	Multi-Tiered Systems of Support (Academic)	No	$302,711.00	$318,483.00
1	1.5	Intervention Periods at YHS	Yes	$40,574.00	$42,991.00
1	1.6	Professional Development	No	$25,000.00	$25,000.00
1	1.7	Teacher Collaboration	No	$33,043.00	$33,043.00
1	1.8	Technology	Yes	$264,035.00	$265,273.00
1	1.9	Educational Options	Yes	$876,883.00	$1,105,860.00
1	1.10	Special Education	No		
1	1.11	Data Management System	No	$2,000.00	$2,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Professional Development to Support Best Practices for English Learners	Yes	$1,000.00	$1,000.00
1	1.13	CTE Project Based Learning	No	$15,000.00	$16,021
1	1.14	Data Consultant	No	$10,000.00	$10,000
1	1.15	Physical Education Teacher K-8	Yes	$79,845.00	$119,979
1	1.16	Teacher on Special Assignment (TOSA)	Yes	$110,470.00	$81,047.00
2	2.1	Multi-Tiered Systems of Support (Social-Emotional)	No	$1,000.00	$1,000.00
2	2.2	Student Leadership Opportunities	No	$2,000.00	$2,000.00
2	2.3	1.0 FTE High School and Educational Options Assistant Principal	Yes	$143,098.00	$152,917
2	2.4	Enrichment Activities: Transportation for Sports/Athletics/Field Trips	Yes	$105,650.00	$165,000
2	2.5	Student Attendance Review Board	No	$2,000.00	$1,500.00
2	2.6	Custodial & Maintenance Services	No	$2,124,672.00	$2,395,127
2	2.7	Transportation	Yes	$362,156.00	$395,576
2	2.8	Culture & School Climate Program	Yes	$75,000.00	$43425

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Educational Partner Survey	No	$1,000.00	$1,000
3	3.2	Climate Survey	No	$1,000.00	$1,000
3	3.3	Site & District Level Advisory Groups	No	$2,000.00	$2000
3	3.4	Donovan Group	No	$36,000.00	$108,000
4	4.1	Special Education	No	$2,661,073.00	$2,301,890
4	4.2	SLP	No	$160,000.00	$239,504
4	4.3	Professional Development	No	$5,000.00	$4,349
4	4.4	Increase ELA & Math Achievement	No	$5,000.00	$5,000

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
2,317,409	$2,058,711.00	$2,373,068.00	($314,357.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Intervention Periods at YHS	Yes	$40,574.00	$42,991		
1	1.8	Technology	Yes	$264,035.00	$265,273		
1	1.9	Educational Options	Yes	$876,883.00	$1,105,860		
1	1.12	Professional Development to Support Best Practices for English Learners	Yes	$1,000.00	$1,000.00		
1	1.15	Physical Education Teacher K-8	Yes	$79,845.00	$119,979		
1	1.16	Teacher on Special Assignment (TOSA)	Yes	$110,470.00	$81,047		
2	2.3	1.0 FTE High School and Educational Options Assistant Principal	Yes	$143,098.00	$152,917		
2	2.4	Enrichment Activities: Transportation for Sports/Athletics/Field Trips	Yes	$105,650.00	$165,000		
2	2.7	Transportation	Yes	$362,156.00	$395,576		
2	2.8	Culture & School Climate Program	Yes	$75,000.00	$43,425		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
15,996,241	2,317,409	.33%	14.817%	$2,373,068.00	0.000%	14.835%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

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

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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.

    o 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,

    o 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:

    o 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.

  o 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:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o 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.

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.

  o 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.

  o 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.

  o 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.

  o 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.

  o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

  o 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.

    o 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:

  o **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.

- o **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.

- o **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).

  - o **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.

  - o **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.

- o 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%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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