



LCFF Budget Overview for Parents

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

CDS Code: 04 61382 6002919

School Year: 2024-25

LEA contact information:

Scott Johnson

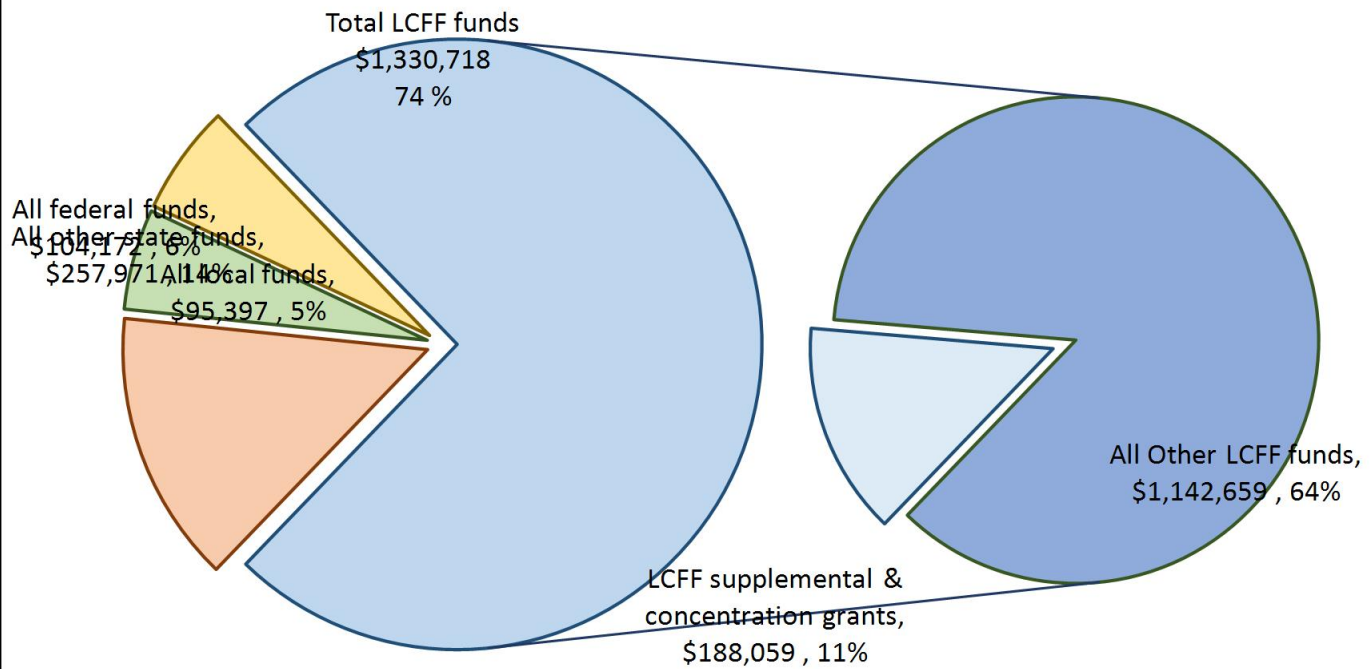
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

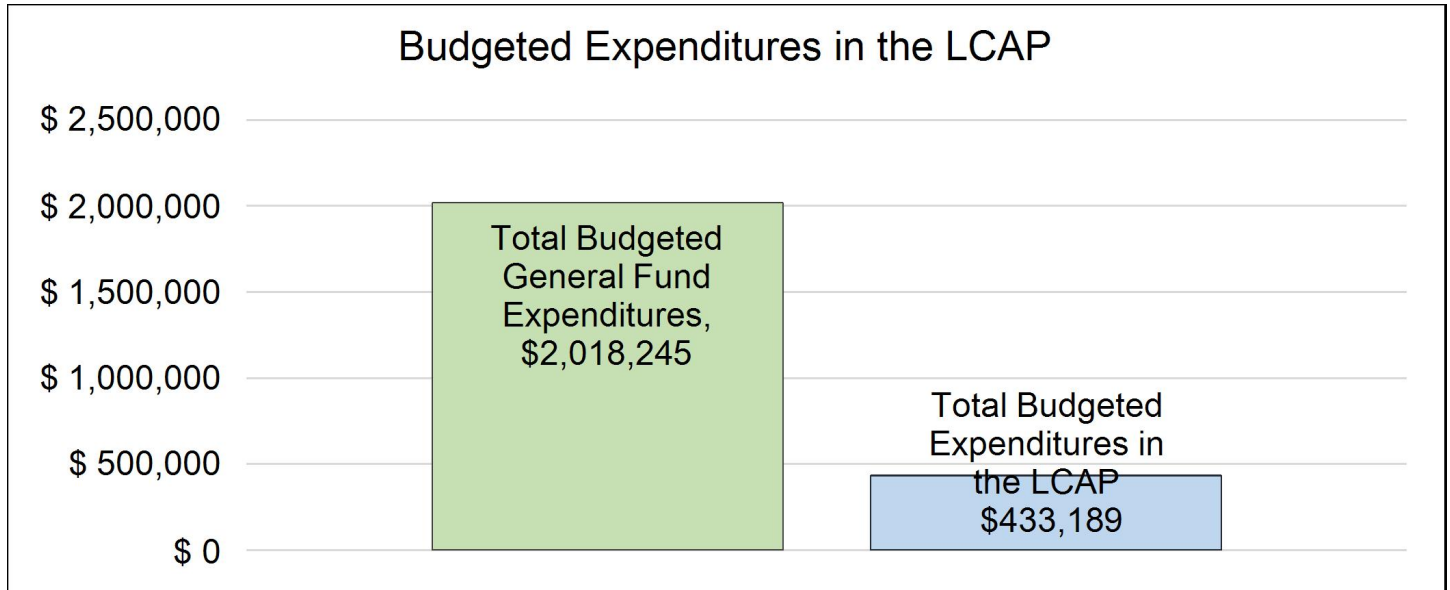


This chart shows the total general purpose revenue Bangor Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bangor Union Elementary School District is \$1,788,258, of which \$1330718 is Local Control Funding Formula (LCFF), \$257971 is other state funds, \$95397 is local funds, and \$104172 is federal funds. Of the \$1330718 in LCFF Funds, \$188059 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Bangor 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.

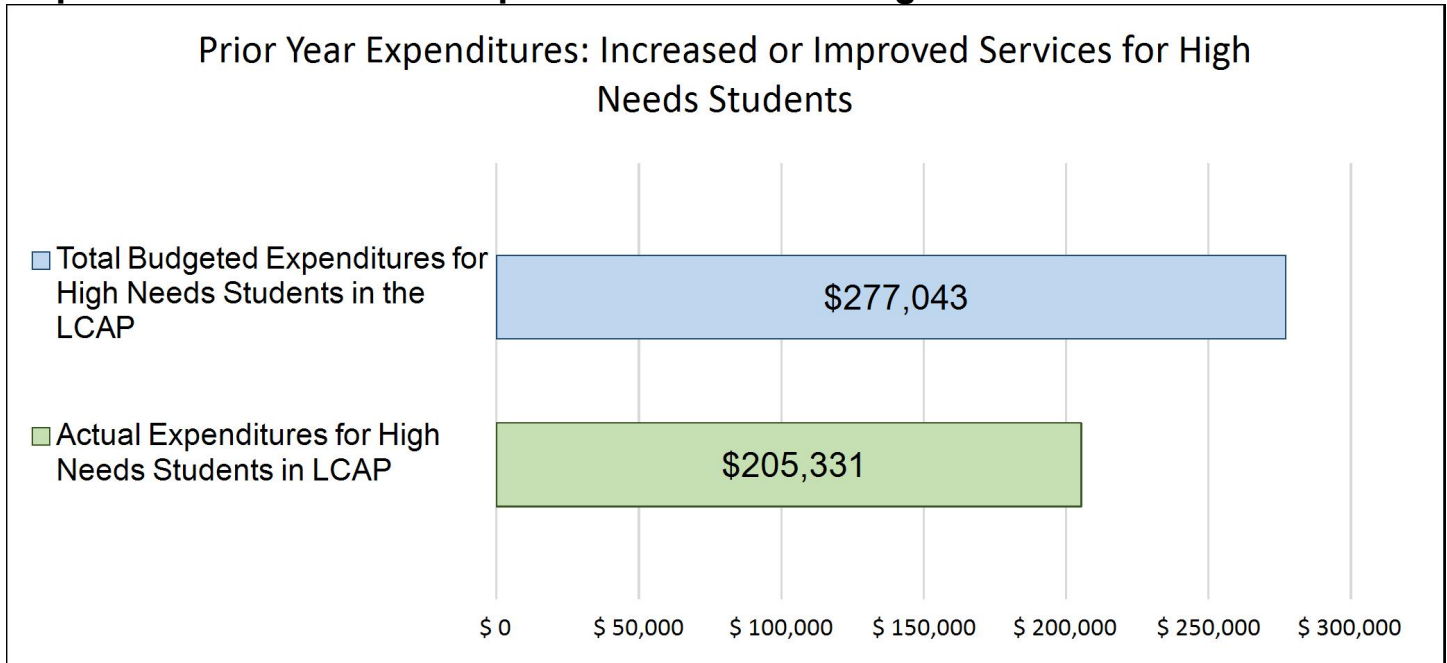
The text description of the above chart is as follows: Bangor Union Elementary School District plans to spend \$2018245 for the 2024-25 school year. Of that amount, \$433189 is tied to actions/services in the LCAP and \$1,585,056 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2024-25, Bangor Union Elementary School District is projecting it will receive \$188059 based on the enrollment of foster youth, English learner, and low-income students. Bangor Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Bangor Union Elementary School District plans to spend \$209847 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



This chart compares what Bangor 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 Bangor 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, Bangor Union Elementary School District's LCAP budgeted \$277043 for planned actions to increase or improve services for high needs students. Bangor Union Elementary School District actually spent \$205331 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bangor Union Elementary School District	Scott Johnson	sjohnson@bangorunion.org (530) 679-2434

Goals and Actions

Goal

Goal #	Description
1	Bangor will implement and refine a MTSS (Multi-Tiered System of Support) utilizing multiple forms of data to identify academic need. Programs, activities and strategies based on an in-depth analysis of assessment data, will be designed and implemented to improve student achievement and outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4- CAASPP ELA (Grades 3-8)	2018-2019 33.33% met or exceeded the standard	SPRING 2021: Grade 3 - Unclear (no scores on CAASPP public data source; less than than 10 tested) Grade 4 - 9.09% met or exceeded Grade 5 - 43.75% met or exceeded Grade 6 - 54.54% met or exceeded Grade 7 - 27,27% met or exceeded Grade 8 - Unclear (no scores on CAASPP public data source; less than 10 tested) OVERALL: 36.5% met or exceeded	SPRING 2022: Grade 3 - Unclear (no scores on CAASPP public data source; less than than 10 tested) Grade 4 - Unclear (no scores on CAASPP public data source; less than than 10 tested) Grade 5 - 9.09% Grade 4 Grade 4 - Unclear (no scores on CAASPP public data source; less than than 11 tested) Grade 6 - 38.46% met or exceeded in ELA Grade 7 - Unclear (no scores on CAASPP public data source;	SPRING 2023: Grade 3 - Grade 4 - Unclear (no scores on CAASPP public data source; less than than 11 tested) Grade 4 - Unclear (no scores on CAASPP public data source; less than than 11 tested) Grade 5 - Grade 4 - Unclear (no scores on CAASPP public data source; less than than 11 tested) Grade 6 - Grade 4 - Unclear (no scores on CAASPP public data source; less than than 11 tested)	85% meet or exceed the standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>less than than 10 tested) Grade 8 - Unclear (no scores on CAASPP public data source; less than 10 tested)</p> <p>OVERALL: 40% met or exceeded in ELA</p>	<p>Grade 7 - 27% met or exceeded Grade 8 - Grade 4 - Unclear (no scores on CAASPP public data source; less than than 11 tested)</p> <p>OVERALL: 58% met or exceeded in ELA</p>	
Priority 4- CAASPP Math (Grades 3-8)	2018-2019 24% met or exceeded the standard	<p>SPRING 2021: Grade 3 - Unclear (no scores on CAASPP public data source; less than 10 tested) Grade 4 - 9.09% met or exceeded Grade 5 - 18.75% met or exceeded Grade 6 - 9.09% met or exceeded Grade 7 - 0% met or exceeded Grade 8 - Unclear; no scores on CAASPP public data source; less than 10 tested)</p> <p>OVERALL: 12.69% met or exceeded</p>	<p>SPRING 2022: Grade 3 - Unclear (no scores on CAASPP public data source; less than than 10 tested) Grade 4 - Unclear (no scores on CAASPP public data source; less than than 10 tested) Grade 5 - 9.09% met or exceeded in Math Grade 6 - 38.46% met or exceeded in Math Grade 7 - Unclear (no scores on CAASPP public data source; less than than 10 tested) Grade 8 - Unclear (no scores on CAASPP public data source; less than 10 tested)</p>	<p>SPRING 2023: Grade 3 - Grade 4 - Unclear (no scores on CAASPP public data source; less than than 11 tested) Grade 4 - Grade 4 - Unclear (no scores on CAASPP public data source; less than than 11 tested) Grade 5 - Grade 4 - Unclear (no scores on CAASPP public data source; less than than 11 tested) Grade 6 - Grade 4 - Unclear (no scores on CAASPP public data source; less than than 11 tested) Grade 7 - 9% met or exceeded</p>	85% meet or exceed the standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			OVERALL: 31% met or exceeded in Math	Grade 8 - Grade 4 - Unclear (no scores on CAASPP public data source; less than 11 tested) OVERALL: 24% met or exceeded in Math	
Priority 8- STAR ELA (Grades 2-8)	2020-2021 37% on grade level or above	Spring 2022: 42% on grade level or above	Spring (March) 2023: 48% on grade level or above	Spring (March) 2024: 50% on grade level or above	85% meet or exceed the standard
Priority 8- STAR Math (Grades 2-8)	2020-2021 23% on grade level or above	Spring 2022: 30% on grade level or above	Spring (March) 2023: 38% on grade level or above	Spring (March) 2024: 62% on grade level or above	85% meet or exceed the standard
Priority 8- DIBELS (Grades Tk-3)	2020-2021 22% meeting all benchmarks	TK/K-2nd: 38% meeting benchmark 3rd: Unclear.	TK/K-2nd: 65% meeting benchmark 3rd: 60% meeting benchmark	TK/K-2nd: 83% meeting benchmark 3rd: 70% meeting benchmark	85% meet or exceed the benchmark
Priority 8- BPST (Grades Tk-3)	2020-2021 40% meeting all benchmarks	60% meeting benchmark	66% meeting benchmark	60% meeting benchmark	85% meet or exceed the benchmark
Priority 4- ELPAC (Grades K-8)	2018-2019 50% of students progressing with proficiency	Unclear (no scores on ELPAC public data source; less than 10 tested)	Unclear (no scores on ELPAC public data source; less than 10 tested)	Unclear (no scores on ELPAC public data source; less than 10 tested)	90% of students progressed a level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7- Course Access	100% of all students have access to STEAM (Science, Technology, Engineering and Math)	100% of all students have access to STEAM (Science, Technology, Engineering and Math)	100% of all students have access to STEAM (Science, Technology, Engineering and Math)	100% of all students have access to STEAM (Science, Technology, Engineering and Math) Grades 4th-8th Students have access to symphonic band.	100% of all students have access to STEAM
Priority 1- Standards aligned instructional materials for every students	New Curriculum was purchased for ELA and Math in 2017 - 2020.	No science or History-Social Studies curriculum was purchased in 21-22.	We are piloting and going through adoption process for HSS.	We are piloting and going through adoption process for science 6-8.	New curriculum will be purchased for Science and History-Social Studies.
Priority 2- Implementation of state standards	Teachers self assessed using the implementation rubric and scored an average of 3 for ELA and Math	Unclear.	Under new Administration, through discussion, certificated staff team scored this indicator at an average of 2.375 on the standards implementation rubric	Administration, through discussion, certificated staff team scored this indicator at an average of 2.96 on the standards implementation rubric	100% of teachers will score a 4 or above on the standards implementation rubric.
Priority 1- Teachers fully credentialed and appropriately assigned	100% of teachers are fully credentialed	100% of teachers are fully credentialed.	100%	80% of teachers are fully credentialed.	100% will be fully credentialed
Priority 8 - K-2 Math Assessment	2020-2021 87% on grade level or above	Unclear.	2022-2023 83% on grade level or above	2023-2024 75% on grade level or above	85% on grade level or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5- Middle School Dropout Rate	0% of middle school student drop out rate	0%	0%	0%	Maintain 0% middle school student dropout rate
Priority 4- EL Reclassification Rate	0% of EL student were reclassified in 2019-2020	2020-2021: .9% of EL students were reclassified 2021-2022: 1.1% of English Learners were reclassified	0% of EL were reclassified	12% of our EL were reclassified	5% of EL students reclassified yearly
PBIS Implementation	Initial implementation of PBIS in year 2	TFI not administered, PBIS not implemented.	TFI percent and full T1 scheduled for Fall of 2023	TFI, May 2024 of 93% performed by BCOE ACER. We expect Bronze Recognition.	Tier 1 TFI score of 90% by 2023-2024

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.

- 1.1 Class size reduction: According to the data, this action was effective in achieving the goal.
- 1.2 Paraprofessionals for Intervention: According to the data, this action was effective in achieving the goal.
- 1.3 Professional Development: According to the data, this action was effective in achieving the goal.
- 1.4 Provide Support New Teachers: According to the data, this action was effective in achieving the goal.
- 1.5 PBIS Implementation: According to the data, this action was effective in achieving the goal.

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.

The only material Goal 1 difference in an action for this LCAP was Action (1.2 Paraprofessional). Due to increased enrollment in Tk-K students- Bangor UESD had to hire additional staff to complete the required ratio for students to adults (UPK). This was necessary to be in compliance with UPK guidelines. This accounts for the difference and over- expenditure.

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 is an analysis of each Action using data from our Measurable Outcomes:

1.1 Class size reduction

Maintain 1.5 FTE certificated teacher to support smaller class sizes and reduce the range of multi-grade classrooms and intervention \$172,135.00. Analysis shows in the these Metrics, Priority 4- CAASPP ELA 40% "met or exceeded" in 2022 verses Priority 4- CAASPP ELA 58% "met or exceeded" 2023. Analysis shows in the these Metrics, Priority 4- CAASPP Math (Grades 3-8) 31% "met or exceeded" in 2022 verses Priority 4- CAASPP ELA 24% "met or exceeded" 2023. ELA scores showed high growth in CAASPP. In fact we have the highest ELA "met or exceeded" percent in Butte County. Our Math Scores softened a bit sliding downward in CAASPP. In Local STAR scores, in Math and ELA we have shown growth every year in each subject. Overall, we feel the data supports this action's effectiveness.

1.2 Paraprofessionals for Intervention

Maintain Instructional Aides to provide supplemental differentiated student support to unduplicated pupils in multi-grade level classes including students with disabilities. \$44,391.00. We will use the same analysis as 1.1 in this Action. Analysis shows in the these Metrics, Priority 4- CAASPP ELA 40% "met or exceeded" in 2022 verses Priority 4- CAASPP ELA 58% "met or exceeded" 2023. Analysis shows in the these Metrics, Priority 4- CAASPP Math (Grades 3-8) 31% "met or exceeded" in 2022 verses Priority 4- CAASPP ELA 24% "met or exceeded" 2023. ELA scores showed high growth in CAASPP. In fact we have the highest ELA "met or exceeded" percent in Butte County. Our Math Scores softened a bit sliding downward in CAASPP. In Local STAR scores, in Math and ELA we have shown growth every year in each subject. Overall, we feel the data supports this action's effectiveness.

1.3 Professional Development

Professional development for all faculty and staff to implement trauma informed practices and Positive Behavior Interventions & Supports (PBIS) in order to better support our at-risk students, increase student engagement, and increase ownership of academic achievement. \$10,360.00. Analysis shows in the these Metrics Priority 5- Middle School Dropout Rate and PBIS Implementation that we have made progress in staff prophecy. Middle School Dropout rate continuing of 0% through the years of this LCAP show support of at risk students. PBIS implementation has shown growth with TFI data and the development of PBIS Matrix, Teacher/ Staff PBIS lessons being developed and taught, the three years of the PAW store's operation and a Tier 1 Handbook with Data Meetings. Overall, we feel the data supports this action's effectiveness.

1.4 Provide Support New Teachers

We continue to support newly credentialed teachers with BCOE and District mentorship programs CALTIP programs. \$1,868.00. Through circumstances our highly qualified percentage of teachers decreased in Action "Priority 1- Teachers fully credentialed and appropriately assigned", from 100% last year to 80% this year. Despite this drop, supporting teachers and our actions have been appropriate. Overall, we feel the data supports this action's effectiveness.

1.5 PBIS Implementation

Building school culture and reducing disruption. Aside from the TFI, we lack a strong metric to evaluate this action directly. Since PBIS is part of the MTSS model it is evident that this has helped keep Priority 5- Middle School Dropout Rate at zero. On the Dashboard we have shown growth in reducing suspension rate down to 1.3% in 2023 compared to 9.4% suspension rate in 2022. Overall, we feel the data supports this action's effectiveness.

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.

Considering the effectiveness of (Goal #1) "Bangor will implement and refine a MTSS (Multi-Tiered System of Support) utilizing multiple forms of data to identify academic need. Programs, activities and strategies based on an in-depth analysis of assessment data, will be designed and implemented to improve student achievement and outcomes."

In the last three years, Bangor has developed a local academic testing calendar with BPST, DIBLES, and STAR. Additionally, we have good feedback on growth with these tests and progress monitoring modules with Freckle and IXL. Our CAASPP ELA scores have come from 36.51% "met or exceeded" in 2020-2021 to 58% "met or exceeded" in 2022-2023. By this measure alone, I would say in ELA we have improved student outcomes by a large margin. Our stated goal above and actions have been effective. Despite these gains, we will however continue to refine goals for future LCAP.

Our CAASPP Math scores have come from 12.61% "met or exceeded" in 2020-2021 to 24% "met or exceeded" in 2022-2023. By this measure alone, I would say in Math we have improved student outcomes by a significant margin, however we have more growth to do on Math as it lags greatly behind ELA. Our stated goal above and actions have been effective. Despite these gains, we will however continue to refine goals for future LCAP.

In the next LCAP cycle Bangor Union is likely to have a goal that directly addresses academic growth and attendance. Academic growth is always desired by our district. Attendance is still an area that shows weakness.

Moving ahead, our new goals for the next cycle is as follows:

- 1) Bangor Union Elementary School District will continue to develop a safe and inviting school that supports good attendance.
- 2) Bangor educators will work collaboratively to lift all students academically.

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	Bangor Union Elementary School District will develop safe and inviting environments that are clean, well maintained, and provide a sense of pride for students and families. Safe environments include those where students feel physically and emotionally supported and families feel welcomed. To accomplish this, Bangor School will develop and implement social emotional programs and PBIS (Positive Behavior Intervention Support).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5- Attendance Rates	94.4%	83.3%	93%	94%	96%
Priority 5- Chronic Absenteeism	14.7%	Unclear.	25% Overall Students with disabilities: 31.8%, Low SES: 24.6% Hispanic: 39.1%	25.7% Overall Students with disabilities: Not Reported, Low SES: 29.5% Hispanic: Not Reported	12%
Priority 6- Suspension Rate	6%	5.2%	2021-2022 14 days of suspension. 11.7%	1.3%	4%
Priority 6- Expulsion Rate	0%	0%	0%	0%	0%
Priority 6- Local Climate Survey	80% of students feel safe at school	Unclear	79% of students feel safe at school as of March 2023	86% of students feel safe at school as of March 2024	100% of students feel safe at school
Priority 6- Local Climate Survey	80% of students feel connected	Unclear	90% of students feel connected	91% of students feel connected	100% of students feel connected

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3- Parent input in decision-making	16% of survey responses returned (Back to School survey)	Unclear	30% of survey responses returned	31% of survey responses returned	85% of survey responses returned
Priority 3- Parental participation in programs for Unduplicated Pupils	38% of Families Participated in End of Year Activity	43% of families participated in EOY Activity	55% of families participated in EOY Activity.	61% of families participated in EOY Activity.	85% Families will participate
Priority 1- School Facilities in "good repair"	FIT Report indicates "Good Repair"	FIT Report indicates "Good Repair"	FIT Report indicates "Good Repair"	FIT Report indicates "Good Repair"	FIT Report indicates "Good Repair"
SEL	"79% feel safe at school"	Added Metric in Year 2	Toolbox purchased, no training. Training added twice for 2023	88% Feel Safe at School	"100% safe at school"

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 following is an analysis of each Action using data from our Measurable Outcomes:

2.1 Increasing Parent Communication and Involvement

Provide and maintain activities that connect families and community members to school. i.e. Bangor Parents' Association, Site Council, Career Day, Athletics, Student/Staff athletic competitions, Back to School Night, Talent Show, Holiday Programs, Open House, Parent surveys, Student surveys, Student Council, Volunteer opportunities, \$10,982.00. The planned activities were underspend do to pushing some needed changes in products into the next year. In 2024-2025 we will have a new website, app and robo caller system. The delay was purely logistical and contractual in nature. Actual implementation is on track, but delayed in this area.

2.2 Transportation to and from School

Safe and efficient transportation will be provided to and from school to ensure strong student attendance patterns, academic success, and participation in school activities. Base Grant is used for expenses up to \$51,704.00 . The Action's implementation is on track and executed as planned.

2.3 Health Services

Provide health services to students

\$12,312.00. It is unclear what the action was intended for, and there seems to not be a clear metric. We do perform vision and hearing screenings annually. As best as this LCAP writer can gather coming in mid way through the 3- Year cycle. The Action's implementation is on track and executed as planned.

2.4 Indirect Costs & ConApp Support

Provide administrative services to ensure compliance for federal funding and support indirect costs.

\$7,000.00. The Action's implementation is on track and executed as planned.

2.5 Supplemental Curriculum and Materials

Purchase supplemental curriculum materials for intervention, MTSS and acceleration.

\$9,573.00 Annually, we have replaced aging curricula and have purchased supplemental materials. We are nearly up to date for all core areas for curricula. The Action's implementation is on track and executed as planned.

2.6 Campus Supervision

Hire and maintain campus supervisors to ensure a safe environment. \$3,671.00. Staff was in place, we saw our campus safety increase. The Action's implementation is on track and executed as planned.

2.7 SEL Toolbox/Xello

Purchased SEL curriculum, Toolbox, and professional development for certificated staff. Staff is delivering Xello modules, and students have added to their career portfolio. Toolbox has been trained with our Special Education Teacher. Our Counselor was trained but did not return for service. In 2023-2024, we trained our new counselor in Toolbox. The Action's implementation is on track and executed as planned.

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.

Goal 2 difference in an action for this LCAP was Action (2.5 Supplemental Curriculum). Bangor went through an adoption process for HHS 7th and 8th grades. It was not planned to also order for 6th grade, however upon feedback for a better articulated Middle School Program, we decided to add this as a cost. The increase was based on condition. This accounts for the difference and over-expenditure.

Goal 2 difference in an action for this LCAP was Action (2.1 Parent Communication). It was planned to change our Website and Robo caller system. This change was moved into 2024-2025 and will be implemented July of 2024. This accounts for the difference and under expenditure.

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 is an analysis of each Action using data from our Measurable Outcomes:

2.1 Increasing Parent Communication and Involvement

Provide and maintain activities that connect families and community members to school. i.e. Bangor Parents' Association, Site Council, Career Day, Athletics, Student/Staff athletic competitions, Back to School Night, Talent Show, Holiday Programs, Open House, Parent surveys, Student surveys, Student Council, Volunteer opportunities, \$10,982.00. Analysis shows in the these Metrics, Priority 3- Strengthened over the three years from 16% baseline to 31% in year 3 of this LCAP. Although, the goal fell well short of the 85% Survey Response Rate, progress was made. This is a valuable goal set by a previous LCAP writer; however the metric chosen is very narrow in scope and may not reflect the full estimation of parent involvement. Overall, we feel the data supports this action's effectiveness.

2.2 Transportation to and from School

Safe and efficient transportation will be provided to and from school to ensure strong student attendance patterns, academic success, and participation in school activities. Base Grant is used for expenses up to \$51,704.00 +++++We will use the same analysis as 1.1 in this Action. Analysis shows in the these Metrics, Priority 4- CAASPP ELA 40% "met or exceeded" in 2022 verses Priority 4- CAASPP ELA 58% "met or exceeded" 2023. Analysis shows in the these Metrics, Priority 4- CAASPP Math (Grades 3-8) 31% "met or exceeded" in 2022 verses Priority 4- CAASPP ELA 24% "met or exceeded" 2023. ELA scores showed high growth in CAASPP. In fact we have the highest ELA "met or exceeded" percent in Butte County. Our Math Scores softened a bit sliding downward in CAASPP. In Local STAR scores, in Math and ELA we have shown growth every year in each subject. Overall, we feel the data supports this action's effectiveness.

2.3 Health Services

Provide health services to students

\$12,312.00. It is unclear what the action was intended for, and there seems to not be a clear metric. We do perform vision and hearing screenings annually. Overall, we feel the data supports this action's ineffectiveness and relevance to our needs.

2.4 Indirect Costs & ConApp Support

Provide administrative services to ensure compliance for federal funding and support indirect costs.

\$7,000.00. These services have been rendered and have been of great help to the District. Overall, we feel the data supports this action's effectiveness.

2.5 Supplemental Curriculum and Materials

Purchase supplemental curriculum materials for intervention, MTSS and acceleration.

\$9,573.00 Annually, we have replaced aging curricula and have purchased supplemental materials. We are nearly up to date for all core areas for curricula. Overall, we feel the data supports this action's effectiveness.

2.6 Campus Supervision

Hire and maintain campus supervisors to ensure a safe environment. By metric of our suspension rate: baseline 6% and during the three year period the rate going to 11%, with the last year of this LCAP logging 1.3% suspension rate; we have shown great improvement and have dropped well below the stated goal of 4%.

\$3,671.00. Overall, we feel the data supports this action's effectiveness.

2.7 SEL Toolbox/Xello

Purchased SEL curriculum, Toolbox, and professional development for certificated staff. Staff is delivering Xello modules, and students have added to their career portfolio. Toolbox has been trained with our Special Education Teacher. Our Counselor was trained but did not return for service. In 2023-2024, we trained our new counselor in Toolbox. Overall, we feel the data supports this action's effectiveness.

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.

2.1 Increasing Parent Communication and Involvement. Essentially, this action was kept and moved into Goal 1 for the next LCAP round. "Goal 1: Bangor Union Elementary School District will continue to develop a safe and inviting school that supports good attendance." We will make significant changes as a result of our study in how this like- action will be executed.

2.2 Transportation to and from School. Essentially, this action was kept and moved into Goal 1 for the next LCAP round. "Goal 1: Bangor Union Elementary School District will continue to develop a safe and inviting school that supports good attendance." We will make no significant changes as a result of our study in how this action will be executed. We hope that robust transportation offerings will help attendance.

2.3 Health Services Due to lack of staffing options and lack of need after the pandemic, analysis shows that we no longer need this in our LCAP. As a part of the next LCAP this Action will be abandoned. We will however be funding a shared position with other small Districts out of another grant.

2.4 Indirect Costs & ConApp Support. This action was kept and moved into Goal 2 for the next LCAP round. "Goal 2: Bangor educators will work collaboratively to lift all students academically. " We will make no significant changes as a result of our study in how this action will be executed.

2.5 Supplemental Curriculum and Materials This action was kept and moved into Goal 2 for the next LCAP round. "Goal 2: Bangor educators will work collaboratively to lift all students academically. " We will make no significant changes as a result of our study in how this action will be executed.

2.6 Campus Supervision This action was kept and moved into Goal 2 for the next LCAP round. "Goal 2: Bangor educators will work collaboratively to lift all students academically. " We will make no significant changes as a result of our study in how this action will be executed.

2.7 SEL Toolbox/Xello Essentially, this action was kept and moved into Goal 1 for the next LCAP round. "Goal 1: Bangor Union Elementary School District will continue to develop a safe and inviting school that supports good attendance." We will make significant changes as a result of our study in how this like- action will be executed. Although we will keep SEL curriculum, based on data and feedback this function for the purposes for the LCAP will be focused on Student Recognition.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bangor Union Elementary School District	Scott Johnson	sjohnson@bangorunion.org (530) 679-2434

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.

Bangor Elementary School is a single school district nestled in the rolling hills of Northern California in Southern Butte County. During the 2023-2024 school year, 87 students were enrolled in our TK-8th grade program in our small, rural school. Our Unduplicated Pupil Percentage hovers around 73% and we have about 13% of our students as EL. Thirteen (13) classified staff members and six (6) certificated staff members serve to support Bangor Elementary School. Our tagline is: “Small School, Big impact, One family.”

In 2023-2024, Bangor Union Elementary School District boasts the highest District ELA/ Reading scores on the CAASPP and CA Dashboard in all of Butte County. In 2023-2024, we added concert band as an offering in our ASES program and we have a 4,000 square foot vegetable garden with a paid garden docent staff member.

Mission: We work as a team with families to serve learners by providing high quality instruction and rich educational experiences. We encourage, engage, and educate. We demonstrate being responsive to Each and Every Student while holding high academic standards.

Vision: At Bangor Union School District, our vision is to provide a classically inspired education with an intimate family feel. We believe in getting to know our students as individuals and tailoring our approach to meet their unique needs. Our goal is to cultivate a love of learning and a desire to seek knowledge that lasts a lifetime.

We strive to create leaders that are effective communicators, capable of making a global impact from a small town mindset. Our students are taught to think critically and creatively, to solve problems and make informed decisions. We aim to empower our students to become confident, independent thinkers and practiced orators who can navigate the challenges of the modern world with ease.

At Bangor, we are committed to growing leaders of personal liberty while serving the good of our community. We believe that education should be more than just a means to an end; it should be the way of a good life. We strive to grow leaders who embody the values of integrity, compassion, and civic responsibility. Our students are encouraged to develop a sense of service to others and engage in community service projects to develop civic responsibility.

Our ultimate goal is to create a school that is so inspiring and engaging that families are eager to enroll their children, and that we have a long waiting list for admission. We believe that this is a reflection of the quality of education we provide and the sense of community we foster. We are committed to creating a school that students are proud to attend, families are proud to be a part of, and the community is proud to support.

Reflections: Annual Performance

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

Students are showing growth according to internal assessments administered during the 2023-2024 school year. These assessments include: STAR Math, STAR Reading, STAR Early Literacy Assessment, DIBELS, and the BPST. We adding Xello, an SEL and Career explorations tool for grades 5-8. In 2023 and 2024 we had our counselor trained in Toolbox Learning for Pk-4 SEL.

Our Dashboard has Bangor Union once again is not in need of California's Differentiated Assistance, one of just a handful of schools in Butte County to be so. Our only "Red" Indicator is in the realm of attendance.

From the 2022-2023 CAASPP, our Suspension rate is now a "Green" indicator and has a suspension percent rate of 1.3%, down from 9.4% in the previous year, 2021-2022.

From the 2022-2023 CAASPP, our only "Red" Indicator on the 2023-2024 CA Dashboard, is Chronic Absenteeism rate, with 25.4%. In 2018 and 2019, before the Pandemic this number seemed to hover around 17.5%. Our Low SES and White Student Group were groups on concern with Chronic Absenteeism. The reader will see actions in this plan addressing this.

From the 2022-2023 CAASPP, in ELA, Bangor UESD saw an 18% percentage point increase from 2021-2022 on our ELA scores, bringing us up to 58% Met or Exceeded Standard. This is a "Green" Indicator.

From the 2022-2023 CAASPP, in Math, Bangor UESD saw an 6.9% percentage point decrease from 2021-2022 on our Math scores, leaving us at 24% Met or Exceeded Standard. This is an "Orange" Indicator. The reader will see actions in this plan addressing this.

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.

Bangor Elementary School is the only school in the District, and has NOT been a school receiving comprehensive support and improvement.

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

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	<p>Specific LCAP Feedback meetings: March 22 , April 12, May 10th of the 2023-2024 school year.</p> <p>Site Council/ LCAP Committee dates: October 17, November 21, December 19, January 16, February 20, March 20, April 17th of the 2023-2024 school year.</p> <p>December 2023, (HRS) High Reliability Schools Staff Survey.</p> <p>A poster board with sicknotes were discussed and used to develop goals and actions. Actions 1.3, 1.6, and 2.5 were added by teachers in sessions.</p>
Classified/ Other Personnel	<p>December 2023, (HRS) High Reliability Schools Staff Survey. Action 1.5 was added due to results/ feedback.</p> <p>A poster board with sicknotes were discussed and used to develop goals and actions. Action 1.9 was confirmed as a need by classified.</p>
Parents	<p>Site Council/ LCAP Committee dates: October 17, November 21, December 19, January 16, February 20, March 20, April 17th of the 2023-2024 school year. A poster board with sicknotes were discussed and used to develop goals and actions.</p>

Educational Partner(s)	Process for Engagement
	<p>Board Meetings October-June LCAP Standing Discussion Items. A poster board with sicknotes were discussed and used to develop goals and actions.</p> <p>Traditional Bangor March LCAP Survey. Actions 1.5 and 1.6 were added due to results/ feedback.</p> <p>December 2023, (HRS) High Reliability Schools Parent Survey. Action 1.6 was confirmed/ added due to results/ feedback.</p>
Students	<p>Student Council: Bi Weekly in 2023-2024 meeting, specifically October 18th in a longform meeting/ training. Action 1.6 was added due to results/ feedback.</p> <p>Traditional Bangor March LCAP Survey</p> <p>December 2023, (HRS) High Reliability Schools Student Survey. Action 1.4 was added due to results/ feedback.</p>
Admin	December 2023, (HRS) High Reliability Schools Admin Survey
Bargaining Units	Feedback in Surveys, Staff meetings, small group, individual
SELPA	Meeting with SELPA Director May 28th

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

With staff, students and community partners; the following input influenced the LCAP in these sessions, in this way:

>School Site Council/ LCAP Committee: October 17, November 21, December 19, January 16, February 20, March 20, April 17th of the 2023-2024 school year. The SSC determined through our process that we needed to add Actions 1.3 (Arts, music, hands on activities, maker space) and 1.6 (Continue to invest in attractive facilities, campus spaces)

>Teacher/ Staff:

March 22 , April 12, May 10th of the 2023-2024 School year. The staff determined through our process that we needed to add Actions 2.5 (After School Tutoring) and 2.7 (Curriculum and Materials).

>Board of trustees: December 14, January 11, February 22, March 21 of the 2023-204 School year. The Board determined through our process that they affirm strongly 1.6 (Continue to invest in attractive facilities, campus spaces). They suggested we have 2.5 (Math) action due to our strength of ELA scores and relative weakness of math.

>Student Council: Bi Weekly in 2023-2024 meeting, specifically October 18th in a longform meeting/ training. The student representatives and officers determined through our process that we needed to add Actions 1.4 (Student Recognition Program). The data that surveyed students also would lead one to make the same conclusion.

>HRS Surveys to Staff, Parents and Students occurred in December. These surveys contributed to our process that we needed to add Actions 1.5 (Communication/ Website, Robo Caller update) and 2.1 (PLC practices).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Bangor Union Elementary School District will continue to develop a safe and inviting school that supports good attendance.	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)

An explanation of why the LEA has developed this goal.

The reason why this goal was developed was directly due to our Chronic Absenteeism Rate of 25.4% on the 2023 Dashboard that showed a "Red" Indicator. This was the only "Red" indicator on our Dashboard. In this Red Indicator, we saw students of Low SES and White Subgroups as having the most issues with Chronic Absenteeism.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 6 - Suspension Rate	2023 CA Dashboard Suspension Rate 1.3% 2023 Marzano HRS 1.2 (December) Baseline student mean 3.54, Parent, Mean 4.11 PBIS TFI Bronze Level Recognition 2024			2023 CA Dashboard Suspension Rate Under 2% Marzano HRS Leading Indicator Survey 1.2. Student mean 4.00, Parent, Mean 4.25	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					PBIS TFI Silver Level Recognition	
1.2	Priority 5- Student Engagement/ Attendance	Percent of students who are present at least 85% of the school: year 2024 Baseline 90.9%			95% of students will attend at a rate of 85% or greater.	
1.3	Priority 5 - School Attendance Rates	Local Attendance Data- (May 1, 2024) 93% attendance rate for the year.			Local Attendance Data- (May 1, Year 3) 96% attendance rate for the year.	
1.4	Priority 5 - Chronic Absenteeism Rates	Results from 2022-23 All students - 25.7% (Red) Socioeconomically Disadvantaged - 29.5% (Red) White student group - 23.6% (Red)			Chronic Absenteeism Rates All students <10% SED < 15% White <10%	
1.5	Priority 7- Course Access/ Equity	On our Student Feedback Survey "There is enough art, music, garden in my week" mean 2.95 on a Likert Scale of 1-5.			On our Student Feedback Survey "There is enough art, music, garden in my week" average 3.5 on a Likert Scale of 1-5.	
1.6	Priority 3-Parental Involvement/ Communication	Marzano HRS (Dec): Leading Indicator 1.6: Students, parents, and			Marzano HRS Leading Indicator Survey: Leading	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		the community have formal ways to provide input regarding the optimal functioning of the school. 2023 baseline student mean 2.74, parent mean 3.32			Indicator 1.6: Student mean 3.50, parent mean 4.00	
1.7	Priority 1-Basic Services/ Facilities	Marzano HRS (Dec): Leading Indicator 1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers. 2023 baseline student mean 3.82, Parent mean 4.22			Marzano HRS Survey: Leading Indicator 1.8: Student mean 4.00, parent mean 4.50	
1.8	Priority 1 - Basic Services / Facilities - Facility Inspection Tool: Maintain Good or Exemplary rating	100% FIT Tool Rating "Good"			Maintain Good or Exemplary rating on FIT	
1.10	Priority 6-School Climate/ Mental Health (Student efficacy)	Marzano HRS (December) Leading Indicator 1.7: 2023 baseline student mean 2.56, parent mean 3.95.			Marzano HRS Leading Indicator Survey 1.7: Student mean 3.00, parent mean 4.25	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Priority 6-School Climate/ Safety	Marzano HRS (Dec) 1.2: Students, parents, and the community perceive the school environment as safe and orderly. 2023 baseline student mean 3.54, Parent Mean 4.11			Marzano HRS Leading Indicator Survey 1.2: Student mean 4.00, Parent Mean 4.25.	
1.12	Priority 5 - Middle School Dropout Rates	2023-24 results - 0%			Maintain 0%	
1.13	Priority 6 - Expulsion Rate	2023-24 results - 0%			Maintain 0%	

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	PBIS	Bangor School will continue to develop PBIS (Positive Behavior Intervention Support) to the Silver Recognition level.	\$2,000.00	Yes
1.2	SART	SART (School Attendance Review Team) will be developed to intervene with families that have attendance issues.	\$0.00	No
1.3	Arts, music, hands on activities, maker space	In order to build programs that are popular with students that will support better attendance, Bangor has included 1.3 into our Attendance Goal. Our community in our "LCAP Actions Building" sections- LCAP Committee) specifically asked for this action and it was added.	\$4,250.00	Yes
1.4	Student Recognition program	In order to support students feeling successful, appreciated and celebrated, we will develop and support an intentional and coordinated student recognition program for our Trimester Awards cycle. We believe this strategy of celebration and achievement will help support better attendance	\$4,000.00	Yes
1.5	Web, newsletters, social media, robo call communication, marketing	In order to support parents seeing better satisfaction with our communication, website and social media presence will be supported through our LCAP. We believe this too will support better school attendance and academic engagement. We will begin a new product called Apptegy to help us grow in this area. This is a website, app, social media and mass communicator tool.	\$9,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Continue to invest in attractive facilities, campus spaces	In order to support parents, students and the community seeing better satisfaction with our facilities and student spaces, we will continue to beautify areas and create great outdoor learning spaces. We want to foster community pride on our facilities. We believe this too will support better school attendance and academic engagement. In addition to building attractive spaces, we will replace dilapidated out-buildings and replace flooring and furniture.	\$124,670.00	No
1.7	Paraprofessionals for Intervention	In order to support students' academic engagement and feeling like there is sufficient help in classrooms for intervention we are supporting Paraprofessionals for Intervention. We believe this too will support better school attendance and academic engagement.	\$75,358.00	No
1.8	Class size reduction	In order to support students' academic engagement and feeling like there is sufficient help in classrooms for intervention we are supporting class size reduction. We believe this too will support better school attendance and academic engagement.	\$150,496.00	Yes
1.9	Campus Supervision	A campus supervisor helps to facilitate smooth transitions by being present between classes as well the lunch period and after school. This campus supervisor is making connections with struggling students and observing students in unstructured times; this provides faculty, staff and the counselor with anecdotal information about students and their behavior. It makes sense that this action is a contributing factor to a decrease in the suspension rate. The indented effect is that with increased adult presence in the form of a campus supervisor the suspension rates will continue to decrease while the sense of safety on campus increases.	\$4,996.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Bangor educators will work collaboratively to lift all students academically.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Bangor will utilize multiple forms of data to identify academic need. Programs, activities and strategies based on an in-depth and collaborative analysis of assessment data, will be designed and implemented to improve student achievement and outcomes.

Marzano's Research and framework on High Reliability Schools (HRS) have been used to help the District indicator of student success in academic growth. Schools (HRS) framework serves as a strategic planning model to help schools focus on specific, research-based conditions for continuous school improvement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 8- Other Student Outcome/ Assessment Tools	Marzano HRS (Dec) 1.4: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students. 2023			Marzano HRS Leading Indicator Survey: Leading Indicator 1.4: Student mean 4.00, Parent mean 4.00. The Staff mean for this survey item was 4.00.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		baseline student mean 3.61, Parent mean 3.79. The Staff mean for this survey item was 3.22.				
2.2	Priority 8 - Pupil Outcomes - STAR Math Scores	<p>Using STAR Math and the STAR Consolidated Assessment Proficiency Report</p> <p>55% of students are at 45% of National Percentile Rank or higher in 2023-2024</p>			66% of students are at 45 percentile of National Percentile Rank, or higher, at the end of Year 3	
2.3	Priority 8 - Pupil Outcomes - STAR Reading Scores	<p>Using STAR Reading and Early Literacy Assessments (STAR Consolidated Assessment Proficiency Report)</p> <p>STAR Reading: 46% of students are at 45 percentile of National Percentile Rank or higher in 2023-2024</p> <p>Early Literacy (TK-K): 70% of students are at 45 percentile of National Percentile</p>			<p>STAR Reading: 66% of students are at 45 percentile of National Percentile Rank, or higher, at the end of Year 3</p> <p>STAR Early Literacy (TK-K): 66% of students are at 45 percentile of National Percentile Rank, or higher, at the end of Year 3</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Rank or higher in 2023-2024				
2.4	Priority 4 - EL: Reclassification Rate	Reclassified Rate 2024 baseline 12% of EL became RFEP			By the End of Year 3, Reclassification Rate will be 20%	
2.5	Priority 8 - Pupil Outcomes - STAR Proficiency Report	STAR Consolidated Assessment Proficiency Report Students that are 20 percentile or lower in National Percentile Rank Reading 35% 2023-2024 Math 23% 2023-2024 Early Lit 30% 2023-2024			Students that are 20 percentile or lower in National Percentile Rank Reading 10% Year 3 Math 10% Year 3 Early Lit 10% Year 3	
2.6	Priority 8 - Pupil Outcomes - STAR Progress Report	Grades 1-8 STAR Consolidated Progress Report Math Average Scaled Score 2024 988 Math Average Scaled Score 2024			STAR Consolidated Progress Report Math Average Scaled Score Year 3 1200	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1012			Math Average Scaled Score Year 3 1200	
2.7	<p>Priority 1-Basic Services/ Instructional Materials</p> <p>All students (100%) have access to Board Adopted Texts.</p>	<p>Given Bangor counts every grade Tk-8, (10 grade levels) Counting 4 core subjects that equals 40 sets of curriculum.</p> <p>What percent of (40) Core Adopted, is newer than 6 years old?</p> <p>Baseline 47.5%</p> <p>All students have access to Board Adopted Texts, baseline 100%.</p>			<p>We want 100% of our core curriculum to be 6 years old or newer.</p> <p>Maintain that all students have access to Board Adopted Texts, 100% of students.</p>	
2.8	<p>Priority 4 Student Achievement - Performance on State Assessment Math CAASPP Results</p>	<p>2023 Dashboard Results for Mathematics</p> <p>All Students -56.3 points from standard</p> <p>SED -57.2 points from standard</p> <p>White -52.8 points from standard</p>			<p>2024 Dashboard Results for Mathematics</p> <p>All Student- 0 (ZERO) points from standard</p> <p>Low SES- 0 (ZERO) points from standard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					White- 0 (ZERO) points from standard	
2.9	Priority 4-Student Achievement/ Academic Performance on State Assessment ELA CAASPP Results	2023 Dashboard Results for ELA All Students average - 2.7 points from standard SED -4.7 points from standard White +3 points from standard			2024 Dashboard Results for ELA All Student- 0 (ZERO) points from standard Low SES- 0 (ZERO) points from standard White- 5 (Five) points Above Standard	
2.10	Priority 1 - Teachers appropriately assigned and fully credentialed.	80% Fully Credentialed			100% Fully Credentialed	
2.11	Priority 2 - Implementation of state adopted standards. Local Indicator Survey	2.95 Average teacher responses for Implementation of state adopted standards. Local Indicator Survey			4.0 Average teacher responses for Implementation of state adopted standards. Local Indicator Survey	

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	PLC/ Collaboration and PD in PLC Practices	Bangor will utilize the well established practice of professional collaboration and professional development in the form of the PLC model. Staff will have access to Solution Tree PLC training/ conferences, materials.	\$7,300.00	No
2.2	Building Math Programs through (HRS) work	Bangor educators will work collaboratively to lift all students in Math. We will continue our High Reliability Schools Model (HRS) work through a collaborative process. In the area of Math we will also utilize trainings made available through BCOE. https://www.marzanoresources.com/hrs/high-reliability-schools/#conlframewrapp	\$7,488.00	Yes
2.3	Strengthening Reading/ ELA Programs through (HRS) work	Bangor educators will work collaboratively to lift all students in Reading/ ELA. We will continue our High Reliability Schools Model (HRS) work through a collaborative process. https://www.marzanoresources.com/hrs/high-reliability-schools/#conlframewrapp	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	PD to reduce LTEL	Bangor educators will work collaboratively to reduce the number of Long Term English Learner Students (Students receiving EL Services in CA schools for 6 years or more).	\$3,623.00	No
2.5	2.5 After School tutoring	In order to grow and benefit our student's needs with interventions outside the school day, we will provide after school tutoring, grades 1st-8th.	\$8,605.00	Yes
2.6	Indirect Costs & Consolidated Application Support	Indirect Costs & Consolidated Application Support	\$9,903.00	No
2.7	Curriculum/ Supplemental Curriculum and Materials	In order to grow and benefit our students with current learning materials, we desire to invest LCFF dollars in making sure we have the most current curriculum.	\$16,500.00	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
\$188059	\$16211

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
16.819%	0.000%	\$0.00	16.819%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: PBIS</p> <p>Need: Attendance data shows that we have a Red Indicator on our Dashboard for Chronic Absenteeism, sub groups of Low SES and White Students have shown weakness in this</p>	<p>The needs of low SES are addressed by PBIS by providing structures and clear expectations. Research indicates that implementing PBIS can help close the academic achievement gap in high-poverty schools. (DeJarnett, G., McDaniel, S., Kern, L., & George, H. P. (February 2022).</p> <p>Marzano’s Research on High Reliability Schools (HRS) have deemed this a leading indicator of student success in academic engagement.</p>	<p>Sustained suspension rate below 3% Lower the rate of chronic absenteeism. in</p> <p>Marzano HRS 1.2: Students, parents, and the community perceive the school environment as safe and orderly.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>area. Low SES dealing with trauma need clear behavioral goals and interventions.</p> <p>Scope: LEA-wide</p>		<p>2023 baseline student mean 3.54, Parent Mean 4.11</p> <p>A PBIS TFI, Silver recognition would be our metric. Baseline is Bronze.</p>
1.3	<p>Action: Arts, music, hands on activities, maker space</p> <p>Need: Often students from low income families have limited resources to access formal music and art instruction. By prioritizing “Arts, music, hands on activities, maker space”. We will help enrich our students education and lives.</p> <p>Scope: LEA-wide</p>	Research from Horacio Sanchez (2021) states that a formal music programs increase academic achievement and will yield better attendance, especially for those of underserved communities.	<p>Increased attendance.</p> <p>One on one student interviews with the first year of our Band program will inform the baseline.</p> <p>We will compile an overall satisfaction score with music, art, hands on activities.</p>
1.4	<p>Action: Student Recognition program</p> <p>Need: Due to the added stress in low income homes coupled with the high likelihood of trauma being experienced by students in poverty, it is important for them to be able to rely on “rules/ conditions” of success that we celebrate. Then, we will celebrate it and research explains that will help with academic</p>	Celebrating student effort, growth and success will yield a better sense of student belonging and understanding. This will increase academic engagement and attendance.	<p>Percent of students who receive an authentic criteria-based award.</p> <p>Marzano HRS Leading Indicator 1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>engagement. (DeJarnett, G., McDaniel, S., Kern, L., & George, H. P. (February 2022).)</p> <p>Marzano's Research on High Reliability Schools (HRS) have deemed this a leading indicator of student success in academic engagement.</p> <p>Scope: LEA-wide</p>		<p>2023 baseline student mean 2.56, Parent mean 3.95</p> <p>Increased attendance rate.</p>
1.5	<p>Action: Web, newsletters, social media, robo call communication, marketing</p> <p>Need: This has been a need indicated in the traditional Bangor Parent Survey (Question #9)</p> <p>Marzano's Research on High Reliability Schools (HRS) have deemed this a leading indicator of student success in academic engagement.</p> <p>Scope: LEA-wide</p>	Better parent communication and support will result in better student attendance.	Marzano HRS: Leading Indicator 1.6: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school. 2023 baseline student mean 2.74, Parent mean 3.32 Survey data.
1.8	<p>Action: Class size reduction</p> <p>Need:</p>	We believe that more instructional support in the way of better teacher to student ratio will support better school attendance and academic engagement.	Our metric for this area is our overall attendance rate. Improvement on STAR reading scores.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Higher adult ratio is well established as a means of academically intervening with students who are in the UPP category. This also has a greater benefit for the whole class and is desired by our community. Glass and Smith (1978), concluded that small class sizes were associated with improved academic performance. Effects were strongest in the early primary grades and among low-income students.</p> <p>Scope: LEA-wide</p>		Improved scores on CAASPP.
1.9	<p>Action: Campus Supervision</p> <p>Need: A study by Blodgett & Lanigan (2018) found that students experiencing high adverse childhood experiences (ACEs), which are more common among low-income children, negatively affect school performance and behavior. Having more adults present to help students regulate their behavior will support lower suspension rates and increase safety on campus.</p> <p>Marzano's Research on High Reliability Schools (HRS) have deemed this a leading indicator of student success in academic engagement.</p>	The indented effect is that with increased adult presence in the form of a campus supervisor the suspension rates will continue to decrease while the sense of safety on campus increases.	<p>Marzano HRS 1.2: Students, parents, and the community perceive the school environment as safe and orderly.</p> <p>2023 baseline student mean 3.54, Parent Mean 4.11</p> <p>Decrease in suspension rates.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Marzano HRS 1.2: Students, parents, and the community perceive the school environment as safe and orderly.</p> <p>Scope: LEA-wide</p>		
2.2	<p>Action: Building Math Programs through (HRS) work</p> <p>Need: Based on our CAASPP Scores we desire growth in our local and state Math scores. Based on research by Linda Darling-Hammond, high-quality PD includes built-in time for teachers to reflect on their practice, receive feedback, and make necessary adjustments. This reflective practice helps teachers to thoughtfully move toward expert visions of teaching.</p> <p>Scope: LEA-wide</p>	<p>With this professional development and PLC time, teachers will increase their effectiveness thus promoting improved educational outcomes especially students experiencing a foster situation or from low income homes. Students of low SES statewide have lower Math scores than their Non-UPP peers. We will see academic growth reflected in our local assessments and on our CA Dashboard.</p>	<p>STAR Consolidated Assessment Proficiency Report</p> <p>Percentile Rank set at 45% cut off</p> <p>Aug-June</p> <p>Math 55% 2023-2024 Baseline</p>
2.3	<p>Action: Strengthening Reading/ ELA Programs through (HRS) work</p> <p>Need: Based on our CAASPP Scores we desire growth in our local and state ELA scores. Based on research by Linda Darling-</p>	<p>With this professional development and PLC time, teachers will increase their effectiveness thus promoting improved educational outcomes especially students experiencing a foster situation or from low income homes. Students of low SES statewide have lower ELA scores than their Non-UPP peers. We will see academic growth</p>	<p>STAR Consolidated Assessment Proficiency Report</p> <p>Percentile Rank set at 45% cut off</p> <p>Aug-June</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Hammond, high-quality PD includes built-in time for teachers to reflect on their practice, receive feedback, and make necessary adjustments. This reflective practice helps teachers to thoughtfully move toward expert visions of teaching.</p> <p>Scope: LEA-wide</p>	reflected in our local assessments and on our CA Dashboard.	<p>Reading 46% 2023-2024</p> <p>Early Lit 70% 2023-2024</p>
2.5	<p>Action: 2.5 After School tutoring</p> <p>Need: The need here is based on the Low SES student group. The Low SES student group is scoring -57.2 points below standard in Math. After-school tutoring can lead to significant improvements in academic performance. Studies have shown that these programs help students catch up to their peers by providing additional instructional time and personalized attention. (Linda Darling-Hammond)</p> <p>Scope: LEA-wide</p>	We will provide after-school tutoring to improve our academic scores. It will be available to all students in need of the support.	We will use the whole school data on local STAR Reading and Math growth. We will also use CAASPP results.
2.7	<p>Action: Curriculum/ Supplemental Curriculum and Materials</p>	We will provide up to date curricula to improve our academic scores. It will be available to all students in need of the support.	Improved scores on CAASPP and local STAR reading scores.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Studies from Neuman & Celano show that low income students have less access to updated and high quality curriculum. Intervention curricula often provide targeted instruction that addresses specific gaps in knowledge and skills, which is crucial for students who may have fallen behind.</p> <p>Scope: LEA-wide</p>		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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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.

<p>Bangor UESD plans to spend the additional funding on having a well staffed school that serves all student's safety, educational and emotional needs. We are able to sustain one more certificated staff and two more classified staff that we would otherwise be able to maintain. Action 1.7 and 1.8</p>

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		Total Classified to student raw numbers are 11 classified staff to 88 student: Ratio of 1:8
Staff-to-student ratio of certificated staff providing direct services to students		Certificated to student raw numbers are 6 certificated teachers to 88 students: Ratio of 1:15

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	1118150	188059	16.819%	0.000%	16.819%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$334,517.00	\$0.00	\$0.00	\$98,672.00	\$433,189.00	\$305,163.00	\$128,026.00

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	PBIS	Low Income	Yes	LEA-wide	Low Income	Specific Schools: Bangor Elementary	3 years	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
1	1.2	SART	All	No			All Schools	3 Years	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.3	Arts, music, hands on activities, maker space	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	\$0.00	\$4,250.00	\$4,250.00				\$4,250.00	
1	1.4	Student Recognition program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	\$0.00	\$4,000.00	\$4,000.00				\$4,000.00	
1	1.5	Web, newsletters, social media, robo call communication, marketing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	\$0.00	\$9,000.00	\$9,000.00				\$9,000.00	
1	1.6	Continue to invest in attractive facilities, campus spaces	All	No			All Schools		\$63,220.00	\$61,450.00	\$124,670.00				\$124,670.00	
1	1.7	Paraprofessionals for Intervention	All	No			All Schools	3 Year	\$75,358.00	\$0.00				\$75,358.00	\$75,358.00	
1	1.8	Class size reduction	Low Income	Yes	LEA-wide	Low Income	All Schools	3 Year	\$150,496.00	\$0.00	\$150,496.00				\$150,496.00	
1	1.9	Campus Supervision	Low Income	Yes	LEA-wide	Low Income	All Schools	3 Year	\$4,996.00	\$0.00	\$4,996.00				\$4,996.00	
2	2.1	PLC/ Collaboration and PD in PLC Practices	All	No			All Schools	3 Year	\$0.00	\$7,300.00				\$7,300.00	\$7,300.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Building Math Programs through (HRS) work	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year	\$2,488.00	\$5,000.00	\$5,000.00			\$2,488.00	\$7,488.00	
2	2.3	Strengthening Reading/ELA Programs through (HRS) work	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
2	2.4	PD to reduce LTEL	All EL Students	No			All Schools	3 Year	\$0.00	\$3,623.00				\$3,623.00	\$3,623.00	
2	2.5	2.5 After School tutoring	Low Income	Yes	LEA-wide	Low Income	All Schools	3 Year	\$8,605.00	\$0.00	\$8,605.00				\$8,605.00	
2	2.6	Indirect Costs & Consolidated Application Support	All	No			All Schools	3 Year	\$0.00	\$9,903.00				\$9,903.00	\$9,903.00	
2	2.7	Curriculum/ Supplemental Curriculum and Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year	\$0.00	\$16,500.00	\$16,500.00				\$16,500.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1118150	188059	16.819%	0.000%	16.819%	\$209,847.00	0.000%	18.767 %	Total:	\$209,847.00
								LEA-wide Total:	\$209,847.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	PBIS	Yes	LEA-wide	Low Income	Specific Schools: Bangor Elementary	\$2,000.00	
1	1.3	Arts, music, hands on activities, maker space	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,250.00	
1	1.4	Student Recognition program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	
1	1.5	Web, newsletters, social media, robo call communication, marketing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,000.00	
1	1.8	Class size reduction	Yes	LEA-wide	Low Income	All Schools	\$150,496.00	
1	1.9	Campus Supervision	Yes	LEA-wide	Low Income	All Schools	\$4,996.00	
2	2.2	Building Math Programs through (HRS) work	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Strengthening Reading/ ELA Programs through (HRS) work	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.5	2.5 After School tutoring	Yes	LEA-wide	Low Income	All Schools	\$8,605.00	
2	2.7	Curriculum/ Supplemental Curriculum and Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,500.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$329,049.00	\$350,252.00

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	Class size reduction	Yes	\$172,135.00	\$167,279
1	1.2	Paraprofessionals for Intervention	No	\$44,391.00	\$75,703
1	1.3	Professional Development	Yes	\$10,360.00	\$7,300
1	1.4	Provide Support New Teachers	Yes	\$1,868.00	\$900
1	1.5	PBIS Implementation	Yes	\$2,338.00	\$1,489
2	2.1	Increasing Parent Communication and Involvement	No	\$10,982.00	\$5,316
			Yes		
2	2.2	Transportation to and from School	Yes	\$51,704.00	\$48,952
2	2.3	Health Services	Yes	\$12,312.00	\$11,334

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	2.4	Indirect Costs & ConApp Support	No	\$7,000.00	\$6,943
2	2.5	Supplemental Curriculum and Materials	No	\$9,573.00	\$16,623
			Yes		
2	2.6	Campus Supervision	Yes	\$3,671.00	\$4,700
2	2.7	SEL Toolbox/Xello	Yes	\$2,715.00	\$3,713

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)
167902	\$277,043.00	\$205,331.00	\$71,712.00	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	Class size reduction	Yes	\$172,135.00	167279	Dont touch this column	Dont touch this column
1	1.3	Professional Development	Yes	\$10,360.00			
1	1.4	Provide Support New Teachers	Yes	\$1,868.00			
1	1.5	PBIS Implementation	Yes	\$2,338.00	1489		
2	2.1	Increasing Parent Communication and Involvement	Yes	\$10,982.00	5316		
2	2.2	Transportation to and from School	Yes	\$51,704.00			
2	2.3	Health Services	Yes	\$12,312.00	11334		
2	2.5	Supplemental Curriculum and Materials	Yes	\$9,573.00	11500		
2	2.6	Campus Supervision	Yes	\$3,671.00	4700		
2	2.7	SEL Toolbox/Xello	Yes	\$2,100.00	3713		

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)
1091953	167902	0	15.376%	\$205,331.00	0.000%	18.804%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

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

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