



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bass Lake Joint Union Elementary School District

CDS Code: 20651850000000

School Year: 2024-25

LEA contact information:

Michelle Townsend

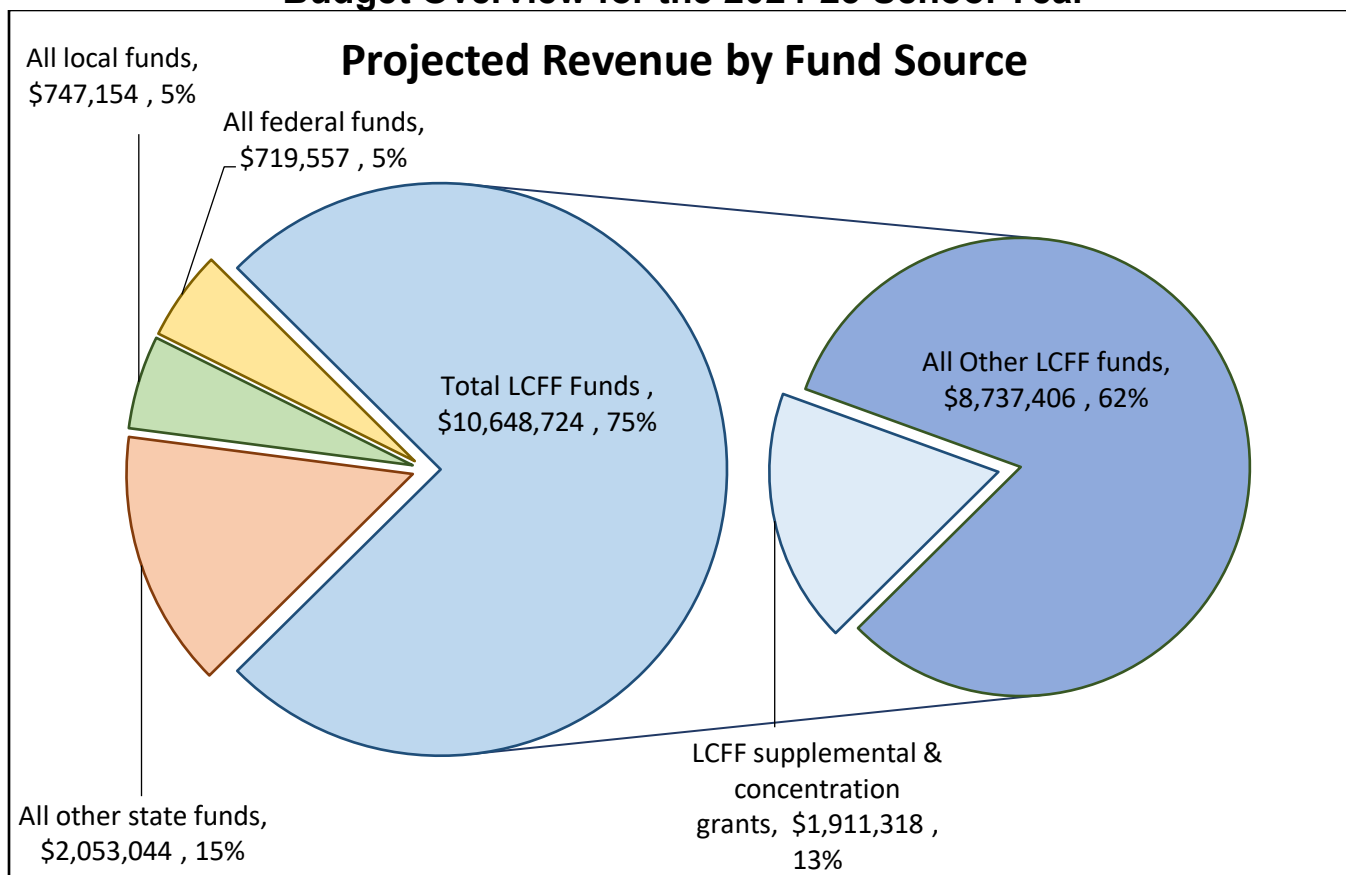
Superintendent

mtownsend@basslakesd.org

(559) 642-1555 ext.1001

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

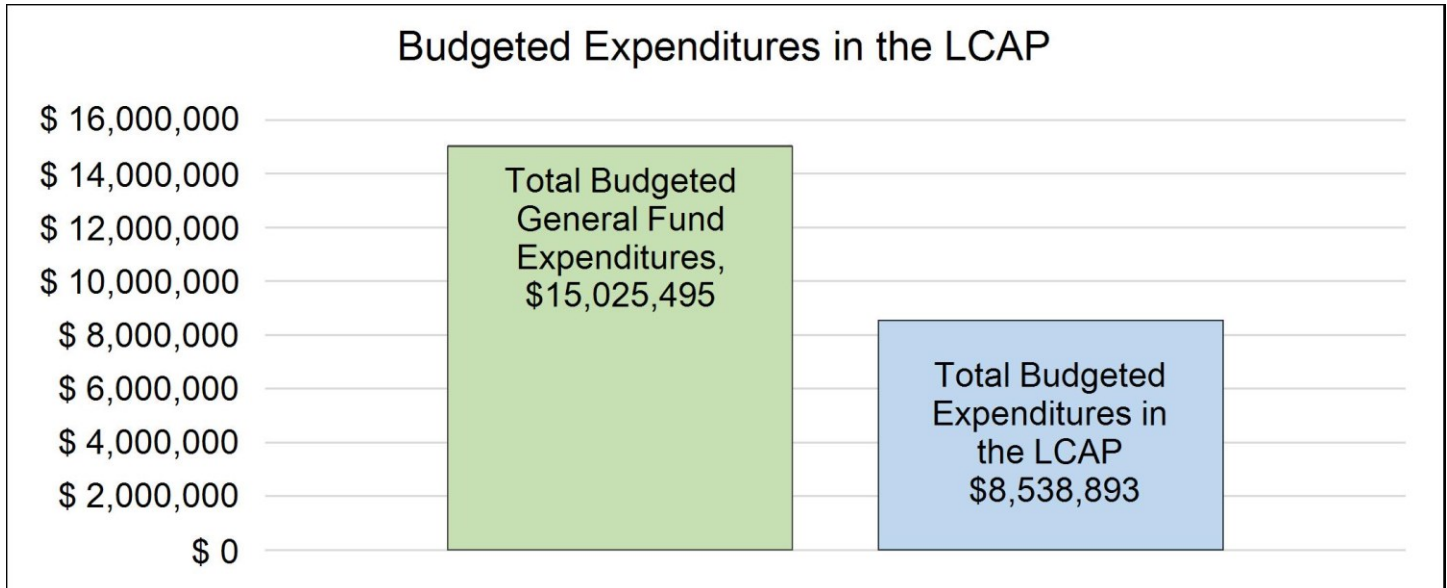


This chart shows the total general purpose revenue Bass Lake Joint Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bass Lake Joint Union Elementary School District is \$14,168,479, of which \$10,648,724 is Local Control Funding Formula (LCFF), \$2,053,044 is other state funds, \$747,154 is local funds, and \$719,557 is federal funds. Of the \$10,648,724 in LCFF Funds, \$1,911,318 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 Bass Lake Joint 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: Bass Lake Joint Union Elementary School District plans to spend \$15,025,495 for the 2024-25 school year. Of that amount, \$8,538,893 is tied to actions/services in the LCAP and \$6,486,602 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures such as district office salaries, some utilities, fuel, local grants, some federal expenses, special education contributions, basic materials and supplies, district contracts and legal fees necessary for operations. Also other support staff such as school office managers, library media techs and instructional library technicians as well as other support staff.

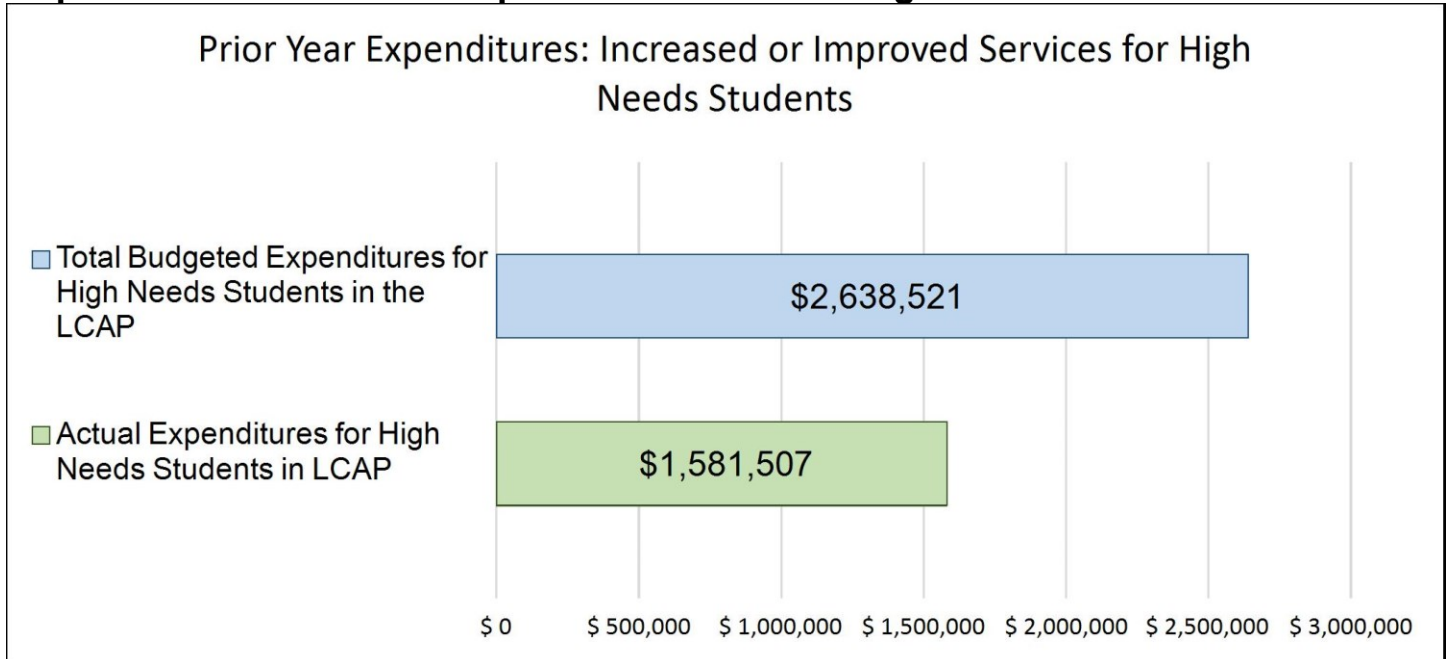
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Bass Lake Joint Union Elementary School District is projecting it will receive \$1,911,318 based on the enrollment of foster youth, English learner, and low-income students. Bass Lake Joint Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Bass Lake Joint Union Elementary School District plans to spend \$2,146,443 towards meeting this requirement, as described in the LCAP.

Additional actions are planned

LCFF Budget Overview for Parents

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



This chart compares what Bass Lake Joint 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 Bass Lake Joint 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, Bass Lake Joint Union Elementary School District's LCAP budgeted \$2,638,521 for planned actions to increase or improve services for high needs students. Bass Lake Joint Union Elementary School District actually spent \$1,581,507 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$1,057,014 had the following impact on Bass Lake Joint Union Elementary School District's ability to increase or improve services for high needs students:

These are estimated expenditures and the fiscal year has not ended yet. Due to the influx of one-time monies such as COVID ESSER Funds we were able to prioritize our high needs students supports using those funds in addition to the LCFF funds.



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
Bass Lake Joint Union Elementary School District	Michelle Townsend Superintendent	mtownsend@basslakesd.org (559) 642-1555 ext.1001

Goals and Actions

Goal

Goal #	Description
1	Each and every student will receive high-quality instruction and learning opportunities that will prepare them for high school and their post-secondary pursuits (college, trade school, military, and/or the workplace), provided by highly-qualified professionals in clean, caring, safe, and secure environments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP English Language Arts Scores	<p>2018-2019: Met or Exceeded Standard</p> <p>All Students: 43.52%</p> <p>American Indian or Alaskan Native: 41.67%</p> <p>Asian: In order to protect student privacy, data is suppressed because 10 or fewer students tested.</p> <p>Black or African American: In order to protect student privacy, data is suppressed because 10 or fewer students tested.</p> <p>Filipino: In order to protect student privacy, data is suppressed because 10 or fewer students tested.</p>	<p>2021-2022 - Met or Exceeded Standard</p> <p>All Students: 36.81%</p> <p>American Indian or Alaskan Native: 14.29%</p> <p>Asian: 45.45%</p> <p>Black or African American: In order to protect student privacy, data is suppressed because 10 or fewer students tested.</p> <p>Filipino: In order to protect student privacy, data is suppressed because 10 or fewer students tested.</p> <p>Hispanic: 27.27%</p> <p>Native Hawaiian or Pacific Islander: In</p>	<p>2022-2023 Dashboard Met or Exceeded Standard</p> <p>All Students: 35.77%</p> <p>American Indian or Alaskan Native: 25%</p> <p>Asian: 33.34%</p> <p>Black or African American: In order to protect student privacy, data is suppressed because 10 or fewer students tested.</p> <p>Filipino: In order to protect student privacy, data is suppressed because 10 or fewer students tested.</p> <p>Hispanic: 29.27%</p> <p>Native Hawaiian or Pacific Islander: In</p>	<p>2022-2023</p> <p>Distance from Standard</p> <p>All Students: -32</p> <p>English Learners: -67.8</p> <p>Socioeconomically Disadvantaged: -40.4</p> <p>Hispanic: -54.9</p> <p>White: -24.8</p> <p>Students w/Disabilities: -110.8</p>	<p>2023-2024</p> <p>Distance from Standard</p> <p>All Students: +1</p> <p>English Learners: -36</p> <p>Socioeconomically Disadvantaged: -16</p> <p>Hispanic: -30</p> <p>White: +9</p> <p>Students w/Disabilities: -79</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>10 or fewer students tested. Hispanic: 29.27% Native Hawaiian or Pacific Islander: In order to protect student privacy, data is suppressed because 10 or fewer students tested. White: 47.99% Two or More Races: 33.33% Economically Disadvantaged: 35.62% Not Economically Disadvantaged: 53.91% English Learners: 13.05% Students with Disabilities:6.33%</p> <p>2020-2021 Met or Exceeded Standard .</p> <p>All Students: 36.81% American Indian or Alaskan Native: 14.29% Asian: 45.45% Black or African American: In order to protect student</p>	<p>order to protect student privacy, data is suppressed because 10 or fewer students tested. White: 39.50% Two or More Races: 58.34% Economically Disadvantaged: 29.96% Not Economically Disadvantaged: 44.40% English Learners: 8.51% Students with Disabilities:3.23%</p> <p>2021-2022 Met or Exceeded Standard</p> <p>All Students: 35.77% American Indian or Alaskan Native: 25% Asian: 33.34% Black or African American: In order to protect student privacy, data is suppressed because 10 or fewer students tested. Filipino: In order to protect student</p>	<p>order to protect student privacy, data is suppressed because 10 or fewer students tested. White: 37.68% Two or More Races: 46.67% Economically Disadvantaged: 32.43% Not Economically Disadvantaged: 41.29% English Learners: 9.62% Students with Disabilities:5.17%</p> <p>2022 California Dashboard All Students: 29 points below standard American Indian or Alaskan Native:NA Asian: NA Black or African American:NA Filipino: NA Hispanic: 46.6 below standard Native Hawaiian or Pacific Islander: NA White: 27.4 points below standard</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>privacy, data is suppressed because 10 or fewer students tested.</p> <p>Filipino: In order to protect student privacy, data is suppressed because 10 or fewer students tested.</p> <p>Hispanic: 27.27%</p> <p>Native Hawaiian or Pacific Islander: In order to protect student privacy, data is suppressed because 10 or fewer students tested.</p> <p>White: 39.50%</p> <p>Two or More Races: 58.34%</p> <p>Economically Disadvantaged: 29.96%</p> <p>Not Economically Disadvantaged: 44.40%</p> <p>English Learners: 8.51%</p> <p>Students with Disabilities: 3.23%</p>	<p>privacy, data is suppressed because 10 or fewer students tested.</p> <p>Hispanic: 29.27%</p> <p>Native Hawaiian or Pacific Islander: In order to protect student privacy, data is suppressed because 10 or fewer students tested.</p> <p>White: 37.68%</p> <p>Two or More Races: 46.67%</p> <p>Economically Disadvantaged: 32.43%</p> <p>Not Economically Disadvantaged: 41.29%</p> <p>English Learners: 9.62%</p> <p>Students with Disabilities: 5.17%</p>	<p>Two or More Races: NA</p> <p>Economically Disadvantaged: 40 points below standard</p> <p>Not Economically Disadvantaged: NA</p> <p>English Learners: 62.6 points below standard</p> <p>Students with Disabilities: 106.9 points below standard</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Mathematics Scores	<p>2018-2019: Met or Exceeded Standard</p> <p>All Students: 34.53%% American Indian or Alaskan Native: 25% Asian: 72.72% Black or African American: In order to protect student privacy, data is suppressed because 10 or fewer students tested. Filipino: In order to protect student privacy, data is suppressed because 10 or fewer students tested. Hispanic: 26.83% Native Hawaiian or Pacific Islander: In order to protect student privacy, data is suppressed because 10 or fewer students tested. White: 35.70% Two or More Races: 54.54% Economically Disadvantaged: 25.87%</p>	<p>2021-2022 - Met or Exceeded Standard</p> <p>All Students: 25.76% American Indian or Alaskan Native: 7.14% Asian: 36.36% Black or African American: In order to protect student privacy, data is suppressed because 10 or fewer students tested. Filipino: In order to protect student privacy, data is suppressed because 10 or fewer students tested. Hispanic: 20.49% Native Hawaiian or Pacific Islander: In order to protect student privacy, data is suppressed because 10 or fewer students tested. White: 27.08% Two or More Races: 46.16% Economically Disadvantaged: 19.84%</p>	<p>2022-2023 Met or Exceeded Standard</p> <p>All Students: 25.51% American Indian or Alaskan Native: 18.75% Asian: 33.34% Black or African American: In order to protect student privacy, data is suppressed because 10 or fewer students tested. Filipino: In order to protect student privacy, data is suppressed because 10 or fewer students tested. Hispanic: 24.59% Native Hawaiian or Pacific Islander: In order to protect student privacy, data is suppressed because 10 or fewer students tested. White: 25.83% Two or More Races: 31.25% Economically Disadvantaged: 22.06%</p>	<p>2022-2023</p> <p>Distance from Standard</p> <p>All Students: -56.4 English Learners: -90.2 Socioeconomically Disadvantaged: -64.5 Hispanic: -73 White: -49.5 Students w/Disabilities: -112.1</p>	<p>2023-2024:</p> <p>Distance from Standard</p> <p>All Students: -23 English Learners: -67 Socioeconomically Disadvantaged: -41 Hispanic: -52 White: -18 Students w/Disabilities: -101</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Not Economically Disadvantaged: 45.87%</p> <p>English Learners: 12.77%</p> <p>Students with Disabilities: 6.49%</p> <p>2020-2021 Met or Exceeded Standard</p> <p>All Students: 25.76%</p> <p>American Indian or Alaskan Native: 7.14%</p> <p>Asian: 36.36</p> <p>Black or African American: In order to protect student privacy, data is suppressed because 10 or fewer students tested.</p> <p>Filipino: In order to protect student privacy, data is suppressed because 10 or fewer students tested.</p> <p>Hispanic: 20.49%</p> <p>Native Hawaiian or Pacific Islander: In order to protect student privacy, data is suppressed</p>	<p>Not Economically Disadvantaged: 32.47%</p> <p>English Learners: 4.08%</p> <p>Students with Disabilities: 6.45%</p> <p>2021-2022 Met or Exceeded Standard</p> <p>All Students: 25.51%</p> <p>American Indian or Alaskan Native: 18.75%</p> <p>Asian: 33.34%</p> <p>Black or African American: In order to protect student privacy, data is suppressed because 10 or fewer students tested.</p> <p>Filipino: In order to protect student privacy, data is suppressed because 10 or fewer students tested.</p> <p>Hispanic: 24.59%</p> <p>Native Hawaiian or Pacific Islander: In order to protect student privacy, data is suppressed</p>	<p>Not Economically Disadvantaged: 31.19%</p> <p>English Learners: 9.80%</p> <p>Students with Disabilities: 15.51%</p> <p>2022</p> <p>California Dashboard All Students: 60.9 points below standard</p> <p>American Indian or Alaskan Native: NA</p> <p>Asian: NA</p> <p>Black or African American: NA</p> <p>Filipino: NA</p> <p>Hispanic: 82.9 below standard</p> <p>Native Hawaiian or Pacific Islander: NA</p> <p>White: 55.7 points below standard</p> <p>Two or More Races: NA</p> <p>Economically Disadvantaged: 75.8 points below standard</p> <p>Not Economically Disadvantaged: NA</p> <p>English Learners: 85.4 points below standard</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	because 10 or fewer students tested. White: 27.08% Two or More Races: 46.16% Economically Disadvantaged: 19.84% Not Economically Disadvantaged: 32.47% English Learners: 4.08% Students with Disabilities: 6.45%	because 10 or fewer students tested. White: 25.83% Two or More Races: 31.25% Economically Disadvantaged: 22.06% Not Economically Disadvantaged: 31.19% English Learners: 9.80% Students with Disabilities: 15.51%	Students with Disabilities: 117.5 points below standard		
English Learner Progress Indicator (ELPI)	2018-2019 Level 4 (Well Developed): 16.40% Level 3 (Moderately Developed): 37.77% Level 2 (Somewhat Developed): 30.12% Level 1 (Minimally Developed): 15.71% Reclassification Rate: 10.5%	2021-2022 Level 4 (Well Developed): 13.98% Level 3 (Moderately Developed): 33.66% Level 2 (Somewhat Developed): 32.57% Level 1 (Minimally Developed): 19.79% Reclassification Rate: 2%	2022 Dashboard EL's who progressed at least one ELPI Level: 29.7% EL's who maintained ELPI level(4) - 3.1% EL's who maintained ELPI levels 1, 2L, 2H, 3L, 3H: 34.4% EL's who decreased at least one ELPI level: 32.8% *ELPI - English Learner Progress Indicator	2023 Dashboard EL's who progressed at least one ELPI Level: 38.5% EL's who maintained ELPI level(4): 3.1% EL's who maintained ELPI levels 1, 2L, 2H, 3L, 3H: 36.9% EL's who decreased at least one ELPI level: 21.5% *ELPI - English Learner Progress Indicator	CA Dashboard: Percentage of Students Making Progress Toward English Language Proficiency 2023-2024: 80% 2023-2024: 45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Reclassification Rate: 3%	Reclassification Rate: 3%	
Facility Inspection Tool (FIT) Assessment Reports	2019-2020: Fresno Flats Community Day School: 81.25% (Fair) Oak Creek Intermediate School: 96.5% (Good) Oakhurst Elementary School: 99% (Exemplary) Wasuma Elementary School: 84% (Fair)	2021-22 Fresno Flats Community Day School: Fair Oak Creek Intermediate School: Good Oakhurst Elementary School: Exemplary Wasuma Elementary School: Fair	2022-2023 Fresno Flats Community Day School: Exemplary Oak Creek Intermediate School: Good Oakhurst Elementary School: Exemplary Wasuma Elementary School: Exemplary	2022-2023 Fresno Flats Community Day School: Good Oak Creek Intermediate School: Good Oakhurst Elementary School: Good Wasuma Elementary School: Good	2023-2024: Fresno Flats Community Day School: 100% (Exemplary) Oak Creek Intermediate School: 100% (Exemplary) Oakhurst Elementary School: 100% (Exemplary) Wasuma Elementary School: 100% (Exemplary)
Teachers Appropriately Assigned and Credentialed	2020-2021: 100% AERIES/CALPADS Data Williams Complaints	2021-2022: 100% AERIES/CALPADS Data Williams Complaints	2022-2023: 100% AERIES/CALPADS Data Williams Complaints	2023: 100%	2023-2024: 100%
Student Access to Standards-Aligned Curriculum	2020-2021: 100% Measured by Williams Complaints	2021-2022: 100% Measured by Williams Complaint	2022-2023: 100% Measured by Williams Complaint	2023-2024: 100% Measured by Williams Complaint	2023-2024: 100%
Local Indicator--- Basics: Teachers, Instructional Materials, Facilities	CA Dashboard: 2018-2019: MET	CA Dashboard: 2021-2022: MET	CA Dashboard 2022-2023: MET	CA Dashboard 2022-2023: MET	CA Dashboard: 2023-2024: MET

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator--- Access to a Broad Course of Study (Extent to which students have access to, and are enrolled in, a broad course of study)	CA Dashboard: 2018-2019: MET	CA Dashboard: 2021-2022: MET	CA Dashboard 2022-2023: MET	CA Dashboard 2022-2023: MET	CA Dashboard: 2023-2024: MET
Local Indicator--- Implementation of Academic Standards	CA Dashboard: 2018-2019: MET	CA Dashboard: 2021-2022: MET	CA Dashboard 2022-2023: MET	CA Dashboard 2022-2023: MET	CA Dashboard: 2023-2024: MET
LCAP Educational Partners Survey: The percentage of survey respondents who choose either Agree or Strongly Agree to the prompt, "I believe the District and its schools set high standards for academic success."	2020-2021: 92%	2021-2022: 90%	2022-2023: 84%	2023-2024 88%	2023-2024: 96%
LCAP Educational Partners Survey: The percentage of survey respondents who choose either Agree or Strongly Agree to the prompt,	2020-2021: 79%	2021-2022: 82%	2022-2023: 77%	2023-2024 LCAP: 96%	2023-2024: 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
"I believe the District's schools are in good physical repair."					
<p>LCAP Educational Partners Survey:</p> <p>The percentage of survey respondents who choose either Agree or Strongly Agree to the prompt, "Overall, I would rate the academic program in the District as very effective."</p>	2020-2021: 87%	2021-2022: 83%	2022-2023: 79%	2023-2024: 79%	2023-2024: 95%
<p>LCAP Educational Partners Survey:</p> <p>The percentage of survey respondents who choose either Agree or Strongly Agree to the prompt, "The teachers genuinely care for the academic progress and overall safety & welfare of my child(ren)."</p>	2020-2021: 95%	2021-2022: 94%	2022-2023: 91%	2023-2024 : 98%	2023-2024: 98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>LCAP Educational Partners Survey:</p> <p>The percentage of survey respondents who choose either Agree or Strongly Agree to the prompt, "Students have access to high-quality curriculum and instructional materials (including technology resources)."</p>	2020-2021: 91%	2021-2022: 90%	2022-2023: 86%	2023-2024 : 91%	2023-2024: 96%
<p>LCAP Educational Partners Survey:</p> <p>The percentage of survey respondents who choose either Agree or Strongly Agree to the prompt, "Teachers provide high-quality instruction."</p>	2020-2021: 93%	2021-2022: 92%	2022-2023: 87%	2023-2024 : 96%	2023-2024: 98%
<p>LCAP Educational Partners Survey:</p> <p>The percentage of survey respondents who choose either Agree or Strongly</p>	2020-2021: 90%	2021-2022: 88%	2022-2023: 85%	2023-2024 : 77%	2023-2024: 96%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Agree to the prompt, "The District and its schools are effective in creating safe, professional learning environments."					
Williams Complaints	2020-2021: None	2021-2022: 4 Williams Complaints were filed with the District. All 4 complaints were investigated by an outside investigator. All allegations towards the District were found to be Not Sustained.	2022-2023: None	2023-2024 - mid year None	2023-2024: None

Goal Analysis

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

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

Action 1.1 Professional Development: Professional Development as it was written in the action was carried out as planned. This action will be expanded to include additional professional development on new academic and social emotional health applications and curriculum that will be used in the District. The District also plans to expand on its professional development offerings for special education teachers and staff.

Action 1.2 Teacher Leader Development and Collaboration: This action was not carried out as planned. The District was not able to create a teacher/leader collaboration committee that could meet regularly to create a plan and structure to get this action up and going. It is difficult in a small school district to establish these types of committees when employees wear multiple hats and have limited time when their schedules are incredibly busy.

Action 1.3 Educational Technology Department and Technology Coach Support: This action was carried out as planned. For the upcoming school year the action has been modified to include a Technology Support Specialist(TSS) position instead of a the Technology Coach position.

Action 1.4 Teacher Observation and Evaluation System: This action was difficult to implement because of the bargaining unit process. To change the teacher evaluation process it has to be negotiated with the union. There have been discussions with school site leadership and district leadership on ideas on how to update the evaluation process. Teachers and the union will also be part of these discussions and the revamping of the process will begin on the 24/25 school year.

Action 1.6 Highly Qualified Staff: Hiring continues to be an ongoing challenge for the LEA due to our rural location and many of our potential highly qualified staff live in Fresno, Clovis, or Madera where the salaries for those school district are much higher. Due to the shortage many of our staff were hired on emergency, short term, or intern permits/credential. The District implemented a signing bonus for positions that have been posted and vacant for six months.

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

Action 1.1 Professional Development Planned Expenditure \$166,546, Estimated Actual \$152,378 Estimated Actual was less due to the districts ability to send staff to free trainings in areas of need. There were also many professional development opportunities that were virtual that reduced travel and lodging costs.

Action 1.4: Teacher Observation and Evaluation System did not have a budget amount assigned to the action.

Action 1.5 Clean, Caring, Safe and Secure Learning Environments Planned Expenditure \$2,757,676 Estimated Actual \$2,275,742 Estimated Actual was less because there were not as many repairs or upgrades to facilities as originally anticipated. We were able to switch contracts with some of our service providers to reduce costs

Action 1.7 Highly Qualified Staff Planned Expenditures \$4,866,657 Estimated Actual 3,644,912 Estimated Actual was less because many employees that were hired were placed low on the salary schedule because they were on temporary staff permits, internship credential, or were placed lower on the salary schedule because of their limited years of experience in the job classification. Also, the LEA experienced difficulty in hiring for some positions and had vacancies for some or al of the year. The District also had employees retire mid year who were not replaced or they were replaced with a long term sub which comes at a lower cost to the district.

1.1 Professional Development of Staff: This action was effective. The growth in iReady reading from the Fall Diagnostic to the Spring Diagnostic showed improvement with closing achievement gaps.

iReady Reading

Fall

25% students scored on or above grade level

34% of students scored one grade level below

40% of students scored two or more grade levels below.

Spring

42% of students scored on or above grade level an improvement of 17%

31% of students scored one grade level below, an improvement of 3%

26% of students scored two or more grade levels below - an improvement of 14%.

iReady Math

Fall

11% students scored on or above grade level

43% of students scored one grade level below

46% of students scored two or more grade levels below.

Spring

30% of students scored on or above grade level an improvement of 19%

41% of students scored one grade level below, an improvement of 2%

28% of students scored two or more grade levels below - an improvement of 18%.

There is still work to be done in this area, however the professional development from iReady has helped teachers read the reports effectively and has enhanced their knowledge of how to use instructional groupings. The same is true for the iReady diagnostics in Math. The district saw improvement from the Fall diagnostic to the Spring diagnostic assessment.

1.2 Teacher Leader Development and Collaboration: This action was ineffective because the district was not able to carry out the action as planned due to administrators and teachers incredibly busy schedules.

1.3 Educational Technology Department and Technology Coach Support: This action was effective. The LEA has an extensive technology infrastructure. All students and teachers have devices. Homes without strong internet connectivity have been provided hotspots. Teachers and student have access to a plethora of applications that enhance their educational access and experience. The solar suitcase program has been successful as well as after school Esports. The LEA is proud of its cutting edge technology inside and outside of the classroom. This action also allows for our low income students to have access to technology and internet both at school and at home. The District will measure the success of this goal by closing the academic achievement gap. We will look at results from CAASPP, iReady, Response to Intervention data, and teacher feedback.

1.4 Teacher Observation and Evaluation System: This action was somewhat effective in that teacher observations and evaluations were done, however, the district is aware the the current teacher observation process should be updated. The outcome of this action will be measured by the academic success of the District's students by using data taken from local and state assessments. The LEA will compare student's academic data from year to year to track the closing of achievement gaps. The LEA will also track the percentage of teacher observations and evaluations were completed during the 2024-25 school year.

1.5 Clean, Caring, Safe and Secure Learning Environments: This action was effective. The Districts Facility Inspection Tool results yielded Exemplary Rating at all sites. Our cloud based surveillance systems are state of the art with an excellent Emergency Management Systems and a digital door lock system. The District will enforce a locked door policy. This policy will be easier to enforce with our newly updated door lock system that is a keyless entry that allows staff to get in and out of classrooms with their badges. Administrators also have the capability to lock all doors with a push of a button in the event of an emergency. The LEA is also having conversations with staff regarding student surveys that ask students about feeling safe and cared for at school. It will be reinforced how important it is for students to have positive relationships with the adults on our school campuses.

1.6 Basic Student Needs: This action was effective in providing free healthy meals and snacks that meet state and federal requirements to 100% of our students.

1.7 Highly Qualified Staff: This action was somewhat effective. The district maintains a competitive salary and benefits package compared to our immediate neighbors to increase its ability to recruit highly qualified candidates. We have implemented a competitive longevity stipend. The difficulty with this action comes with the teacher shortage and the fact that we have larger school districts not too far from us who offer much higher wages, often the candidate pool we are pulling from live in the communities of these bigger districts. We are also faced with the reality of a state teacher shortage. We have implemented a signing bonus for job postings that the district has not been able to fill for 6 months or longer.

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

The following actions will not be carried into the 2024/25 LCAP:

1.2 Teacher Leader Development and Collaboration. - This action was not carried out in the way that it was intended and the LEA feels confident with the other actions it has tied to Goal 1 to effectively meet the goal.

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	Each and every student will receive access to high-quality intervention and support programs, services, and enrichment activities, with an emphasis on individualizing academic and social-emotional behavioral health & safety challenges and responsibilities, in physically, emotionally, and cognitively safe learning environments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	2018-2019: All students: 14.4% American Indian or Alaska Native: 29.2% Hispanic: 10.8% White: 15% Attendance Rate All Students: 87% Homeless: 100% Socioeconomic Disadvantaged: 83.6% Students with Disabilities: 83.1%	2021 All students: 33.7% American Indian or Alaska Native: 40.9% Hispanic: 15.9% White: 22.1% Homeless: 0% Socioeconomic Disadvantaged: 38.3% Limited English Proficient: 31.7% Attendance Rate All Students: 69.7% Homeless: 70% Socioeconomic Disadvantaged: 63.5% Students with Disabilities: 68.4%	2022 All students: 26.7% American Indian or Alaska Native: NA Hispanic: 28.1% White: 16.3% Homeless: 29.2% Socioeconomic Disadvantaged: 30.4% Limited English Proficient: 19.6% Attendance Rate All Students: 73.3% Homeless: 70.8% Socioeconomic Disadvantaged: 69.6% Students with Disabilities: 72.6%	2023 All students: 16.3% American Indian or Alaska Native: NA Hispanic: 14.7% White: 16.3% Homeless: 28.6% Socioeconomic Disadvantaged: 20.4% Limited English Proficient: 10% Attendance Rate All Students: 83.7% Homeless: 71.4% Socioeconomic Disadvantaged: 79.6% Students with Disabilities: 72.6%	CA Dashboard: 2023-2024: All students: 5% American Indian: 5% Hispanic: Less than 3% White: 6% Attendance Rate All Students: 97% Homeless: 90% Socioeconomic Disadvantaged: 90% Students with Disabilities: 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	2018-2019: All students: 14.4% American Indian or Alaska Native: 29.2% Asian: 0% Hispanic: 10.8% White: 15%	2021-2022 All students: 0.5% American Indian or Alaska Native: 0% Asian: 0% Hispanic: 0.5% White: 0.5% 2021-2022	2022-2023 All students: 4.3% suspended at least one day American Indian or Alaska Native: NA Asian: NA Hispanic: 3.5% suspended at least one day White: 4.4% suspended at least one day	Current Suspension Rate: All Students: 4.8% suspended at least one day	CA Dashboard: 2023-2024: All students: Less than 2% American Indian: Hispanic: Less than 1% White: Less than 2%
Reading (Local)	iReady Reading(1st-8th grades) Fall 2021 Percentage of students at or above grade level: 25%	iReady Reading(1st-8th grades) Spring 2022 Percentage of students at or above grade level: 40%	iReady Reading(1st-8th grades) Spring 2023 Percentage of students at or above grade level: 46%	iReady Reading(1st-8th grades) Winter 2023 Percentage of students at or above grade level: 36%	iReady Benchmark Diagnostic Assessment Spring 2024 Percentage of students at or above grade level: 60%
Local Indicator---Local Climate Survey	CA Dashboard: 2018-2019: MET	CA Dashboard: 2021-2022: Met	CA Dashboard: 2022-23: Met	NA	CA Dashboard: 2023-2024: MET
Mathematics (Local)	iReady Mathematics Grade-Level Assessments: Fall 2021	iReady Mathematics (1st-8th grades) Spring 2022	iReady Mathematics (1st-8th grades) Spring 2022	iReady Mathematics (1st-8th grades) Winter 2023	iReady Mathematics Grade-Level Assessments: Spring 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Percentage of students at or above grade level: 10%	Percentage of students at or above grade level: 27%	Percentage of students at or above grade level: 30%	Percentage of students at or above grade level: 21%	Percentage of students at or above grade: 50%level: 50%
Expulsion Rate	2020-2021: 0	2021-2022: 0	2022-2023: 0.2%	2023-24: 0%	2023-2024: 0
Middle School Dropout Rate	2020-2021: 0	2021-2022: 0	2022-2023: 0	2023-24: 0%	2023-2024: 0
School Climate Survey: Percentage of students who choose either Agree or Strongly Agree when asked if school is a safe place for students.	California Healthy Kids Survey: 2018-2019: 100%	School Climate Survey: 2021-2022: 87%	California Healthy Kids Survey: 2022-2023: 80%	California Healthy Kids Survey: 2023-2024: 83%	California Healthy Kids Survey: 2023-2024: 100%
LCAP Educational Partners Survey: Percentage of survey respondents who choose either Agree or Strongly Agree to the prompt, "I believe the District and its schools meet the individual academic needs of my child."	2020-2021: 89.4%	2021-2022: 85.4%	2022-2023: 72%	2023-2024: 79.2%	2023-2024: 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>LCAP Educational Partners Survey:</p> <p>The percentage of survey respondents who choose either Agree or Strongly Agree to the prompt, "Teachers utilize a variety of materials, resources, technology, and strategies to help my child learn."</p>	2020-2021: 96%	2021-2022: 91.8%	2022-2023: 92.4%	2023-2024: 95.8%	2023-2024: 98%
Physical Fitness Tests (PFTs)	<p>2018-2019:</p> <p>Grade 7: Percentage of Students in Healthy Fitness Zone (HFZ):</p> <p>*Aerobic Capacity: 52.2%</p> <p>*Body Composition: 56.5%</p> <p>*Abdominal Strength: 80.4%</p> <p>*Trunk Extension Strength: 85.9%</p> <p>*Upper Body Strength: 52.2%</p> <p>*Flexibility: 67.4%</p> <p>Grade 5: Percentage of Students in Healthy Fitness Zone (HFZ):</p>	<p>2021-2022: Data Not Yet Available.</p> <p>Once the data is available it will be entered here.</p> <p>Grade 7: Percentage of Students in Healthy Fitness Zone (HFZ):</p> <p>*Aerobic Capacity:</p> <p>*Body Composition:</p> <p>*Abdominal Strength:</p> <p>*Trunk Extension Strength:</p> <p>*Upper Body Strength:</p> <p>*Flexibility:</p>	2022-2023 No Data	<p>2022-23</p> <p>Participation Percentages</p> <p>Fresno Flats</p> <p>Grade 7</p> <p>Component 1 - Aerobic Capacity: 100%</p> <p>Component 2 - Abdominal Strength/Endurance: 100%</p> <p>Component 3 - Trunk Extensor and Strength and Flexibility: 100%</p>	<p>2023-2024:</p> <p>Grade 7: Percentage of Students in Healthy Fitness Zone (HFZ):</p> <p>*Aerobic Capacity: 75%</p> <p>*Body Composition: 72%</p> <p>*Abdominal Strength: 95%</p> <p>*Trunk Extension Strength: 95%</p> <p>*Upper Body Strength: 70%</p> <p>*Flexibility: 82%</p> <p>Grade 5: Percentage of Students in Healthy Fitness Zone (HFZ):</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Aerobic Capacity: 68.2% *Body Composition: 64.5% *Abdominal Strength: 97.3% *Trunk Extension Strength: 66.4% *Upper Body Strength: 69.1%% *Flexibility: 79.1%	Grade 5: Percentage of Students in Healthy Fitness Zone (HFZ): *Aerobic Capacity: *Body Composition: *Abdominal Strength: *Trunk Extension Strength: *Upper Body Strength: *Flexibility:		Component 4 - Upper Body Strength and Endurance: 100% Component 5 - Flexibility: 100% Wasuma Grade 5 Component 1 - Aerobic Capacity: 100% Component 2 - Abdominal Strength/Endurance: 100% Component 3 - Trunk Extensor and Strength and Flexibility: 100% Component 4 - Upper Body Strength and Endurance: 100% Component 5 - Flexibility: 94% Wasuma Grade 7 Fresno Flats Component 1 - Aerobic Capacity: 100% Component 2 - Abdominal	*Aerobic Capacity: 83% *Body Composition: 80% *Abdominal Strength: 98% *Trunk Extension Strength: 81% *Upper Body Strength: 84% *Flexibility: 94%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>Strength/Endurance: 100%</p> <p>Component 3 - Trunk Extensor and Strength and Flexibility: 100%</p> <p>Component 4 - Upper Body Strength and Endurance: 100%</p> <p>Component 5 - Flexibility: 92%</p> <p>Oakhurst Elementary</p> <p>Grade 5</p> <p>Component 1 - Aerobic Capacity: 100%</p> <p>Component 2 - Abdominal Strength/Endurance: 100%</p> <p>Component 3 - Trunk Extensor and Strength and Flexibility: 100%</p> <p>Component 4 - Upper Body Strength and Endurance: 100%</p> <p>Component 5 - Flexibility: 100%</p> <p>Oak Creek Intermediate</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Grade 7 Component 1 - Aerobic Capacity: 89% Component 2 - Abdominal Strength/Endurance: 97% Component 3 - Trunk Extensor and Strength and Flexibility: 92% Component 4 - Upper Body Strength and Endurance: 98% Component 5 - Flexibility: 92%	

Goal Analysis

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

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

Action 2.1 Behavioral and Social-Emotional Health & Safety Program: The LEA offered significant behavioral and social emotional supports to its students. Each school site had a Behavior Health Interventionist and a social emotional learning(SEL) para educator. This team along with teachers offered a three tiered system of support for students to meet heir social emotional needs. The district had 100% of its students receiving Tier 1 support through SEL lessons that were delivered by classroom teachers and/or the SEL para educator using our social emotional learning program RETHINK. The challenge was ensuring that the referral process was streamlines across the District. A large percentage of our students were referred and moved to tier 2 and tier 3 and the caseloads were becoming difficult to manage.

Action 2.2 Response to Intervention: The plan for this action was to assign one Reading Intervention teacher at each school site. Due to last minute restaffing needs because of low kindergarten enrollment at Wasuma an additional reading intervention class was added to Wasuma.

Action 2.3 Extended Learning Opportunities/After-School Programs/Eagle Academy/B.L.I.S.S.: This action was implemented as planned with no significant changes.

Action 2.4 Fresno Flats Community Day School: This action was implemented as planned with no significant changes.

Action 2.5 This action was implemented as planned with no significant changes.

Action 2.6 California Cadet Corps Leadership Program: This action was implemented as planned with no significant changes.

Action 2.7 Healthy Snacks and Meals: This action was implemented as planned with no significant changes.

Action 2.8 Transportation: This action was implemented as planned. The district did purchase an additional vehicle(SUV) to transport students to Madera County Superintendent of Schools(MCSOS) classes that provides services to special education students in programs that are located in the city of Madera. The district also hired an additional employee to drive the vehicle and transport students to the MCSOS programs.

Action 2.9 Comprehensive School Safety Program: This action was implemented as planned with no significant changes.

Action 2.10 Physical Health & Fitness Program and Extra-Curricular Activities: This action was implemented as planned with no significant changes.

Action 2.11 Foster Youth and Homeless Student Activities: This action was implemented as planned with no significant changes.

Action 2.12 Mathematics Program: This action was partially implemented. All teachers and students in grades K-8 had access to iReady. However, the LEA is still working on a structure to ensure there is an exceptional focus on math instruction, support, and intervention in grades K-8 districtwide. Math scores are low and there are still significant achievements gaps in math.

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

Action 2.1 Behavioral and Social-Emotional Health & Safety Program Planned Expenditure \$820,720, Estimated Actual \$939,459 Estimated Actual was more due to a negotiated raise mid year with the union that applied to all staff members, additional curriculum, and training that was also purchased to support this program.

Action 2.2 Response to Intervention Planned Expenditure \$470,261, Estimated Actual \$668,430 Estimated Actual was more due to the last minute staffing change at Wasuma due to low kindergarten enrollment. The district reassigned the second kindergarten teacher to a Reading

intervention assignment, This gave Wasuma two reading intervention teachers. The district also purchased addition curriculum for the response to intervention program.

Action 2.3 Extended Learning Opportunities/After-School Programs/Eagle Academy/B.L.I.S.S. Planned Expenditure \$484,185 Estimated Actual was \$695,737 the reason for the significant increase was due to the contract we had with My Club increased in cost due to the program growing and the need to hire more staff. The District also added several after school clubs for students to join. These clubs are run by certificated employees who receive hourly extra duty pay.

Action 2.6 California Cadet Corps Leadership Program Planned Expenditures \$21,728 Estimated Actual was \$11,348 the reason for the reduction in cost was due to sharing of stipends and the Cadet Corps events outside of the school day were reduced and in some cases the event costs were less than anticipated.

Action 2.8 Transportation Planned Expenditures \$885,145 Estimated Actual was \$868,315 Estimated Actual was less because of built in anticipated costs for repair and vehicle replacements. The district did not need to make as many vehicle repairs as were anticipated.

2.11 Foster Youth and Homeless Student Activities Planned Expenditures \$29,534 Estimated Actual was \$23,814 Estimated Actual was less due to more donations of school supplies and toiletries from organizations that the LEA was able to use instead of needing to purchase the items for our foster and homeless youth.

Action 2.12 Mathematics Program Planned Expenditures \$71,595 Estimated Actual \$52,490, the estimated actual was less because the district planned to invest more money in math curriculum and applications.

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

Action 2.1 Behavioral and Social-Emotional Health & Safety Program was somewhat effective. The district had some challenges with staffing within this program. The program was also in the midst of being restructured as it related to the referral process for students who needed tier 2 or tier 3 services. Another hurdle in this program was ensuring the Rethink SEL curriculum was being used with fidelity across the district.

Action 2.2 Response to Intervention was effective Beginning of Year(BOY) iReady diagnostic results compared to End of Year(EOY) were significantly improved

Reading iReady Diagnostic Results of percentage students on or above grade level

K: BOY, Not Tested EOY, 63%

1st: BOY, 4% EOY, 39%

2nd BOY, 15% EOY, 46%

3rd BOY, 44% EOY, 62%

4th BOY, 18% EOY, 42%

5th BOY, 24% EOY, 35%

6th BOY, 36% EOY, 40%
7th BOY, 26% EOY, 34%
8th BOY, 41% EOY, 46%

Math iReady Diagnostic Results of percentage students on or above grade level

K: BOY, Not Tested EOY, 49%

1st: BOY, 2%% EOY, 28%

2nd BOY, 8% EOY, 24%

3rd BOY, 13% EOY, 30%

4th BOY, 12% EOY, 28%

5th BOY, 12% EOY, 30%

6th BOY, 18% EOY, 42%

7th BOY, 9% EOY, 19%

8th BOY, 17% EOY, 32%

Action 2.3 Extended Learning Opportunities/After School Programs/Eagle Academy/B.L.I.S.S. was an effective action. The LEA had over 30% of its students involved in and after school program.B.L.I.S.S. is the districts independent study program that has been an effective program for students who thrive in a non traditional classroom setting. By offering this program the district does not lose enrollment due to families taking their students to neighboring districts who offer independent study programs. B.L.I.S.S. had 26 students enrolled at the end of the 23/24 school year.

Action 2.4 Fresno Flats Community Day School was an effective program that served a small percentage of the districts student population, although the percentage was small the difference in made in those students lives was what made the program effective. This program regularly serves low income students.

Action 2.5 English Language Development Program was somewhat effective with a reclassification rate of 6.3%

Action 2.6 California Cadet Corps Leadership Program was effective. The district had more than 50 students participate in this program and had several students win awards this year.

Action 2.7 Healthy Meals and Snacks was effective. All students had access to free breakfast, lunch, and snacks.

Action 2.8 Transportation was effective. The district transports more than 80% of its students to and from school everyday, 65% of that 80% are students who have been identified as low income students.

Action 2.9 Comprehensive School Safety Program was effective. The LEA was able to use and manage its emergency management system. Site principals held practice drills once a month to ensure everyone knows the procedures and protocols in the event of and emergency and all staff were active threat trained from Knowledge Saves Lives.

2.10 Physical Health & Fitness Program and Extra Curricular Activities was effective. All sites have full time PE teachers and a large percentage of our students participated in extra curricular activities that involved movement and physical well being. Many of our low income students do not have the opportunity to participate in sports and physical activities outside of the fitness programs we offer at school.

2.11 Foster Youth and Homeless Student Activities was somewhat effective. All of the district's foster and homeless youth were supplied with their basic needs, however, the district was not able to coordinate extra curricular activities for this population that were specifically planned and coordinated for this population of students.

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

Action 2.12 will be discontinued due to lack of funding. The LEA was hopeful to implement Rtl teachers for Math instruction, however, the funds are not available at this time.

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

Goals and Actions

Goal

Goal #	Description
3	Each and every educational partner will receive opportunities to engage in the learning process by promoting opportunities that strengthen skills, competencies, and abilities of students, parents, staff, and the community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Educational Partners Survey: The percentage of survey respondents who choose either Agree or Strongly Agree to the prompt, "The District's schools keep parents/guardians well-informed about the progress of their child(ren)."	2020-2021: 93.9%	2021-22: 84%	2022-2023: 92.3%	Survey has not been published yet.	2023-2024: 98%
LCAP Educational Partners Survey: The percentage of survey respondents who choose either Agree or Strongly Agree to the prompt, "The District and its	2020-2021: 94.6%	2021-2022: 85.4%	2022-2023: 94.1%	Survey has not been published yet.	2023-2024: 98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
schools seek parent/guardian/community input (i.e., PTA, PTC, School Site Council, ELAC/DELAC, parent-teacher conferences, etc.)."					
LCAP Educational Partners Survey: The percentage of survey respondents who choose either Agree or Strongly Agree to the prompt, "The District and/or its schools respond promptly to emails, phone calls, and messages."	2020-2021: 98.4%	2021-2022: 89.8%	2022-2023: 96.2%	Survey has not been published yet.	2023-2024: 99%
LCAP Educational Partners Survey Participation	2020-2021: 133 responses	2021-2022: 50 responses	2022-2023: 53 responses	Survey has not been published yet.	2023-2024: 250 responses
School Site Level Operational Advisory Groups	2020-2021: All school sites have operational school site councils and parent-teacher associations/councils.	2021-2022 All school sites have operational school site councils and parent-teacher associations/councils.	2022-2023 All school sites have operational school site councils and parent-teacher associations/councils.	SSC has met at least once so far this year at each site.	2023-2024: All school sites will have operational school site councils and parent-teacher associations/councils.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Level Operational Advisory Groups	2020-2021: The District has an operational parent advisory committee, a group comprised of representatives from each site's operational advisory groups and the District's operational advisory committees.	2021-2022: The District has an operational parent advisory committee, a group comprised of representatives from each site's operational advisory groups and the District's operational advisory committees.	2022 -2023: The District has an operational parent advisory committee, a group comprised of representatives from each site's operational advisory groups and the District's operational advisory committees.	NA	2023-2024: The District will have an operational a stakeholder advisory committee comprised of each site's operational advisory groups and the District's operational advisory committees.
CA Dashboard: Local Indicator: Parent and Family Engagement	2018-2019: MET	2021-2022: MET	2022-2023: MET	NA	2023-2024: MET

Goal Analysis

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

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

Action 3.1 Health and Wellness Committee met a couple of times during the school year to review the Wellness Policy that was approved and adopted by the school board.

Action 3.2 District Safety Committee provided a group of educational partners from the community who met to discuss school and community safety.

Action 3.3 Educational Partners Survey this action provided periodic survey that were distributed to educational partners for feedback on the effectiveness of the districts programs and services.

Action 3.4 School Site Councils and Parent Advisory Groups provided each site with a school site council. The school site council is comprised of teachers, administrators, parents, and community members who review and approve the School Plan for Student Achievement as well as discuss how to improve and/or implement programs at their school sites.

Action 3.5 Parent-Teacher Associations and/or Councils worked with principals, teachers, and community members to provide various fundraisers and special events for their school sites.

Action 3.6 School to Home Communications Program, Educational Partner Meetings and Special Events. This action allows the district to maintain an effective and efficient school-to-home communications program.

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.

There were no significant differences between budgeted expenditures and estimated actual expenditures.

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

Action 3.1 Health and Wellness Committee was effective. The committee met four times and a wellness policy was approved and adopted.

Action 3.2 District Safety Committee was somewhat effective. There was one productive meeting. The goal was to have at least four meetings over the course of the school year and this goal was not met.

Action 3.3 Educational Partners Survey was not effective. The district continues to struggle with getting educational partners to take the survey.

Action 3.4 School Site Councils and Parent Advisory Groups was effective they met regularly and provided important feedback to school principals. Both of these two committees performed the duties required of them as educational partners.

Action 3.5 Parent-Teacher Associations and/or Councils was effective. Each site had several meetings throughout the year. There were many successful fundraisers and special events that were planned and executed throughout the school year.

Action 3.6 School to Home Communications Program, Educational Partner Meetings and Special Events was an effective goal. The district had 99% of its families on ParentSquare receiving digital messages through text and email.

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

The LEA will continue implementing all actions under Goal 3.

Action 3.3, The LEA will be expanding upon how it can solicit more participation in the educational partners surveys. The school board suggested more frequent surveys throughout the school year that are shorter in length to help encourage participation. Teachers also suggested having the survey available on Chromebooks at the school site during school events.

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
Bass Lake Joint Union Elementary School District	Michelle Townsend Superintendent	mtownsend@basslakesd.org (559) 642-1555 ext.1001

Plan Summary [2024-25]

General Information

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

The Bass Lake Joint Union Elementary School District (BLJUESD) is located in eastern Madera County in the Sierra Nevada foothills and mountains. The rural district is comprised of four schools: Wasuma Elementary School (K-8) in Ahwahnee, Oakhurst Elementary School (TK-5) in Oakhurst, Oak Creek Intermediate School (6-8) in Oakhurst, and Fresno Flats Community Day School, also located in Ahwahnee. The District also offers an Independent Study program, B.L.I.S.S. (Bass Lake Independent Study School). This program is available for students in grades K-8. The District boundaries are centered in and around the unincorporated Madera County towns of Oakhurst, Bass Lake, Ahwahnee, Nipinnawasee, and northern portions of Coarsegold. The District also is the authorizing district for an independent charter school, Yosemite Wawona Elementary Charter School (TK-6), located in Wawona inside Yosemite National Park. The Districts current enrollment is 822 students.

California Dashboard 2023
Student Population: 846

The District's demographics include the following student groups:
Socioeconomically Disadvantaged (61.2%)
Students with Disabilities (14.9%)
English Learners (9.3%)

Homeless Youth (2.6%)
Foster Youth (0.2%)

The racial/ethnic makeup of the District includes the following:

White (65%)
Hispanic (24.8%)
American Indian/Native American (2.5%)
Two or more races (5%)
Asian (1.8%)
African American (0.1%)
Filipino (0.6%)
Pacific Islander (0.1%)

The District continues to align its school sites' School Plans for Student Achievement (SPSAs) to the LCAP goals and activities. This will lead to the implementation of effective learning programs, greater student achievement, positive school culture and climate, and more-highly involved parents and community members.

Reflections: Annual Performance

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

The district's annual performance indicators highlights areas of growth for the District. These required indicators are required by law to list in the LEA's annual performance and the LCAP is to reflect required actions in the LCAP tha address these required indicators.

Required Indicators are listed below:

Districtwide Required Indicators:

Chronic Absenteeism
Suspension rate
ELA academic performance (students with disabilities)

School Site Specific Required Indicators:

Wasuma Elementary
Chronic Absenteeism (socioeconomically disadvantaged students, students with disabilities, and white students).

Oakhurst Elementary

Chronic Absenteeism (English Learners, Socioeconomically disadvantaged, students with disabilities, and hispanic students).
Suspension rate - school wide

Oak Creek Intermediate

Chronic Absenteeism (socioeconomically disadvantaged, students with disabilities, hispanic, and white students)

Suspension rate (white students)

ELA academic performance (students with disabilities and hispanic students)

Math academic performance (students with disabilities and hispanic students)

The 2023/24 school year continued to be a year of analyzing programs for effectiveness both academically and as it relates to behavior and the social emotional learning of our students.

California Dashboard 2023:

Chronic Absenteeism - 31.1%

Suspension Rate - 6.4%

English Learner Progress - 39.7% making progress towards English language proficiency

English Language Arts - 32 points below standard

Mathematics - 56.4 points below standard

Local Indicators

Basics: Teachers, Instructional Materials, Facilities - standard met

Implementation of Academic Standards - standard met

Parent and Family Engagement - standard met

Local Climate Survey - standard met

Access to a Broad Course of Study - standard met

iReady - Local Benchmark Assessment

READING

From beginning of the year diagnostic assessment to the end of the year diagnostic assessment

All Students(grades 1-8)

Mid or Above grade level in Fall 2023 = 11%

Mid or Above grade level in Spring 2024 = 20%

Increased = 9%

Early On grade level in Fall 2023 = 14%

Early On grade level in Spring 2024 = 22%

Increased = 8%

One grade level below in Fall 2023 = 34%

One grade level below in Spring 2024 = 31%

decreased(decreasing in percentages in this area is the desired outcome because it means a smaller percentage of students are one grade level below) = 3%

Two grade levels below in Fall 2023 = 21%

Two grade levels below in Spring 2024 = 11%

decreased(decreasing in percentages in this area is the desired outcome because it means a smaller percentage of students are one grade level below) = 10%

Three or more grade levels below in Fall 2023 = 20%

Three or more grade levels below in Spring 2024 = 16%

decreased(decreasing in percentages in this area is the desired outcome because it means a smaller percentage of students are one grade level below) = 4%

Percentage of students that improved their reading level placement - by school site

Fresno Flats - not reported due to student enrollment under 10

Oak Creek Intermediate End of Year

All Students (6-8)

On or Above Grade Level = 37% - increase of 7%

One Grade Level Below = 20% - decrease of 5%

Two or More Grade Levels Below = 43% - decrease of 2%

Oakhurst Elementary School

All Students (1-5)

On or Above Grade Level = 38% - increase of 19%

One Grade Level Below = 36% - stayed the same

Two or More Grade Levels Below = 26% - decrease of 19%

Wasuma Elementary School

All Students (1-8)

On or Above Grade Level = 53% - increase of 22%

One Grade Level Below = 33% - decrease of 7%

Two or More Grade Levels Below = 14% - decrease of 15%

MATHEMATICS

From beginning of the year diagnostic assessment to the end of the year diagnostic assessment

All Students(grades 1-8)

Mid or Above grade level in Fall 2023 = 2%

Mid or Above grade level in Spring 2024 = 10%

Increased = 8%

Early On grade level in Fall 2023 = 9%

Early On grade level in Spring 2024 = 19%

Increased = 10%

One grade level below in Fall 2023 = 42%

One grade level below in Spring 2024 = 41%

decreased(decreasing in percentages in this area is the desired outcome because it means a smaller percentage of students are one grade level below) = 1%

Two grade levels below in Fall 2023 = 25%

Two grade levels below in Spring 2024 = 17%

decreased(decreasing in percentages in this area is the desired outcome because it means a smaller percentage of students are one grade level below) = 8%

Three or more grade levels below in Fall 2023 = 22%

Three or more grade levels below in Spring 2024 = 13%

decreased(decreasing in percentages in this area is the desired outcome because it means a smaller percentage of students are one grade level below) = 9%

Percentage of students that improved their mathematics level placement - by school site

Fresno Flats - not reported due to student enrollment under 10

Oak Creek Intermediate End of Year

All Students (6-8)

On or Above Grade Level = 30% - increase of 17%

One Grade Level Below = 32% - decrease of 3%

Two or More Grade Levels Below = 38% - decrease of 14%

Oakhurst Elementary School End of Year

All Students (1-5)

On or or Above Grade Level = 23% - increase of 14%

One Grade Level Below = 44% - increase of 1%

Two or More Grade Levels Below = 33% - decrease of 15%

Wasuma Elementary School - End of Year

All Students (1-8)

On or Above Grade Level = 35% - increase of 20%

One Grade Level Below = 43% - decrease of 5%

Two or More Grade Levels Below = 22% - decrease of 16%

CELEBRATIONS

English Learner Progress increased by 6.9%

English Language Arts, maintained status

Mathematics, increased 5.3 points

All Local Indicators were met

Attendance Rates increased across all school sites for more than half of the months of August - March (do not have data for April, May and June of 2024 yet - will add it when it becomes available)

Oak Creek Intermediate

2022/2023 School Year compared to 2023/2024 School Year

August 2022/2023 = 92.31%, August 2023/2024 = 94.01%

September 2022/2023 = 91.55%, September 2023/2024 = 93.01%

October 2022/2023 = 91.31%, October 2023/2024 = 92.69%

November 2022/2023 = 89.09%, November 2023/2024 = 93%

December 2022/2023 = 88.24%, December 2023/2024 = 93.01%

January 2022/2023 = 89.53%, January 2023/2024 = 91.6%

February 2022/2023 = 91.38%, February 2023/2024 = 92.57%

March 2022/2023 = 91.37%, March 2023/2024 = 90.19%

Oakhurst Elementary School
2022/2023 School Year compared to 2023/2024 School Year

August 2022/2023 = 92.61%, August 2023/2024 = 93.42%
September 2022/2023 = 92.98%, September 2023/2024 = 94.11%
October 2022/2023 = 93.09%, October 2023/2024 = 93.17%
November 2022/2023 = 88.05%, November 2023/2024 = 92.12%
December 2022/2023 = 86.88%, December 2023/2024 = 90.61%
January 2022/2023 = 92.01%, January 2023/2024 = 91.67%
February 2022/2023 = 94.24%, February 2023/2024 = 92.14%
March 2022/2023 = 93.41%, March 2023/2024 = 92.38%

Wasuma Elementary School
2022/2023 School Year compared to 2023/2024 School Year

August 2022/2023 = 93.78%, August 2023/2024 = 95.7%
September 2022/2023 = 92.63%, September 2023/2024 = 94.28%
October 2022/2023 = 94.42%, October 2023/2024 = 95.25%
November 2022/2023 = 91.98%, November 2023/2024 = 93.37%
December 2022/2023 = 89.59%, December 2023/2024 = 92.87%
January 2022/2023 = 86.68%, January 2023/2024 = 91.29%
February 2022/2023 = 92.01%, February 2023/2024 = 92.19%
March 2022/2023 = 93.41%, March 2023/2024 = 94.04%

Reflections: Technical Assistance

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

Bass Lake Joint Union Elementary School District has been identified for differentiated assistance in the areas of Suspension Rate, Chronic Absenteeism, and English Language Arts, subgroup - students with disabilities.

During the 2022/2023 school year the District created a Differentiated Assistance(DA) committee for Chronic Absenteeism. The committee was comprised of an advisor for Madera County Superintendent of Schools, District administration, teachers, nurse, and school secretaries. The committee met four times over the course of the 2022-2023 school year. The committee looked at attendance data that sparked questions about why students might be missing school. As the committee took a deeper dive into the data they developed a plan to implement in an effort to increase attendance across the District. This plan consisted of sending out a flyer that message the importance of school, ADA funding, and how much instruction is missed when students miss ten or more days of school, along with the statistics of literacy rates, drop out rates, and graduation rates related to chronic absenteeism. The committee also had a few grade levels at one of the school sites send out daily ParentSquare messages about what students were doing in the classroom. This was an effort to communicate all of the

academic and fun activities going on that students were missing if they were staying home from school. The committee looked at before and after attendance rates to see if this is something that would have an impact on decreasing chronic absenteeism.

During the 2023/2024 school year the District formed a DA committee for English Language Arts academic performance(students with disabilities SWD). The committee has met three times and plans to meet at the beginning of the 2024/2025 school year. This committee has examined data related to SWD's performance on the CAASPP in ELA. The committee discovered that the District had a test participation rate under 95% which created a LOSS penalty for the District. It was also discovered that many of the District's teachers had not been trained on how to access the embedded accommodations on the test, therefore, they were not able to direct and remind students how to use them. Another finding was that many students had smaller setting accommodations written into their IEP's , however, there were times when such students were sent to test in a separate setting, but the fact that so many students have this accommodation of separate setting classroom ended up having just as many students in it as the regular classroom. It became apparent to the committee that testing schedules was something that needed to be looked at for the upcoming school year.

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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	Staff Meetings: Each school site had 20 - 25 staff meetings School Site Council: Each school site conducted one meeting per quarter LCAP Survey: 1 survey
Principals	Leadership Meetings: School Site Council: Each school site conducted one meeting per quarter LCAP Survey: 1 survey PTA/PTC: Wasuma, 9 meetings, Oakhurst Elementary 9 meetings, Oak Creek Intermediate 5 meetings
Administrators	Leadership Meetings: 10 meetings School Site Council LCAP Survey: 1 survey ELAC: 2 meetings
Other School Personnel	Leadership Meetings: 10 meetings Classified Staff Secretaries Meetings: 4 meetings School Site Council LCAP Survey: 1 survey

Educational Partner(s)	Process for Engagement
Local Bargaining Units	Meetings: 3 meetings - December 7, 2023,(BLTA)January 11, 2024(BLTA), February 12, 2024(CSEA), March 21, 2024(CSEA) LCAP Survey: 1 survey
Parents	School Site Council: Each school site conducted one meeting per quarter LCAP Survey: 1 survey PTA/PTC: Wasuma, 9 meetings, Oakhurst Elementary 9 meetings, Oak Creek Intermediate 5 meetings
Students	LCAP Survey: 1 survey
SELPA	3 Meetings November 15, 2023 February 14, 2024 April 10, 2024

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

The development and adoption of the LCAP was a collaborative process that was influenced by the feedback provided by our school district's educational partners. The inclusive approach allowed for the LCAP to reflect the diverse needs and priorities of our community. The District engaged a wide range of educational partners including teachers, principals, other school personnel, students, and parents to develop the LCAP. The District facilitated multiple forums for feedback, such as, surveys, informational meetings, public board meeting discussions, and advisory committees. This extensive engagement allowed us to gather a comprehensive understanding of our school communities priorities for the District.

The District solicited feedback from our educational partners in many ways throughout the 2023-2024 school year. School leaders conducted various educational partner meetings, which yielded data and information that was instrumental in developing the LCAP. Such meetings included:

Staff: Actions: 1.1, 1.2, 2.1, 2.2. 2.3, 2.12

During the course of the 2023/24 school year classroom teachers regularly voiced concerns about the following based on the academic performance of their students on classroom assignments/assessments:

- * Lack of student achievement in mathematics.
- * Lack of student achievement in English Language Arts and Reading.
- * Student's writing skills (this has not been a priority in recent years, further adding to student achievement concerns in English Language Arts and other academic disciplines).
- * The students, families, and staff of the District have been victimized by traumatic events over the past year. This creates a greater need for professional development for staff to effectively address the needs of their students and their families. Students are in need of ongoing counseling services to address their needs.
- * Students have encountered unfinished learning during the 2023/24 school year. The District will continue to implement a learning recovery program that will include expanded learning opportunities, increased English language learner services, additional supplemental services, trauma informed practices, social-emotional learning, student achievement data analysis systems, professional development of staff, and more.
- * Chronic absenteeism and disengagement (chronic absenteeism rates continue to be much higher than state averages, a common finding for rural, mountain school districts throughout the region).

Students: Actions 2.1, 2.3, 2.10

Students had the opportunity to fill out the educational partners LCAP survey, this did not yield a large response. 5th -8th grade students participated in the Healthy Kids Survey

The results from this survey pointed to the social emotional needs of our students particularly in the areas of students feeling safe at school, students having a sense of belonging at school and in their community,

Our local bargaining units, BLTA and CSEA : Actions 1.5, 2.1, 2.8, 2.12

During meeting with bargaining units discussions were around the social emotional needs of our students, absenteeism, food services, transportation(specifically special education transportation).

The English Language Parent Advisory Committee was involved at School Site Council meetings where the LCAP was discussed: Actions 1.2, 2.5, 2.8, 2.12

In these meetings student attendance, transportation communications in Spanish, the ELL program and response to intervention were also topics that the committee spent a lot of time discussing.

Special Education educational partners were included in the LCAP process through LCAP discussions at monthly Special Education meetings.

The volume and varied nature of the above educational partners' engagement meetings held throughout the 2023-2024 school year allowed our education partners plenty of opportunities for significant and purposeful engagement, which was critical to developing this LCAP and the budget process. This engagement continues to support the District's comprehensive strategic planning, accountability, and school improvement processes currently in place and/or planned for future years as described in this LCAP. Educational partner engagement, as

described above, is ongoing throughout the school year. Other educational partner groups the District continuously engages with include California School Employees Association Local #757, Bass Lake Teachers Association, English Learner Advisory Committee, Special Education Local Plan Area (SELPA) administrator, school personnel, parents, students, and community members.

Bass Lake School District's Special Education Coordinator and Director of Special Programs and Projects consulted with the SELPA to ensure the needs of all BLSD students with disabilities are being met in both County and District special education programs.

A draft of the LCAP was presented to the parent advisory committees on March 26, 2024, April 10, 2024, and May 14, 2024

The public hearing of the 2023-24 LCAP draft was held on June 18, 2024.

The District superintendent received zero(0) written comments regarding the 2024-2025 LCAP draft after the public hearing.

The District's LCAP was adopted at the June 26, 2024 School Board Meeting.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Each and every student will receive high-quality instruction and learning opportunities that will prepare them for high school and their post-secondary pursuits (college, trade school, military, and/or the workplace), provided by highly qualified professionals in clean, caring, safe, and secure environments.	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 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing high-quality, engaging educational experiences by highly-qualified professionals in safe, clean, caring learning environments is at the heart of what successful schools and districts do. Success in this area may be found in a number of forms, including but not limited to CAASPP scores, ELPAC growth, student grades, attendance, Facility Inspection Tool (FIT) reports, student performance levels as measured by local assessments, educational partners survey results, and more. When staff is highly-qualified, supported, and well-trained, students will learn. When combined with school environments that are safe and secure, student learning and growth is maximized. It is anticipated that the District's continued emphasis on further implementing and sustaining PBIS strategies and programs will enable positive school climates and cultures to be strengthened at school sites leading to improved attendance, engagement, and student growth. The physical conditions and appearances of the school sites will remain an area of focus for the District. Many District facilities are aging and in need of critical repairs or replacement. The District will continue to maintain campuses that are clean and secure by working to implement necessary improvements.

The District will focus to improve the academic achievement of its students. An analysis of the California School Dashboard data indicates the District needs to improve both in mathematics, English language arts, and English Learner Progress. This analysis also indicates the presence of achievement gaps among student groups. Improvement will require additional staff training, teacher collaboration, and teacher-leader development. Adequate time for teachers to collaborate in the development of curriculum and lesson planning is critical to student and teacher success. This collaboration must occur among and between grade levels throughout the District. Continued support in utilizing technology as an educational tool to further engage and enrich students' educational experiences is also a critical need. At the same time, there is a realization that students' social-emotional and mental health needs must also be addressed effectively. This requires strategic planning and implementation of multi-tiered systems of support for students to align the complicated array of needs that will yield sustained growth and development academically and socially by the District's students.

Input from our educational partners also led directly to the development and inclusion of this goal, as described in the Engaging Educational Partners section of this LCAP.

The actions associated with this goal will lead directly to improvements in student learning and growth, as will be evidenced in the measuring and reporting metrics as listed below, with incremental improvements each year over the three year cycle of this plan.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP English Language Arts Scores	California Dashboard 2023 All Students: 32 points below standard Students with Disabilities: 110.8 points below standard English Learners: 67.8 points below standard Socioeconomically disadvantaged: 40.4 points below standard			California Dashboard All Students: 15 points below standard Students with Disabilities: 95 points below standard English Learners: 52 points below standard Socioeconomically disadvantaged: 25 points below standard	
1.2	CAASPP Mathematics Scores	California Dashboard 2023 All Students: 56.4 points below standard Students with Disabilities: 112.1 points below standard English Learners: 90.2 points below standard Socioeconomically disadvantaged: 64.5 points below standard			California Dashboard All Students: 41 points below standard Students with Disabilities: 97 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					English Learners: 75 points below standard Socioeconomically disadvantaged: 49 points below standard	
1.3	English Learner Progress Indicator	<p>California Dashboard 2023 39.7% making progress towards English language proficiency. EL's who decreased at least one ELPI level = 21.5% EL's who maintained ELPI Levels 1, 2L, 2H, 3L, 3H = 36.9% EL's who maintained ELPI Level 4 = 3.1% EL's who progressed at least one ELPI level = 38.5%</p> <p>Reclassification Rate: 6.3%</p> <p>*ELPI(English Learner Progress Indicator</p>			<p>California Dashboard</p> <p>54% making progress towards English language proficiency. EL's who decreased at least one ELPI level = 6% EL's who maintained ELPI Levels 1, 2L, 2H, 3L, 3H = 22% EL's who maintained ELPI Level 4 = 10% EL's who progressed at least one ELPI level = 53%</p> <p>*ELPI(English Learner Progress Indicator</p> <p>Reclassification Rate: 10%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Facility Inspection Tool(FIT)	<p>SARC 2022/23(published during 2023/24 school year)</p> <p>Oak Creek Intermediate Overall Facility Rating - Exemplary</p> <p>Oakhurst Elementary Overall Facility Rating - Exemplary</p> <p>Wasuma Overall Facility Rating - Exemplary</p> <p>Fresno Flats Overall Facility Rating - Exemplary</p>			<p>SARC</p> <p>Oak Creek Intermediate Overall Facility Rating - Exemplary</p> <p>Oakhurst Elementary Overall Facility Rating - Exemplary</p> <p>Wasuma Overall Facility Rating - Exemplary</p> <p>Fresno Flats Overall Facility Rating - Exemplary</p>	
1.5	Teachers Appropriately Assigned and Credentialed	<p>SARC 2022/23(published during 2023/24 school year)</p> <p>Oak Creek Intermediate - 100%</p> <p>Oakhurst Elementary - 100%</p> <p>Wasuma - 99.2%</p> <p>Fresno Flats - 100%</p>			<p>SARC</p> <p>Oak Creek Intermediate - 100%</p> <p>Oakhurst Elementary - 100%</p> <p>Wasuma - 100%</p> <p>Fresno Flats - 100%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Student Access to Standards-Aligned Curriculum	<p>SARC 2022/23(published during 2023/24 school year)</p> <p>Oak Creek Intermediate - 100%</p> <p>Oakhurst Elementary - 100%</p> <p>Wasuma - 100%</p> <p>Fresno Flats - 100%</p>			<p>SARC</p> <p>Oak Creek Intermediate - 100%</p> <p>Oakhurst Elementary - 100%</p> <p>Wasuma - 100%</p> <p>Fresno Flats - 100%</p>	
1.7	Local Indicator---Basics: Teachers, Instructional Materials, Facilities	California Dashboard 2023 - Met			California Dashboard Met	
1.8	Local Indicator - Access to a Broad Course of Study (Extent to which students have access to, and are enrolled in, a broad course of study)	California Dashboard 2023 - Met			California Dashboard Met	
1.9	Local Indicator - Implementation of Academic Standards	California Dashboard 2023 - Met			California Dashboard Met	
1.10	LCAP Educational	LCAP Educational Partners Survey - 2024			LCAP Educational Partners Survey	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Partners Survey: The percentage of survey respondents who choose either Agree or Strongly Agree to the prompt, "I believe the District and its schools set high standards for academic success."	Strongly Agree/Agree - 87.6%			Strongly Agree/Agree - 95%	
1.11	LCAP Educational Partners Survey: The percentage of survey respondents who choose either Agree or Strongly Agree to the prompt, "I believe the District's schools are in good physical repair."	LCAP Educational Partners Survey - 2024 Strongly Agree/Agree - 95.9%			LCAP Educational Partners Survey Strongly Agree/Agree - 98%	
1.12	LCAP Educational Partners Survey: The percentage of survey respondents who choose either Agree or Strongly Agree to the prompt, "Overall, I would rate the academic program in the District as very effective."	LCAP Educational Partners Survey - 2024 Strongly Agree/Agree - 71.2%			LCAP Educational Partners Survey Strongly Agree/Agree - 95%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	LCAP Educational Partners Survey: The percentage of survey respondents who choose either Agree or Strongly Agree to the prompt, "The teachers genuinely care for the academic progress and overall safety & welfare of my child(ren)."	LCAP Educational Partners Survey - 2024 Strongly Agree/Agree - 98%			LCAP Educational Partners Survey Strongly Agree/Agree - 98%	
1.14	LCAP Educational Partners Survey: The percentage of survey respondents who choose either Agree or Strongly Agree to the prompt, "Students have access to high-quality curriculum and instructional materials (including technology resources)."	LCAP Educational Partners Survey - 2024 Strongly Agree/Agree - 91.4%			LCAP Educational Partners Survey Strongly Agree/Agree - 95%	
1.15	LCAP Educational Partners Survey: The percentage of survey respondents who choose either Agree or Strongly	LCAP Educational Partners Survey - 2024 Strongly Agree/Agree - 95.8%			LCAP Educational Partners Survey Strongly Agree/Agree - 98%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Agree to the prompt, "Teachers provide high-quality instruction."					
1.16	LCAP Educational Partners Survey: The percentage of survey respondents who choose either Agree or Strongly Agree to the prompt, "The District and its schools are effective in creating safe, professional learning environments."	LCAP Educational Partners Survey - 2024 Strongly Agree/Agree - 77.1%			LCAP Educational Partners Survey Strongly Agree/Agree - 95%	
1.17	Williams Complaints	Williams Complaints 2023/24 No complaints were filed			Williams Complaints No complaints filed	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Staff will receive professional development on days at the beginning of the school year before students return for instruction. Certificated Employees have three of these days and classified has one. Teachers will also be compensated for District sponsored professional development that they attend outside of their duty day, Staff will be given time during the school year to attend professional development during the school day. When this happens the staff member will request a substitute teacher under school business. Professional Development topics include, but are not limited to student achievement data analysis systems, supplemental academic support applications, math pedagogy, science of reading, phonological awareness, iReady, student writing, educational technology, English language development, English language arts instructional strategies, health and safety, and other related topics. Other areas of professional development that will impact multiple goals in this LCAP include: behavioral and social emotional health & safety, trauma informed practices, mental health, academic intervention, services, and supports, PBIS, strategies to support Foster and Homeless Youth, and other related topics targeting the needs of unduplicated pupils	\$94,044.00	Yes
1.2	Response to Intervention Curriculum	The District will assess both the existing special education and response to intervention (RTI) curricular programs, as well as new programs under consideration. Upon completion of this evaluation, decisions will be made regarding the selection and implementation of curricula, which will then be monitored to ensure fidelity.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Educational Technology Department and Technology Teacher Support Specialist	The District will continue to maintain the Educational Technology Department. Department staff will be responsible for maintaining and upgrading existing technology infrastructure and connectivity throughout the District. A Technology Teacher Support Specialist position was created for the 2024/25 school year. This position will work alongside teachers to increase effectiveness and efficiency by implementing technology into the academic setting. The District purchased new Chromebooks to refresh the 1:1 devices program districtwide. This action also includes the variety of student applications that are used to support learning.	\$403,895.00	Yes
1.4	Clean, Caring, Safe and Secure Learning Environments.	The District will continuously provide clean, caring, safe, and secure learning environments for its students, staff, families, and communities. This includes but is not limited to: physical repairs and upgrades to facilities, general maintenance, cloud based video surveillance systems, clean drinking water, maintenance of the Catapult Emergency Management System (CEMS), and state of the art clocks, bells, and speakers with notification programs in coordination with the CEMS. Each site in the District will conduct regular safety and maintenance inspections, as well as undergo annual inspections by California Risk Management Authority. Recommended and necessary upgrades or repairs will be completed in timely fashion. The District will also utilize the Facility Inspection Tool (FIT) to conduct such inspections to provide appropriate documentation to be shared with its educational partners in the School Accountability Report Cards, during various educational partners meetings (Health & Wellness Committee, District Safety Committee, School Site Council, Board of Trustees, etc.). The district will maintain the digital locks with cloud based support that link to our camera and notification systems.	\$110,000.00	No
1.5	Healthy Students and Staff	The District will provide healthy meals and snacks to all students. All students will also participate in a physical education program. The District will review and update school safety plans and its wellness policy annually. The District is dedicated to implementing programs to improve students' and staffs' physical, social-emotional, and mental health and wellness. The District provides a nurse, and health aide to service all students. The District provides wellness tips and support to staff through the Wellness	\$186,016.00	No

Action #	Title	Description	Total Funds	Contributing
		Committee. The District is also planning to more regularly message to staff the health and wellness benefits that are available through the District's health and welfare insurance company.		
1.6	Highly-qualified Staff	The District will continue to hire, retain, and appropriately assign qualified teachers and instructional support staff. With the state teacher shortage being a real hurdle the District has established a signing bonus for certificated positions that have been vacant for six months. The first implementation of this will be in the 2024/25 school year for a special education teacher vacancy.	\$4,155,903.00	No
1.7	Students with Disabilities Math and ELA Achievement (District and Oak Creek Intermediate) - Required Action and D.A. Action	<p>2023 California School Dashboard ELA Distance from Standard results for BLJUESD Students with Disabilities were in the Red, or "Very Low", performance range, indicating a need to create a specific action to accelerate progress for Students with Disabilities. The Distance from Standard in ELA was 110.8 points below standard. Additionally, 2023 Dashboard results for Students with Disabilities at Oak Creek Intermediate School were in the Red, or "Very Low", performance range in both ELA and Math, 149.3 points below standard and 169.8 points below, respectively.</p> <p>During the 2023/2024 school year the District formed a DA committee for English Language Arts academic performance of Students with Disabilities (SWD). The committee met three times and examined data related to SWD's performance on the CAASPP in ELA. The committee discovered that the District had a test participation rate under 95% which created a "loss penalty" for the District. It was also discovered that many of the District's teachers had not been trained on how to access the embedded accommodations on the test, therefore, they were not able to direct and remind students how to use them. Another finding was that many students had smaller setting accommodations written into their IEP's; however, there were times when such students were sent to test in a separate setting, but the fact that so many students had this accommodation of separate-setting classroom resulted in a test situation with just as many students in it as the regular classroom.</p>		No

Action #	Title	Description	Total Funds	Contributing
		<p>We believe that the circumstances described above also contributed to the “Red” performance level results for Math.</p> <p>To improve academic results for SWD in ELA and Math, The District will monitor the SWD participation in CAASPP assessments, and encourage families to allow their children to participate. Teachers at Oak Creek Intermediate and districtwide will be trained on how to access the embedded accommodations on the test, and have access to list of permitted accommodations for each eligible student. Finally, testing schedules will be carefully reviewed to ensure that the alternate settings meet the students’ needs for accommodation. The DA Team of District and MCSOS staff, will meet regularly to review and adjust the initiative, as necessary.</p>		
1.8	Supports for English Learners	<p>All English Learners in Bass Lake JUESD are provided daily designated and integrated instruction and support in English Language Development. To increase academic outcomes for students and decrease inequalities in performance results between English Learners and higher-performing student groups, the District will provide:</p> <ol style="list-style-type: none"> 1. teachers with professional development in ELD strategies that increase English Learner students' access to core academics. 2. provide instructional staff with professional development in use of the Observation Protocol for Teachers of English Learners (OPTTEL) as a formative assessment tool to support student progress toward English proficiency. 3. Provide English Language Development enrichment and support materials that accelerate English acquisition and increase access to the core. 		No
1.9	Hispanic Students Math and ELA Achievement (Oak Creek Intermediate) - Required action	<p>2023 California School Dashboard ELA and Math Distance from Standard results for Hispanic students at Oak Creek Intermediate School were in the Red, or "Very Low", performance range, 82.0 points below standard and 128.2 points below, respectively.</p> <p>An analysis of the results for Hispanic students showed that, of the 52 Hispanic students who had assessment scores, 29, or 56% were English Learners. The English Learner student group also showed declines in ELA</p>		No

Action #	Title	Description	Total Funds	Contributing
		<p>and Math, though they were not assigned a performance level. Additionally, only 30% of the English Learners who took the ELPAC were assessed as making appropriate progress towards English language proficiency. These data led us to understand that the root cause of the results for Hispanic students is likely related to a need to accelerate English language development. The focus for accelerating ELD will be to provide the following:</p> <ol style="list-style-type: none"> 1. Provide teachers with professional development in ELD strategies that increase English Learner students' access to core academics. 2. Provide instructional staff with professional development in use of the Observation Protocol for Teachers of English Learners (OPTTEL) as a formative assessment tool to support student progress toward English proficiency. 3. Provide English Language Development enrichment and support materials that accelerate English acquisition and increase access to the core. 		
1.10	Support for Long Term English Learners (LTEL)	<p>BLJUESD aims to support the linguistic, academic, and socio-emotional needs of our Long-Term English Learners (LTEL), ensuring their success in school and beyond. School leadership will begin by identifying which students are LTEL and informing teachers, so they are aware that the students may require differentiated learning strategies. School and District staff time will be allocated to examine data for LTEL students and identify the unique needs and/or barriers to language acquisition progress, and learning inequalities in curricular areas. Time will also be allocated so possible root causes can be identified and ideas evidence-based strategies to address those causes can be shared. Teachers and site administrators will share learning that can support the efforts of their peers. Teachers may also be provided professional learning activities to differentiate instruction and supports for LTEL. With the support of the data analysis, per collaboration, and professional development, classroom teachers can provide targeted instructional support based on those needs regularly monitoring progress. Teachers and administrators can provide parents and families with information and demonstrations of how they can also support their LTEL children in acquiring the skills required for reclassification to RFEP.</p>		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Each and every student will receive access to high-quality intervention and support programs, services, and enrichment activities, with an emphasis on individualizing academic and social-emotional behavioral health & safety challenges and responsibilities, in physically, emotionally, and cognitively safe learning environments.	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Providing for the unique needs of each and every student is a tremendous challenge for schools and districts everywhere, including the Bass Lake Joint Union Elementary School District. However, our District is up to the challenge and ready to do everything we can to support our students. These needs range from academic, cognitive, social-emotional, behavioral, to those affecting a child's mental health. At the same time, our students need enrichment activities both inside and outside of the classroom. Bass Lake School District is committed to meeting these needs for our students especially those focused on the social-emotional, behavioral, mental, and physical health. The need for additional counseling, social-emotional behavioral, and mental health specialists will be necessary. We must also have students' physical health be a priority that is addressed Input received during the development of this LCAP and this specific goal was heavily pointed toward the overall health and wellness of students, physically and mentally, as described in the engaging educational partners section of this LCAP. Academic deficiencies continue to be an area of concern. Many students are expected to require additional interventions and supports in reading, English language development, mathematics, and English language arts. These needs, coupled with those described in the paragraph above, will lead to further development and expansion of each school's PBIS program and multitiered system of supports both in social-emotional behavioral health & safety and in reading instruction. The District will also be focused on chronic absenteeism, attendance rates are an area of concern. The District will be implementing programs and practices to increase student excitement and engagement. School climate will be a focus as well as messaging the importance of being at school to our school families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism	2023 California Dashboard All Students 31.1% English Learners 24.1% Hispanic 32.6% Two or More Races 41.3% Socioeconomically Disadvantaged 35% Students with Disabilities 42.9% White 29.8% Homeless 29.2%			California Dashboard All Students 31.1% English Learners 9% Hispanic 17% Two or More Races 26% Socioeconomically Disadvantaged 20% Students with Disabilities 27% White 14% Homeless 14%	
2.2	Suspension Rate	2023 California Dashboard All Students 6.4% English Learners 4.8% Hispanic 6.3% Two or More Races 4.3% Socioeconomically Disadvantaged 7.2% Students with Disabilities 7.9% White 6.4% Homeless 3.6%			California Dashboard All Students <3% English Learners <3% Hispanic <3% Two or More Races <3% Socioeconomically Disadvantaged <3% Students with Disabilities <3% White <3% Homeless <3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*The percentage reflects students who have been suspended at least one day				
2.3	Reading	Local Benchmark Assessment - iReady 2023/24 school year - end of year First Grade Second Grade Third Grade Fourth Grade Fifth Grade Sixth Grade Seventh Grade Eighth Grade			Local Benchmark Assessment - iReady end of year	
2.4	Mathematics	Local Benchmark Assessment - iReady 2023/24 school year - end of year First Grade Second Grade Third Grade Fourth Grade Fifth Grade Sixth Grade Seventh Grade Eighth Grade			Local Benchmark Assessment - iReady end of yea	
2.5	Local Indicator Local Climate Survey	California Dashboard 2023 Met			California Dashboard Met	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Expulsion Rate	AERIES Spring 2024 0%			AERIES 0%	
2.7	Middle School Dropout Rate	AERIES Spring 2024 0%			AERIES 0%	
2.8	School Climate Survey Percentage of students who choose either Agree or Strongly Agree when asked if school is a safe place for students.	Healthy Kids Survey 2022/23 80%			Healthy Kids Survey 95%	
2.9	LCAP Educational Partners Survey: Percentage of survey respondents who choose either Agree or Strongly Agree to the prompt, "I believe the District and its schools meet the individual academic needs of my child."	LCAP Educational Partners Survey 2024 79.2%			LCAP Educational Partners Survey 95%	
2.10	LCAP Educational Partners Survey: The percentage of survey respondents who choose either Agree or Strongly Agree to the prompt, "Teachers utilize a variety of materials, resources, technology,	LCAP Educational Partners Survey 2024 95.8%			LCAP Educational Partners Survey 95%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and strategies to help my child learn."					
2.11	Students Receiving PBIS, Behavioral and Social Emotional Learning Student Services	Caseload Data EOY Tier 3 - 9% Tier 2 - 10% Tier 1 - 100%			Caseload Data EOY Tier 3 - 3% Tier 2 - 10% Tier 1 - all students	

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	Behavioral and Social-Emotional Health & Safety Program	The District supports behavioral and social-emotional health & safety. Students will receive social emotional supports from the PBIS and student supports team, this team is comprised of the school psychologist(one at each site), PBIS Specialist, PBIS para educators, site principals, teachers, instructional aides, and para educators. Each school site will have a complete PBIS and student support team on their campus to support the behavioral and social emotional health of our students. Several members of the team PBIS and student support services will also be trained in crisis response to ensure student safety. This budget also includes applications such as "rethink" that help students with behavior strategies, assessment material budgets, PBIS student store rewards and other materials to support the PBIS program.	\$776,006.00	Yes
2.2	Response to Intervention	Response to Intervention (RtI) instructional support services are provided to students reading one or more levels below grade level. This program is implemented Districtwide with one reading intervention teacher at each of the following school sites: Wasuma Elementary, grades K-5 Oakhurst Elementary, grades K-5 Oak Creek Intermediate, grades 6-8	\$338,296.00	No
2.3	Extended Learning Opportunities/AfterSchool Programs/Eagle Academy/B.L.I.S.S.	The District will provide students with extended learning opportunities, including but not limited to after-school programming & clubs (My Club), summer enrichment, summer school, Homework Club, Esports, gardening club, choir club, etc., including the after school program, Eagle Academy at OES. Unduplicated pupils will have priority for program participation, with other students participating as space allows. opportunities program, The District also maintains the Bass Lake Independent Study School (BLISS) program, which allows students and families an option for a home school style program to meet the unique individual needs of each child, especially those who need such a program to achieve individual success and personal growth. My club is in a 5800 object which is categorized as a "service" since they are a local vendor, so costs for their staffing, program	\$853,628.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>and supplies are listed under "non-personnel" though it does include their staff.</p> <p>The District provides opportunities for students to attend outdoor science camp, typically for sixth and eighth graders, annually.</p>		
2.4	English Language Development Program	<p>The District will provide additional professional development to teachers on ELD standards and best practices for ELD instruction. The District will also revisit its reclassification criteria for EL students as part of the revision of its EL Master Plan. Our EL students and families will have the resource if the District's EL family and community liaison to assist families with school-to-home communications. The EL liaison will also help to assist individual school sites with recruiting EL parent education partners to service on-site committees, all of whom will comprise a District advisory committee. The District will also provide instructional aides to assist in more EL support in classrooms, as well as providing after school tutoring to provide extra academic support to EL students.</p> <p>LTEL(Long Term English Learners) will receive additional support in the classroom to focus on the gaps they have in their English Language Development. Teachers and administrators will chart their progress quarterly to adjust instruction as necessary.</p>	\$118,270.00	Yes
2.5	Fresno Flats Community Day School	The District will continue to provide Fresno Flats Community Day School as an educational program option for students who exhibit challenging behaviors and will benefit from a smaller setting with a more structured learning environment where they will receive individualized instruction, engaging hands-on learning activities, social skills instruction, and study skills instruction. This program has one full time teacher and one Instructional Aide.	\$87,418.00	Yes
2.6	California Cadet Corps leadership program	The District will provide and support efforts to effectively maintain the California Cadets Corps leadership program districtwide to benefit all students.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Healthy Meals and Snacks	The Nutritional Services Department will prepare and provide healthy meals and snacks for students throughout the District. This includes a school breakfast program, lunch, and after-school program nutritional snacks. Meals and snacks are prepared at the Oak Creek Intermediate (OCI) central kitchen and are then transported to Wasuma Elementary, Fresno Flats, and Oakhurst Elementary. There are some ELOP funds used for the afterschool program snacks.	\$5,000.00	No
2.8	Transportation	The District will continue to provide transportation to and from school for families experiencing difficulty in providing their own transportation for their child(ren). Student learning is directly connected to regular school attendance. With the District's most recent Chronic Absenteeism rate at 31.1%, the provision of regular daily transportation is imperative for improved student learning. The District will provide transportation for various extended learning and co-curricular student activities such as band/music, field trips, Cadet Corps events, My Club, etc.	\$919,256.00	Yes
2.9	Comprehensive School Safety Program	The District will implement and maintain a comprehensive school safety program Districtwide. Each school site will have a safety plan that will be annually reviewed and updated accordingly. The District utilizes the Catapult Emergency Management System to communicate local emergencies within the District and community areas immediately surrounding District school sites and assist school and District leaders in coordinating response services to such emergencies. The District will also provide active threat training to staff at the start of the school year. This training will be repeated regularly on a preplanned schedule(every other year). (catapult EMS software cost in another section)	\$0.00	No
2.10	Physical Health & Fitness Program and Extra-Curricular Activities	The District will provide students an enhanced physical health program for students to learn healthy lifestyles that include physical fitness and training activities led by certificated instructional staff Districtwide. Such programming will include physical education instruction during school hours, as well as seasonal interscholastic athletic opportunities. A goal of this action is for	\$361,558.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students who may otherwise not receive such instruction and opportunity for physical engagement to establish and maintain lifelong healthy choices and lifestyles. The District has a full time physical fitness teacher at Oakhurst Elementary School, Oak Creek Intermediate, and Wasuma Elementary.		
2.11	Foster Youth and Homeless Student Activities	The District will provide necessary activities, supplies, and materials to support the unique needs of Foster Youth and students who experience Homelessness.	\$23,934.00	Yes
2.12	Attendance	The District will implement attendance incentives in an effort to decrease chronic absenteeism. The District will also implement an attendance report card that will be shared with parents at the same time quarterly report cards are distributed. There will be a strong effort to communicate the importance of attendance to our students and their families through regular messaging that will include statistics around academic achievement and school attendance.	\$59,610.00	Yes
2.13	Chronic Absenteeism (All) - Required Action	<p>2023 California School Dashboard Chronic Absenteeism results for the District and Oakhurst Elementary School were at the "Very High," or red, performance level for Overall, Low-Income students, English Learners, Students with Disabilities, Hispanic students, and White students. At Oak Creek Intermediate School, Overall, Low-Income students, Students with Disabilities, Hispanic students, and White students were at the "Very High," or red, performance level for the same indicator. Wasuma Elementary had the same results for Overall, Low-Income students, Students with Disabilities, and White students. To address this issue, this specific action has been included in the LCAP.</p> <p>The District found that there is not a consistent process for tracking attendance during the school year. This has impacted the Chronic Absenteeism rates for all groups, District-wide and at each school. Lowering the Chronic Absenteeism rates at the schools will result in lower rates district-wide.</p>		No

Action #	Title	Description	Total Funds	Contributing
		<p>The District will provide all families, including those of Low-Income students, English Learners, Students with Disabilities, Hispanic students, and White students. with the opportunity to avail themselves of the current independent study policy. School principals and their staffs will regularly review attendance data to assess if students are on track to be chronically absent. The parents of those who appear to be will be immediately sent a letter noting the absences and consequences of poor attendance. If the trajectory towards Chronic Absenteeism continues for the identified student(s), personal contact will be made with the parents or guardians. We expect this action to lower Chronic Absenteeism rates Overall, and Low-Income students, Students with Disabilities, Hispanic students, and White students.</p>		
2.14	Suspension Rate (Districtwide, Oakhurst Elementary) - Required Action	<p>2023 California School Dashboard Suspension Rate results were at the Red, or "Very High", performance level for the Overall student population, Low-Income students, and White students at Oakhurst Elementary School. To address this issue, a specific action or actions to address those rates will be included in the LCAP.</p> <p>The District has conducted an analysis and determined that the results for Oakhurst Elementary significantly contributed to the District's results are at the "Very High" performance level for the Overall student population, Low-Income students, and White students, so lowering the OES rates for those groups will have the same result for the District, and a single action will impact both. The analysis also showed that a primary cause of the increase in suspension rates for those student groups was kindergarten students being suspended for violent behaviors as they struggle to adjust to the classroom setting. Comparing data from 2021-22 to 2022-23, the suspensions that were for "violent incident - no injury" increased from 4 to 18 at OES..</p> <p>To address these circumstances, Oakhurst Elementary School will hire school psychologist interns to work with Kindergarteners in making the adjustment. As a result, we expect a decline in suspension rates for the Overall student population, Low-Income students, and White students.</p>		No

Action #	Title	Description	Total Funds	Contributing
2.15	Suspension Rate (Districtwide, Oak Creek Intermediate Elementary) - Required Action	<p>2023 California School Dashboard Suspension Rate results were at the Red, or "Very High", performance level for the Overall student population, Low-Income students, Hispanic students, and White students Districtwide, and at Oak Creek Intermediate School. To address this issue, a specific action or actions to address those rates will be included in the LCAP.</p> <p>The District has conduct an analysis and determined that the results for Oak Creek significantly contributed to the District's results are at the "Very High" performance level for the Overall student population, Low-Income students, Hispanic students, and White students, so lowering the OCI rates for those groups will have the same result for the District, and a single action will impact both. The analysis also showed that a primary cause of the increase in suspension rates for those student groups was the use of vapes at school, and students being suspended at the first offense. Comparing data from 2021-22 to 2022-23, the suspensions that were "illicit drug related" increased from 2 to 11 at OCIS, and from 4 to 15 district-wide, results we know were due to increases in vaping. To address these circumstances, Bass Lake JUESD will implement a process of referrals to a mandatory counseling program on the first offense without suspension. The goal will be to educate the students on the dangers of vaping and strategies to resist peer pressure. As a result, we expect a decline in suspension rates for the Overall student population, Low-Income students, Hispanic students, and White students.</p>		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Each and every educational partner will receive opportunities to engage in the learning process by promoting opportunities that strengthen skills, competencies, and abilities of students, parents, staff, and the community.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The District values the input of its educational partners and utilizes their engagement as a way to identify the needs in the District to help create the strategic focus and eventual implementation of the LCAP. Such feedback is crucial in creating and implementing plans and programs designed to meet the unique needs of each and every student. Effective and efficient communications with our educational partners is vital to the development of positive and effective culture within the District . The Engaging Educational Partners section of this LCAP, also led directly to the development and inclusion of this goal. The actions identified to help with accomplishing this goal are expected to yield results that will continually increase year over year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	LCAP EducationalPartners Survey: The percentage of survey respondents who choose either Agree or Strongly Agree to the prompt, "The District's schools keep parents/guardians well-informed about the progress of theirchild(ren)."	LCAP Educational Partners Survey 2024 85.4%			LCAP Educational Partners Survey 95%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	LCAP Educational Partners Survey: The percentage of survey respondents who choose either Agree or Strongly Agree to the prompt, "The District and its schools seek parent/guardian/community input (i.e., PTA, PTC, School Site Council, ELAC/DELAC, parent teacher conferences, etc.)."	LCAP Educational Partners Survey 2024 89.2%			LCAP Educational Partners Survey 95%	
3.3	LCAP Educational Partners Survey: The percentage of survey respondents who choose either Agree or Strongly Agree to the prompt, "The District and/or its schools respond promptly to emails, phone calls, and messages."	LCAP Educational Partners Survey 2024 93.8%			LCAP Educational Partners Survey 95%	
3.4	LCAP Educational Partners Survey Participation	LCAP Educational Partners Survey 2024 48 participants Certificated Employees - 13			LCAP Educational Partners Survey 100 participants	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Classified Employees - 7 Parent(s)/Guardian(s) - 32 Community Members - 2				
3.5	School Site Level Operational Advisory Groups	Local Data Spring 2024 All school sites have operational school site councils and parent teacher associations/councils.			Local Data The District will have at all sites an operational educational partners advisory committee comprised of each site's operational advisory groups and the District's operational advisory committees.	
3.6	District Level Operational Advisory Groups	Local Data Spring 2024 The District does not have an operational parent advisory committee, a group comprised of representatives from each site's operational advisory groups.			Local Data The District will have an operational parent advisory committee, a group comprised of representatives from each site's operational advisory groups.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	CA Dashboard: Local Indicator: Parent and Family Engagement	California Dashboard 2023 Met			California Dashboard Met	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Health & Wellness Committee	The District will establish and maintain the Health & Wellness Committee to address such issues and provide input to school and District leadership to assist in the decision-making process. The committee is also responsible for annual reviews of the District's Wellness Policy and providing suggested changes to the Superintendent for Board consideration. The committee will be comprised of a variety of educational	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		partners, including school staff, District personnel, parents, and community partners specializing in health & wellness initiatives.		
3.2	District Safety Committee	The District will establish and maintain a District Safety Committee to address the variety of safety-related issues that develop in schools. The committee is expected to provide input to school and District leaders, particularly in the development of the Comprehensive School Safety Plan. The committee will be comprised of a variety of educational partners, including school leadership, District leaders, school staff from each site, parents, and community partners who specialize in school and community safety.	\$0.00	No
3.3	Educational Partners Survey	The District and Schools will periodically provide surveys to various educational partners to continuously assess the effectiveness of programs, practices, and schools in general. Such surveys provide immediate feedback necessary for evaluation of the effectiveness of services and supports.	\$5,476.00	No
3.4	School Site Councils and Parent Advisory Groups	Each site will provide a school site council, a body composed of various educational partners representatives including teachers, classified staff, principal, parents, etc. A primary responsibility of the site council is approving the site's School Plan for Student Achievement (SPSA) each year, authorizing the expenditures of categorical funding. Input from the site council is vital in the process.	\$23,130.00	No
3.5	Parent-Teacher Associations and/or Councils (PTA or PTC)	Each school site will continue providing parent education partners opportunities for participation and input through a parent-teacher-staff committee, generally either a Parent-Teacher Association (PTA) or Parent-Teacher Council. Such bodies provide various fundraising and special events that otherwise would not be possible. They serve as outstanding resources for input.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	School-to-Home Communications Program, Educational Partner Meetings, and Special Events	The District will strengthen and maintain an effective and efficient school-to-home communications program. The program will be comprised of a number of components, including ParentSquare, updated and maintained school and District websites, school site social media accounts, weekly Principal newsletters and telephone messages, and strategies to promote the participation of parents of unduplicated pupils, as well as the parents of students with special and exceptional needs. Each school site will periodically host special events to welcome parents, families, and the community onto campus(open house, back to school night, etc). Each site's PTA/PTC may also host special events for parents, families, and the community. Schools and the District will utilize various local and social media outlets to promote outstanding accomplishments of students and staff.	\$17,453.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,911,318	\$176,290

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
22.889%	2.122%	\$182,154.00	25.011%

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: Professional Development</p> <p>Need: The District's low income students and English learners are underperforming compared to all students in English Language Arts and Mathematics. Low income students are scoring 8.4 points lower than all students in</p>	<p>Making sure our staff is highly trained and up to date with current teaching strategies, behavior management, social emotional learning, and health and safety practices will ensure effective learning environments for our unduplicated students.</p> <p>Training specific to strategies that work with low income students and/or students with large academic gaps will also be provided.</p>	<p>CAASPP - ELA Dashboard Scores</p> <p>All Students English Learners Socioeconomically disadvantaged</p> <p>CAASPP - Math Dashboard Scores</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>ELA. English Learners are scoring 35.8 points lower than all students in ELA. In Mathematics low income students are underperforming by 10 points compared to all students and English Learners are scoring nearly 34 points lower than all students.</p> <p>Low income students are also the largest percentage of students receiving PBIS and behavioral and social emotional learning supports. Of the 19% of students receiving PBIS and behavioral supports 15% of them are low income students. The district will prioritize professional development in these areas to enhance teaching strategies and tools to meet the needs of our low income and EL students.</p> <p>CAASPP - ELA 2023 Dashboard Scores All Students: 32 points below standard English Learners: 67.8 points below standard Socioeconomically disadvantaged: 40.4 points below standard</p> <p>CAASPP - Math 2023 Dashboard Scores All Students: 56.4 points below standard English Learners: 90.2 points below standard Socioeconomically disadvantaged: 64.5 points below standard</p> <p>Students receiving PBIS, behavioral and social emotional learning supports</p>	<p>Teachers will also receive training on the ELD standards and how to best incorporate those standards into their teaching and assessments.</p>	<p>All Students English Learners Socioeconomically disadvantaged: 64.5 points below standard</p> <p>Students receiving PBIS, behavioral and social emotional learning supports Tier 3 Tier 2 Tier 1</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>Tier 3 - 9% (7% are socioeconomically disadvantaged, EL, or Foster/homeless youth)</p> <p>Tier 2 - 10% (8% are socioeconomically disadvantaged, EL, or Foster/homeless youth)</p> <p>Tier 1 - 100% (61% are socioeconomically disadvantaged, EL, or Foster/homeless youth)</p> <p>Scope: LEA-wide</p>		
1.3	<p>Action: Educational Technology Department and Technology Teacher Support Specialist</p> <p>Need: Providing devices and accessibility to all students, particularly socioeconomically disadvantaged students gives students the ability to access their education beyond the classroom. This will help meet the District's goal of closing the achievement gap for our low income students. The District's low income students are performing lower than all students in both ELA and Math. Low income students scored 8 points lower in ELA and 8 points lower in Math on the CAASPP. The District's percentage of low income students is 66%</p> <p>CAASPP - ELA 2023 Dashboard Scores All Students: 32 points below standard</p>	<p>Educational Technology Department. Department staff will be responsible for maintaining and upgrading existing technology infrastructure and connectivity throughout the District. A Technology Teacher Support Specialist will work alongside teachers to increase effectiveness and efficiency by implementing technology into the academic setting. The District purchased new Chromebooks to refresh the 1:1 devices program districtwide. This action also includes the variety of student applications that are used to support learning.</p>	<p>CAASPP - ELA Dashboard Scores All Students Socioeconomically disadvantaged</p> <p>CAASPP - Math 2023 Dashboard Scores All Students Socioeconomically disadvantaged</p> <p>Local Survey</p> <p>Percentage of students with a device and WIFI</p> <p>Percentage of socioeconomically disadvantaged with district issued hotspot for home use</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>Socioeconomically disadvantaged: 40.4 points below standard</p> <p>CAASPP - Math 2023 Dashboard Scores All Students: 56.4 points below standard Socioeconomically disadvantaged: 64.5 points below standard</p> <p>Local Survey</p> <p>Percentage of students with a device and WIFI 100%</p> <p>Percentage of socioeconomically disadvantaged with district issued hotspot for home use 100%</p> <p>Scope: LEA-wide</p>		
2.1	<p>Action: Behavioral and Social-Emotional Health & Safety Program</p> <p>Need: A large percentage of the district's students need social emotional support and behavior interventions. Suspension rates are up by 2.1%. In 2022 the suspension rate was 4.3% and in 2023 the suspension rate was 6.4% , threat assessments have increased by 9% from 2023 to 2024, and students overall mental health is an area of concern.</p>	<p>The District supports behavioral and social-emotional health & safety. Students will receive social emotional supports from the PBIS and student supports team, this team is comprised of the school psychologist(one at each site), PBIS Specialist, PBIS para educators, site principals, teachers, instructional aides, and para educators. Each school site will have a complete PBIS and student support team on their campus to support the behavioral and social emotional health of our students. Several members of the team PBIS and student support services will also be trained in crisis response to ensure student safety. This</p>	<p>CAASPP - ELA Dashboard Scores</p> <p>All Students English Learners Socioeconomically disadvantaged</p> <p>CAASPP - Math Dashboard Scores All Students English Learners</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>Our low income students are a large percentage of the students in our PBIS, behavioral and social emotional learning supports programs. These programs offer supports for social emotional learning that directly relates to academics, suspension rates, and chronic absenteeism. The District is invested in continuing this action to ensure our low income students are receiving wrap around supports for their all around success at school. The District is confident that if students behavioral and social emotional health increases that will directly affect their academic achievement.</p> <p>Currently our low income students have a higher percentage of participation rate in Tier 2 and Tier 3. The District will focus on disaggregating data that show how many low income students exit tier 2 and 3 and if that shows a direct correlation with their academic performance per CAASPP scores.</p> <p>CAASPP - ELA 2023 Dashboard Scores All Students: 32 points below standard English Learners: 67.8 points below standard Socioeconomically disadvantaged: 40.4 points below standard</p> <p>CAASPP - Math 2023 Dashboard Scores All Students: 56.4 points below standard English Learners: 90.2 points below standard</p>	<p>budget also includes applications such as "rethink" that help students with behavior strategies, assessment material budgets, PBIS student store rewards and other materials to support the PBIS program.</p>	<p>Socioeconomically disadvantaged</p> <p>Students receiving PBIS, behavioral and social emotional learning supports</p> <p>Tier 3 Tier 2 Tier 1</p> <p>Suspension Rate Dashboard Scores</p> <p>All Students English Learners Hispanic Two or More Races Socioeconomically Disadvantaged Students with Disabilities White Homeless</p> <p>*The percentage reflects students who have been suspended at least one day</p> <p>Chronic Absenteeism Dashboard Scores</p> <p>All Students English Learners</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>Socioeconomically disadvantaged: 64.5 points below standard</p> <p>Students receiving PBIS, behavioral and social emotional learning supports</p> <p>Tier 3 - 9% (7% are socioeconomically disadvantaged, EL, or Foster/homeless youth)</p> <p>Tier 2 - 10% (8% are socioeconomically disadvantaged, EL, or Foster/homeless youth)</p> <p>Tier 1 - 100% (61% are socioeconomically disadvantaged, EL, or Foster/homeless youth)</p> <p>Suspension Rate</p> <p>All Students 6.4%</p> <p>English Learners 4.8%</p> <p>Hispanic 6.3%</p> <p>Two or More Races 4.3%</p> <p>Socioeconomically Disadvantaged 7.2%</p> <p>Students with Disabilities 7.9%</p> <p>White 6.4%</p> <p>Homeless 3.6%</p> <p>*The percentage reflects students who have been suspended at least one day</p> <p>Chronic Absenteeism</p> <p>All Students 31.1%</p> <p>English Learners 24.1%</p> <p>Hispanic 32.6%</p>		<p>Hispanic</p> <p>Two or More Races</p> <p>Socioeconomically Disadvantaged</p> <p>Students with Disabilities</p> <p>White</p> <p>Homeless</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>Two or More Races 41.3% Socioeconomically Disadvantaged 35% Students with Disabilities 42.9% White 29.8% Homeless 29.2%</p> <p>Scope: LEA-wide</p>		
2.3	<p>Action: Extended Learning Opportunities/AfterSchool Programs/Eagle Academy/B.L.I.S.S.</p> <p>Need: The LEA is invested in making after school learning opportunities as well as alternative educational opportunities available to low income, foster/homeless youth, and English Learners. Students who are engaged in structured after school activities have the opportunity to get extra help on academics, connect with their peers and adults to create positive relationships. The LEA is confident that these opportunities will help to increase academic success, social emotional stability, increase attendance rates, and lower suspension rates for low income students. The District is also confident that students attending our alternative educational program, B.L.S.S. will experience more academic success, better attendance rates, and fewer suspensions.</p>	<p>The District will provide students with extended learning opportunities, including but not limited to after-school programming & clubs (My Club), summer enrichment, summer school, Homework Club, Esports, gardening club, choir club, etc., including the after school program, Eagle Academy at OES. Unduplicated pupils will have priority for program participation, with other students participating as space allows. opportunities program, The District also maintains the Bass Lake Independent Study School (BLISS) program, which allows students and families an option for a home school style program to meet the unique individual needs of each child, especially those who need such a program to achieve individual success and personal growth. My club is in a 5800 object which is categorized as a "service" since they are a local vendor, so costs for their staffing, program and supplies are listed under "non-personnel" though it does include their staff. The District provides opportunities for students to attend outdoor science camp, typically for sixth and eighth graders, annually.</p>	<p>CAASPP - ELA Dashboard Scores All Students Socioeconomically disadvantaged</p> <p>CAASPP - Math Dashboard Scores All Students Socioeconomically disadvantaged</p> <p>Chronic Absenteeism Dashboard Scores All Students Socioeconomically Disadvantaged</p> <p>Suspension Rate Dashboard Scores All Students Socioeconomically Disadvantaged</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>Our low income students are underperforming in Math (8 points below all students) and ELA.(8 points below all students). Chronic Absenteeism(4% higher)and Suspension Rates(.8) are also higher than all students</p> <p>The percentage of low income students participating in extended learning opportunities is these programs is 45%</p> <p>CAASPP - ELA 2023 Dashboard Scores All Students: 32 points below standard Socioeconomically disadvantaged: 40.4 points below standard</p> <p>CAASPP - Math 2023 Dashboard Scores All Students: 56.4 points below standard Socioeconomically disadvantaged: 64.5 points below standard</p> <p>Chronic Absenteeism All Students 31.1% Socioeconomically Disadvantaged 35%</p> <p>Suspension Rate All Students 6.4% Socioeconomically Disadvantaged 7.2%</p> <p>Scope: LEA-wide</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
2.4	<p>Action: English Language Development Program</p> <p>Need: The District's English learners are performing significantly lower than all students in EL and Math. The District will continue to focus on its ELD program to decrease the academic gaps for our English learners. Our English Learners are performing 35 points lower than all students on the CAASPP in ELA. The District is committed to improving these scores and closing this achievement gap.</p> <p>CAASPP - ELA 2023 Dashboard Scores All Students: 32 points below standard English Learners: 67.8 points below standard</p> <p>CAASPP - Math 2023 Dashboard Scores All Students: 56.4 points below standard English Learners: 90.2 points below standard</p> <p>Scope: LEA-wide</p>	<p>The District will provide additional professional development to teachers on ELD standards and best practices for ELD instruction. The District will also revisit its reclassification criteria for EL students as part of the revision of its EL Master Plan. Our EL students and families will have the resource if the District's EL family and community liaison to assist families with school-to-home communications. The EL liaison will also help to assist individual school sites with recruiting EL parent education partners to service on-site committees, all of whom will comprise a District advisory committee. The District will also provide instructional aides to assist in more EL support in classrooms, as well as providing after school tutoring to provide extra academic support to EL students.</p> <p>LTEL(Long Term English Learners) will receive additional support in the classroom to focus on the gaps they have in their English Language Development. Teachers and administrators will chart their progress quarterly to adjust instruction as necessary.</p>	<p>CAASPP - ELA Dashboard Scores All Students English Learners</p> <p>CAASPP - Math Dashboard Scores All Students English Learners</p>
2.5	<p>Action: Fresno Flats Community Day School</p>	<p>The District will continue to provide Fresno Flats Community Day School as an educational program option for students who exhibit challenging behaviors and will benefit from a smaller setting with a more structured learning environment where they will receive individualized</p>	<p>CAASPP - ELA Dashboard Scores All Students Socioeconomically disadvantaged</p>

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	<p>Need: The District's low income students are underperforming in academics compared to all students. Low income students are performing 8 points lower than all students in both ELA and Math on the CAASPP. Low income students are also accessing our Tier 2 and Tier 3 behavior supports at a higher percentage than all students. All students in Tier 2 and Tier 3 is 19% and of that percentage 15% are low income students. Many of these students enter the Fresno Flats program to receive intense behavior and academic supports. A large percentage of our Fresno Flats students are low income.</p> <p>CAASPP - ELA 2023 Dashboard Scores All Students: 32 points below standard Socioeconomically disadvantaged: 40.4 points below standard</p> <p>CAASPP - Math 2023 Dashboard Scores All Students: 56.4 points below standard Socioeconomically disadvantaged: 64.5 points below standard</p> <p>Students receiving PBIS, behavioral and social emotional learning supports</p> <p>Tier 3 - 9% (7% are socioeconomically disadvantaged, EL, or Foster/homeless youth)</p>	<p>instruction, engaging hands-on learning activities, social skills instruction, and study skills instruction. This program has one full time teacher and one Instructional Aide. This action will focus on the LEA's low income students who are struggling with behaviors and are not experiencing success at the District's main campuses. Many of the student's at Fresno Flats are low income. We do not provide a percentage to protect student privacy.</p>	<p>CAASPP - Math 2023 Dashboard Scores All Students Socioeconomically disadvantaged</p> <p>Students receiving PBIS, behavioral and social emotional learning supports</p> <p>Tier 3 Tier 2 Tier 1</p>

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	<p>Tier 2 - 10% (8% are socioeconomically disadvantaged, EL, or Foster/homeless youth)</p> <p>Tier 1 - 100% (61% are socioeconomically disadvantaged, EL, or Foster/homeless youth)</p> <p>Scope: LEA-wide</p>		
2.6	<p>Action: California Cadet Corps leadership program</p> <p>Need: The District knows that many low income students will not have the opportunity to participate in activities outside of school unless they are school sponsored events. Cadet Corps gives our low income students structure, fosters relationships, and provides them opportunities that they may not otherwise have if it were not sponsored by the LEA. Our low income students who participate in Cadet Corps have shown marked academic and social emotional progress. (We do not have the exact data in the metrics column to protect privacy due to the number of students who participate in these programs). We do know that our low income students are underperforming in the following areas ELA, Math and Social emotional Learning. Low Income students are performing 8 points lower than all students in both ELA and Math on the CAASPP. Low income students are also accessing our Tier 2 and Tier 3 behavior</p>	The District will provide and support efforts to effectively maintain the California Cadets Corps leadership program districtwide to benefit all students.	<p>CAASPP - ELA Dashboard Scores All Students English Learners Socioeconomically disadvantaged</p> <p>CAASPP - Math Dashboard Scores All Students English Learners Socioeconomically disadvantaged</p> <p>Suspension Rate Dashboard Scores</p> <p>All Students English Learners Hispanic Two or More Races Socioeconomically Disadvantaged Students with Disabilities White Homeless</p>

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	<p>supports at a higher percentage than all students. All students in Tier 2 and Tier 3 is 19% and of that percentage 15% are low income students.</p> <p>CAASPP - ELA 2023 Dashboard Scores All Students: 32 points below standard English Learners: 67.8 points below standard Socioeconomically disadvantaged: 40.4 points below standard</p> <p>CAASPP - Math 2023 Dashboard Scores All Students: 56.4 points below standard English Learners: 90.2 points below standard Socioeconomically disadvantaged: 64.5 points below standard</p> <p>Suspension Rate</p> <p>All Students 6.4% English Learners 4.8% Hispanic 6.3% Two or More Races 4.3% Socioeconomically Disadvantaged 7.2% Students with Disabilities 7.9% White 6.4% Homeless 3.6%</p> <p>*The percentage reflects students who have been suspended at least one day</p> <p>Chronic Absenteeism</p>		<p>*The percentage reflects students who have been suspended at least one day</p> <p>Chronic Absenteeism Dashboard Scores</p> <p>All Students English Learners Hispanic Two or More Races Socioeconomically Disadvantaged Students with Disabilities White Homeless</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>All Students 31.1% English Learners 24.1% Hispanic 32.6% Two or More Races 41.3% Socioeconomically Disadvantaged 35% Students with Disabilities 42.9% White 29.8% Homeless 29.2%</p> <p>Scope: Schoolwide</p>		
2.8	<p>Action: Transportation</p> <p>Need: On the 2023 dashboard 31% of students in Bass Lake schools were chronically absent. In addition, 35% of low-income students were chronically absent. Both of these percentages were much higher than the California State average of 24.7% for all students and 29.9% for low-income students. On the 2023 CAASPP assessment the total of all BLJUESD students performed 32 points below standard in ELA and 56.4 points below standard in Math. On the same test low-income students scored 40.4 points below standard in ELA and 64.5 below standard in ELA. These gaps in academic performance are similar to the gaps in school attendance. BLJUESD had a need to address the attendance gap and performance gap for low-income students. As a rural school district in the mountains, Bass Lake is committed to ensuring students</p>	<p>The District will continue to provide transportation to and from school for families experiencing difficulty in providing their own transportation for their child(ren). Student learning is directly connected to regular school attendance. With the District's most recent Chronic Absenteeism rate at 31.1%, the provision of regular daily transportation is imperative for improved student learning. The District will provide transportation for various extended learning and co-curricular student activities such as band/music, field trips, Cadet Corps events, My Club, etc. the district is extending its transportation boundaries to ensure all students have access to school busing to improve school attendance.</p>	<p>CAASPP - ELA Dashboard Scores All Students Socioeconomically disadvantaged</p> <p>CAASPP - Math Dashboard Scores All Students Socioeconomically disadvantaged</p> <p>Chronic Absenteeism Dashboard Scores</p> <p>All Students Socioeconomically Disadvantaged</p>

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	<p>have transportation to and from school to meet this need. In the mountains, where there is more extreme weather, dangerous road conditions and longer distances to reach school, there is a need that low-income students, who may not otherwise have reliable transportation to and from school, have this service provided to them through the district.</p> <p>CAASPP - ELA 2023 Dashboard Scores All Students: 32 points below standard Socioeconomically disadvantaged: 40.4 points below standard</p> <p>CAASPP - Math 2023 Dashboard Scores All Students: 56.4 points below standard Socioeconomically disadvantaged: 64.5 points below standard</p> <p>Chronic Absenteeism</p> <p>All Students 31.1% Socioeconomically Disadvantaged 35%</p> <p>Scope: LEA-wide</p>		
2.10	<p>Action: Physical Health & Fitness Program and Extra-Curricular Activities</p>	<p>The District will provide students an enhanced physical health program for students to learn healthy lifestyles that include physical fitness and training activities led by certificated instructional staff Districtwide. Such programming will include physical education</p>	<p>CAASPP - ELA Dashboard Scores All Students Socioeconomically disadvantaged</p>

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	<p>Need: The District is serious about providing physical education and extracurricular activities to our students. This is particularly important for our low income students. Many low income students only have access to these programs at school. With the District committing to these programs it is confident that our low income students will increase their academic performance, attendance rates, and will have increases social and emotional health.</p> <p>The District had 43% of low income students participating in extracurricular activities in 2022/23 school year. In the 2023/24 school year this dropped to 39%. The District is committed to increasing this participation rate for low income students. The LEA believes that if more students participate in these programs their academic and social emotional achievement gaps will shrink.</p> <p>CAASPP - ELA 2023 Dashboard Scores All Students: 32 points below standard Socioeconomically disadvantaged: 40.4 points below standard</p> <p>CAASPP - Math 2023 Dashboard Scores All Students: 56.4 points below standard Socioeconomically disadvantaged: 64.5 points below standard</p> <p>Chronic Absenteeism</p>	<p>instruction during school hours, as well as seasonal interscholastic athletic opportunities. A goal of this action is for students who may otherwise not receive such instruction and opportunity for physical engagement to establish and maintain lifelong healthy choices and lifestyles. The District has a full time physical fitness teacher at Oakhurst Elementary School, Oak Creek Intermediate, and Wasuma Elementary.</p>	<p>CAASPP - Math Dashboard Scores All Students Socioeconomically disadvantaged</p> <p>Chronic Absenteeism Dashboard Scores All Students Socioeconomically Disadvantaged</p> <p>Students receiving PBIS, behavioral and social emotional learning supports</p> <p>Tier 3 Tier 2 Tier 1</p>

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	<p>All Students 31.1% Socioeconomically Disadvantaged 35%</p> <p>Students receiving PBIS, behavioral and social emotional learning supports</p> <p>Tier 3 - 9% (7% are socioeconomically disadvantaged, EL, or Foster/homeless youth)</p> <p>Tier 2 - 10% (8% are socioeconomically disadvantaged, EL, or Foster/homeless youth)</p> <p>Tier 1 - 100% (61% are socioeconomically disadvantaged, EL, or Foster/homeless youth)</p> <p>Scope: LEA-wide</p>		
2.11	<p>Action: Foster Youth and Homeless Student Activities</p> <p>Need: The LEA is committed to increasing attendance of its foster and homeless youth. Increasing activities that are available for our homeless and foster youth will create a desire to want to be at school to participate in the specialized activities created specifically for foster and homeless youth. While the Chronic Absenteeism percentage is higher than that for all students the percentage is still too high and the LEA is looking to</p>	The District will provide necessary activities, supplies, and materials to support the unique needs of Foster Youth and students who experience Homelessness.	<p>Chronic Absenteeism Dashboard Scores</p> <p>All Students Socioeconomically Disadvantaged Homeless</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>decrease this percentage by offering more opportunities during the school day for foster and homeless youth.</p> <p>Chronic Absenteeism Dashboard</p> <p>All Students 31.1% Socioeconomically Disadvantaged 35% Homeless 29.2%</p> <p>Scope: LEA-wide</p>		
2.12	<p>Action: Attendance</p> <p>Need: The District's Chronic absenteeism numbers are abysmal and our low income students have the highest percentage of chronic absenteeism across the District. With the District focusing on improving these parentages for our low income students we hope to see great improvement not only with the percentage of chronically absent students, but with an increase in academic achievement. Currently our low income students are underperforming in relation to all students in Math and ELA . Low income students are 8 more points below standard in both Math and English in comparison to all students. The LEA's low income students are also at a higher Chronically absent percentage compared o all students. Low income students</p>	<p>The District will implement attendance incentives in an effort to decrease chronic absenteeism. The District will also implement an attendance report card that will be shared with parents at the same time quarterly report cards are distributed. There will be a strong effort to communicate the importance of attendance to our students and their families through regular messaging that will include statistics around academic achievement and school attendance.</p>	<p>CAASPP - ELA Dashboard Scores All Students English Learners Socioeconomically disadvantaged</p> <p>CAASPP - Math Dashboard Scores All Students English Learners Socioeconomically disadvantaged</p> <p>Chronic Absenteeism Dashboard Scores</p> <p>All Students Socioeconomically Disadvantaged</p>

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	<p>are chronically absent at a rate of 4% higher than all students</p> <p>CAASPP - ELA 2023 Dashboard Scores All Students: 32 points below standard English Learners: 67.8 points below standard Socioeconomically disadvantaged: 40.4 points below standard</p> <p>CAASPP - Math 2023 Dashboard Scores All Students: 56.4 points below standard English Learners: 90.2 points below standard Socioeconomically disadvantaged: 64.5 points below standard</p> <p>Chronic Absenteeism</p> <p>All Students 31.1% Socioeconomically Disadvantaged 35%</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.

Additional Concentration Grant Funding

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

The District's plan for additional concentration grant add-on funding was used to increase the number of staff providing direct services to students at schools that have a high concentration of English Learners, low income students, and foster/homeless youth by hiring an EL paraprofessional at Oak Creek Intermediate, the decision to hire an EL paraprofessional at Oak Creek Intermediate was due to the fact that OCI has the highest percentage of English Learners in the District. This addresses LCAP Action 1.8. The District also allocated funding to hire an additional school psychologist to assign at Oak Creek Intermediate. The decision to place a school psychologist at this school site was because OCI has the highest suspension rate in the District as well as the highest percentage of socioeconomically disadvantaged students Districtwide. This addresses LCAP Action 2.2.

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		Wasuma Elemenatary (16:269) Oakhurst Elementary (20:317) Oak Creek Intermediate(9:166) Fresno Flats(1:3) BLISS does not have classified staff assigned to the program.
Staff-to-student ratio of certificated staff providing direct services to students		Wasuma Elementary(6:269) Oakhurst Elementary School(17:317) Oak Creek Intermediate(6:166) Fresno Flats(1:3) BLISS(1:27)

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	\$8,350,462	1,911,318	22.889%	2.122%	25.011%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$6,260,186.00	\$1,524,007.00	\$112,224.00	\$642,476.00	\$8,538,893.00	\$7,090,737.00	\$1,448,156.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$52,961.00	\$41,083.00	\$46,761.00	\$0.00	\$0.00	\$47,283.00	\$94,044.00	
1	1.2	Response to Intervention Curriculum	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.3	Educational Technology Department and Technology Teacher Support Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$276,360.00	\$127,535.00	\$315,626.00	\$50,000.00	\$38,269.00	\$0.00	\$403,895.00	
1	1.4	Clean, Caring, Safe and Secure Learning Environments.	All	No			All Schools	ongoing	\$0.00	\$110,000.00	\$0.00	\$35,000.00	\$0.00	\$75,000.00	\$110,000.00	
1	1.5	Healthy Students and Staff	All	No				ongoing	\$177,478.00	\$8,538.00	\$186,016.00	\$0.00	\$0.00	\$0.00	\$186,016.00	
1	1.6	Highly-qualified Staff	All Students with Disabilities	No				ongoing	\$4,155,903.00	\$0.00	\$3,899,121.00	\$256,782.00	\$0.00	\$0.00	\$4,155,903.00	
1	1.7	Students with Disabilities Math and ELA Achievement (District and Oak Creek Intermediate) - Required Action and D.A. Action	All	No			All Schools	ongoing								
1	1.8	Supports for English Learners	English Learners	No			All Schools	ongoing								
1	1.9	Hispanic Students Math and ELA Achievement (Oak Creek Intermediate) - Required action	Hispanic	No			Specific Schools: Oak Creek Intermediate	ongoing								

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	1.10	Support for Long Term English Learners (LTEL)	English Learners	No			All Schools	ongoing								
2	2.1	Behavioral and Social-Emotional Health & Safety Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$736,742.00	\$39,264.00	\$176,393.00	\$334,878.00	\$11,000.00	\$253,735.00	\$776,006.00	
2	2.2	Response to Intervention	All	No			All Schools	ongoing	\$329,680.00	\$8,616.00	\$0.00	\$127,849.00	\$0.00	\$210,447.00	\$338,296.00	
2	2.3	Extended Learning Opportunities/AfterSchool Programs/Eagle Academy/B.L.I.S.S.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$180,630.00	\$672,998.00	\$169,130.00	\$684,498.00	\$0.00	\$0.00	\$853,628.00	
2	2.4	English Language Development Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$114,278.00	\$3,992.00	\$118,270.00	\$0.00	\$0.00	\$0.00	\$118,270.00	
2	2.5	Fresno Flats Community Day School	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools: Fresno Flats	ongoing	\$4,500.00	\$82,918.00	\$52,954.00	\$0.00	\$0.00	\$34,464.00	\$87,418.00	
2	2.6	California Cadet Corps leadership program	Low Income	Yes	School wide	Low Income	All Schools	ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.7	Healthy Meals and Snacks	All	No			All Schools	ongoing	\$0.00	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$5,000.00	
2	2.8	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$586,553.00	\$332,703.00	\$826,301.00	\$30,000.00	\$62,955.00	\$0.00	\$919,256.00	
2	2.9	Comprehensive School Safety Program	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.10	Physical Health & Fitness Program and Extra-Curricular Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$360,563.00	\$995.00	\$361,558.00	\$0.00	\$0.00	\$0.00	\$361,558.00	
2	2.11	Foster Youth and Homeless Student Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$19,840.00	\$4,094.00	\$19,840.00	\$0.00	\$0.00	\$4,094.00	\$23,934.00	

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	2.12	Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$59,610.00	\$0.00	\$59,610.00	\$0.00	\$0.00	\$0.00	\$59,610.00	
2	2.13	Chronic Absenteeism (All) - Required Action	All	No			All Schools	ongoing								
2	2.14	Suspension Rate (Districtwide, Oakhurst Elementary) - Required Action	All	No			Specific Schools: Oakhurst Elementary	ongoing								
2	2.15	Suspension Rate (Districtwide, Oak Creek Intermediate Elementary) - Required Action	All Oak Creek Intermediate	No												
3	3.1	Health & Wellness Committee	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.2	District Safety Committee	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.3	Educational Partners Survey	All	No			All Schools	ongoing	\$2,976.00	\$2,500.00	\$5,476.00	\$0.00	\$0.00	\$0.00	\$5,476.00	
3	3.4	School Site Councils and Parent Advisory Groups	All	No			All Schools	ongoing	\$23,130.00	\$0.00	\$23,130.00	\$0.00	\$0.00	\$0.00	\$23,130.00	
3	3.5	Parent-Teacher Associations and/or Councils (PTA or PTC)	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.6	School-to-Home Communications Program, Educational Partner Meetings, and Special Events	All	No			All Schools	ongoing	\$9,533.00	\$7,920.00	\$0.00	\$0.00	\$0.00	\$17,453.00	\$17,453.00	

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
\$8,350,462	1,911,318	22.889%	2.122%	25.011%	\$2,146,443.00	0.000%	25.704 %	Total:	\$2,146,443.00
								LEA-wide Total:	\$2,146,443.00
								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	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$46,761.00	
1	1.3	Educational Technology Department and Technology Teacher Support Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$315,626.00	
2	2.1	Behavioral and Social-Emotional Health & Safety Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$176,393.00	
2	2.3	Extended Learning Opportunities/AfterSchool Programs/Eagle Academy/B.L.I.S.S.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$169,130.00	
2	2.4	English Language Development Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$118,270.00	
2	2.5	Fresno Flats Community Day	Yes	LEA-wide	Low Income	All Schools	\$52,954.00	

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 (%)
		School						
2	2.6	California Cadet Corps leadership program	Yes	Schoolwide	Low Income	All Schools	\$0.00	
2	2.8	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$826,301.00	
2	2.10	Physical Health & Fitness Program and Extra-Curricular Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$361,558.00	
2	2.11	Foster Youth and Homeless Student Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$19,840.00	
2	2.12	Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$59,610.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$12,418,941.00	\$11,201,640.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development of Staff	Yes	\$166,546.00	\$152,378
1	1.2	Teacher Leader Development and Collaboration	No	\$115,625.00	\$115,900
1	1.3	Educational Technology Department and Technology Coach Support	Yes	\$883,384.00	\$893,007
1	1.4	Teacher Observation and Evaluation System	Yes	\$0.00	\$0.00
1	1.5	Clean, Caring, Safe and Secure Learning Environments	No	\$2,757,676.00	\$2,275,742
1	1.6	Basic Student Needs	No	\$185,657.00	\$187,181
1	1.7	Highly-qualified Staff	No	\$4,866,250.00	\$3,644,912
2	2.1	Behavioral and Social-Emotional Health & Safety Program	Yes	\$820,720.00	\$939,459
2	2.2	Response to Intervention	Yes	\$470,261.00	\$668,430
2	2.3	Extended Learning Opportunities/After-School Programs/Eagle Academy/B.L.I.S.S.	Yes	\$484,185.00	\$695,737

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	Fresno Flats Community Day School	Yes	\$168,052.00	\$170,171
2	2.5	English Language Development Program	Yes	\$77,790.00	\$78,832
2	2.6	California Cadet Corps leadership program	No	\$21,728.00	\$11,348
2	2.7	Healthy Meals and Snacks	No	\$0.00	\$0
2	2.8	Transportation	Yes	\$885,145.00	\$868,315
2	2.9	Comprehensive School Safety Program	No	\$0.00	\$0.00
2	2.10	Physical Health & Fitness Program and Extra-Curricular Activities	Yes	\$349,750.00	\$358,214
2	2.11	Foster Youth and Homeless Student Activities	Yes	\$29,534.00	\$23,814
2	2.12	Mathematics Program	No	\$71,595.00	\$52,490
3	3.1	Health & Wellness Committee	No	\$0.00	\$0.00
3	3.2	District Safety Committee	No	\$0.00	\$0.00
3	3.3	Educational Partners Survey	No	\$4,379.00	\$4,704
3	3.4	School Site Councils and Parent Advisory Groups	No	\$0.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Parent-Teacher Associations and/or Councils (PTA or PTC)	No	\$0.00	\$0.00
3	3.6	School-to-Home Communications Program, Educational Partner Meetings, and Special Events	Yes	\$60,664.00	\$61,006

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,763,661	\$2,638,521.00	\$1,581,507.00	\$1,057,014.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development of Staff	Yes	\$129,769.00	\$84,250	0	0
1	1.3	Educational Technology Department and Technology Coach Support	Yes	\$710,715.00	\$477,420	0	0
1	1.4	Teacher Observation and Evaluation System	Yes	\$0.00	\$0.00	0	0
2	2.1	Behavioral and Social-Emotional Health & Safety Program	Yes	\$238,917.00	\$91,888	0	0
2	2.2	Response to Intervention	Yes	\$258,883.00	\$163,830	0	0
2	2.3	Extended Learning Opportunities/After-School Programs/Eagle Academy/B.L.I.S.S.	Yes	\$57,745.00	\$30,811	0	0
2	2.4	Fresno Flats Community Day School	Yes	\$168,052.00	\$87,174	0	0
2	2.5	English Language Development Program	Yes	\$45,682.00	\$24,244	0	0
2	2.8	Transportation	Yes	\$687,054.00	\$458,916	0	0
2	2.10	Physical Health & Fitness Program and Extra-Curricular Activities	Yes	\$269,175.00	\$124,399	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.11	Foster Youth and Homeless Student Activities	Yes	\$20,400.00	\$8,400	0	0
3	3.6	School-to-Home Communications Program, Educational Partner Meetings, and Special Events	Yes	\$52,129.00	\$30,175	0	0

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)
\$8,583,545	\$1,763,661	0	20.547%	\$1,581,507.00	0.000%	18.425%	\$182,154.00	2.122%

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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