

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lassen View Elementary School

CDS Code: 52-71563

School Year: 2024-25

LEA contact information:

Jerry Walker

Principal / Superintendent

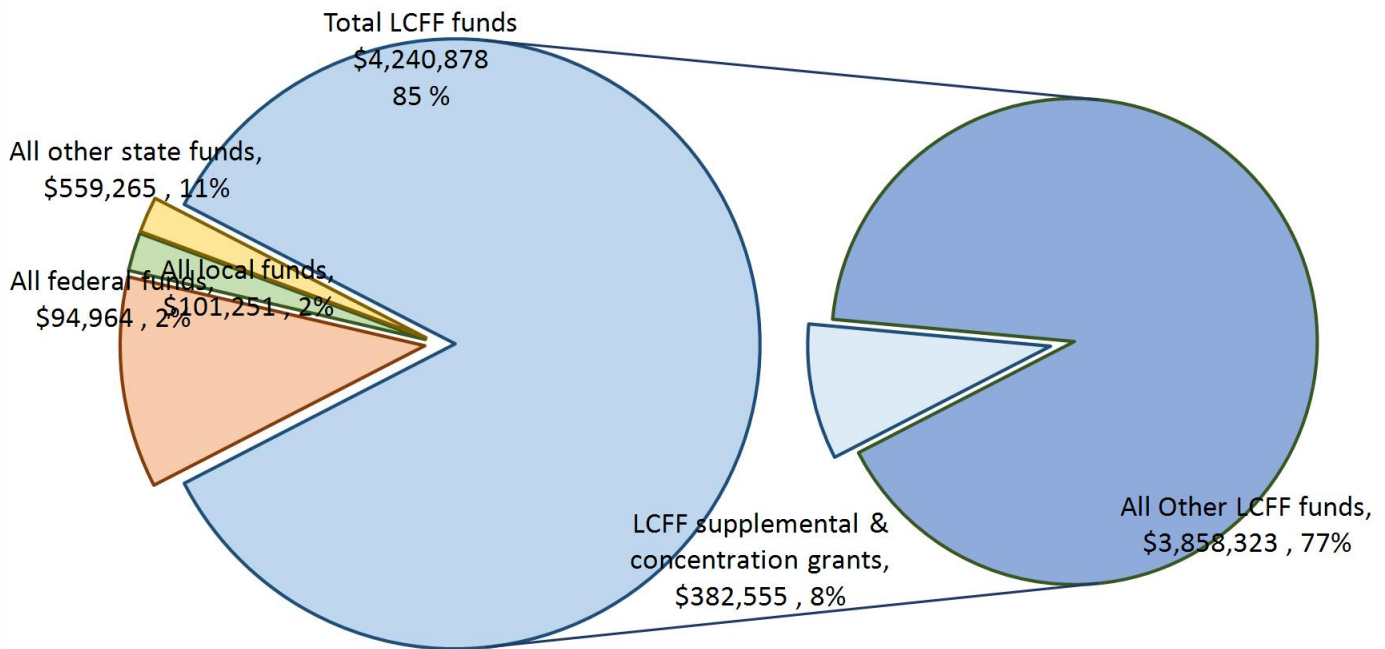
Jerry Walker

(530)527-5162

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

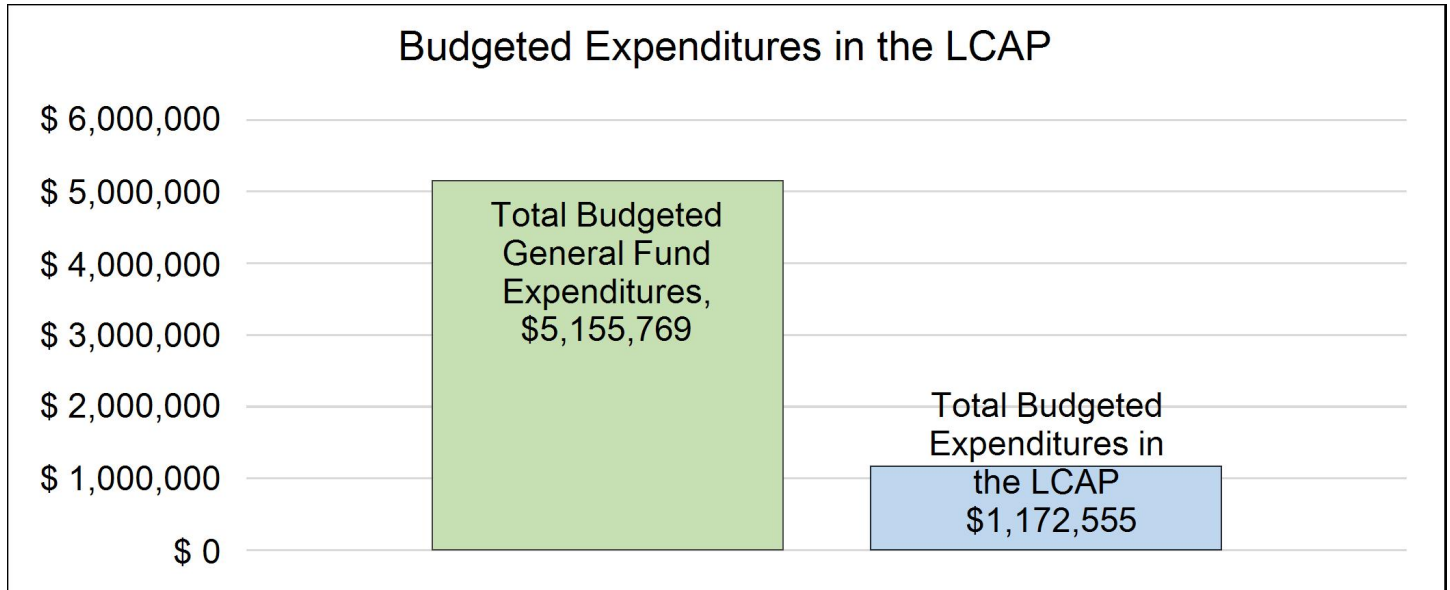


This chart shows the total general purpose revenue Lassen View Elementary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lassen View Elementary School is \$4,996,358, of which \$4240878 is Local Control Funding Formula (LCFF), \$559265 is other state funds, \$101251 is local funds, and \$94964 is federal funds. Of the \$4240878 in LCFF Funds, \$382555 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 Lassen View Elementary School 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: Lassen View Elementary School plans to spend \$5,155,769 for the 2024-25 school year. Of that amount, \$1,172,555 is tied to actions/services in the LCAP and \$3,983,214 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

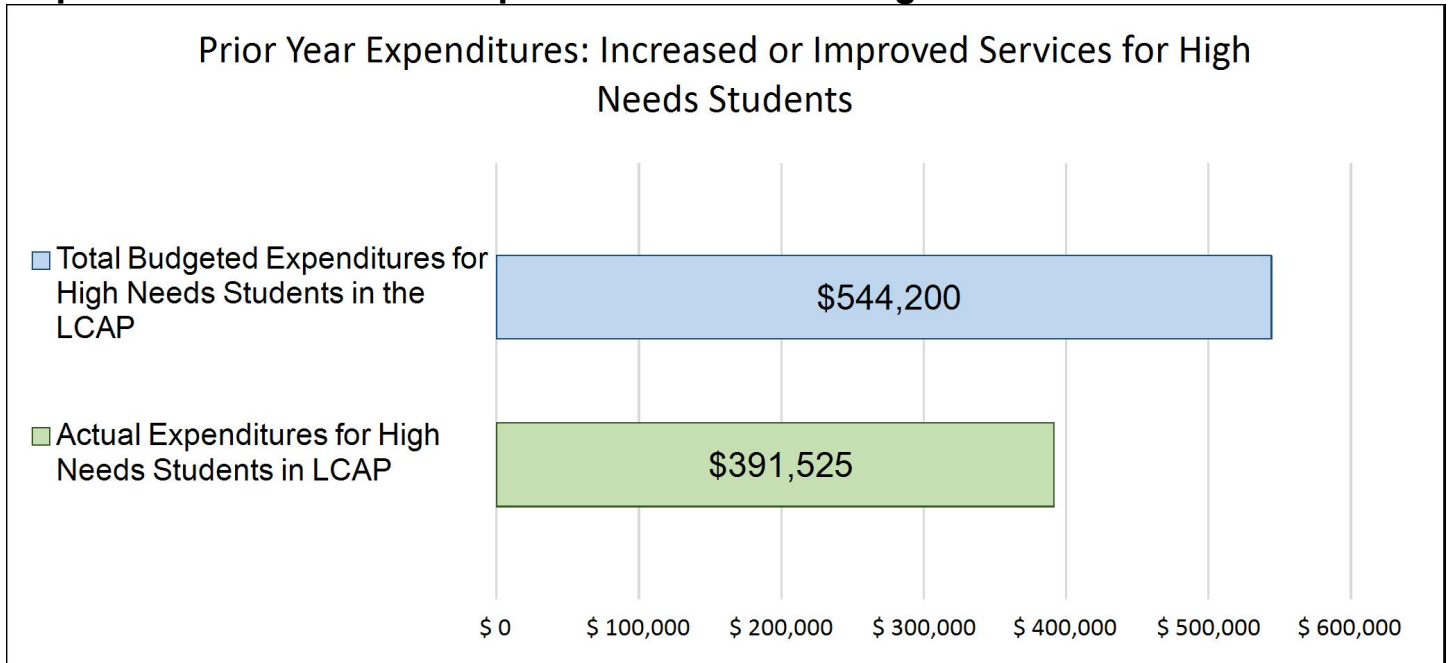
General Fund Budget Expenditures not included in LCAP consist of general education teachers, administration, athletics, maintenance and custodial personnel and other operating expenses.

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

In 2024-25, Lassen View Elementary School is projecting it will receive \$382,555 based on the enrollment of foster youth, English learner, and low-income students. Lassen View Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. Lassen View Elementary School plans to spend \$704,629 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Lassen View Elementary School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Lassen View Elementary School 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, Lassen View Elementary School's LCAP budgeted \$544,200 for planned actions to increase or improve services for high needs students. Lassen View Elementary School actually spent \$391,525 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-152,675 had the following impact on Lassen View Elementary School's ability to increase or improve services for high needs students:

Lassen View is very proud of the support staff we have the help our highest needs students. We have a full-time counselor, a learning lab for remedial support, and other programs that support our unduplicated count

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
Lassen View Elementary School	Jerry Walker Principal / Superintendent	jwalker@lassenview.org (530)527-5162

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.

Lassen View Elementary is located in Tehama County directly on Highway 99, Lassen View is 35 miles north of Chico and 40 miles south of Redding. The area around the school is largely agricultural with walnuts being the main crop in the area. Many Lassen View parents are employed in the farming industry. There has been very little housing growth over the last couple of decades so the population has remained fairly consistent.

Lassen View is a single school TK-8th grade elementary and middle school with approximately 365 students. We have fifteen general education teachers, a physical education specialist, a part-time music teacher, a part-time art teacher, and a full-time education specialist who is a county school employee. Currently, we have 82 students who attend Lassen View on an interdistrict transfer with a waiting list of over 60 students. For state testing in English Language Arts, in 21-22, 58% of our students scored Advanced or Standard Met and in 22-23, 53% scored Advanced or Standard Met. For state testing in Math, in 21-22 49% of our students scored Advanced or Standard Met and in 22-23, 52% of our students scored Advanced or Standard Met.

Our student demographics are 71% White, 26% Hispanic, 1.65% African American, and 0.55% Multiethnic.

Reflections: Annual Performance

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

Lassen View is very proud of our annual performance on the dashboard. In Math, our scores increased 7.7 points to 0.7 points below standard (Green) and in ELA, we "maintained" 0.6 points and are still at 8.9 points above standard (Yellow). Our Suspension Rate declined 0.5% and stayed in Blue. Our Chronic Absenteeism declined 1.1% and is Yellow.

Subgroups for ELA

Hispanic- Declined 12.7 points to 20.3 points below standard (Orange), our Socioeconomically Disadvantaged declined 10.9 points to 14 points below standard (Orange), and our White subgroup increased 5.6 points to 17.6 points above standard (Green).

Subgroups for Math

Hispanic- Increased 5.4 points to 34.8 points below standard (Yellow), our Socioeconomically Disadvantaged increased 10.6 points to 22 points below standard (Green), and our White subgroup increased 7.7 points to 7.6 points above standard (Green).

Subgroups for Chronic Absenteeism

All subgroups, but SWD are in the Yellow. SWD absenteeism increased by 4.4% putting this group in the Red.

Subgroups for Suspension

All subgroups are in Blue.

Reflections: Technical Assistance

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

Lassen View is not in technical assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Lassen View is a one school district and we are not eligible.

Support for Identified Schools

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

Lassen View is a one school district and we are not eligible.

Monitoring and Evaluating Effectiveness

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

Lassen View is a one school district and we are not eligible.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
<p>Parents (School Site Council/PAC) with special education parents</p>	<p>This group meets 4-5 times a year. All parents are invited through the Sunday message by phone call, email, and Facebook posts. This group reviewed LCAP goals during their last meeting held in February and April. The group meet again in May to review the LCAP draft and provide input with Superintendent written feedback.</p> <p>Parents are also surveyed in May.</p> <p>The dates of the LCAP Public Input Meetings were 2/28/24, 4/24/24, and 5/22/24. During these meetings, we discussed our current goals and actions as well as additions and deletions to this year's LCAP.</p> <p>We have had 3 LCAP public meetings this year as part of our School Site Council. The council is comprised of the principal, 3 teachers including representation of the teacher's union (LVTA), a classified representative, and five parents. On the weekly Sunday message which goes out by recorded voice phone call, an email to all parents, and a public Facebook post, parents and community members were invited to attend each meeting. If someone wanted to give input but could not attend a meeting, the principal's email address was included. Any parent or community member could email the principal and he would share that information during the LCAP input portion of the meeting.</p>

Educational Partner(s)	Process for Engagement
Students	Student survey sent out in May to students in grades 4-8.
Staff (Admin, certificated, and classified)	Staff meetings held in April and May with feedback sought on LCAP. June staff meeting, LCAP draft shared.
Union (certificated only - no classified union)	A draft of the LCAP sent to certificated union president in June for feedback.

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

Student Survey Summary:

The student survey indicates several strengths, including the friendly and communicative nature of the staff, the emotional safety felt by many students, and the enjoyable learning environment in classrooms. Students feel recognized and included by the staff, which contributes to a positive school experience. There are areas for improvement, such as providing more consistent feedback to students and organizing more engagement activities to foster a stronger sense of community.

Parent/Community Engagement Survey Summary:

Parents and community members appreciate the personable and approachable staff at Lassen View, as well as the effective communication methods used, such as reminders and feedback. The support provided by the school in helping parents assist their children's learning is also valued. Parents have suggested the need for more consistent feedback and additional engagement activities to enhance their involvement. There is also room for improvement in ensuring that all children feel emotionally safe and included.

Staff Survey Summary:

Staff at Lassen View highlight the positive work environment, strong teamwork, and supportive dynamics among colleagues as significant strengths. The flexibility and autonomy in their roles are also appreciated. There are suggestions for more team-building activities to enhance collaboration, and a need for increased support for special education. Some staff members have also noted the variability in feedback mechanisms and expressed a desire for improvements in this area.

Overall Summary:

The surveys from students, parents, and staff at Lassen View reveal a generally positive atmosphere characterized by strong relationships, effective communication, and a supportive environment. There are common areas for improvement, such as the need for more consistent feedback, increased engagement activities, and better support for special education. Strengthening team collaboration and ensuring emotional safety and inclusion for all students are also highlighted as important areas to address.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will make academic progress in meeting state standards.	Focus Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>

An explanation of why the LEA has developed this goal.

<p>This goal is an academic goal that is focused around state testing and state standards. This goal measures how many of our students are scoring at Standards Met or Standards Advanced each year.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers appropriately assigned and credentialed as measured by Williams reporting.	23/24: 100% of teachers are credentialed.			100% of teachers are credentialed.	
1.2	Students have access to state adopted, standards-based curriculum as measured by Williams.	23/24: 100% of students have access to state adopted, standards-based curriculum.			100% of students have access to state adopted, standards-based curriculum.	
1.3	EL Students have access to state and EL standards as measured by Williams reporting	23/24: 100% of EL students have access to state and EL standards.			100% of EL students have access to state and EL standards.	
1.4	Student performance on statewide CAASP	22/23: CAASP ELA Percentage: 54.79			CAASP ELA Percentage: 60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	assessment in MA and ELA.	22/23: CAASP MA Percentage: 53.67			CAASP MA Percentage: 60%	
1.5	Percentage of students proficiency as measured by ELPAC data.	23/24: 27.78% of students progressed towards proficiency.			35.0% of students progressed towards proficiency.	
1.6	EL student reclassification as measured by RFEP data.	23/24: 3 students gained an RFEP score of 4 or more.			2 or more students reclassified.	

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	<p>Teachers will be provided opportunities for professional development in all core subjects and in subject areas that are taught by any individual teacher (Music, PE, Electives, etc) with focus on adopted academic standards.</p> <p>Professional learning provided for supporting EL students within the classroom</p> <p>All staff will have opportunities for training in Social-Emotional Learning.</p> <p>Paraprofessionals will be offered opportunities for professional development as available.</p> <p>All non-classroom staff will participate as needed and as available for job description</p>	\$10,000.00	Yes
1.2	Learning Lab Staff	Our Learning Lab is staffed by an Education Specialist, a full-time paraprofessional, and part-time paraprofessionals. The Learning Lab is designed to support students with IEP's and non-IEP students who need remedial support in core academics.	\$39,605.00	Yes
1.3	ELD Support	A bilingual aide will support ELD students in class and in the Learning Lab assisting with language acquisition.	\$40,675.00	Yes
1.4	General Education Aides	Paraprofessional support provided to support unduplicated students in meeting academic standards with a focus on small group instruction using Reading Mastery.	\$322,912.00	No Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Student Tutoring	Tutoring services will be offered throughout the year. Some teachers will offer after school tutoring and we will have Saturday School twice per month for most months.	\$71,280.00	No
1.6	SpEd Supports	<p>Our special education teacher is a county office employee. Through our SELPA, we receive 4 days of support and purchase an extra day in order to have her on campus full-time. She assists with pull-out remediation and collaborates with general education teachers for in-</p> <p>\$22,000.00 No X</p> <p>2023-24 Local Control and Accountability Plan for Lassen View Elementary School Page 18 of 88</p> <p>Action # Title Description Total Funds Contributing</p> <p>class support. We also hire paraprofessional support in addition to teaching staff.</p> <p>The special education teacher will coordinate with the MTSS Tier 1 leadership team to identify root causes the SWD having a higher absenteeism rate than their peers and developing a plan to address this need.</p>	\$210,521.00	No
1.7	Opportunity Class	Opportunity Class is staffed by one credentialed teacher and one paraprofessional to support students with behavioral and/or academic needs. It is a classroom where students can go to catch up on missing assignments as well as a place to reset as needed.	\$209,011.00	Yes
1.8	Broad Course of Study	The following progress will provide access to a broad course of study: Physical Education (all grade levels), music education (all grade levels), and fieldtrips for classes.	\$149,590.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Lassen View will provide a safe and positive culture that addresses social, emotional, and academic needs of staff, students, and families.	

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)
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An explanation of why the LEA has developed this goal.

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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student attendance as measured by Aeries reporting.	23/24: 95.1 attendance rate			Maintain 93 or higher.	
2.2	Student chronic absenteeism as measured by CALPADS reporting.	22/23: 12.7% chronic absenteeism rate			8% or lower	
2.3	Student suspension rates as measured by CALPADS reporting.	23/24: 1 suspension			1 suspension	
2.4	Student expulsion rates as measured by school records.	23/24:0 expulsion			0 expulsion	
2.5	EdPartner Sense of safety and school	Parents Safety: 100%			Parents	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	connectedness as measured by end-of-year surveys.	Connectedness: 100% Students Safety: 90% Connectedness: 91%			Safety: 95% or higher Connectedness: 95% or higher Students Safety: 90% or higher Connectedness: 90% or higher	
2.6	Level of parent input as measured by end-of-year surveys.	90% of parents expressed having input into school decisions.			90% or higher	
2.7	School facilities as measured by the annual FIT.	Rating: Good			Rating: Good	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Participation and Input	Parent engagement and input will be supported through regular home-school communication, parent meetings held during the year, parent conferences, website, newsletters, an annual survey, Remind text messages, and Sunday messages sent weekly. Parents of Sped students and those of unduplicated students will be encouraged, along with all parents, to participate within the school setting, and support their children through involvement on fieldtrips, activities and through home-based activities that support learning.		No
2.2	Counselor Services	Full time counselor employed to support the social, emotional, and behavioral needs of students.	\$111,734.00	Yes
2.3	SEL Curriculum	Social and emotional curriculum has previously been purchased for all student/classes in grades K-8.	\$2,227.00	No
2.4	MTSS Tier 1 Leadership Training	Training and facilitation of a Tier 1 leadership team focusing on building strong Tier 1 strategies that support all children socially, emotionally, and academically. Provide the substitute costs for the team to engage in the training and availability for coaching.	\$5,000.00	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
\$\$382,555	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.112%	0.000%	\$0.00	10.112%

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: Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds benefit from high-quality instruction and supportive learning environments. Providing comprehensive professional development (PD) for teachers, paraprofessionals, and non-classroom staff is</p>	<p>To address these needs, LMUSD will implement the following strategies to provide comprehensive professional development opportunities:</p> <p>Professional Development for Teachers:</p> <p>Core Subjects and Individual Subjects: Offer PD opportunities in all core subjects (e.g., Math, ELA, Science, Social Studies) and in subjects taught by individual teachers (e.g., Music, PE, Electives) with a focus on adopted academic standards.</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>essential to ensure they are equipped with the knowledge and skills to address the diverse needs of all students and to implement adopted academic standards effectively.</p> <p>Scope: LEA-wide</p>	<p>EL Support: Provide specialized training for supporting English learners within the classroom, focusing on strategies for language development and differentiation.</p> <p>Social-Emotional Learning (SEL) Training for All Staff:</p> <p>Offer training in SEL for all staff to help them support students' social-emotional needs, promote a positive school climate, and enhance students' overall well-being.</p> <p>Professional Development for Paraprofessionals:</p> <p>Provide PD opportunities for paraprofessionals as available, focusing on instructional support, classroom management, and specific strategies to support students with diverse learning needs.</p> <p>Professional Development for Non-Classroom Staff:</p> <p>Ensure that non-classroom staff (e.g., administrative staff, custodians, bus drivers) participate in PD relevant to their job descriptions and as needed to support the overall school environment.</p> <p>Research supports the importance of comprehensive PD in improving teacher effectiveness and student outcomes. According to the Learning Policy Institute, high-quality PD is linked to better teaching practices and improved student achievement (Darling-Hammond et al., 2017). The American Educational Research</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>Association (AERA) highlights that PD focused on supporting English learners and SEL leads to significant gains in student performance and well-being (AERA, 2014; CASEL, 2019).</p> <p>By providing these professional development opportunities, LMUSD aims to enhance the capacity of all staff to support foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds, ensuring that they receive high-quality instruction and comprehensive support to succeed academically and socially.</p>	
1.2	<p>Action: Learning Lab Staff</p> <p>Need: Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds often require additional academic support to meet grade-level standards. Students with Individualized Education Programs (IEPs) and non-IEP students who need remedial support benefit from specialized instruction and targeted interventions to address learning gaps and enhance their academic performance.</p> <p>Scope: LEA-wide</p>	<p>To address these needs, the district will maintain and enhance the Learning Lab, staffed by an Education Specialist, a full-time paraprofessional, and part-time paraprofessionals. The Learning Lab is designed to provide targeted support for students with IEPs and non-IEP students requiring remedial assistance in core academic subjects. The district will implement the following strategies:</p> <p>Staffing and Support:</p> <p>Ensure the Learning Lab is staffed by a qualified Education Specialist who can provide specialized instruction and oversee the development and implementation of individualized learning plans.</p> <p>Employ a full-time paraprofessional to assist with daily operations, provide instructional support, and work with students individually or in small groups. Utilize part-time paraprofessionals to offer additional support, allowing for more personalized and intensive interventions.</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>Targeted Interventions and Remedial Support:</p> <p>Provide targeted interventions and remedial support in core academic subjects such as reading, math, science, and social studies.</p> <p>Use evidence-based instructional strategies and materials to address learning gaps and promote academic growth.</p> <p>Individualized Instruction:</p> <p>Develop individualized learning plans for students with IEPs and tailor instruction to meet their specific needs and goals.</p> <p>Offer personalized support for non-IEP students who need remedial assistance, ensuring that all students receive the help they need to succeed.</p> <p>Collaboration and Monitoring:</p> <p>Collaborate with classroom teachers to align Learning Lab interventions with classroom instruction and ensure continuity of support.</p> <p>Regularly monitor student progress and adjust interventions as needed to maximize effectiveness.</p> <p>Research supports the importance of specialized instructional support and targeted interventions in improving student outcomes. According to the Council for Exceptional Children (CEC), providing individualized instruction and support for students</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>with disabilities leads to significant gains in academic performance and self-confidence (CEC, 2014). The National Center on Intensive Intervention (NCII) emphasizes that targeted interventions and regular progress monitoring are essential for addressing learning gaps and promoting academic success (NCII, 2017).</p> <p>By maintaining a well-staffed Learning Lab and providing targeted support for students with IEPs and non-IEP students needing remedial assistance, the district aims to enhance academic outcomes and ensure that all students, including foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds, have the support they need to succeed.</p>	
<p>1.4</p>	<p>Action: General Education Aides</p> <p>Need: Unduplicated students, including foster youth, English learners, and students from low socioeconomic backgrounds, often require additional support to meet academic standards. Small group instruction using evidence-based programs like Reading Mastery can be particularly effective in addressing their unique learning needs and helping them achieve academic success.</p> <p>Scope: LEA-wide</p>	<p>To address these needs, the district will implement the following strategies:</p> <p>Paraprofessional Support for Unduplicated Students:</p> <p>Provide dedicated paraprofessional support to work with unduplicated students, focusing on helping them meet academic standards through targeted interventions and small group instruction.</p> <p>Implementation of Reading Mastery:</p> <p>Utilize the Reading Mastery program to deliver structured, systematic reading instruction. This evidence-based program is designed to improve reading skills, including phonemic awareness,</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>decoding, fluency, vocabulary, and comprehension.</p> <p>Paraprofessionals will be trained in the Reading Mastery methodology to ensure effective delivery of the program.</p> <p>Small Group Instruction:</p> <p>Conduct small group sessions to provide more personalized and intensive instruction, allowing paraprofessionals to address the specific learning needs of each student.</p> <p>Focus on building foundational reading skills, providing additional practice, and reinforcing classroom instruction.</p> <p>Monitoring and Assessment:</p> <p>Regularly assess student progress to ensure that the instruction is effective and that students are making gains in their reading skills.</p> <p>Use assessment data to adjust instruction as needed and to provide targeted support for students who are struggling.</p> <p>Research supports the effectiveness of small group instruction and the use of evidence-based programs like Reading Mastery in improving student outcomes. According to the National Reading Panel, systematic and explicit phonics instruction significantly improves reading skills, particularly for students at risk of reading difficulties (National Reading Panel, 2000).</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>Additionally, studies by the Institute of Education Sciences (IES) indicate that small group instruction allows for more individualized attention and better addresses students' specific needs (IES, 2016).</p> <p>By providing paraprofessional support and implementing Reading Mastery for small group instruction, the district aims to help unduplicated students develop essential reading skills and meet academic standards, thereby enhancing their overall academic success and engagement.</p>	
1.7	<p>Action: Opportunity Class</p> <p>Need: Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds often face behavioral and academic challenges that require targeted support. An Opportunity Class staffed by a credentialed teacher and a paraprofessional provides a structured environment where students can receive the necessary academic and behavioral interventions to catch up on assignments and reset when needed.</p> <p>Scope: LEA-wide</p>	<p>To address these needs, the district will implement the following strategies:</p> <p>Staffing of the Opportunity Class:</p> <p>Ensure the Opportunity Class is staffed by one credentialed teacher who can provide specialized instruction and behavioral support.</p> <p>Employ one paraprofessional to assist with instructional activities, offer individualized support, and help manage classroom dynamics.</p> <p>Academic Support:</p> <p>Provide a supportive environment where students can catch up on missing assignments, receive help with difficult subjects, and develop effective study habits.</p> <p>Use evidence-based instructional strategies to address learning gaps and promote academic progress.</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>Behavioral Interventions:</p> <p>Implement behavioral interventions and supports to help students manage their behavior, develop self-regulation skills, and improve their overall school experience.</p> <p>Create a safe space where students can take a break and reset as needed, allowing them to return to their regular classrooms more focused and ready to learn.</p> <p>Individualized Support Plans:</p> <p>Develop individualized support plans for each student, tailored to their specific academic and behavioral needs.</p> <p>Regularly monitor and adjust these plans based on student progress and feedback from teachers, parents, and students.</p> <p>Collaboration and Communication:</p> <p>Foster collaboration between the Opportunity Class staff and regular classroom teachers to ensure continuity of support and a cohesive approach to addressing student needs.</p> <p>Maintain open communication with parents and guardians to keep them informed of their child's progress and involve them in the support process.</p> <p>Research supports the effectiveness of targeted academic and behavioral interventions in</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>improving student outcomes. According to the American Institutes for Research (AIR), specialized programs like Opportunity Classes can significantly enhance the academic performance and behavior of at-risk students (AIR, 2014). The Collaborative for Academic, Social, and Emotional Learning (CASEL) highlights that providing a structured environment with targeted interventions helps students develop the skills needed to succeed both academically and socially (CASEL, 2013).</p> <p>By staffing the Opportunity Class with a credentialed teacher and a paraprofessional, and providing targeted academic and behavioral support, the district aims to help foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds overcome challenges and achieve success in school.</p>	
2.2	<p>Action: Counselor Services</p> <p>Need: Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds often face social, emotional, and behavioral challenges that impact their academic success and overall well-being. Having access to a full-time counselor can provide essential support to help these students navigate their difficulties,</p>	<p>To address these needs, the district will employ a full-time counselor to support the social, emotional, and behavioral needs of students. The district will implement the following strategies:</p> <p>Individual and Group Counseling:</p> <p>Provide individual counseling sessions to address specific social, emotional, and behavioral issues faced by students.</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>develop coping strategies, and thrive in the school environment.</p> <p>Scope: LEA-wide</p>	<p>Offer group counseling sessions to help students develop social skills, build peer relationships, and learn from shared experiences.</p> <p>Crisis Intervention and Support:</p> <p>Offer immediate support and intervention during crises to ensure students receive the help they need promptly.</p> <p>Develop and implement crisis intervention plans to address emergencies and provide ongoing support to affected students.</p> <p>Social-Emotional Learning (SEL):</p> <p>Integrate SEL programs and activities into the school curriculum to help students develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.</p> <p>Collaborate with teachers to incorporate SEL strategies into classroom instruction.</p> <p>Behavioral Interventions:</p> <p>Work with students to develop positive behavior strategies, set goals, and create action plans for improving behavior.</p> <p>Implement evidence-based behavioral interventions and support plans tailored to individual student needs.</p> <p>Family and Community Engagement:</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>Engage with families to provide support, resources, and referrals to community services as needed.</p> <p>Foster strong relationships between the school and the community to create a supportive network for students.</p> <p>Professional Development:</p> <p>Provide ongoing professional development for the counselor to stay current with best practices in mental health, counseling, and behavioral interventions.</p> <p>Offer training for teachers and staff on how to support students' social, emotional, and behavioral needs effectively.</p> <p>Research supports the effectiveness of school counseling services in improving student outcomes. According to the American School Counselor Association (ASCA), school counselors play a critical role in supporting students' academic, career, and social-emotional development (ASCA, 2019). The National Association of School Psychologists (NASP) emphasizes that access to mental health services in schools leads to better academic performance, improved behavior, and enhanced overall well-being (NASP, 2016).</p> <p>By employing a full-time counselor to support the social, emotional, and behavioral needs of students, the district aims to create a supportive and nurturing school environment that fosters the</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
		academic success and overall well-being of foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	<p>Action: ELD Support</p> <p>Need: English learners (EL) require targeted support to develop their English language proficiency and succeed academically. Bilingual aides can play a crucial role in assisting EL students with language acquisition, providing both in-class and Learning Lab support. This support is essential for helping EL students overcome language barriers and achieve academic success.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>To address these needs, the district will implement the following strategies:</p> <p>Bilingual Aide Support:</p> <p>Hire a bilingual aide to provide targeted language acquisition support for English learners (EL) in both classroom settings and the Learning Lab. The bilingual aide will assist EL students with understanding and completing classroom assignments, participating in class discussions, and engaging with instructional content.</p> <p>In-Class Support:</p> <p>The bilingual aide will work alongside classroom teachers to provide real-time language support during instruction.</p> <p>This includes translating instructions, explaining academic concepts in the students' native</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>language, and helping students practice English language skills.</p> <p>Learning Lab Support:</p> <p>In the Learning Lab, the bilingual aide will provide additional language acquisition support tailored to the specific needs of EL students.</p> <p>This includes individualized or small-group sessions focused on vocabulary development, reading comprehension, writing skills, and oral language practice.</p> <p>Collaboration and Professional Development:</p> <p>The bilingual aide will collaborate with teachers and the Learning Lab staff to ensure that language support is integrated with the students' overall learning plans.</p> <p>Provide professional development for the bilingual aide to stay current with best practices in language acquisition and instructional strategies for EL students.</p> <p>Research supports the effectiveness of bilingual aides in improving language acquisition and academic outcomes for English learners. According to the National Education Association (NEA), bilingual aides play a vital role in bridging language gaps, providing culturally responsive support, and enhancing communication between EL students and teachers (NEA, 2015). Additionally, the American Educational Research Association (AERA) highlights that targeted language support and bilingual education programs lead to improved language proficiency</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>and academic performance for EL students (AERA, 2014).</p> <p>By hiring a bilingual aide to support EL students in class and in the Learning Lab, the district aims to enhance language acquisition and academic success for English learners, ensuring they have the support needed to overcome language barriers and fully engage in their education.</p>	

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.

N/A

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$3,783,364	\$382,555	10.112%	0.000%	10.112%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$704,629.00	\$443,618.00		\$24,308.00	\$1,172,555.00	\$1,169,428.00	\$3,127.00

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 Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$10,000.00	\$0.00	\$5,000.00	\$5,000.00			\$10,000.00	
1	1.2	Learning Lab Staff	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$39,605.00	\$0.00	\$39,605.00				\$39,605.00	
1	1.3	ELD Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			\$40,675.00	\$0.00	\$40,675.00				\$40,675.00	
1	1.4	General Education Aides	All English Foster Low Learners Youth Income	No Yes	LEA-wide	English Learners Foster Youth Low Income			\$322,912.00	\$0.00	\$298,604.00			\$24,308.00	\$322,912.00	
1	1.5	Student Tutoring	All	No					\$71,280.00	\$0.00		\$71,280.00			\$71,280.00	
1	1.6	SpEd Supports	Students with Disabilities	No					\$210,521.00	\$0.00		\$210,521.00			\$210,521.00	
1	1.7	Opportunity Class	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$208,111.00	\$900.00	\$209,011.00				\$209,011.00	
1	1.8	Broad Course of Study	All	No					\$149,590.00	\$0.00		\$149,590.00			\$149,590.00	
2	2.1	Parent Participation and Input	All	No												

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Counselor Services	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$111,734.00	\$0.00	\$111,734.00				\$111,734.00	
2	2.3	SEL Curriculum	All	No					\$0.00	\$2,227.00		\$2,227.00			\$2,227.00	
2	2.4	MTSS Tier 1 Leadership Training	All	No					\$5,000.00	\$0.00		\$5,000.00			\$5,000.00	

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
\$3,783,364	\$382,555	10.112%	0.000%	10.112%	\$704,629.00	0.000%	18.624 %	Total:	\$704,629.00
								LEA-wide Total:	\$663,954.00
								Limited Total:	\$40,675.00
								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		\$5,000.00	
1	1.2	Learning Lab Staff	Yes	LEA-wide	English Learners Foster Youth Low Income		\$39,605.00	
1	1.3	ELD Support	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$40,675.00	
1	1.4	General Education Aides	Yes	LEA-wide	English Learners Foster Youth Low Income		\$298,604.00	
1	1.7	Opportunity Class	Yes	LEA-wide	English Learners Foster Youth Low Income		\$209,011.00	
2	2.2	Counselor Services	Yes	LEA-wide	English Learners Foster Youth Low Income		\$111,734.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,072,241.00	\$1,806,035.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	Yes	\$10,000.00	6526
1	1.2	Learning Lab Staffing	Yes	\$38,663.00	41025
1	1.3	General education staffing	Yes	\$110,000.00	116458
1	1.4	English Language Development Student Support	Yes	\$38,000.00	39307
1	1.5	Tutoring for students	Yes	\$15,000.00	22488
1	1.6	Software purchases to support core academics	Yes	\$30,117.00	37685
1	1.7	I-Ready Challenge	No	\$2,000.00	1999
1	1.8	Curriculum adoptions	No	\$7,320.00	13000
1	1.9	Technology contract	No	\$34,977.00	34977
1	1.10	Summer Incentive Program	No	\$0.00	0
			Yes		

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	1.11	Support for special education students.	No	\$22,000.00	22000
1	1.12	Reading Transformations Purchase	No	\$10,000.00	10000
1	1.13	Summer Enrichment Program	No	\$150,000.00	147580
1	1.14	Read and Roar Reading Program	No	\$3,500.00	1978
1	1.15	Attendance Awards	No	\$1,000.00	250
2	2.1	Recognition Assemblies	No	\$2,000.00	1213
2	2.2	Opportunity Class	Yes	\$181,844.00	176409
2	2.3	Counseling Services	Yes	\$111,775.00	107532
2	2.4	Heart of the Lion Tickets	No	\$500.00	500
2	2.5	The Good Book Reward	No	\$500.00	243
2	2.6	ASB for 4th-8th Graders	No	\$1,750.00	1750
2	2.7	Nursing Services	No	\$27,453.00	32225
2	2.8	School Psychologist and ERMHS Counselor Services	Yes	\$13,104.00	13104

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	2.9	Social Emotional Curriculum and Training	Yes	\$5,000.00	5000
2	2.10	Online safety support training for students and staff	No	\$5,000.00	0
2	2.11	Motivational Assemblies	No	\$1,000.00	599
2	2.12	College Shirts	No	\$5,000.00	3515
2	2.13	TUPE Program and Drug Education	No	\$1,000.00	0
2	2.14	Fencing purchase			
2	2.15	Cigarette and Vape Detectors			
2	2.16	Fieldtrips			
2	2.17	Increased Vice Principal Time			
2	2.18	Ketchup and Relish Reward Opportunities	No	\$500.00	500
2	2.19	Establishment of School Money and Reward System	No	\$5,000.00	3579
2	2.20	Contract with Elevate Program	Yes	\$31,000.00	35074
3	3.1	Physical Education	No	\$88,463.00	816695
3	3.2	Music Education	No	\$50,477.00	51269
3	3.3	Field Trips	No	\$1,000.00	1147
3	3.4	Typing Program	No	\$1,253.00	1354

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	Middle School Sports	No	\$30,000.00	24038
3	3.6	SERRF After School Program and After School Supervision for 3:00 Bus K-3 Students	Yes	\$22,045.00	22045
3	3.7	Summer Field Trips	Yes	\$5,000.00	6116
3	3.8	Electives in Grades 7-8	No	\$5,000.00	3000
3	3.9	Art	No	\$3,000.00	2000
3	3.10	Before and After School Enrichment	Yes	\$1,000.00	1855

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)
\$342,767	\$544,200.00	\$391,525.00	\$152,675.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	\$5,000.00	4200		
1	1.2	Learning Lab Staffing	Yes	\$38,663.00	41025		
1	1.3	General education staffing	Yes	\$110,000.00	0		
1	1.4	English Language Development Student Support	Yes	\$38,000.00	23585		
1	1.5	Tutoring for students	Yes	\$15,000.00	0		
1	1.6	Software purchases to support core academics	Yes	\$10,873.00	6967		
1	1.10	Summer Incentive Program	Yes		0		
2	2.2	Opportunity Class	Yes	\$181,844.00	173201		
2	2.3	Counseling Services	Yes	\$111,775.00	107532		
2	2.8	School Psychologist and ERMHS Counselor Services	Yes				
2	2.9	Social Emotional Curriculum and Training	Yes	\$5,000.00	5000		
2	2.20	Contract with Elevate Program	Yes				
3	3.6	SERRF After School Program and After School Supervision for 3:00 Bus K-3 Students	Yes	\$22,045.00	22045		

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)
3	3.7	Summer Field Trips	Yes	\$5,000.00	6115		
3	3.10	Before and After School Enrichment	Yes	\$1,000.00	1855		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

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)
\$3,746,844	\$342,767		9.148%	\$391,525.00	0.000%	10.449%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

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

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

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

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

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
Lassen View Elementary School	Jerry Walker Principal / Superintendent	jwalker@lassenview.org (530)527-5162

Goals and Actions

Goal

Goal #	Description
1	<p>Students will make progress towards Standards Met and Standards Advanced in Language Arts and Math on the CAASPP Test.</p> <p>ELD Students will make progress towards Reclassification as measured by district reclassification criteria (ELPAC test, state testing, local data, teacher and parent input).</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASP ELA Assessment	51.7% of all students scored Standards Met or Standards Exceeded in 2018-19 in ELA	20/21: 56.55%	21/22: 58%	22/23 53%	55% or more of all students will score at Standards Met or Standards Exceeded in ELA.
CAASP MA Assessment	43.2% of all students scored Standards Met or Standards Exceeded in 2018-19 in Math	20/21: 47.42%	21/22: 49%	22/23 52%	50% or more of all students will score at Standards Met or Standards Exceeded in Math.
CAASP ELA Subgroup	Socioeconomically Disadvantaged- 47.3% Hispanic- 36.8% Students with Disabilities (15 student results)- 6.7%	SED: 46.3% Hispanic: 51.11% SWD: 16.67%	SED: 52.5% Hispanic: 47.8% SWD:5.56%	22/23 SED- 46.5% Hispanic-41.2% SWD- 15%	52% for SED Students 45% for Hispanic Students 10% for Students with Disabilities All Percentages above are for students testing in Standards Met or Exceeded.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASP MA Subgroup	Socioeconomically Disadvantaged-42% Hispanic- 36.8% Students with Disabilities (15 student results)- 6.7%	SED: 33.33% Hispanic: 24.44% SWD: 11.11%	SED: 36.3% Hispanic: 32.6% SWD: 0%	SED-43% Hispanic-46% SWD-15%	48% for SED Students 45% for Hispanic Students 10% for Students with Disabilities All Percentages above are for students testing in Standards Met or Exceeded.
ELPAC Scores/Levels	Baseline established in th3 21/22 school year.	21/22: Level 1: 1 student Level 2: 3 students Level 3: 8 students	22/23- 17 students were tested this year. Level 1- 2 students Level 2- 4 students Level 3- 11 students 9 students improved their ELPAC score this year with 3 of those students increasing a level.	22/23- 17 students were tested this year. Level 1- 2 students Level 2- 4 students Level 3- 11 students 9 students improved their ELPAC score this year with 3 of those students increasing a level.	80% of EL students will increase their assessed level on the ELPAC.
Reclassification Data	Testing did not happen at the end of 19-20 and scores have not been received for 20-21.	0% reclassification	We are still waiting for test scores before determining if any students will be reclassified.		Minimum of 10% Reclassification rate yearly.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Reporting/SARC	All teachers were credentialed appropriately.	All teachers were credentialed appropriately.	All teachers were credentialed appropriately.	All teachers were credentialed appropriately.	All teachers will have appropriate credentials yearly.

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.

Overall, we saw growth in math scores for all students. ELA maintained for all students with a decrease noted in the socioeconomic and Hispanic groups.

1.10: This action was not carried out due to offering a summer enrichment program on the school site.

All other actions carried out as described.

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.

1.1 (&II): Not as much professional development training as expected.

1.3 (II): District gave 7% raise in salary

1.4 (II): District gave 7% raise in salary

1.5 (&II): More teachers participated in tutoring than expected

1.6 (&II): Software price increase

1.14: Not as expensive as expected

1.15: Attendance program will be increased in the next year. The program wasn't brought back in full.

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

The listed actions contributed to an increase in Math with limited impact on ELA performance.

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.

- 1.3 - This action will not be carried over to the new LCAP as it being addressed as part of the regular program.
- 1.8 - This action will be dropped as it is covered by a metric.
- 1.9 - Technology contract dropped as is being added as part of the regular program.
- 1.10 - This action is no longer being implemented.
- 1.12 - Action dropped as completed.
- 1.14 - This action will be covered through the regular program.
- 1.15 - This action will be covered through the regular program.

CAASP subgroup data is being moved to the overall CAASPP scores with these two metrics being removed.

This goal and all other actions will be incorporated into the new LCAP.

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

Goals and Actions

Goal

Goal #	Description
2	Lassen View will provide students a safe and positive culture so learning can take place at optimal levels.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CALPADS/State Reporting on Attendance:	Our attendance rate for the 20-21 school year was 95.68%	As of 5/10/22, we have 95.02% ADA Our chronic absenteeism is	As of 5//2/23, our attendance rate is 94.65%	As of the end of December, our attendance rate is 96.38%	Maintain an attendance rate of 96% or above.
CALPADS/State Reporting on Suspension:	Our suspension rate for the 18-19 school year was 4.2%	We have had two suspensions this year so our suspension rate is 0.6%.	We have had four suspensions this year so our suspension rate is 1.2%	We have not suspended any students so far this year.	2% or less suspension rate
Parent Surveys Parent Feedback.	Baseline established in 21/22 year.	21/22: 80% of comments received during SSC meetings were positive. Comments received regarding traffic concerns on egress with campus being along a busy highway.			80% of parents express positive feelings of connectedness as measured by feedback received during SSC meetings.
CALPADS/State Reporting	Due to COVID, we did not calculate this percentage for the 19-20 school year.	Our chronic absenteeism for 20/21 is 9.5%	Our chronic absenteeism for 21/22: 14% As of 6/1/23, our chronic absenteeism	Our Chronic Absenteeism through 87 school days is 10.6% of students.	Chronic Absenteeism 6% or less

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			for 22/23 is 9.9% (34 students with 18 or more absences out of current enrollment of 343 students)		
Facilities Inspection Tool	FIT: GOOD	FIT: GOOD	FIT: Good	FIT: Good	FIT: Good
Expulsion Rate	We had 0 Expulsions.	We had 0 Expulsions.	We had 0 Expulsions.	We have had no one expelled this year.	0 Expulsions
Student Sense of Well Being	For 22-23, the county office provided a student survey so this year will become our baseline.		38% rated year as great and 45.6% rated year as good. 24.4% like dress code and 41% state it is just right. 49.4% responded they haven't been bullied this year.	We will complete our surveys towards the end of the school year.	90% of students will rate the school year as good or great. 80% will indicate the dress code is just right or they like it. 90% will respond they haven't been bullied.

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.

We have maintained a positive school culture evidenced by the lack of suspensions and expulsions. Middle School culture is an area to address in the upcoming LCAP as well as motivation.

2.10: This action was not completed although we changed to Go-Guardian computer safety and awareness.

2.13: TUPE program has not been funded or implemented this year.

2.14: Fencing action was removed last year.

All other actions completed as described.

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.

- 2.1: Able to save on expenses, less than budgeted
- 2.5: Able to save on expenses, less than budgeted
- 2.7: Nursing salary increased
- 2.10: No training occurred
- 2.11: Cost was less than expected
- 2.12: Cost was less than expected
- 2.13: Program no longer offered through TCDE

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

Social emotional curriculum was not implemented with fidelity. We did see a decrease in absenteeism for all groups but the SWD. No suspensions and no expulsions.

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

The goal will continue as described.

The following actions will be deleted as they are completed or being changed in the new LCAP:

- 2.13: No funding
- 2.14: Fencing priority has shifted.
- 2.15: Action completed.
- 2.20: Elevate program has been discontinued as we now have a full time wellness coordinator.
- 2.9: We are shifting to the Character Strong curriculum for all grade levels.

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	Students will have access to a broad course of study outside of the core curriculum.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Lesson Plans	All students will meet their minimum number of physical education with the majority of those minutes (or all) being taught by a credentialed Physical Education teacher.	All students met their PE minutes for the 21-22 school year.	All students met their PE minutes for the 22-23 school year	All students are meeting their minutes.	Same outcome
Master Schedule Lesson Plans	Students in grades K-6 will have direct instruction in Music. Students in grades 7-8 will have elective opportunities to choose music.	All students had music education or the option of a music elective for the 21-22 school year.	All students had music education or the option of a music elective in the 22-23 school year.	All students have music or an elective option for music.	Same outcome
Lesson Plans	Every student will have the opportunity to participate in at least one field trip off campus.	Every student had the opportunity to participate in a field trip for the 21-22 school year.	Every student had the opportunity to participate in at least one field trip during the 22-23 school year.	Some classes have been on field trips already and some will go later in the year.	Same outcome
Sport Rosters	All students in grades 7-8 will have the opportunity to participate in a	We offered our full sports schedule for the fall, winter, and spring seasons. We	Fall sports offered- Soccer, volleyball, and e-sports	We are currently in our winter sport season and all sports	Same outcome

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	competitive sport against other schools. Students in 6th grade and maybe younger will have the same opportunity if team sizes allow.	added cross country in the spring. All of our teams had full rosters.	Winter sports offered- Boys and Girls Basketball teams Spring sports offered- Cross country, softball, and e-sports	have taken place so far as scheduled.	

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.

High student participation has been seen in the programs associated with this goal and has contributed to students making connections to their school.

All actions were completed as described.

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.

- 3.3: Cost increased for expenses for field trips
- 3.5: Did not need to expend as much as anticipated
- 3.7 (&II): Costs were higher than anticipated
- 3.8: Costs were lower than anticipated, new program to Lassen View
- 3.9: Subsidized costs with Art Grant
- 3.10 (&II): More enrichment occurred than anticipated. Higher participation.

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

Students appreciated having access to a full time, qualified, PE teacher. Additional enrichment opportunities through art and music contributed to a well-rounded learning program. These programs also gave teachers an opportunity to plan and develop a rich academic program for their 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.

This goal and actions will all continue to the new LCAP.

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

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