LCFF Budget Overview for Parents

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

CDS Code: 13631806008593

School Year: 2024-25

LEA contact information:

Mary Kay Monson

Superintendent

mary.monson@muesd.net

760-335-5200

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

LCFF Budget Overview for Parents

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

CDS Code: 13631806008593

School Year: 2024-25

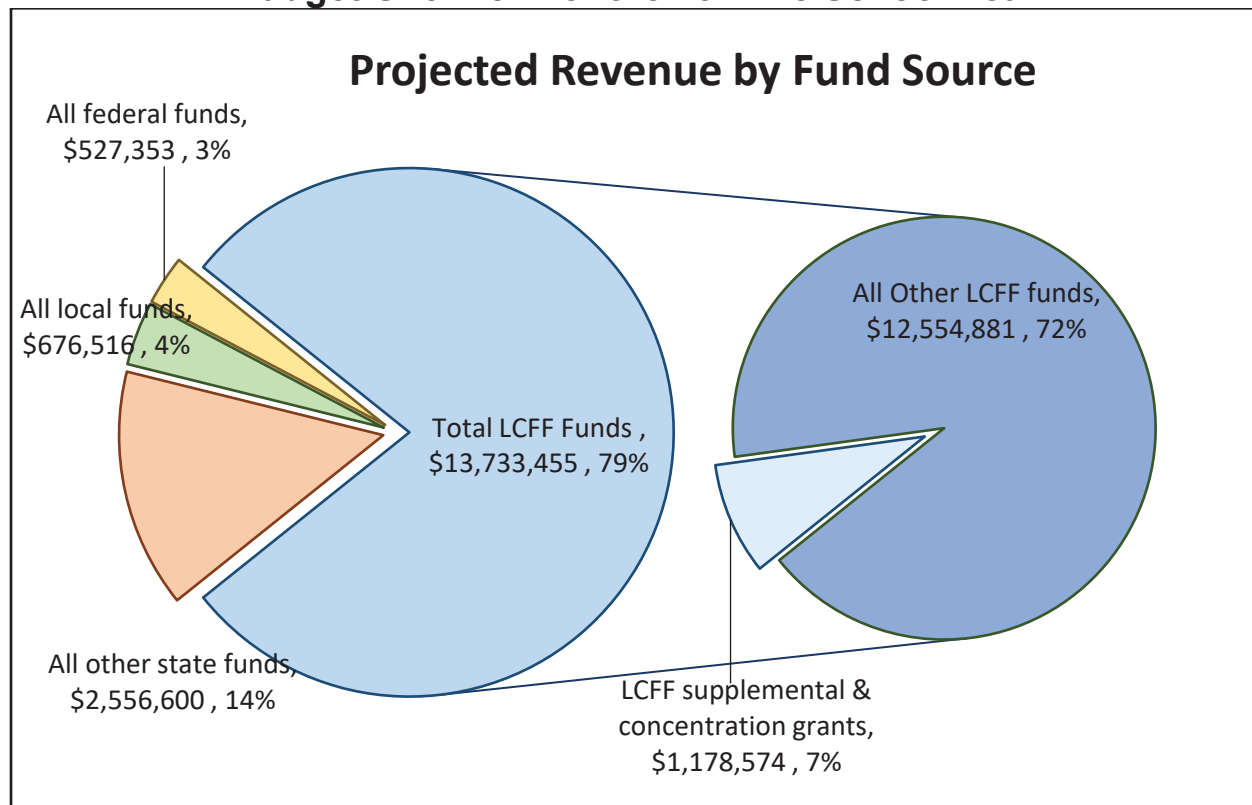LEA contact information:

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Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $527,353 , 3%

All local funds, $676,516 , 4%

All Other LCFF funds, $12,554,881 , 72%

Total LCFF Funds , $13,733,455 , 79%

All other state funds, $2,556,600 , 14%

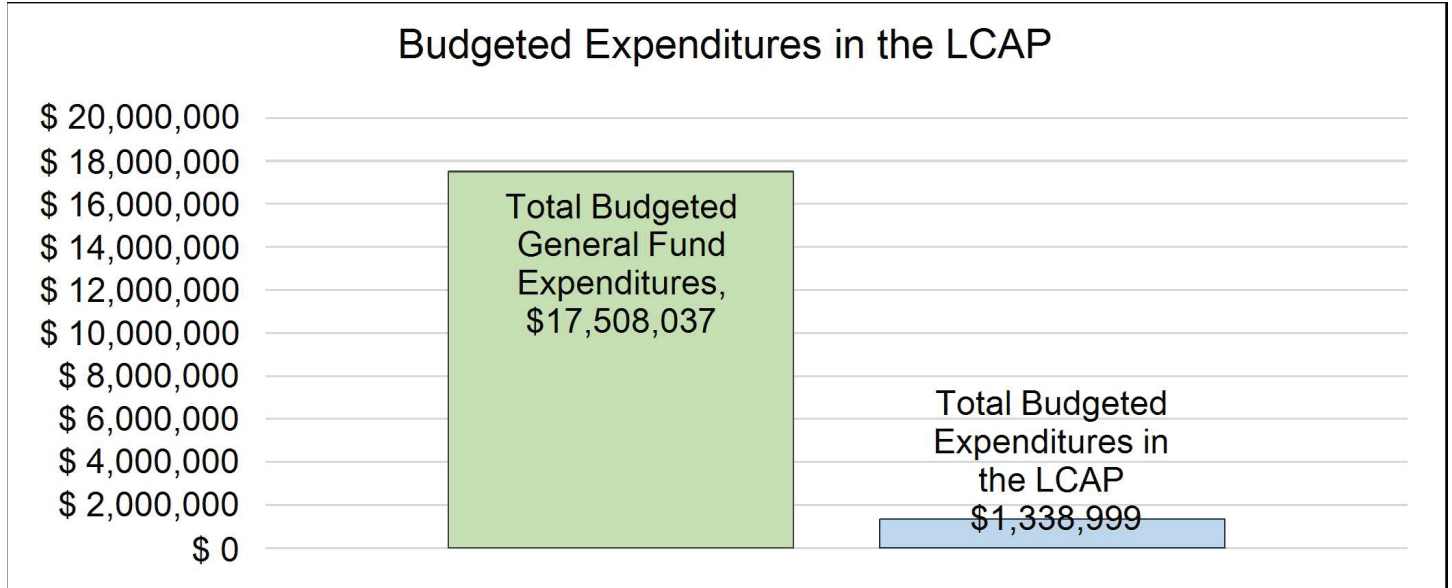LCFF supplemental & concentration grants, $1,178,574 , 7%

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

The text description for the above chart is as follows: The total revenue projected for McCabe Union Elementary School District is $17,493,924, of which $13,733,455 is Local Control Funding Formula (LCFF), $2,556,600 is other state funds, $676,516 is local funds, and $527,353 is federal funds. Of the $13,733,455 in LCFF Funds, $1,178,574 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, $17,508,037

Total Budgeted Expenditures in the LCAP $1,338,999

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

The text description of the above chart is as follows: McCabe Union Elementary School District plans to spend $17,508,037 for the 2024-25 school year. Of that amount, $1,338,999 is tied to actions/services in the LCAP and $16,169,038 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

- Core and supplemental curriculum and materials
- Employment of certificated and classified employees
- English Language Development (ELD) and Special Education Services
- Psychological, health and speech services
- Technology devices and infrastructure
- Extra-curricular student activities
- School Nutrition Services
- Stakeholder engagement and parent involvement
- Operational Functions: Facilities, Maintenance and Operations and Transportation
- Support Services: Educational and Business Services
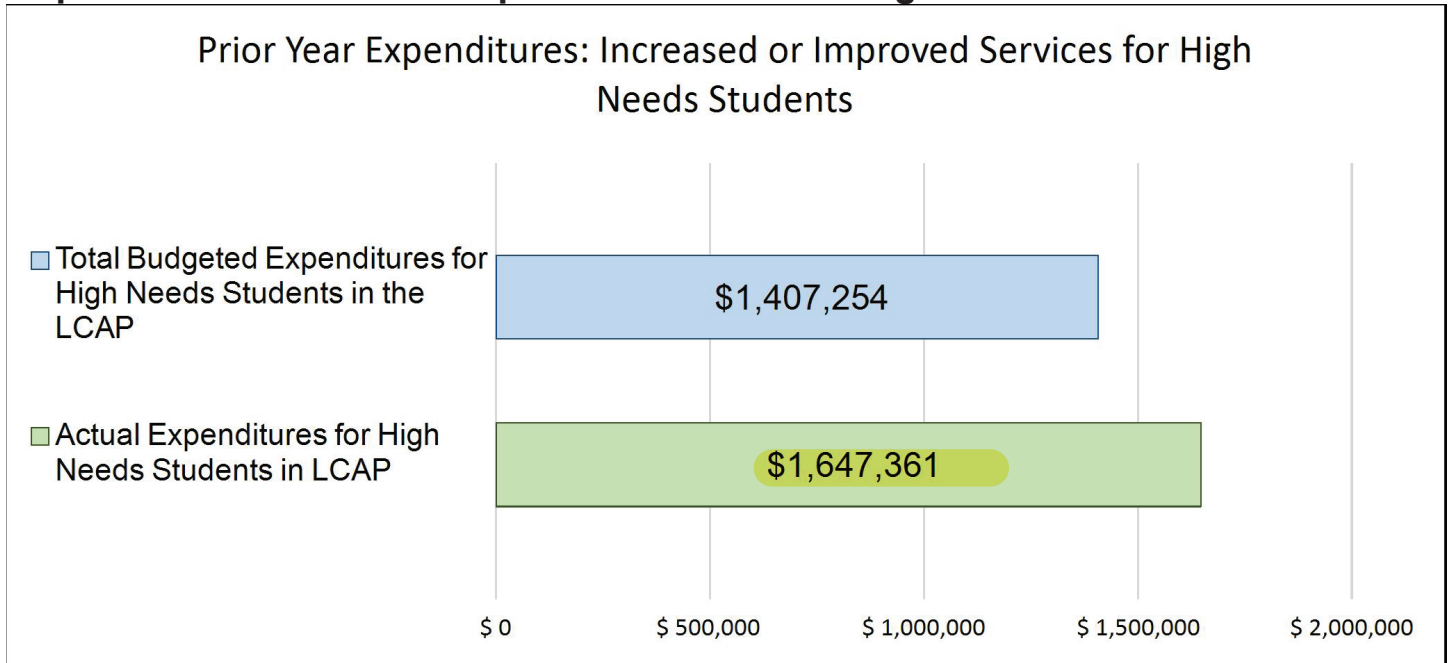- Professional Development

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

In 2024-25, McCabe Union Elementary School District is projecting it will receive $1,178,574 based on the enrollment of foster youth, English learner, and low-income students. McCabe Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP.

McCabe Union Elementary School District plans to spend $1,336,999 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: $1,407,254

Actual Expenditures for High Needs Students in LCAP: $1,647,361

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000

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

The text description of the above chart is as follows: In 2023-24, McCabe Union Elementary School District's LCAP budgeted $1,407,254 for planned actions to increase or improve services for high needs students. McCabe Union Elementary School District actually spent $1,647,361 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $240,107 had the following impact on McCabe Union Elementary School District's ability to increase or improve services for high needs students:
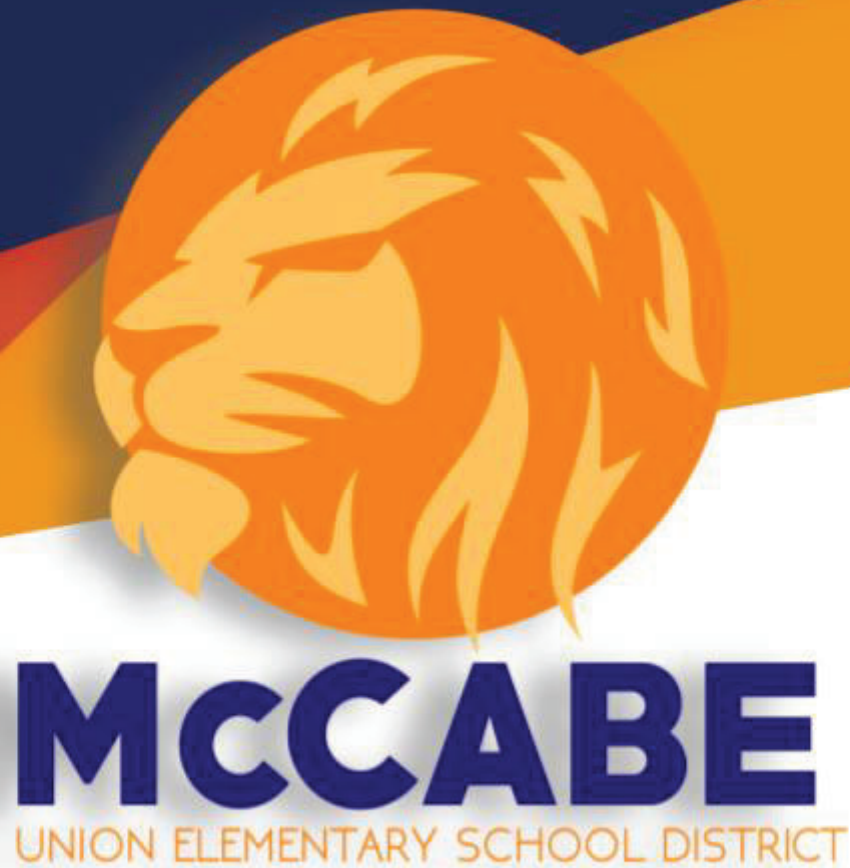
2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
McCabe Union Elementary School District	Mary Kay Monson Superintendent	mary.monson@muesd.net 760-335-5200

Goals and Actions

Goal

Goal #	Description
1	All McCabe Union Elementary School District students will receive high quality classroom instruction and curriculum to advance academic achievement in the CA Content Standards, decrease the achievement gaps, and promote College and Career Readiness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4: Pupil Achievement CAASPP ELA Scale score points distance from standard Data Source: 2019 Dashboard; 2018 Dashboard	CA Dashboard 2019 • All: 32.4 points above • SED: 13.2 points above • EL: 0.1 points below • SWD: 32.2 points below 2017-2018 • All: 32.9 points above • SED: 7.5 points above • EL: 0.7 points below • SWD: 22.1 points below	CA Dashboard 2021 did not include Distance from Standard scores - see CAASPP scores below.	CA Dashboard 2022 • All: 14.5 points above • SED: 7.6 points below • EL: 20.7 points below • SWD: 61.6 points below	CA Dashboard 2023 • All: 12.3 points above • SED: 9 points below • EL: 21.5 points below • SWD: 54.4 points below	CA Dashboard 2023-2024 • All: 38 points above • SED: 21 points above • EL: 10 points above • SWD: 15 points below

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4: Pupil Achievement CAASPP Math Scale score points distance from standard Data Source: 2019 Dashboard; 2018 Dashboard	2018-2019 • All: 12.7 points above • SED: 2.4 points below • EL: 14.5 points below • SWD: 56.6 points below 2017-2018 • All: 16.1 points above • SED: 8.7 points below • EL: 15.4 points below • SWD: 53.4 points below	CA Dashboard 2021 did not include Distance from Standard scores - see CAASPP scores below.	California Dashboard 2022 • All: 15.5 points below • SED: 37.1 points below • EL: 41.7 points below • SWD: 88.6 points below	California Dashboard 2023 • All: 8.7 points below • SED: 33.8 points below • EL: 32.4 points below • SWD: 82.8 points below	2023-2024 • All: 18 points above • SED: 10 points above • EL: 5 points above • SWD: 20 points below
State Priority 4: Pupil Achievement Statewide Assessments ELA SBAC Math SBAC CAST % Met/Exceeded Data Source: 2019 Dashboard	2018-2019 ELA • All: 67.1% • SED: 57.5% • EL: 26.6% • SWD: % 2018-2019 MATH • All: 58.48% • SED: 48.79% • EL: 21.95%	2020-2021 ELA Shortened SBAC • All: 51.8% • SED: 44.4% • EL: 29.2% • SWD: 20.3% 2020-2021 MATH Shortened SBAC • All: 38.4% • SED: 28.1% • EL: 14.2%	2021-2022 ELA • All: 59.48% • SED: 48.83% • EL: 24.24 % • SWD: 15.39% 2021-2022 Math • All: 43.77% • SED: 32.89% • EL: 18.00%	2022-2023 ELA • All: 57.07% • SED: 45.80% • EL: 17.05 % • SWD: 26.09% 2022-2023 Math • All: 47.27% • SED: 33.34% • EL: 17.58%	2023-2024 ELA • All: 69% • SED: 60% • EL: 35% • SWD: 0% (Original) • SWD: 25% (Adjusted) 2023-2024 MATH • All: 60% • SED: 52% • EL: 28%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• SWD: %	• SWD: 13.0%	• SWD: 12.31%	• SWD: 17.39%	• SWD: 0% (Original) • SWD: 25% (Adjusted)
	2018-2019 CAST • All: 46.77% • SED: 37.27% • EL: 19.23% • SWD: 17.39%	2020-2021 CAST Shortened SBAC • All: 28.7% • SED: 16.9% • EL: 2.4% • SWD: 7.8%	2021-2022 CAST • All: 39.62% • SED: 35.57% • EL: 8.82% • SWD: 8.70%	2022-2023 CAST • All: 32.12% • SED: 21.85% • EL: 5.88% • SWD: 8%	2023-2024 CAST • All: 50% • SED: 42% • EL: 28% • SWD: 25%
State Priority 4: Pupil Achievement District Benchmark Assessments ELA (Reading) and Math Data Source: 2020-2021 iReady 2021-2024 CAASPP ICA	2020-2021 iReady ELA (Reading): • Early through Above Grade Level: Increased from Beginning of Year (BOY) to End of Year (EOY) by 8% (Original). • Early through Above Grade Level: Increased from Beginning of Year (BOY) to End of Year (EOY)	2021-2022 ICA CAASPP • ELA increased by 20 points • Math increased by 31 points	2022-2023 ICA CAASPP ELA increased by 15 percent from beginning to mid year assessments Math increased by 19 percent from beginning to mid year assessments	2023 - 2024 ICA CAASPP 2023 - 2024 iReady Data Beginning of the Year to Mid-Year ELA increased by 17% Math Increased by 19%	2023-2024 ICA CAASPP ELA Growth 20% (Original) Math Growth 20% (Original) ELA Growth 35 Points (Adjusted) Math Growth 35 Points (Adjusted)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	by 20 points (Adjusted). 2020-2021 iReady Math: • Early through Above Grade Level: Increased from BOY to EOY by 16% (Original). • Early through Above Grade Level: Increased from BOY to EOY by 20 points (Adjusted).				
State Priority 4: Pupil Achievement English Learner Proficiency ELPI = % of English Learners making progress towards English Language Proficiency	2019 Dashboard ELPI - 40.9 % 2019-2020 ELPAC Summative 12.02% Proficient	2020-2021 ELPI No data available 2020-2021 ELPAC Summative 17.5% Proficient	2022 Dashboard ELPI – 49.3% 2022 ELPAC Summative – 20.34%	2023 Dashboard ELPI - 49.6% 2023 ELPAC Summative - 23.39%	2023-2024 ELPI Making Progress 50% ELPAC Summative Proficiency 15% (Original) ELPAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC Summative = % of English Learners meeting Proficiency Data Source: Dashboard ELPI					Summative Proficiency 25% (Adjusted)
State Priority 4: Pupil Achievement English Proficiency based on ELPAC 3-Year Trend Reclassification Counts and Rate Data Source: 2020-21 DataQuest	2019-2020 Students Redesignated FEP • 24 (12.1%) 2018-2019 Students Redesignated FEP • 80 (34.5%)	2020-2021 Students Redesignated FEP • 38 (19.5%)	2021-2022 Students Redesignated FEP • 36 (20.4%)	2022-2023 Students Redesignated FEP • 43 (26.54%)	2023-2024 Redesignated FEP • 25%
State Priority 1: Basic Needs Teacher Credentials Data Source: 2020-2021SARC	2020-2021 52 Teachers with full credentials 5 Without full credentials 0 Teachers teaching outside subject area of competence 91.2% of with full credentials	2021-2022 49 Teachers with full credentials 5 Without full credentials 0 Teachers teaching outside subject area of competence 90.7% of with full credentials	2022-2023 48 Teachers with full credentials 5 Without full credentials 0 Teachers teaching outside subject area of competence 90.5% of with full credentials	2023-2024 49 Teachers with full credentials 4 Without full credentials 0 Teachers teaching outside subject area of competence 92% of Teachers with Full Credentials	2023-2024 90% Teachers with full credentials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 1: Basic Needs Sufficiency of Instructional Materials % Students having Sufficient Access to Standards Aligned Materials Data Source: 2020-2021 SARC Williams Report	2020-2021 100% All students have access to district adopted curriculum both in hard copy and digital format	2021-2022 100% All students have access to district adopted curriculum both in hard copy and digital format	2022-2023 100% All students have access to district adopted curriculum both in hard copy and digital format	2023-2024 100% All students have access to district adopted curriculum both in hard copy and digital format	2023-2024 100% Students having Sufficient Access to Standards aligned materials.
State Priority 2: Implementation of State Standards Data Source: Dashboard Local Indicator Self Reflection Tool (Priority 2)	2019 Dashboard Reflection Tool Rating Standards Met Annually, LEA uses reflection tool to assess level of implementation of state standards, reports those findings to the governing Board (in June) and shares findings with educational partners through the Dashboard (in fall)	2021 Dashboard Reflection Tool Standards Met Annually, LEA uses reflection tool to assess level of implementation of state standards, reports those findings to the governing Board (in June) and shares findings with educational partners through the Dashboard (in fall)	2022 Dashboard Reflection Tool Rating Standards Met Annually, LEA uses reflection tool to assess level of implementation of state standards, reports those findings to the governing Board (in June) and shares findings with educational partners through the Dashboard (in fall)	2023 Dashboard Reflection Tool Rating Standards Met Annually, LEA uses reflection tool to assess level of implementation of state standards, reports those findings to the governing Board (in June) and shares findings with educational partners through the Dashboard (in fall)	2023-2024 Dashboard Reflection Tool Standards Met Use of self-reflection tool for annual report with narrative summary of progress in the implementation of state academic standards based on locally selected measures or tools.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 3: Parental Involvement Data Source(s) Dashboard Local Indicator Self Reflection Tool: (Priority 3)	2019 Dashboard Reflection Tool Rating Standard Met Annually, LEA uses reflection tool to assess level of parent involvement and reports those findings to the governing Board (in June) and shares findings with educational partners through the Dashboard (in fall)	2021 Dashboard Reflection Tool Rating Standard Met Annually, LEA uses reflection tool to assess level of parent involvement and reports those findings to the governing Board (in June) and shares findings with educational partners through the Dashboard (in fall)	2022 Dashboard Reflection Tool Rating Standard Met Annually, LEA uses reflection tool to assess level of parent involvement and reports those findings to the governing Board (in June) and shares findings with educational partners through the Dashboard (in fall)	2023 Dashboard Reflection Tool Rating Standard Met Annually, LEA uses reflection tool to assess level of parent involvement and reports those findings to the governing Board (in June) and shares findings with educational partners through the Dashboard (in fall)	2023-2024 Standards Met Use of self-reflection tool for annual report of the measurement of progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This Dashboard reports will be used to engage in continuous improvement and determine next steps to make improvements in the areas identified.
State Priority 7: Access to Broad Course of Study Local Measure of progress in the extent to which student have access to, and are enrolled in, a broad course of study that includes the adopted course of study specified in California Education	California School Dashboard Fall 2019 Local Indicator: Standards Met The district assessed itself, identified barriers, and reported revisions, decisions, or new actions to	California School Dashboard Fall 2020 Local Indicator: Standards Met The district assessed itself, identified barriers, and reported revisions, decisions, or new actions to	2022 Dashboard Reflection Tool Rating Standards Met The district assessed itself, identified barriers, and reported revisions, decisions, or new actions to ensure access to a broad course of study	2023 Dashboard Reflection Tool Rating Standards Met The district assessed itself, identified barriers, and reported revisions, decisions, or new actions to ensure access to a broad course of study	2023-2024 California SchoolDashboard Local Indicator: Standards Met The district assessed itself, identified barriers, and reported revisions, decisions, or new actions to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Code for grades 1-6 and grades 7-8 as displayed on California School Dashboard	ensure access to a broad course of study for all students and the results were reported to the school board and displayed on the California School Dashboard.	ensure access to a broad course of study for all students and the results were reported to the school board and displayed on the California School Dashboard.	for all students and the results were reported to the school board and displayed on the California School Dashboard.	for all students and the results were reported to the school board and displayed on the California School Dashboard.	ensure access to a broad course of study for all students and the results were reported to the school board and displayed on the California School Dashboard.

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.

The actions that were implemented as planned include:

1.1 Professional Development: Action was implemented as planned. No substantive differences between the planned action and actual implementation of the action. This included a variety of professional development opportunities supporting the instruction of state content standards.

1.2 Intervention Support Paraprofessionals: Action was implemented as planned. No substantive differences between the planned action and actual implementation of the action. Approximately 25 paraprofessionals are supporting the needs of English learners, low-income, foster youth, and all other students with identified achievement gaps.

1.3 Intervention and Enrichment Opportunities: This action was implemented as planned. No substantive differences between the planned action and actual implementation of the action.

1.4 Parent/Family Involvement: This action was implemented as planned. No substantive differences between the planned action and actual implementation of the action. This included Parent Square as our school to home communication tool, hosting parent conferences and consistent family engagement events throughout the year.

1.6 Teacher Credentialing: This action was implemented as planned. Stipends to pay our Induction Support Providers were implemented. No substantive differences between the planned action and actual implementation of the action.

1.7 Technology: This action was implemented as planned. No substantive differences between the planned action and actual implementation of the action. This action provided the digital components for ELA/ELD school-wide technology and the salary for one Technology Assistant was included in this action.

1.8 Supplemental Instructional Material and Licenses: This action was implemented as planned. No substantive differences between the planned action and actual implementation of the action.

1.9 College and Career Readiness - This action was implemented as planned. The school participated in various academic events and hosted a College and Career Day at each campus. No substantive differences between the planned action and actual implementation of the action.

1.10 Supplemental Instructional Programs were implemented as planned. Students participated in BizTown, College & Career Readiness, Gold Rush, and GATE. No substantive differences between the planned action and actual implementation of the action.

1.11 Language Acquisition and Support for English Learners - ELD: This action was implemented as planned. No substantive differences between the planned action and actual implementation of the action.

Partially implemented actions include:

1.5 Intervention Teachers: one certificated intervention teacher was implemented to meet the needs of English learners, low-income, foster youth, and all other students with identified achievement gaps. This action was only partially implemented with one of three intervention teachers planned due to the impact of declining enrollment.

The following are the successes achieved through the actions in Goal 1:

Intervention Support: The intervention support provided by paraprofessionals was highly successful, enabling us to deliver targeted small group interventions to meet the specific needs of unduplicated pupils. Similarly, tutoring initiatives were effective in closing achievement gaps among underperforming students.

Parent Involvement: Parent involvement emerged as a significant strength. Our family communication tool facilitated robust engagement, and we hosted numerous parent sessions and community events throughout the school year, all of which saw excellent attendance and participation. The trainings and parent conferences fostered essential collaboration between teachers and parents, to meet the needs of our unduplicated students.

English Learner Support: Our intervention teacher successfully implemented a new ELD curriculum, providing substantial support to English learners in a small group setting during Designated ELD and has provided training for our teachers focused on SDAIE strategies to support English learners during Integrated ELD.

Technology Integration: Access to technology has been pivotal, providing unduplicated students with digital and supplemental curriculum that supports core instructional goals and facilitates communication with teachers via the learning platform. This access has also proven successful in offering personalized instruction, and timely feedback to better meet the needs of our unduplicated students.

College and Career Readiness: We hosted two College and Career Days, which received excellent reviews. Additionally, our participation in the local math competition was noteworthy, with placing 2nd at the event.

Professional Development: Our teachers received valuable professional development focused on intervention and SDAIE strategies to support English learners, further enhancing our ELD program's effectiveness. This program successfully provided designated ELD instruction in small groups, maintaining a favorable student-to-teacher ratio. Furthermore, the professional development of our beginning teachers participating in the induction program was further enhanced by an excellent teacher mentor at our site, who offered continuous support in curriculum planning and implementation.

These successes reflect our commitment to improving educational outcomes and ensuring that all students, particularly unduplicated pupils, receive the support and resources they need to thrive.

The following are the challenges experienced with the actions in Goal 1:

Professional Development: The previous year, we benefited from ESSER funds complimenting this action in being able to provide extensive professional development for our staff. However, with ESSER funds no longer available this year, opportunities for professional development have been significantly reduced. This has created a pressing need to allocate additional funding to maintain the quality of professional development for our teachers.

After School Tutoring: After school tutoring relies on teacher availability, making it successful for those teachers and students who participate. However, the program remains limited in scope. The challenge lies in expanding the number of students we can serve with after school tutoring to better meet their needs for extended day support in a small group setting.

Teachers on Special Assignment: Declining enrollment has impacted our funding, leading to a reduction in intervention teachers from two to one. This has also limited our ability to hire a dedicated STEM teacher, limiting the support we can offer in these critical areas.

Supplemental Instructional Programs: Although successful at the Corfman Campus, limited funding has made it challenging to provide the same level of supplemental instructional programs at the McCabe Campus.

ELD: The process to align ELD standards with standards-based grade-level instruction has begun but remains incomplete due to limited time.

These challenges reflect the need for strategic planning and resource allocation to overcome the obstacles and continue improving educational outcomes for all students.

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

Action 1.1 - Professional development was implemented for staff to attend various learning opportunities related to the California State Standards in ELA, Math, History/Social Science, CTE, and Computer Science. However, the total cost exceeded the budget significantly.

Action 1.2 - Intervention Support was successful, but instructional aides salaries were higher than budgeted.

Action 1.3 - Intervention and enrichment opportunities were made available for students, with priority given to targeted students with identified achievement gaps. This action was implemented as planned; however, the total cost was slightly lower than anticipated.

Action 1.4 - Parent/Family engagement was implemented successfully, and the services and supplies purchased for this action cost less than expected. The professional development offered to parents effectively engaged our families.

Action 1.5 - Intervention teachers and support staff salaries for direct student instruction were higher than anticipated due to changing personnel.

Action 1.6 - Teacher Credentialing with induction program was successful, but lower than anticipated.

Action 1.7 - Technology was much lower due to the use of one time funds.

Action 1.9 - College and Career Readiness we participated in math and science competitions and purchased CTE kits, however we were able to use strong workforce dollars to implement this.

Action 1.10 - Supplemental Instructional programs were implemented and successful, however costs were much higher than budgeted.

Action 1.11 - Support for English Learns was implemented successfully but the use of one time funds lowered costs.

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

The following actions 1.1 Professional Development; 1.6 Teacher Credentialing; 1.11 Professional Development ELD collectively were effective in making progress toward this goal in strengthening the instructional staff. All teachers, instructional aides and site administrators benefitted from participating in professional development throughout the school year focused on standards-based core content instruction and assessments. The induction program supported the development of new teachers. Recruitment and retention of Highly Qualified Teachers is effective in ensuring all students progress towards mastery of rigorous state standards with instruction provided by appropriately assigned and fully credentialed teachers. Progress was measured through CAASPP assessments and local measures.

The following actions 1.2 Intervention Support Paraprofessionals; and 1.5 Intervention Teachers; 1:8 Purchase of supplemental instructional materials were effective in making progress toward this goal as approximately 25 paraprofessionals and one Intervention Teacher supported teachers in meeting the needs of English learners, low-income, foster youth, and all other students with identified achievement gaps. Local district assessments show improvement in ELA and Math from the beginning of the year to mid-year. We are pending the results of the Spring 2024 SBAC assessments to further support the effectiveness of these actions.

Action 1.7 Technology was effective in making progress toward this goal. Teachers' feedback stated the 1:1 device access with accessories model allowed them to consistently provide instruction with a focus on standards-based instruction and using the CAASPP resources with students. The familiarity in navigating websites and using student accessibility resources enables teachers to better prepare students. We are pending the results of the spring 2024 SBAC assessments to further support the effectiveness of these actions.

The following actions 1.3 Intervention and Enrichment Opportunities; 1:4 Additional participation in monthly family engagement opportunities; 1.9 College and Career Readiness 1.10 Supplemental Instructional Programs collectively were effective in making progress toward this goal in engaging students in high-interest, hands-on, project-based learning opportunities.

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

The goal and metrics will remain the same. The desired outcomes will be adjusted for the new three year plan. The actions will remain the same with the following adjustments:
Goal 1.1: Add a focus on student engagement and instructional strategies. Focus content areas based on school data. Focus on best instructional practices for students with disabilities.

Goal 1.8: Add math to the list of supplemental instructional materials including digital licenses.

Goal 1.9: Remove course access to STEM as we no longer have a STEM teacher on staff.

Goal 1.10: Rewrite goal as per the following: Curriculum for PBL, GATE, and College and Career Readiness.

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

Goals and Actions

Goal

Goal #	Description
2	The McCabe Union Elementary School District will provide students with safe and positive learning environments that foster experiences to support students' social emotional and physical well-being. The district will improve the overall school climate through supports and services that enhance students' feelings of belonging and safety in grades K-8.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 5: Pupil Engagement Average Daily Attendance RateStudent Attendance Rate Data Source: CALPADS Fall 1 P-2	2020-2021=99.66% 2019-2020=96.62% 2018-2019=97.00%	2021-2022=92.25%	2022-2023=94.29%	2023-2024 = 95.31%	2023-2024 = 98%
State Priority 5: Pupil Engagement Chronic Absenteeism including Student Groups Data Source: Dashboard Chronic Absenteeism Report	2018-2019 - All: 6.6% - SED: 9.5% - EL: 11.9% - SWD: 38.5% (Original) - SWD: 11.3% (Adjusted)	2020-2021 - All: 7.6% - SED: 17% - EL: 14.9% - SWD:10.6% - Foster: 0%	2021-2022 - All: 27.2% - SED: 37.4% - EL: 35.9% - SWD: 33.1% - Foster: No Performance Level	2022-2023 - All: 16.8% - SED: 23.1% - EL: 24.2% - SWD: 20.3% - Foster: No Performance Level	2023-2024 Achieve and maintain a chronic absenteeism rate of 7% or less.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 6: School Climate Suspension Rate including Student Groups Suspension Rate Data Source: DataQuest	2019-2020 Suspensions • ALL: 0.60% • EL: 0.60% • SED: 0% • SWD: 0% (Original) • SWD: 0.8% (Adjusted)	2020-2021 Suspensions • ALL: 0.00% • EL: 0.00% • SED: 0.00% • SWD: 0.00%	2021-2022 Suspensions • ALL: 0.8% • EL: 1.1% • SED: 1.3% • SWD: 0.0%	2022-2023 Suspensions • All: 0.7% • SED: 1.4% • EL: 0.6% • SWD: 0.7% • Foster: No Performance Level	2023-2024 1% or less - focus on EL and SWD.
State Priority 6: School Climate Expulsion Rates Data Source: DataQuest	2019-2020 Expulsions • ALL: 0.00% • EL: 0.00% • SED: 0.00% • SWD: 0.00% 2018-2019 • ALL: 0.07% • EL: 0.00%	2020-2021 Expulsions • ALL: 0.00% • EL: 0.00% • SED: 0.00% • SWD: 0.00%	2021-2022 Expulsions • ALL: 0.00% • EL: 0.00% • SED: 0.00% • SWD: 0.00%	2022-2023 Expulsions • ALL: 0.00% • EL: 0.00% • SED: 0.00% • SWD: 0.00%	2023-2024 Maintain an expulsion rate of 0%
State Priority 6: School Climate Middle School Dropout Rate Data Source: CALPADS report 1.14	2019-2020 Middle School Dropout Rate 0%	2020-2021 Middle School Dropout Rate 0%	2021-2022 Middle School Dropout Rate 0%	2022-2023 Middle School Dropout Rate 0%	2023-2024 1% or less student dropout rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 6: School Climate % of students that feel safe at school Data Source: California Healthy Kids Survey (CHKS)	2019-2020 - N/A 2018-2019 CHKS • 5th grade = 93% • 7th grade = 85%	The CHKS was not administered in 2020-21.	The CHKS was not administered in 2021-22. An internal student survey was used. We will be administering the CHKS next year for 2022-2023 data. 2021-2022 LCAP Student Survey 78.8% of students feel safe	2022-2023 California Healthy Kids Survey 5th Grade: 67% of students feel safe. 7th Grade: 72% of students feel safe.	2023-2024 Over 85% of students will continue to respond they feel safe at school and have a sense of belonging.
State Priority 1: Basic Needs Local Measure of Appropriately Assigned and Fully Credentialed Teachers (Williams Report) as reported on California School Dashboard Data Source: Dashboard Local Indicator Self Reflection Tool(Priority 7)	2019 Dashboard Reflection Tool Rating Standard Met 100% of Teachers appropriately assigned	2021 Dashboard Reflection Tool Rating Standard Met 100% of Teachers appropriately assigned	2022 Dashboard Reflection Tool Rating Standard Met 100% of Teachers appropriately assigned	2023 Dashboard Reflection Tool Rating Standard Met 100% of Teachers appropriately assigned	2023-2024 Dashboard Reflection Tool Use of self-reflection tool for annual report of the measurement of Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 1: Basic Needs Local Measure of Facilities in Good Repair (FIT Tool) as displayed on California School Dashboard	2020-2021 FIT Overall Rating Good	2021-2022 FIT Overall Rating Good	2022-2023 FIT Overall Rating Good	2023-2-2024 FIT Overall Rating Good	2023-2024 FIT Overall Rating Good

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.

The actions that were implemented as planned include:
2.1 Professional Development: Safety- This action was implemented as planned. No substantive differences between the planned action and actual implementation of the action. Ongoing sessions on School Safety were held for students, staff and parents throughout the school year.

2.2. Peacebuilder: This action was implemented as planned. No substantive differences between the planned action and actual implementation of the action. Peacebuilder and Leader in Me were implemented throughout the school year.

2.3 Course Access Supplemental Programs: This action was implemented as planned. No substantive differences between the planned action and actual implementation of the action. Band was provided as planned throughout the school year and the Music Summer Academy has been scheduled.

2.4 Attendance Monitoring and Supports: This action was implemented as planned. No substantive differences between the planned action and actual implementation of the action. Incentives were provided throughout the year, the professional development of Restorative Practices were implemented as well as the outreach for families with attendance concerns and with chronic absenteeism.

2.5. Counseling Services: This action was implemented as planned. No substantive differences between the planned action and actual implementation of the action.   School counseling services were provided throughout the school year supporting academic, social-emotional and career development needs of students.

2.6. Provide Clean and Safe Facilities: This action was implemented as planned. No substantive differences between the planned action and actual implementation of the action. The FIT Tool was implemented as planned.

2.7 Student Attendance Review Team: This action was implemented as planned. No substantive differences between the planned action and actual implementation of the action. SART Meetings were held throughout the school year and the SARB was establish and held two hearings this school year.

The following are the successes achieved through the actions in Goal 2:

Safety: We conducted extensive safety training for students, staff, and parents, covering the Standard Response Protocol, the Standard Reunification Method, and our new emergency management system. Additionally, we hosted sessions on Internet Safety and Student Well-Being, significantly enhancing our community's preparedness and safety awareness.

Character Education: Our Peacebuilder and Leader in Me Programs thrived due to the active involvement and ownership by staff, students, and parents. Supported by teacher advisors and lighthouse team members, these programs saw increased student participation in leadership roles, enriching our character education initiatives.

Course Access to Supplemental Programs: This year marked unprecedented success for our band program, which expanded to include all students in grades K-3 during the instructional day and introduced the first-ever third grade drum line. Our upper-grades band and orchestra programs also continued their tradition of excellence, maintaining strong student engagement and achievement.

Attendance: We implemented two major actions to improve student attendance, resulting in significant progress. Our efforts led to an increase in Average Daily Attendance and a reduction in Chronic Absenteeism, reflecting the success of our strategies.

Counseling Services: Our counseling services excelled, with counselors providing one-on-one and small group counseling, classroom lessons on Social-Emotional Learning, student check-ins, collaboration with student leaders, and the organization of monthly activities. They also coordinated two successful College and Career Days, enhancing our students' preparedness for their future.

Clean and Safe Facilities: Weekly meetings have improved communication and planning, leading to notable successes in maintaining clean and safe school facilities.

These accomplishments demonstrate our commitment to creating a safe, supportive, and enriching educational environment for all students.

The following are the challenges experienced with the actions in Goal 2:

Safety: Training all staff members remains a challenge, particularly classified staff, due to the wide variety of work schedules. Coordinating comprehensive training sessions that accommodate everyone's schedule has proven difficult.

Course Access to Supplemental Programs: While our after-school band and orchestra programs for upper-grade students are highly successful, they present a supervision challenge. Both programs conclude after the school office has closed and when most staff have left, highlighting the need to hire dedicated campus security personnel to ensure student safety.

Attendance: Despite improvements in our Average Daily Attendance rate and reductions in Chronic Absenteeism through incentives, rewards, recognition, and support from the Student Attendance Review Team and Student Attendance Review Board, attendance remains a priority area requiring ongoing attention and resources.

Counseling: The primary challenge in counseling is the student-to-counselor ratio. Our current ratio exceeds 500 to 1, far above the national average of 385 to 1 and the American School Counselor Association's recommendation of 250 to 1. This disparity underscores the need for additional counseling staff to provide adequate support for our students.

These challenges highlight areas where further resources and strategic planning are necessary to enhance the effectiveness of our programs and ensure the continued success and well-being of our students.

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

Action 2.1 - Professional Development: Safety was implemented successfully, however costs were much higher than expected.

Action 2.2 - The implementation of the program continued successfully; however, it was much more expensive than budgeted.

Action 2.3 - Course access supplemental programs were implemented, but the costs were much lower than anticipated due to the use of one time funds that were expiring.

Action 2.4 - Attendance Monitoring and Supports was very effective, however budgeted amount was higher than needed.

Action 2.5 - New Action Counseling Services were implemented, however total expenditures were slightly higher than total budgeted.

Action 2.6 - Provide Clean and Safe Facilities was completed, however we used one time dollars.

All actions collectively have been effective in making progress toward this goal. Action 2.1 Professional Development - Safety was effective in providing structure, systems, common language, and ongoing practice to improve school safety. In addition to staff development, various opportunities for training of students and the parent community on safety related topics were provided throughout the school year.

Actions 2.2 PeaceBuilder Program; 2.3 Course Access Supplemental Programs; 2.5 Counseling Services; and 2.6 Facilities were effective in meeting our goal improving school climate with a safe and clean learning environment and fostering a sense of belonging. Actions 2.2 and 2.3 increased engagement with access to our music program, Leader in Me Program and our Peacebuilder-Character Education Program. In addition, 2.5 positively contributed to this goal by providing students with access to counseling services during the regular school day by our counselors in a one to one, small group and/or in classroom presentations.

Actions 2.4 and 2.7 were effective in improving student attendance. Monitoring of student attendance was implemented throughout the school year and SART Meetings were held monthly as well as celebrating attendance goals. The school established and held two SARB hearings. The school is no longer being identified as school needing Additional Targeted Support and Improvement in the category of Chronic Absenteeism with sub group of 2 or more races.

The goal and metrics will remain the same. The desired outcomes will be adjusted for the new three-year plan. The actions will remain the same with the following adjustments:

2.2: Rewrite action to reflect Character Development as the new title of the action which includes the Peacebuilder and Leader in Me Programs in the description reflecting grades TK-8. Lighthouse Teams will replace student committees with teacher advisor. Student pictures and GATE will be removed from the description.

2.4: Add weekly to the monthly incentives. Remove professional development leaving only the implementation of restorative practices.

2.5: Rewrite titles as follows: Counseling Services and Support. Add attendance to the description and professional development for staff such as in Trauma Informed Practices.

2.7: McCabe will form a Student Attendance Review Team to address chronic absenteeism by analyzing data, planning interventions for students and parents, and partnering with local authorities to hold Student Attendance Review Board hearings. Team members will participate in trainings and in local meetings, committees, and/or Taskforce.

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.
    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, 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.
    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.

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
McCabe Union Elementary School District	Mary Kay Monson Superintendent	mary.monson@muesd.net 760-335-5200

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 McCabe Union Elementary School District (MUESD) is a single school rural district located on the outskirts of El Centro in Imperial County, approximately 15 miles from the Mexican border. It is noteworthy that while MUESD is recognized by the state as a single school district, the community perception is that of two adjacent campuses. The original campus, McCabe, serves TK through 3rd grade students. In 2012 a new construction project expanded facilities that are recognized internally as the Corfman campus on which the 4th through 8th grade students are housed.

During the 2023-24 school year, the district provided a comprehensive education to 1,159 students in grades Transitional Kindergarten through 8th Grade. The student population was 13.5% English learners (EL), 42.3% Socioeconomically Disadvantaged, 0.002% Foster Youth (FY), and 11.5% Students with Disabilities. The LCFF Unduplicated count was 48.8%.

The MUESD leads with a vision, mission, and core values to provide coherence and alignment throughout the district.

VISION
Our vision is to prepare students with academic and social skills, habits of mind, and character traits necessary to be responsible, productive citizens.

MISSION
Our mission is to be the model of educational excellence, innovation, and leadership. We are committed to working collectively with students, families, and the community. We are dedicated to providing a safe and conducive environment for learning.

CORE VALUES

INTEGRITY – We display ethical practice, respect, honesty, transparency, and accountability to our students, families, and our community.
ACHIEVEMENT – We maximize the academic, social, and emotional success of every student to ensure college and career readiness.

ACCOUNTABILITY– We value transparency and the ongoing review of data to create a culture of continuous improvement in a fiscally sustainable manner.

ENVIRONMENT – We maintain a safe, orderly, and attractive environment.

COMMUNITY– We balance traditions and innovation vital to student success through partnerships with families and all other educational partners.

In compliance with state legislation, which allows single school districts to use the Local Control and Accountability Plan (LCAP) as their School Plan for Student Achievement, the McCabe Union Elementary School District LCAP incorporates the necessary federal school planning components and relevant educational partners requirements to fulfill this objective.

Reflections: Annual Performance

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

The following reflection is based on the 2023 Dashboard results along with other state data and local measures. While the 2023 California Dashboard reports do not indicate any overall performance indicators in the Very Low-Performance category in the academic areas, the following areas need significant improvement based on the in-depth review of the data.

CHRONIC ABSENTEEISM
Chronic Absenteeism was last year's highest area of need for improvement. The overall Chronic Absenteeism rate for the district had 10.4% decline from 27.2% in 2022 to 16.8% this year. All groups had significant decline in their chronically absenteeism rate. The groups with highest rates are English Learners with 24.2%, Socioeconomically Disadvantaged with 23.1%, Students with Disabilities with 20.3%, and Two or More Races with 23.5%.   The school district is no longer being identified as meeting the criteria for Additional Targeted Support and Improvement for its rating of the student subgroup for Two or More Races. This is a positive sign of the school district beginning to reverse the trend of Chronic Absenteeism that began with the impact of the COVID-19 pandemic. This year the district has implemented a systematic approach to monitor the attendance, academic progress, and social-emotional learning needs of chronically absent students and it looks forwards to continue improving in this area.

ACADEMIC ACHIEVEMENT SWD
Although performance levels for ELA and Math are better than the state averages for Students with Disabilities and it improved in ELA by 7.2 points and in Math by 5.8 points, the district will target this subgroup based on its Low Performance Level on the 2023 California Dashboard. This subgroup performed 54.4 below standard in ELA and 82.8 below standard in Math.

ACADEMIC ACHIEVEMENT- ELA STUDENT GROUPS
Although the performance level for ALL STUDENTS is High, the STUDENT GROUPS of English Learners, Socioeconomically Disadvantaged, and Students with Disabilities scored below standard.

Reflections: Technical Assistance

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

NA

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

Educational Partner(s)	Process for Engagement

Teachers
Classified Staff
Principals
Other Administrators
Other School Personnel
Students
Parents
SSC
ELAC
SELPA
Local Bargaining Units
   • MTA
   • CSEA
	The ongoing, annual process of educational partner engagement is the most essential aspect of MUESD's LCAP development process because it helps build trusting relationships, allows for a deeper understanding of needs, and provides opportunities for informed decision-making. Educational partner engagement activities support LCAP strategic planning, including goals, actions, expenditures, and metrics, which are developed with the input of students, families, staff, and community members. The engagement process for the LCAP was developed with meetings held with each of the Educational Partner groups. Meetings included presenting the budget, state and local data, and reviewing the metrics, goals, and actions. All educational partners were provided with the opportunity for input during meetings held with each group, they were provided with a survey to provide additional input, and had the opportunity for public comments during public hearings and school board presentations.
	
	Input and data collected were compiled and reviewed to identify strengths and areas of improvement, as well as to determine the effectiveness of actions/services.
	
	The district consulted with the following educational partners as part of the LCAP development process:
	
	FOSTER YOUTH CONSULTATION – March 25, 2024

Educational Partner(s)	Process for Engagement
	Meeting with Ms. Kristina Contreras, Foster Youth Service Manager for Imperial County Office of Education to discuss Imperial County's Foster Youth and best practices. Consultation included the following panel: Alex Cardenas, Executive Director of CASA, Court Appointed Special Advocates; Yessenia Partida, Foster Youth Program Manager for IVROP, Monica Navarro, Social Worker Supervisor for the Department for Social Services, Betty Jo McNeece, Lisa Solomon, Foster Parent, Brenda Vera, Program Manager for the Department of Social Services, Joshua Lopez, Director of Student Housing and Equity for Imperial Valley College. The participants reviewed the 8 goal areas for the implementation of successful foster youth education programs: 1) School Stability, 2) Immediate Enrollment, 3) School Placement in the Least Restrictive Environment, 4) Academic Supports and Counseling, 5) High School Needs, 6) Information Sharing & Data Infrastructure, 7) Coordination of Social-Emotional Supports, 8) Early Intervention & Prevention for Children Ages 0-4. SELPA CONSULTATION – April 18, 2024 Meeting with Christina Zavala, SELPA's Senior Director, to engage in a discussion around the current needs of Students with Disabilities within our County and how that impacts the LCAP Development. Participants explored connections between LCAP Priorities and services for students with exceptional needs; shared connections between the State Performance Plan Indicators, LCAP Priorities, the Special Education State Performance Indicators & the EL Roadmap as we consider the diverse needs of English Learners with disabilities; reviewed LEA and SELPA Collaboration and Learning Activities; and discussed LCAP considerations for increasing meaningful engagement of Educational Partnerships with parents and guardians and those who serve students with disabilities. LCAP ADVISORY PARTNERS Teachers, MTA, Classified, and CSEA: April 17, 2024 Administrators: April 18, 2024 Students: May 2, 2024

Educational Partner(s)	Process for Engagement
	The LCAP advisory partners included parents, community members, local bargaining unit members, principals, teachers, and district office staff representing all departments. The purpose of the ongoing meetings with students, staff, parents, and the community is to support the educational partner engagement process, review data to identify strengths and weaknesses, and provide recommendations regarding how to address identified needs. DISTRICT SSC ADVISORY COMMITTEE (Oct. 11, 2023, Jan. 10, 2024, March 13, 2024 and May 22, 2024): Members of this committee include parent representatives from each site, and all parents districtwide are invited and encouraged to participate. Site administrators, teacher leaders, and district staff. LCAP presentations are conducted during which participants have opportunities to ask questions, discuss areas of strength, and provide ideas for improvement. Student performance data, LCAP educational partners' input results, and recommended changes to the LCAP are shared and discussed. The trends from the educational partners' input and the influence that the input had on the LCAP were shared for review and comment during the meeting held on May 22, 2024. DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (Oct. 11, 2023, Jan. 10, 2024, March 13, 2024 and May 22, 2024): The District English Learner Parent Advisory Committee advises the Board of Education regarding programs and services for English Learners, the district's needs assessment for English Learners, the annual language census, reclassification criteria, and the LCAP. This committee discusses strengths and ideas for improvement. Student performance data, LCAP educational partners' input results, and recommended changes to the LCAP are shared and discussed. The trends from the educational partners' input and the influence that the input had on the LCAP were shared for review and comment during the meeting held on May 22, 2024. Spanish translations are available for all DELAC meetings. LCAP EDUCATIONAL PARTNER SURVEYS (April 2024):

Educational Partner(s)	Process for Engagement
	LCAP surveys were distributed to all educational partners, including students, MTA bargaining members. CSEA Members, additional staff members including principals, and families/community members.

EDUCATIONAL PARTNER REVIEW AND COMMENT (June 11, 2024):
The LCAP draft will be posted on the district website to provide an opportunity to submit questions and comments. This is communicated to parents through Parent Square district communication. Principals are asked to share this comment opportunity with School Site Councils, English Learner Advisory Committees, other site parent committees, staff, and students.

PUBLIC HEARING (June 11, 2024):
An LCAP Public Hearing is held to solicit recommendations from the public including educational partner opportunities to submit written comments regarding proposed actions and expenditures.

BOARD OF EDUCATION (June 18, 2024):
The Board of Education is provided with updates on the LCAP, including information about Local Indicators, California School Dashboard, and progress on other measures. The staff shares accomplishments, educational partner input results, LCAP committee recommendations, and proposed goals and actions/services. A public hearing (June 11th) provides educational partners the opportunity to review the final draft of the LCAP. The LCAP will be presented to the Board of Education on June 18 and will be submitted to the Imperial County Office of Education after it's adopted. |

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

LCAP goals, actions, and services influenced by the main themes that emerged from educational partners' engagement activities and with specific input from educational partners are included below. The MUESD is committed to allocating the appropriate funding and staff to meet the district's goals in these critical areas.

The LCAP Community Input indicated that the greatest need for improving student learning was increased access to enrichment classes and electives, academic support for student learning, and the importance of providing social-emotional learning. Furthermore, the survey

indicated a need for career exploration and access to electives aligned to CTE pathways at the high school, and increased access to professional development.

In regards to safety, a need for professional development and implementation of restorative practices and behavioral management strategies. Also, the need to add campus security staff would be most impactful for student safety.

GOAL 1 - Academic Achievement: The focus will continue to be on meeting the standards for all students. The professional development opportunities for teachers and instructional support staff the consistency in providing effective intervention programs for English Learners and Students with Disabilities will continue. The educational partner surveys indicate that the parent community values extended learning opportunities. The professional development opportunities for teachers will continue to focus on project-based learning, effective instructional practices with technology, career technical education, and on instructional strategies to meet the standards.

GOAL 2 - School Climate: Educational presentations and campus programs will be further developed to build knowledge and skills that will increase feelings of belonging and safety. Suite 360, The Leader in Me and the PeaceBuilder program will work together to support campus-wide social-emotional learning, develop positive character traits and support a positive school climate. Furthermore, the Leader in Programs focuses on practices based on the 7 Habits of Happy Kids with the added element of building the leadership capacity of students. The school will work on building a multi-tiered system of support to address chronic absenteeism and to increase student attendance with a focus on foundational support and school-wide prevention strategies, targeted support, and strategies for intensive support.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All McCabe Union Elementary School District students will receive high quality classroom instruction and curriculum to advance academic achievement in the CA Content Standards, decrease the achievement gaps, and promote College and Career Readiness.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The McCabe Union Elementary School District developed this goal recognizing the importance of addressing the academic needs of all student demographic groups including English Learners, Students with Disabilities, Foster Youth, Low Income and Homeless Youth. CA School Dashboard data for the McCabe Union Elementary School District indicate achievement gaps for these student groups in comparison to the performance of All Students. Educational partners' input identifies Academic Supports for Students as the factor having the greatest impact on improving student learning.

The existing achievement gaps will be addressed through strategic actions implemented equitably to alleviate barriers to success. To ensure that students do well academically and increase college and career readiness, they must have teachers who are properly credentialed and appropriately assigned to their classes; instructional materials that are aligned to the CA Content Standards; academic interventions and resources that address the learning gaps.

The actions and metrics of this goal are focused on monitoring and promoting:
- high-quality academic programs that meet the needs of every student and accelerate the closing of the achievement gap (actions 1.4, 1.7, 1.8, 1.9, 1.10);
- academic intervention opportunities, and enrichment and advanced opportunities according to student needs (actions 1.2, 1.3, 1.5);
- professional development opportunities for employees based on a shared framework for student achievement (actions 1.1, 1.6, 1.11).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	State Priority 4: Pupil Achievement CAASPP ELA Scale score points distance from standard Data Source: 2023 Dashboard	California Dashboard 2023 • All: 12.3 points above • SED: 9 points below • EL: 21.5 points below • LTEL: TBD in Yr 1 with 2024 Dashboard • SWD: 54.4 points below • Foster: TBD in Yr 1 with 2024 Dashboard			California Dashboard 2026 • All: 20 points above • SED: 1 point above • EL: 10 points below • LTEL: TBD after baseline • SWD: 25 points below • Foster: TBD after baseline	
1.2	State Priority 4: Pupil Achievement CAASPP Math Scale score points distance from standard Data Source: 2023 Dashboard	California Dashboard 2023 • All: 8.7 points below • SED: 33.8 points below • EL: 32.4 points below • LTEL: TBD in Yr 1 with 2024 Dashboard • SWD: 82.8 points below			California Dashboard 2026 • All: At standard • SED: 15 points below • EL: 15 points below • LTEL: TBD after baseline	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Foster: TBD in Yr 1 with 2024 Dashboard			• SWD: 40 points below • Foster: TBD after baseline	
1.3	State Priority 4: Pupil Achievement Statewide Assessments CAASPP ELA CAASPP Math CAST % Met/Exceeded Data Source: 2023 CAASPP	2022-2023 ELA • All: 57.07% • SED: 45.80 % • EL: 17.05 % • LTEL: TBD in Yr 1 with 2024 Dashboard • SWD: 26.09% • Foster: TBD in Yr 1 with 2024 Dashboard 2022-2023 Math • All: 47.27% • SED: 33.34% • EL: 17.58% • LTEL: TBD in Yr 1 with 2024 Dashboard • SWD: 17.39% • Foster: TBD in Yr 1 with 2024 Dashboard 2022-2023 CAST • All: 32.12% • SED: 21.85% • EL: 5.88%			2025-2026 ELA • All: 67% • SED: 58% • EL: 27% • LTEL: 27% • SWD: 32% • Foster: TBD after baseline 2025-2026 Math • All: 58% • SED: 38% • EL: 22% • LTEL: 22% • SWD: 23% • Foster: TBD after baseline 2025-2026 CAST • All: 47% • SED: 37% • EL: 19% • LTEL: 19%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• LTEL: TBD in Yr 1 with 2024 Dashboard • SWD: 8% • Foster: TBD in Yr 1 with 2024 Dashboard			• SWD: 17% • Foster: TBD after baseline	
1.4	State Priority 4: Pupil Achievement District Benchmark Assessments ELA (Reading) and Math Data Source: 2023-2024 CAASPP Interim Comprehensive Assessments (ICAs)	2023 - 2024 ICA CAASPP Beginning of the Year to Mid-Year ELA increased Met/Exceeded by 15% Math Increased Met/Exceeded by 23%			2026 - 2027 ICA CAASPP Beginning of the Year to Mid-Year ELA increased Met/Exceeded by 20% Math Increased Met/Exceeded by 20%	
1.5	State Priority 4: Pupil Achievement English Learner Proficiency ELPI = % of English Learners making progress towards English Language Proficiency ELPAC Summative = % of English Learners meeting Proficiency	2023 Dashboard ELPI - 49.6% 2023 ELPAC Summative - 23.39%			2026 Dashboard ELPI - 55% 2026 ELPAC Summative - 28%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: 2023 Dashboard ELPI					
1.6	State Priority 4: Pupil Achievement English Proficiency based on ELPAC 3-Year Trend Reclassification Counts and Rate Data Source: 2022-2023 DataQuest	2022-2023 Students Redesignated FEP Rate: 26.54%			2025-2026 Students Redesignated FEP Rate: 31%	
1.7	State Priority 1: Basic Needs Teacher Credentials % of Teachers with Full Credentials % of Teachers teaching outside the subject area of competence Data Source: District HR Records	2023-2024 92% of Teachers with Full Credentials 0% of Teachers teaching outside the subject area of competence			2025-2026 95% of Teachers with Full Credentials 0% of Teachers teaching outside subject area of competence	
1.8	State Priority 1: Basic Needs Sufficiency of Instructional Materials	2023 CA Dashboard Reflection Tool Rating 100% of students have sufficient access to			2026 CA Dashboard Reflection Tool Rating	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of Students having Sufficient Access to Standards Aligned Materials Data Source: Dashboard Local Indicator Self-Reflection Tool	Standards aligned materials.			Maintain 100% of Students having Sufficient Access to Standards aligned materials.	
1.9	State Priority 2: Implementation of State Standards Data Source: Implementation of State Standards Self-Reflection Tool (CA Dashboard Local Indicators-Priority 2) The district's goal is to reach Full Implementation and Sustainability (4 and 5) in all areas of the Implementation of State Standards Survey. Rating Scale (lowest to highest): 1 - Exploration and Research 2- Beginning Development	2023 CA Dashboard Reflection Tool Rating Standards Met The 2023-2024 Implementation of State Standards Self-Reflection Tool (Local Indicators- Priority 2) indicated the following 3 areas below a score of 5-Full Implementation and Sustainability: Career Technical Education Health Education World Language			2026 CA Dashboard Reflection Tool Rating The Implementation of State Standards Self-Reflection Tool (Local Indicators-Priority 2) will be completed, measured and reported to educational partners on an annual basis. (Standards Met Local Indicator) The district's goal is to reach Full Implementation	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability				and Sustainability (5) in all areas.	
1.10	State Priority 3: Parental Involvement Data Source: Parent and Family Engagement Self-Reflection Tool (Local Indicators-Priority 3) The district's goal is to reach Full Implementation and Sustainability (4 and 5) in all areas of the parent survey. Rating Scale (lowest to highest): 1 - Exploration and Research 2- Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	2023 CA Dashboard Reflection Tool Rating Standards Met The 2023-2024 Parent and Family Engagement Self-Reflection Tool (Local Indicators- Priority 3) indicated the following 3 areas below a score of 5-Full Implementation and Sustainability: Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. Implementing policies and programs for teachers to meet with families and students to discuss student progress and ways to support improved student outcomes. Providing all families with opportunities to			2026 CA Dashboard Reflection Tool Rating The Parent and Family Engagement Self-Reflection Tool (Local Indicators-Priority 3) will be completed, measured and reported to educational partners on an annual basis. (Standards Met Local Indicator) The district's goal is to reach Full Implementation and Sustainability (5) in all areas.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				
1.11	State Priority 7: Access to Broad Course of Study

Data Source:
Access to a Broad Course of Study Self-Reflection Tool (CA Dashboard Local Indicators-Priority 7) | 2023 CA Dashboard Reflection Tool Rating

Standards Met

The 2023-2024 Access to a Broad Course of Study Self-Reflection Tool (Local Indicators-Priority 7) identified the following need:

Access to Foreign Language | | | 2026 CA Dashboard Reflection Tool Rating

The Access to Broad Course of Study Self-Reflection Tool (Local Indicators-Priority 7) will be completed, measured and reported to educational partners on an annual basis. (Standards Met Local Indicator)

The district's goal is to provide access to Foreign Language | |

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	Professional Development	G1:1 Additional Professional Development based on data will be provided for the California State Content Standards in ELA, Math, History/Social-Science, Science, CTE and Computer Science. Additional professional development based on data will also be provided to meet the needs of unduplicated pupils including students with disabilities in the areas of student engagement, instructional strategies, and best practices.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Intervention Support - Paraprofessionals	G1:2 Instructional Assistants will facilitate additional small group intervention	$581,720.00	Yes
1.3	Intervention and Enrichment Opportunities	G1:3 Teachers will provide supplemental after-school tutoring	$102,415.00	Yes
1.4	Parent/Family Involvement	G1:4 Additional participation in monthly family engagement opportunities, parent conferences, professional development for families, and effectiveness of the family communication platform.	$9,000.00	Yes
1.5	Intervention Teacher(s)	G1:5 Intervention Teacher(s) and support staff for additional direct student instruction and ongoing professional development. Teacher will also assist with additional curriculum planning and implementation and provide professional development.	$52,001.00	Yes
1.6	Teacher Credentialing	G1:6 New hires and teachers participating in the induction program will receive ongoing support and mentoring to better meet the needs of our unduplicated students.	$3,898.00	Yes
1.7	Technology	G1:7 Access to Technology to provide additional support and resources for unduplicated students including digital and supplemental curriculum to	$167,249.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provide personalized learning, timely feedback, and learning platforms that provide ongoing communication with the teacher to better meet their needs in achieving grade level standards.		
1.8	Supplemental Instructional Materials and Licenses	G1:8 Purchase of supplemental Instructional Materials (e.g. digital licenses, performance tasks, etc) for the California State Standards in English Language Arts (ELA), Math, and Literacy in History/Social Studies, Science and Technical Subjects in TK-8th grade.	$10,000.00	Yes
1.9	College and Career Readiness	G1:9 Course access to CTE Exploration. Participation in additional County/Statewide academic events or challenges (Career Days, Science and Math Competitions, etc.)	$115,945.00	Yes
1.10	Supplemental Instructional Programs	G1:10 Curriculum for PBL, GATE, and College and Career Readiness.	$5,000.00	Yes
1.11	Language Acquisition and Support for English Learners - ELD	G1:11 Support the California English Learner Roadmap and integrated and designated English Language Development instruction and learning with ongoing professional development and ensure all English Learners and Long Time English Learners are provided daily English Language Development and all teachers are properly credentialed to support English Learners with the acquisition of the English Language. Additional support for English Learners and for Long Term English Learners will be provided with supplemental software licenses to meet their targeted needs. Additional support for ELs and LTELs will also be provided	$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		with after school tutoring to accelerate English language acquisition and academic progress. English Learners and Long Time English Learners will receive priority and proper testing environment for ELPAC assessments including proper training of classroom teachers, instructional aides, principals, and intermittent assessment specialists monitored by Educational Services.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The McCabe Union Elementary School District will provide students with safe and positive learning environments that foster experiences to support students' social emotional and physical well-being. The district will improve the overall school climate through supports and services that enhance students' feelings of belonging and safety in grades K-8.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The McCabe Union Elementary School District developed this goal recognizing the importance of addressing the social-emotional needs of all student demographic groups including English Learners, Students with Disabilities, Foster Youth, Low Income and Homeless Youth. CA School Dashboard data for the McCabe Union Elementary School District (prior to COVID-19 school closures and Distance Learning) indicated elevated chronic absenteeism rates for these student groups in comparison to the attendance data of All Students. Educational partners' input values the district's character development programs, Peacebuilder and Leader in Me, along with education on Safety themes (bullying, digital citizenship, etc) as factors that have the biggest impact on student safety and sense of belonging.

McCabe will continue to provide meaningful student-centered experiences that support a positive school climate and learning environments. This goal is focused on enhancing students' feelings of safety and belonging, student agency, advancement, and a sense of belonging for all.

The actions and metrics of this goal are focused on monitoring and promoting:
- a school environment where every student feels physically safe, emotionally supported, and academically challenged (actions 2.2, 2.3. 2.6, 2.8, 2.9);
- positive and respectful relationships with students, parents, employees and other members of the school community (actions 2.1, 2.5, 2.8, 2.9);
- targeted services to address the social-emotional, behavioral, and safety needs of struggling students (actions 2.2, 2.4, 2.5, 2.7, 2.8, 2.9).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	State Priority 5: Pupil Engagement Average Daily Attendance Rate Data Source: CALPADS Fall 1 P-2 (May 1st)	2023-2024 = 95.31%			2025-2026= 97%	
2.2	State Priority 5: Pupil Engagement Chronic Absenteeism including Student Groups Data Source: Dashboard Chronic Absenteeism Report	2022-2023 • All: 16.8% • SED: 23.1% • EL: 24.2% • LTEL: TBD in Yr 1 with 2024 Dashboard • SWD: 20.3% • Foster: TBD in Yr 1 with 2024 Dashboard			2025-2026 • All: 7% or less • SED:10% or less • EL 12% or less • LTEL:12% or less • SWD: 10% or less • Foster: TBD after baseline	
2.3	State Priority 6: School Climate Suspension Rate including Student Groups Suspension Rate Data Source:	2022-2023 Suspensions • All: 0.7% • SED: 1.4% • EL: 0.6%			2025-2026 • All: 1% or less • SED:1% or less	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	DataQuest	• LTEL: TBD in Yr 1 with 2024 Dashboard • SWD: 0.7% • Foster: TBD in Yr 1 with 2024 Dashboard			• EL 1% or less • LTEL:1% or less • SWD:1% or less • Foster: TBD after baseline	
2.4	State Priority 6: School Climate Expulsion Rates Data Source: DataQuest	2022-2023 Expulsions • ALL: 0.00% • EL: 0.00% • LTEL: 0.00% • SED: 0.00% • SWD: 0.00% • Foster: 0.00%			2025-2026 • All: 0% • SED: 0% • EL: 0% • LTEL: 0% • SWD: 0% • Foster: 0%	
2.5	State Priority 6: School Climate Middle School Dropout Rate Data Source: CALPADS report 1.14	2022-2023 Middle School Dropout Rate 0%			2025-2026 Middle School Dropout Rate: Maintain 0% Middle School Dropout Rate	
2.6	State Priority 6: School Climate % of students that feel safe at school Data Source:	2022-2023 California Healthy Kids Survey 7th Grade: 72% of students feel safe.			2025-2026 California Healthy Kids Survey 7th Grade: 90% of students feel safe.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California Healthy Kids Survey (CHKS)					
2.7	State Priority 1: Basic Needs Local Measure of Appropriately Assigned and Fully Credentialed Teachers (Williams Report) as reported on California School Dashboard Data Source: Dashboard Local Indicator Self-Reflection Tool	2023 Dashboard Reflection Tool Rating Standard Met 100% Appropriately Assigned 90.4% with Full Credential			2026 Dashboard Reflection Tool Rating Standard Met 100% Appropriately Assigned 95% with Full Credential	
2.8	State Priority 1: Basic Needs Local Measure of Facilities in Good Repair (FIT Tool) as displayed on California School Dashboard	2023-2024 FIT Overall Rating: Good			2025-2026 FIT Overall Rating: Good	

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	Professional Development: Safety	G2:1 Additional opportunities to educate students, staff, and parents about safety related topics (e.g. Internet Safety, School Safety, Emergency Response Procedures, Student Well Being, Student Supervision and Behavioral Management Strategies)	$1,212.00	Yes
2.2	Character Development Programs	G2:2 Implementation of Character Development programs such as Peacebuilder and Leader in Me in TK-8 • Implementation of Lighthouse Teams • Student t-shirts and certificates	$4,000.00	Yes
2.3	Course Access Supplemental Programs	G2:3 Course access to a supplemental Music (Band/Orchestra) program during, before, and after school, including Music (Band/Orchestra) Summer Academy. All students have access including unduplicated students and students with exceptional needs.	$58,870.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Attendance Incentives and Outreach	G2:4 Weekly and monthly incentives for classrooms with the highest attendance rate and end-of-year incentives for students with perfect attendance. Implementation of Restorative Practices. Provide personalized outreach to families regarding attendance and chronic absenteeism.	$5,000.00	Yes
2.5	Counseling Services and Support	G2:5 School counselor services will meet the academic, social-emotional, attendance, and career development needs of students. Professional development for staff such as for Trauma Informed Practices.	$153,718.00	Yes
2.6	Provide Clean and Safe Facilities	G2:6 Completion of the Facilities Inspection Tool (FIT) on an annual basis. Continuous monitoring of facilities to ensure maintenance and repairs and to support school safety and well being. Invest funds in facilities for maintenance projects and site improvements.	$2,000.00	No
2.7	Attendance Monitoring and Supports	G2: 7 Increased monitoring through the Student Attendance Review Team and Student Attendance Review Board Hearings to address chronic absenteeism by analyzing data, planning interventions for students and parents, and partnering with local authorities and agencies to meet the social-emotional and academic needs of our students. Team members will participate in trainings and in local meetings, committees, and/or Taskforce.	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Social Emotional Learning	Purchase online and supplemental curriculum to promote healthy relationships, positive student behavior and to implement restorative practices.	$5,000.00	Yes
2.9	Campus Security	To increase safety, attendance, and a sense of security and belonging of unduplicated students, hire a part-time Campus Security staff member to monitor safety and security on campus and to conduct home visits and deliver SARB summons and SARB contracts.	$54,471.00	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
$1,178,574	$0%

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
9.461%	0.000%	$0.00	9.461%

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

Required Descriptions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development **Need:** As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (45.8% ELA, 33.34% Math, 21.85% Science), and English Learners (17.05% ELA, 17.58% Math, 5.88% Science) students are lower than for all students	To address these needs, professional development with an emphasis on addressing the needs of these student groups will be provided for teachers, administrators, and support staff (Actions 1.1). Additional consideration will be given to professional development for new teachers and to ensure recruitment and retention of experienced, qualified staff (1.6), Small group intervention programs will prioritize the targeted subgroups through the use of Intervention Teachers and Instructional Aides (Actions 1.2, 1.3,	1.1 CAASPP ELA and 1.2 Math Scores including SED, ELs, LTELs, and Foster Youth 1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and

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
	(57.07% ELA, 47.27% Math, 32.12% Science). Most scores above except for the all students and SED in Math showed a decrease in academic performance compared to the previous year. The Foster Youth Subgroup did not generate a performance level on our California Dashboard due to the low student count. Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology. **Scope:** LEA-wide	1.5, 1.8, 1.10). Supplemental instructional materials, programs, and technology purchases will be provided (1.7, 1.8, 1.9) to further support the academic needs and access for Low Income, English Learner, and Foster Youth students. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with the language barriers and academic deficiencies of these students. However,because we expect that all students with achievement gaps will benefit, these actions are provided LEA-wide.	ELPAC Summative 1.6 Reclassification Rate
1.2	**Action:** Intervention Support - Paraprofessionals **Need:** As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (45.8% ELA, 33.34% Math, 21.85% Science), and English Learners (17.05% ELA, 17.58% Math, 5.88% Science) students are lower than for all students (57.07% ELA, 47.27% Math, 32.12% Science). Most scores above except for the all students and SED in Math showed a decrease in academic performance compared to the previous year. The Foster Youth Subgroup	To address these needs, professional development with an emphasis on addressing the needs of these student groups will be provided for teachers, administrators, and support staff (Actions 1.1). Additional consideration will be given to professional development for new teachers and to ensure recruitment and retention of experienced, qualified staff (1.6), Small group intervention programs will prioritize the targeted subgroups through the use of Intervention Teachers and Instructional Aides (Actions 1.2, 1.3, 1.5, 1.8, 1.10). Supplemental instructional materials, programs, and technology purchases will be provided (1.7, 1.8, 1.9) to further support the academic needs and access for Low Income, English Learner, and Foster Youth students.	1.1 CAASPP ELA and 1.2 Math Scores including SED, ELs, LTELs, and Foster Youth 1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and ELPAC Summative 1.6 Reclassification 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
	did not generate a performance level on our California Dashboard due to the low student count. Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology. **Scope:** LEA-wide	We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with the language barriers and academic deficiencies of these students. However,because we expect that all students with achievement gaps will benefit, these actions are provided LEA-wide.	
1.3	**Action:** Intervention and Enrichment Opportunities **Need:** As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (45.8% ELA, 33.34% Math, 21.85% Science), and English Learners (17.05% ELA, 17.58% Math, 5.88% Science) students are lower than for all students (57.07% ELA, 47.27% Math, 32.12% Science). Most scores above except for the all students and SED in Math showed a decrease in academic performance compared to the previous year. The Foster Youth Subgroup did not generate a performance level on our California Dashboard due to the low student count.	To address these needs, professional development with an emphasis on addressing the needs of these student groups will be provided for teachers, administrators, and support staff (Actions 1.1). Additional consideration will be given to professional development for new teachers and to ensure recruitment and retention of experienced, qualified staff (1.6), Small group intervention programs will prioritize the targeted subgroups through the use of Intervention Teachers and Instructional Aides (Actions 1.2, 1.3, 1.5, 1.8, 1.10). Supplemental instructional materials, programs, and technology purchases will be provided (1.7, 1.8, 1.9) to further support the academic needs and access for Low Income, English Learner, and Foster Youth students. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most	1.1 CAASPP ELA and 1.2 Math Scores including SED, ELs, LTELs, and Foster Youth 1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and ELPAC Summative 1.6 Reclassification 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
	Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology. **Scope:** LEA-wide	associated with the language barriers and academic deficiencies of these students. However,because we expect that all students with achievement gaps will benefit, these actions are provided LEA-wide.	
1.4	**Action:** Parent/Family Involvement **Need:** As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (45.8% ELA, 33.34% Math, 21.85% Science), and English Learners (17.05% ELA, 17.58% Math, 5.88% Science) students are lower than for all students (57.07% ELA, 47.27% Math, 32.12% Science). Most scores above except for the all students and SED in Math showed a decrease in academic performance compared to the previous year. The Foster Youth Subgroup did not generate a performance level on our California Dashboard due to the low student count. Additionally, staff surveys recognize parent involvement as a strength but did indicate a need in professional development to address academic achievement gaps, training in parent tools such as for Aeries, Parent Square, and	Parent/Family Involvement (1.4) is a key focus in strengthening the academic achievement of these targeted groups. Staff will provide family engagement supplemental services to engage families of English Learners, Foster Youth, Low Income, and Homeless, including education and workshops for families, such as college and career awareness, student well-being, student safety, and information on students' progress. The district will use advisory councils to promote family participation, serve as liaisons, support the EL program, and provide translation and interpretation services in order to provide meaningful family and community engagement opportunities. Workshop topics will include Internet Safety, Social Media, and Mental Health; Understanding and Supporting Children with Anxiety; Conflict vs Bullying; Leading Students to Excellence-Getting Ready for High School and Building a Healthy Relationship with your Teen. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most	1.1 CAASPP ELA and 1.2 Math Scores including SED, ELs, LTELs, and Foster Youth 1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and ELPAC Summative 1.6 Reclassification Rate Local Indicator Self-Reflection Tool Priority 3: Parent and Family Engagement

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
	other parent related apps, and an increase in parent participation in committees, forums, councils, and other opportunities to provide input. **Scope:** LEA-wide	associated with the language barriers and academic deficiencies of these students. However,because we expect that all students with achievement gaps will benefit, these actions are provided LEA-wide.	
1.5	**Action:** Intervention Teacher(s) **Need:** As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (45.8% ELA, 33.34% Math, 21.85% Science), and English Learners (17.05% ELA, 17.58% Math, 5.88% Science) students are lower than for all students (57.07% ELA, 47.27% Math, 32.12% Science). Most scores above except for the all students and SED in Math showed a decrease in academic performance compared to the previous year. The Foster Youth Subgroup did not generate a performance level on our California Dashboard due to the low student count. Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology.	To address these needs, professional development with an emphasis on addressing the needs of these student groups will be provided for teachers, administrators, and support staff (Actions 1.1). Additional consideration will be given to professional development for new teachers and to ensure recruitment and retention of experienced, qualified staff (1.6), Small group intervention programs will prioritize the targeted subgroups through the use of Intervention Teachers and Instructional Aides (Actions 1.2, 1.3, 1.5, 1.8, 1.10). Supplemental instructional materials, programs, and technology purchases will be provided (1.7, 1.8, 1.9) to further support the academic needs and access for Low Income, English Learner, and Foster Youth students. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with the language barriers and academic deficiencies of these students. However,because we expect that all students with achievement gaps will benefit, these actions are provided LEA-wide.	1.1 CAASPP ELA and 1.2 Math Scores including SED, ELs, LTELs, and Foster Youth 1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and ELPAC Summative 1.6 Reclassification 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
	Scope: LEA-wide		
1.6	**Action:** Teacher Credentialing **Need:** As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (45.8% ELA, 33.34% Math, 21.85% Science), and English Learners (17.05% ELA, 17.58% Math, 5.88% Science) students are lower than for all students (57.07% ELA, 47.27% Math, 32.12% Science). Most scores above except for the all students and SED in Math showed a decrease in academic performance compared to the previous year. The Foster Youth Subgroup did not generate a performance level on our California Dashboard due to the low student count. Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology. The school community values the rich traditions and school culture. Mentorship of new teachers is important to ensure that they have adequate support for success with curriculum, instruction, and assessment and	To address these needs, professional development with an emphasis on addressing the needs of these student groups will be provided for teachers, administrators, and support staff (Actions 1.1). Additional consideration will be given to professional development for new teachers and to ensure recruitment and retention of experienced, qualified staff (1.6), Small group intervention programs will prioritize the targeted subgroups through the use of Intervention Teachers and Instructional Aides (Actions 1.2, 1.3, 1.5, 1.8, 1.10). Supplemental instructional materials, programs, and technology purchases will be provided (1.7, 1.8, 1.9) to further support the academic needs and access for Low Income, English Learner, and Foster Youth students. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with the language barriers and academic deficiencies of these students. However,because we expect that all students with achievement gaps will benefit, these actions are provided LEA-wide.	1.1 CAASPP ELA and 1.2 Math Scores including SED, ELs, LTELs, and Foster Youth 1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and ELPAC Summative 1.6 Reclassification 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
	with participation in the rich traditions that make the school special. **Scope:** LEA-wide		
1.7	**Action:** Technology **Need:** As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (45.8% ELA, 33.34% Math, 21.85% Science), and English Learners (17.05% ELA, 17.58% Math, 5.88% Science) students are lower than for all students (57.07% ELA, 47.27% Math, 32.12% Science). Most scores above except for the all students and SED in Math showed a decrease in academic performance compared to the previous year. The Foster Youth Subgroup did not generate a performance level on our California Dashboard due to the low student count. Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology.	To address these needs, professional development with an emphasis on addressing the needs of these student groups will be provided for teachers, administrators, and support staff (Actions 1.1). Additional consideration will be given to professional development for new teachers and to ensure recruitment and retention of experienced, qualified staff (1.6), Small group intervention programs will prioritize the targeted subgroups through the use of Intervention Teachers and Instructional Aides (Actions 1.2, 1.3, 1.5, 1.8, 1.10). Supplemental instructional materials, programs, and technology purchases will be provided (1.7, 1.8, 1.9) to further support the academic needs and access for Low Income, English Learner, and Foster Youth students. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with the language barriers and academic deficiencies of these students. However,because we expect that all students with achievement gaps will benefit, these actions are provided LEA-wide.	1.1 CAASPP ELA and 1.2 Math Scores including SED, ELs, LTELs, and Foster Youth 1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and ELPAC Summative 1.6 Reclassification 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
	Scope: LEA-wide		
1.8	**Action:** Supplemental Instructional Materials and Licenses **Need:** As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (45.8% ELA, 33.34% Math, 21.85% Science), and English Learners (17.05% ELA, 17.58% Math, 5.88% Science) students are lower than for all students (57.07% ELA, 47.27% Math, 32.12% Science). Most scores above except for the all students and SED in Math showed a decrease in academic performance compared to the previous year. The Foster Youth Subgroup did not generate a performance level on our California Dashboard due to the low student count. Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology. **Scope:** LEA-wide	To address these needs, professional development with an emphasis on addressing the needs of these student groups will be provided for teachers, administrators, and support staff (Actions 1.1). Additional consideration will be given to professional development for new teachers and to ensure recruitment and retention of experienced, qualified staff (1.6), Small group intervention programs will prioritize the targeted subgroups through the use of Intervention Teachers and Instructional Aides (Actions 1.2, 1.3, 1.5, 1.8, 1.10). Supplemental instructional materials, programs, and technology purchases will be provided (1.7, 1.8, 1.9) to further support the academic needs and access for Low Income, English Learner, and Foster Youth students. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with the language barriers and academic deficiencies of these students. However,because we expect that all students with achievement gaps will benefit, these actions are provided LEA-wide.	1.1 CAASPP ELA and 1.2 Math Scores including SED, ELs, LTELs, and Foster Youth 1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and ELPAC Summative 1.6 Reclassification 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
1.9	**Action:** College and Career Readiness **Need:** As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (45.8% ELA, 33.34% Math, 21.85% Science), and English Learners (17.05% ELA, 17.58% Math, 5.88% Science) students are lower than for all students (57.07% ELA, 47.27% Math, 32.12% Science). Most scores above except for the all students and SED in Math showed a decrease in academic performance compared to the previous year. The Foster Youth Subgroup did not generate a performance level on our California Dashboard due to the low student count. Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology. Local Student Survey indicates a need for improvement based on the 68.2% rating that the school adequately prepares students for college and career readiness. **Scope:** LEA-wide	To address these needs, professional development with an emphasis on addressing the needs of these student groups will be provided for teachers, administrators, and support staff (Actions 1.1). Additional consideration will be given to professional development for new teachers and to ensure recruitment and retention of experienced, qualified staff (1.6), Small group intervention programs will prioritize the targeted subgroups through the use of Intervention Teachers and Instructional Aides (Actions 1.2, 1.3, 1.5, 1.8, 1.10). Supplemental instructional materials, programs, and technology purchases will be provided (1.7, 1.8, 1.9) to further support the academic needs and access for Low Income, English Learner, and Foster Youth students. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with the language barriers and academic deficiencies of these students. However,because we expect that all students with achievement gaps will benefit, these actions are provided LEA-wide.	1.1 CAASPP ELA and 1.2 Math Scores including SED, ELs, LTELs, and Foster Youth 1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and ELPAC Summative 1.6 Reclassification 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
1.10	**Action:** Supplemental Instructional Programs **Need:** As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our socioeconomically disadvantaged (45.8% ELA, 33.34% Math, 21.85% Science), and English Learners (17.05% ELA, 17.58% Math, 5.88% Science) students are lower than for all students (57.07% ELA, 47.27% Math, 32.12% Science). Most scores above except for the all students and SED in Math showed a decrease in academic performance compared to the previous year. The Foster Youth Subgroup did not generate a performance level on our California Dashboard due to the low student count. Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology. **Scope:** LEA-wide	To address these needs, professional development with an emphasis on addressing the needs of these student groups will be provided for teachers, administrators, and support staff (Actions 1.1). Additional consideration will be given to professional development for new teachers and to ensure recruitment and retention of experienced, qualified staff (1.6), Small group intervention programs will prioritize the targeted subgroups through the use of Intervention Teachers and Instructional Aides (Actions 1.2, 1.3, 1.5, 1.8, 1.10). Supplemental instructional materials, programs, and technology purchases will be provided (1.7, 1.8, 1.9) to further support the academic needs and access for Low Income, English Learner, and Foster Youth students. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with the language barriers and academic deficiencies of these students. However,because we expect that all students with achievement gaps will benefit, these actions are provided LEA-wide.	1.1 CAASPP ELA and 1.2 Math Scores including SED, ELs, LTELs, and Foster Youth 1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and ELPAC Summative 1.6 Reclassification Rate
2.1	**Action:** Professional Development: Safety **Need:**	To address this need, professional development with an emphasis on safety and positive learning environments will be provided, with training for parents of targeted students to enable them to assist students at home (2.1). Staff will monitor	2.1 Average Daily Attendance Rate 2.2 Chronic Absenteeism Rate 2.3 Suspension 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
	As provided in the Engaging Educational Partners and Metrics sections, the chronic absenteeism rates of our socioeconomically disadvantaged (23.1.4%), English learner (24.2%), and students with disabilities (20.3%) are higher than for all students (16.8%). Additionally, educational partner survey feedback indicated that feelings of safety and a sense of belonging are priorities in improving attendance. Staff consensus is that socioeconomically disadvantaged students, English Learners, students with disabilities and Foster Youth are at greater risk of trauma, including pandemic-related trauma. Consequently, MUESD emphasizes connecting unduplicated students with attendance and social-emotional supports. **Scope:** LEA-wide	and support students with attendance concerns in order to improve attendance rates (2.4) and chronic absenteeism (2.7, 2.9) We will continue to implement universal and targeted social-emotional supports for students, including the PeaceBuilder character development program in order to create safe and positive learning environments (2.2, 2.8) and the Leader in Me Program which focuses on Socio-Emotional Learning and developing the capacity for leadership based on The 7 Habits of Happy Kids. Course access to supplemental programs will prioritize targeted students in an effort to increase the sense of belonging in the school community (2.3). School counselors will support students' academic, social emotional, and career development needs (2.5). Staff will continuously monitor facilities to ensure maintenance and repairs and will supervise the campus to support a welcoming, safe, and positive learning environment for the well-being of all students (2.6, 2.9). Although Chronic absenteeism was reduced significantly from the previous year, the rate of Chronic Absenteeism is still High for all students, including socio-economically disadvantaged, English learners, and students with disabilities. Educational Partners input indicated a priority in implementing new strategies to decrease chronic absenteeism rates and increase the sense of safety and feelings of belonging. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with school connectedness and attendance challenges of	2.4 Expulsion Rate 2.5 Dropout Rate 2.6 California Healthy Kids 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
		these students. However, because we expect that all students with chronic absenteeism will benefit, these actions are provided LEA-wide.	
2.2	**Action:** Character Development Programs **Need:** As provided in the Engaging Educational Partners and Metrics sections, the chronic absenteeism rates of our socioeconomically disadvantaged (23.1.4%), English learner (24.2%), and students with disabilities (20.3%) are higher than for all students (16.8%). Additionally, educational partner survey feedback indicated that feelings of safety and a sense of belonging are priorities in improving attendance. Staff consensus is that socioeconomically disadvantaged students, English Learners, students with disabilities and Foster Youth are at greater risk of trauma, including pandemic-related trauma. Consequently, MUESD emphasizes connecting unduplicated students with attendance and social-emotional supports. **Scope:** LEA-wide	To address this need, professional development with an emphasis on safety and positive learning environments will be provided, with training for parents of targeted students to enable them to assist students at home (2.1). Staff will monitor and support students with attendance concerns in order to improve attendance rates (2.4) and chronic absenteeism (2.7, 2.9) We will continue to implement universal and targeted social-emotional supports for students, including the PeaceBuilder character development program in order to create safe and positive learning environments (2.2, 2.8) and the Leader in Me Program which focuses on Socio-Emotional Learning and developing the capacity for leadership based on The 7 Habits of Happy Kids. Course access to supplemental programs will prioritize targeted students in an effort to increase the sense of belonging in the school community (2.3). School counselors will support students' academic, social emotional, and career development needs (2.5). Staff will continuously monitor facilities to ensure maintenance and repairs and will supervise the campus to support a welcoming, safe, and positive learning environment for the well-being of all students (2.6, 2.9). Although Chronic absenteeism was reduced significantly from the previous year, the rate of Chronic Absenteeism is still High for all students, including socio-economically disadvantaged, English learners, and students with disabilities.	2.1 Average Daily Attendance Rate 2.2 Chronic Absenteeism Rate 2.3 Suspension Rate 2.4 Expulsion Rate 2.5 Dropout Rate 2.6 California Healthy Kids 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
		Educational Partners input indicated a priority in implementing new strategies to decrease chronic absenteeism rates and increase the sense of safety and feelings of belonging. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with school connectedness and attendance challenges of these students. However, because we expect that all students with chronic absenteeism will benefit, these actions are provided LEA-wide.	
2.3	**Action:** Course Access Supplemental Programs **Need:** As provided in the Engaging Educational Partners and Metrics sections, the chronic absenteeism rates of our socioeconomically disadvantaged (23.1.4%), English learner (24.2%), and students with disabilities (20.3%) are higher than for all students (16.8%). Additionally, educational partner survey feedback indicated that feelings of safety and a sense of belonging are priorities in improving attendance. Staff consensus is that socioeconomically disadvantaged students, English Learners, students with disabilities and Foster Youth are at greater risk of trauma, including pandemic-related trauma. Consequently, MUESD emphasizes connecting unduplicated students with attendance and social-emotional supports. **Scope:**	To address this need, professional development with an emphasis on safety and positive learning environments will be provided, with training for parents of targeted students to enable them to assist students at home (2.1). Staff will monitor and support students with attendance concerns in order to improve attendance rates (2.4) and chronic absenteeism (2.7, 2.9) We will continue to implement universal and targeted social-emotional supports for students, including the PeaceBuilder character development program in order to create safe and positive learning environments (2.2, 2.8) and the Leader in Me Program which focuses on Socio-Emotional Learning and developing the capacity for leadership based on The 7 Habits of Happy Kids. Course access to supplemental programs will prioritize targeted students in an effort to increase the sense of belonging in the school community (2.3). School counselors will support students' academic, social emotional, and career development needs (2.5). Staff will continuously monitor facilities to ensure maintenance and repairs and will supervise the	2.1 Average Daily Attendance Rate 2.2 Chronic Absenteeism Rate 2.3 Suspension Rate 2.4 Expulsion Rate 2.5 Dropout Rate 2.6 California Healthy Kids 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
	LEA-wide	campus to support a welcoming, safe, and positive learning environment for the well-being of all students (2.6, 2.9). Although Chronic absenteeism was reduced significantly from the previous year, the rate of Chronic Absenteeism is still High for all students, including socio-economically disadvantaged, English learners, and students with disabilities. Educational Partners input indicated a priority in implementing new strategies to decrease chronic absenteeism rates and increase the sense of safety and feelings of belonging. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with school connectedness and attendance challenges of these students. However, because we expect that all students with chronic absenteeism will benefit, these actions are provided LEA-wide.	
2.4	**Action:** Attendance Incentives and Outreach **Need:** As provided in the Engaging Educational Partners and Metrics sections, the chronic absenteeism rates of our socioeconomically disadvantaged (23.1.4%), English learner (24.2%), and students with disabilities (20.3%) are higher than for all students (16.8%). Additionally, educational partner survey feedback indicated that feelings of safety and a sense of belonging are priorities in improving attendance. Staff consensus is that	To address this need, professional development with an emphasis on safety and positive learning environments will be provided, with training for parents of targeted students to enable them to assist students at home (2.1). Staff will monitor and support students with attendance concerns in order to improve attendance rates (2.4) and chronic absenteeism (2.7, 2.9) We will continue to implement universal and targeted social-emotional supports for students, including the PeaceBuilder character development program in order to create safe and positive learning environments (2.2, 2.8) and the Leader in Me Program which focuses on Socio-Emotional Learning and developing the	2.1 Average Daily Attendance Rate 2.2 Chronic Absenteeism Rate 2.3 Suspension Rate 2.4 Expulsion Rate 2.5 Dropout Rate 2.6 California Healthy Kids 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
	socioeconomically disadvantaged students, English Learners, students with disabilities and Foster Youth are at greater risk of trauma, including pandemic-related trauma. Consequently, MUESD emphasizes connecting unduplicated students with attendance and social-emotional supports. **Scope:** LEA-wide	capacity for leadership based on The 7 Habits of Happy Kids. Course access to supplemental programs will prioritize targeted students in an effort to increase the sense of belonging in the school community (2.3). School counselors will support students' academic, social emotional, and career development needs (2.5). Staff will continuously monitor facilities to ensure maintenance and repairs and will supervise the campus to support a welcoming, safe, and positive learning environment for the well-being of all students (2.6, 2.9). Although Chronic absenteeism was reduced significantly from the previous year, the rate of Chronic Absenteeism is still High for all students, including socio-economically disadvantaged, English learners, and students with disabilities. Educational Partners input indicated a priority in implementing new strategies to decrease chronic absenteeism rates and increase the sense of safety and feelings of belonging. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with school connectedness and attendance challenges of these students. However, because we expect that all students with chronic absenteeism will benefit, these actions are provided LEA-wide.	
2.5	**Action:** Counseling Services and Support **Need:**	To address this need, professional development with an emphasis on safety and positive learning environments will be provided, with training for parents of targeted students to enable them to assist students at home (2.1). Staff will monitor	2.1 Average Daily Attendance Rate 2.2 Chronic Absenteeism Rate 2.3 Suspension 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
	As provided in the Engaging Educational Partners and Metrics sections, the chronic absenteeism rates of our socioeconomically disadvantaged (23.1.4%), English learner (24.2%), and students with disabilities (20.3%) are higher than for all students (16.8%). Additionally, educational partner survey feedback indicated that feelings of safety and a sense of belonging are priorities in improving attendance. Staff consensus is that socioeconomically disadvantaged students, English Learners, students with disabilities and Foster Youth are at greater risk of trauma, including pandemic-related trauma. Consequently, MUESD emphasizes connecting unduplicated students with attendance and social-emotional supports. **Scope:** LEA-wide	and support students with attendance concerns in order to improve attendance rates (2.4) and chronic absenteeism (2.7, 2.9) We will continue to implement universal and targeted social-emotional supports for students, including the PeaceBuilder character development program in order to create safe and positive learning environments (2.2, 2.8) and the Leader in Me Program which focuses on Socio-Emotional Learning and developing the capacity for leadership based on The 7 Habits of Happy Kids. Course access to supplemental programs will prioritize targeted students in an effort to increase the sense of belonging in the school community (2.3). School counselors will support students' academic, social emotional, and career development needs (2.5). Staff will continuously monitor facilities to ensure maintenance and repairs and will supervise the campus to support a welcoming, safe, and positive learning environment for the well-being of all students (2.6, 2.9). Although Chronic absenteeism was reduced significantly from the previous year, the rate of Chronic Absenteeism is still High for all students, including socio-economically disadvantaged, English learners, and students with disabilities. Educational Partners input indicated a priority in implementing new strategies to decrease chronic absenteeism rates and increase the sense of safety and feelings of belonging. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with school connectedness and attendance challenges of	2.4 Expulsion Rate 2.5 Dropout Rate 2.6 California Healthy Kids 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
		these students. However, because we expect that all students with chronic absenteeism will benefit, these actions are provided LEA-wide.	
2.7	**Action:** Attendance Monitoring and Supports **Need:** As provided in the Engaging Educational Partners and Metrics sections, the chronic absenteeism rates of our socioeconomically disadvantaged (23.1.4%), English learner (24.2%), and students with disabilities (20.3%) are higher than for all students (16.8%). Additionally, educational partner survey feedback indicated that feelings of safety and a sense of belonging are priorities in improving attendance. Staff consensus is that socioeconomically disadvantaged students, English Learners, students with disabilities and Foster Youth are at greater risk of trauma, including pandemic-related trauma. Consequently, MUESD emphasizes connecting unduplicated students with attendance and social-emotional supports. **Scope:** LEA-wide	To address this need, professional development with an emphasis on safety and positive learning environments will be provided, with training for parents of targeted students to enable them to assist students at home (2.1). Staff will monitor and support students with attendance concerns in order to improve attendance rates (2.4) and chronic absenteeism (2.7, 2.9) We will continue to implement universal and targeted social-emotional supports for students, including the PeaceBuilder character development program in order to create safe and positive learning environments (2.2, 2.8) and the Leader in Me Program which focuses on Socio-Emotional Learning and developing the capacity for leadership based on The 7 Habits of Happy Kids. Course access to supplemental programs will prioritize targeted students in an effort to increase the sense of belonging in the school community (2.3). School counselors will support students' academic, social emotional, and career development needs (2.5). Staff will continuously monitor facilities to ensure maintenance and repairs and will supervise the campus to support a welcoming, safe, and positive learning environment for the well-being of all students (2.6, 2.9). Although Chronic absenteeism was reduced significantly from the previous year, the rate of Chronic Absenteeism is still High for all students, including socio-economically disadvantaged, English learners, and students with disabilities.	2.1 Average Daily Attendance Rate 2.2 Chronic Absenteeism Rate 2.3 Suspension Rate 2.4 Expulsion Rate 2.5 Dropout Rate 2.6 California Healthy Kids 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
		Educational Partners input indicated a priority in implementing new strategies to decrease chronic absenteeism rates and increase the sense of safety and feelings of belonging. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with school connectedness and attendance challenges of these students. However, because we expect that all students with chronic absenteeism will benefit, these actions are provided LEA-wide.	
2.8	**Action:** Social Emotional Learning **Need:** As provided in the Engaging Educational Partners and Metrics sections, the chronic absenteeism rates of our socioeconomically disadvantaged (23.1.4%), English learner (24.2%), and students with disabilities (20.3%) are higher than for all students (16.8%). Additionally, educational partner survey feedback indicated that feelings of safety and a sense of belonging are priorities in improving attendance. Staff consensus is that socioeconomically disadvantaged students, English Learners, students with disabilities and Foster Youth are at greater risk of trauma, including pandemic-related trauma. Consequently, MUESD emphasizes connecting unduplicated students with attendance and social-emotional supports. **Scope:**	To address this need, professional development with an emphasis on safety and positive learning environments will be provided, with training for parents of targeted students to enable them to assist students at home (2.1). Staff will monitor and support students with attendance concerns in order to improve attendance rates (2.4) and chronic absenteeism (2.7, 2.9) We will continue to implement universal and targeted social-emotional supports for students, including the PeaceBuilder character development program in order to create safe and positive learning environments (2.2, 2.8) and the Leader in Me Program which focuses on Socio-Emotional Learning and developing the capacity for leadership based on The 7 Habits of Happy Kids. Course access to supplemental programs will prioritize targeted students in an effort to increase the sense of belonging in the school community (2.3). School counselors will support students' academic, social emotional, and career development needs (2.5). Staff will continuously monitor facilities to ensure maintenance and repairs and will supervise the	2.1 Average Daily Attendance Rate 2.2 Chronic Absenteeism Rate 2.3 Suspension Rate 2.4 Expulsion Rate 2.5 Dropout Rate 2.6 California Healthy Kids 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
	LEA-wide	campus to support a welcoming, safe, and positive learning environment for the well-being of all students (2.6, 2.9). Although Chronic absenteeism was reduced significantly from the previous year, the rate of Chronic Absenteeism is still High for all students, including socio-economically disadvantaged, English learners, and students with disabilities. Educational Partners input indicated a priority in implementing new strategies to decrease chronic absenteeism rates and increase the sense of safety and feelings of belonging. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with school connectedness and attendance challenges of these students. However, because we expect that all students with chronic absenteeism will benefit, these actions are provided LEA-wide.	
2.9	**Action:** Campus Security **Need:** As provided in the Engaging Educational Partners and Metrics sections, the chronic absenteeism rates of our socioeconomically disadvantaged (23.1.4%), English learner (24.2%), and students with disabilities (20.3%) are higher than for all students (16.8%). Additionally, educational partner survey feedback indicated that feelings of safety and a sense of belonging are priorities in improving attendance. Staff consensus is that	To address this need, professional development with an emphasis on safety and positive learning environments will be provided, with training for parents of targeted students to enable them to assist students at home (2.1). Staff will monitor and support students with attendance concerns in order to improve attendance rates (2.4) and chronic absenteeism (2.7, 2.9) We will continue to implement universal and targeted social-emotional supports for students, including the PeaceBuilder character development program in order to create safe and positive learning environments (2.2, 2.8) and the Leader in Me Program which focuses on Socio-Emotional Learning and developing the	2.1 Average Daily Attendance Rate 2.2 Chronic Absenteeism Rate 2.3 Suspension Rate 2.4 Expulsion Rate 2.5 Dropout Rate 2.6 California Healthy Kids 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
	socioeconomically disadvantaged students, English Learners, students with disabilities and Foster Youth are at greater risk of trauma, including pandemic-related trauma. Consequently, MUESD emphasizes connecting unduplicated students with attendance and social-emotional supports. The California Healthy Kids Survey indicate that 72% of students feel safe at school. **Scope:** LEA-wide	capacity for leadership based on The 7 Habits of Happy Kids. Course access to supplemental programs will prioritize targeted students in an effort to increase the sense of belonging in the school community (2.3). School counselors will support students' academic, social emotional, and career development needs (2.5). Staff will continuously monitor facilities to ensure maintenance and repairs and will supervise the campus to support a welcoming, safe, and positive learning environment for the well-being of all students (2.6, 2.9). Although Chronic absenteeism was reduced significantly from the previous year, the rate of Chronic Absenteeism is still High for all students, including socio-economically disadvantaged, English learners, and students with disabilities. Educational Partners input indicated a priority in implementing new strategies to decrease chronic absenteeism rates and increase the sense of safety and feelings of belonging. We expect that the academic achievement rates for low-income and English learner and Foster Youth students will increase significantly as the actions are designed to meet needs most associated with school connectedness and attendance challenges of these students. However, because we expect that all students with chronic absenteeism will benefit, these actions are provided LEA-wide.	

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
1.11	**Action:** Language Acquisition and Support for English Learners - ELD **Need:** As provided in the Engaging Educational Partners and Metrics sections, the academic achievement rates of our English Learners (17.05% ELA, 17.58% Math, 5.88% Science) students are lower than for all students (57.07% ELA, 47.27% Math, 32.12% Science). The scores for ELs had a decrease in academic performance compared to the previous year. Additionally, staff surveys indicated an interest in professional development to address academic achievement gaps; and educational partner feedback indicated the need for small-group intervention programs that incorporated supplemental materials and technology. **Scope:** Limited to Unduplicated Student Group(s)	We will use the California English Learner Roadmap as our guide to provide integrated and designated English language development instruction and learning for our ELs and LTELs (Action 1.11). Support the California English Learner Roadmap and integrated and designated English Language Development instruction and learning with ongoing professional development and ensure all English Learners and Long Time English Learners are provided daily English Language Development and all teachers are properly credentialed to support English Learners with the acquisition of the English Language. Additional support for English Learners and for Long Term English Learners will be provided with supplemental software licenses to meet their targeted needs. Additional support for ELs and LTELs will also be provided with after school tutoring to accelerate English language acquisition and academic progress. English Learners and Long Time English Learners will receive priority and proper testing environment for ELPAC assessments including proper training of classroom teachers, instructional aides, principals, and intermittent assessment specialists monitored by Educational Services. We expect that the academic achievement rates for English Learners will increase significantly as the actions are designed to meet the needs most	1.1 CAASPP ELA and 1.2 Math Scores including SED, ELs, LTELs, and Foster Youth 1.3 SBAC Scores in ELA, Math, and CAST 1.4 District Benchmark Testing 1.5 English Learner Proficiency Indicator and ELPAC Summative 1.6 Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		associated with the language barriers and academic deficiencies of these students.	

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

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.

N/A - McCabe does not receive additional concentration grant add-on funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$12,456,632	1,178,574	9.461%	0.000%	9.461%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,338,999.00	$0.00	$0.00	$0.00	$1,338,999.00	$1,251,999.00	$87,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.2	Intervention Support - Paraprofessionals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$581,720.00	$0.00	$581,720.00				$581,720.00	
1	1.3	Intervention and Enrichment Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$102,415.00	$0.00	$102,415.00				$102,415.00	
1	1.4	Parent/Family Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$6,000.00	$3,000.00	$9,000.00				$9,000.00	
1	1.5	Intervention Teacher(s)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$52,001.00	$0.00	$52,001.00				$52,001.00	
1	1.6	Teacher Credentialing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,898.00	$0.00	$3,898.00				$3,898.00	
1	1.7	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$127,249.00	$40,000.00	$167,249.00				$167,249.00	
1	1.8	Supplemental Instructional Materials and Licenses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$114,945.00	$1,000.00	$115,945.00				$115,945.00	
1	1.10	Supplemental Instructional Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.11	Language Acquisition and Support for English Learners - ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$500.00	$500.00				$500.00	
2	2.1	Professional Development: Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,212.00	$0.00	$1,212.00				$1,212.00	
2	2.2	Character Development Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August-June	$0.00	$4,000.00	$4,000.00				$4,000.00	
2	2.3	Course Access Supplemental Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July - June	$57,870.00	$1,000.00	$58,870.00				$58,870.00	
2	2.4	Attendance Incentives and Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August-June	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.5	Counseling Services and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July-June	$152,218.00	$1,500.00	$153,718.00				$153,718.00	
2	2.6	Provide Clean and Safe Facilities	All	No				July-June	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.7	Attendance Monitoring and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.8	Social Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.9	Campus Security	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$52,471.00	$2,000.00	$54,471.00				$54,471.00	
3	3.1						All Schools									
3	3.2						All Schools									
3	3.3						All Schools									
3	3.4						All Schools									
3	3.5						All Schools									
3	3.6						All Schools									
3	3.7						All Schools									
4	4.1						All Schools									
4	4.2						All Schools									
4	4.3						All Schools									
4	4.4						All Schools									
4	4.5						All Schools									
4	4.6						All Schools									

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
$12,456,632	1,178,574	9.461%	0.000%	9.461%	$1,336,999.00	0.000%	10.733 %	**Total:**	$1,336,999.00
								LEA-wide Total:	$1,336,499.00
								Limited Total:	$500.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
1	1.2	Intervention Support - Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$581,720.00	
1	1.3	Intervention and Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$102,415.00	
1	1.4	Parent/Family Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,000.00	
1	1.5	Intervention Teacher(s)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$52,001.00	
1	1.6	Teacher Credentialing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,898.00	
1	1.7	Technology	Yes	LEA-wide	English Learners Foster Youth	All Schools	$167,249.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.8	Supplemental Instructional Materials and Licenses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	1.9	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$115,945.00	
1	1.10	Supplemental Instructional Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
1	1.11	Language Acquisition and Support for English Learners - ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$500.00	
2	2.1	Professional Development: Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,212.00	
2	2.2	Character Development Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,000.00	
2	2.3	Course Access Supplemental Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$58,870.00	
2	2.4	Attendance Incentives and Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	2.5	Counseling Services and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$153,718.00	
2	2.7	Attendance Monitoring and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income		$2,000.00	
2	2.8	Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income		$5,000.00	
2	2.9	Campus Security	Yes	LEA-wide	English Learners Foster Youth Low Income		$54,471.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,409,254.00	$1,650,861.00

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	Professional Development	Yes	$1,500.00	$18,215.00
1	1.2	Intervention Support - Paraprofessionals	Yes	$605,649.00	$928,590.00
1	1.3	Intervention and Enrichment Opportunities	Yes	$6,055.00	$10,393.00
1	1.4	Parent/Family Involvement	Yes	$3,000.00	$669.00
1	1.5	Intervention Teacher(s)	Yes	$281,945.00	$356,427.00
1	1.6	Teacher Credentialing	Yes	$10,898.00	$6,000.00
1	1.7	Technology	Yes	$125,962.00	$65,541.00
1	1.8	Supplemental Instructional Materials and Licenses	Yes	$25,000.00	$1,563.00
1	1.9	College and Career Readiness	Yes	$115,945.00	$1,950.00
1	1.10	Supplemental Instructional Programs	Yes	$5,000.00	$50,960.00
1	1.11	Language Acquisition and Support for English Learners - ELD	Yes	$500.00	$400.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Professional Development: Safety	Yes	$1,212.00	$20,991.00
2	2.2	PeaceBuilder Program	Yes	$4,000.00	$8,195.00
2	2.3	Course Access Supplemental Programs	Yes	$61,870.00	$679.00
2	2.4	Attendance Monitoring and Supports	Yes	$5,000.00	$6,500.00
2	2.5	New Action Counseling Services	Yes	$153,718.00	$170,288.00
2	2.6	Provide Clean and Safe Facilities	No	$2,000.00	$3,500.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,161,593	$1,407,254.00	$1,647,361.00	($240,107.00)	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	1.1	Professional Development	Yes	$1,500.00	$18,215.00		
1	1.2	Intervention Support - Paraprofessionals	Yes	$605,649.00	$928,590.00		
1	1.3	Intervention and Enrichment Opportunities	Yes	$6,055.00	$10,393.00		
1	1.4	Parent/Family Involvement	Yes	$3,000.00	$669.00		
1	1.5	Intervention Teacher(s)	Yes	$281,945.00	$356,427.00		
1	1.6	Teacher Credentialing	Yes	$10,898.00	$6,000.00		
1	1.7	Technology	Yes	$125,962.00	$65,541.00		
1	1.8	Supplemental Instructional Materials and Licenses	Yes	$25,000.00	$1,563.00		
1	1.9	College and Career Readiness	Yes	$115,945.00	$1,950.00		
1	1.10	Supplemental Instructional Programs	Yes	$5,000.00	$50,960.00		
1	1.11	Language Acquisition and Support for English Learners - ELD	Yes	$500.00	$400.00		
2	2.1	Professional Development: Safety	Yes	$1,212.00	$20,991.00		
2	2.2	PeaceBuilder Program	Yes	$4,000.00	$8,195.00		

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)
2	2.3	Course Access Supplemental Programs	Yes	$61,870.00	$679.00		
2	2.4	Attendance Monitoring and Supports	Yes	$5,000.00	$6,500.00		
2	2.5	New Action Counseling Services	Yes	$153,718.00	$170,288.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$13,044,529	$1,161,593	0	8.905%	$1,647,361.00	0.000%	12.629%	$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:

    o 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]).

    o 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:

  - 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.

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

Maintenance of Progress Goal

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.

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

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

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

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

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

  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

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

  - The baseline data must remain unchanged throughout the three-year LCAP.

    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

  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.

- o 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.

- o 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.

- 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.

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.

  - o **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:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o 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.

- o 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.

    - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.*

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- 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%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

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

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

  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

o 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**

  o 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)**

  o 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**

  o 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)**

  o 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 (%)**

  o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o 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)**

  o 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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