



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Scotia Union School District

CDS Code: 12630246008155

School Year: 2024-25

LEA contact information:

Amy Gossien

Superintendent

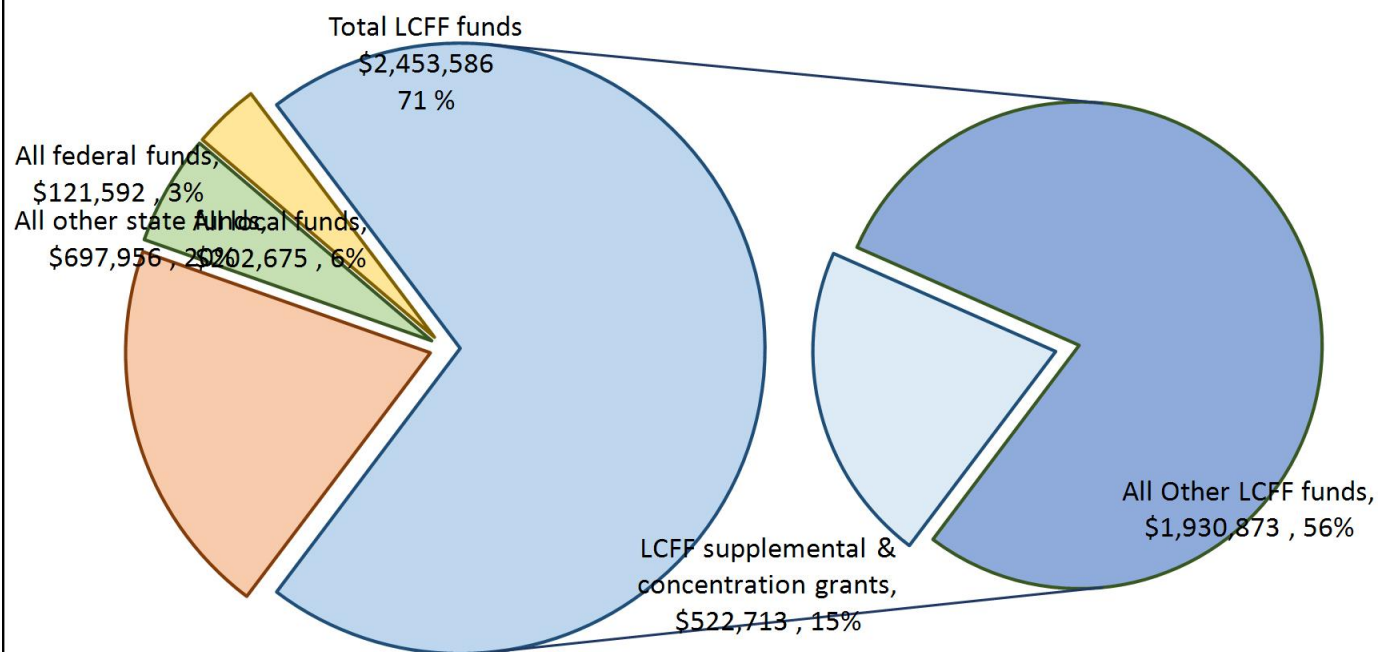
agossien@scotiaschool.org

707-764-2212

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

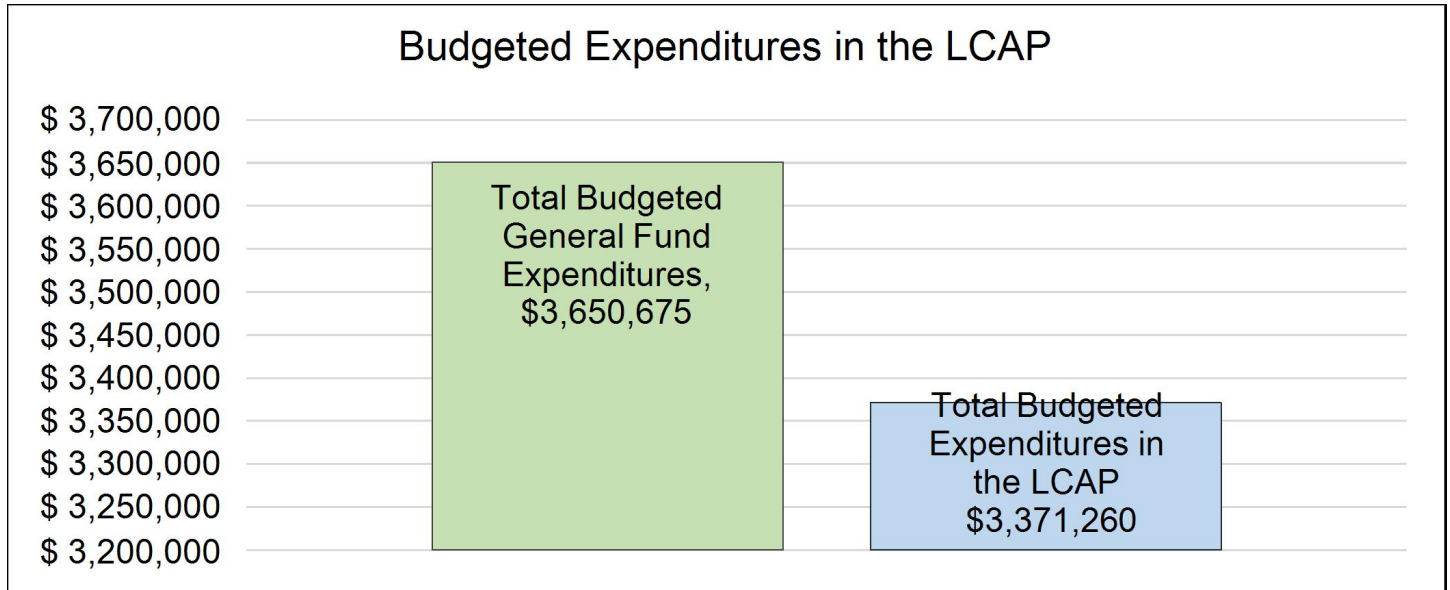


This chart shows the total general purpose revenue Scotia Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Scotia Union School District is \$3,475,809, of which \$2,453,586 is Local Control Funding Formula (LCFF), \$697,956 is other state funds, \$202,675 is local funds, and \$121,592 is federal funds. Of the \$2,453,586 in LCFF Funds, \$522,713 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 Scotia Union School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Scotia Union School District plans to spend \$3,650,675 for the 2024-25 school year. Of that amount, \$3,371,260 is tied to actions/services in the LCAP and \$279,415 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

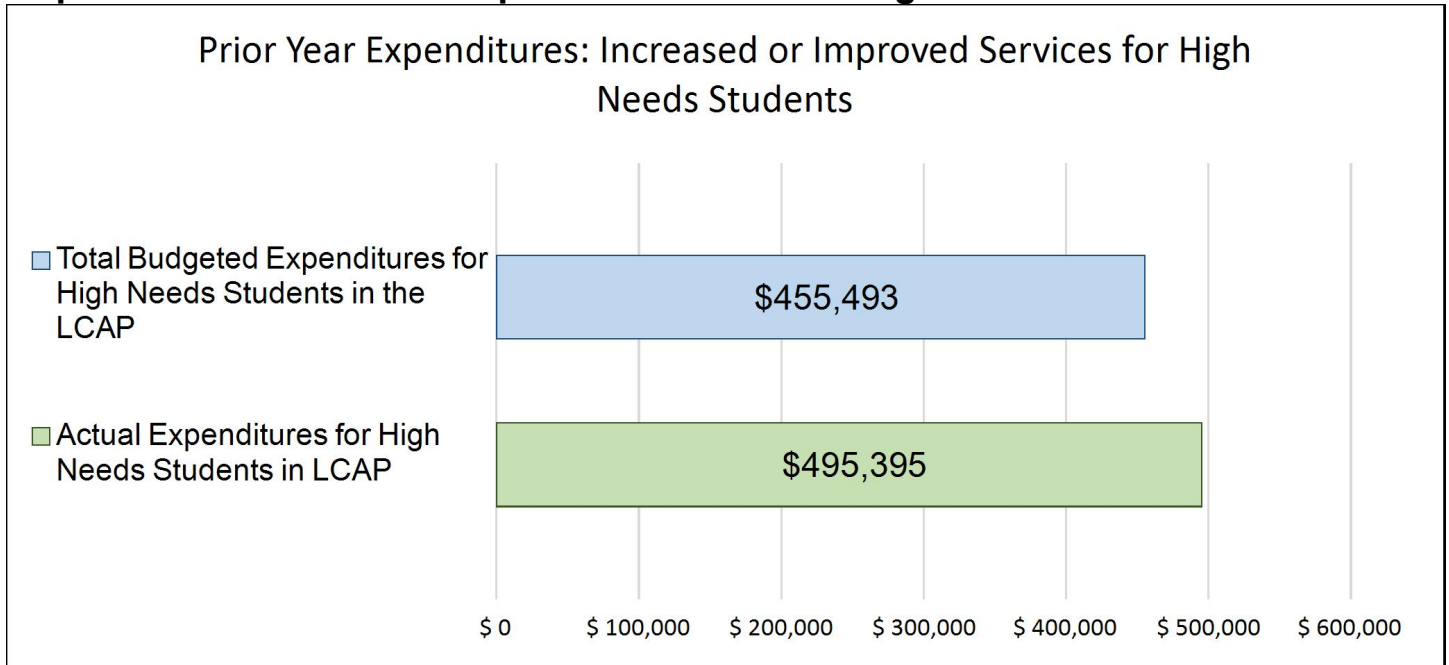
District Office expenditures, audit, legal, insurance, CSD fees, inter-LEA contracts and services.

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

In 2024-25, Scotia Union School District is projecting it will receive \$522,713 based on the enrollment of foster youth, English learner, and low-income students. Scotia Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Scotia Union School District plans to spend \$538,859 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 Scotia Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Scotia Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Scotia Union School District's LCAP budgeted \$455,493 for planned actions to increase or improve services for high needs students. Scotia Union School District actually spent \$495,395 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
[Insert LEA Name here]	[Insert Contact Name and Title here]	[Insert Email and Phone here]
Scotia Union School District	Amy Gossien Superintendent	agossien@scotiaschool.org 707-764-2212

Goals and Actions

Goal

Goal #	Description
1	Offer a standards aligned broad course of study, taught by qualified teachers, that provides the foundation for college and career readiness in order to increase student achievement in the core instructional areas for all students, including low-income, homeless and foster youth, students with disabilities, and English Learners, as evidenced by increased annual standardized and local measures.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to Standards-Aligned Instructional Materials as measured by School Board resolution regarding sufficiency of standards-aligned instructional materials.	2020-2021 DATA 100% of students have access to standards-aligned instructional materials	2021-2022 DATA MET: 100% of students have access to standards-aligned instructional materials	2022-2023 DATA MET: 100% of students have access to standards-aligned instructional materials	2023-2024 DATA MET: 100% of students have access to standards-aligned instructional materials	100% of students will have access to standards-aligned instructional materials
Fully Credentialed and Appropriately Assigned Teachers as measured by Personnel Records, SARC, Williams Reports	2020-2021 DATA 100% of teachers are fully credentialed and appropriately assigned	2021-2022 DATA NOT MET: 91% of teachers are fully credentialed and appropriately assigned. One teacher is working with the Commission on Teacher	2022-2023 DATA MET: 100% of teachers are fully credentialed and appropriately assigned. as measured by Personnel Records, SARC, Williams Reports	2023-2024 DATA MET: 100% of teachers are fully credentialed and appropriately assigned. as measured by Personnel Records, SARC, Williams Reports	100% of teachers will be fully credentialed and appropriately assigned

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Credentialing to renew credential as measured by Personnel Records, SARC, Williams Reports			
Professional Development related to Common Core Standards, Next Generation Science Standards, Physical Education, and History/Social Science as measured by PD sign in sheets, certificates of completion, receipts of registration	2020-2021 DATA 95% of teachers participated in professional development related to Common Core Standards, Next Generation Science Standards, Physical Education, and History Social Science	2021-2022 DATA MET: 100% of teachers participated in professional development related to Common Core Standards, Next Generation Science Standards, Physical Education, and History Social Science as measured by PD sign in sheets, certificates of completion, receipts of registration	2022-2023 DATA MET: 100% of teachers participated in professional development related to Common Core Standards, Next Generation Science Standards, Physical Education, and History Social Science as measured by PD sign in sheets, certificates of completion, receipts of registration	2023-2024 DATA MET 100% of teachers participated in professional development related to Common Core Standards, Next Generation Science Standards, Physical Education, and History Social Science as measured by PD sign in sheets, certificates of completion, receipts of registration	100% of teachers will participate in training on standards aligned curriculum content and instructional practices
Staff Per Pupil Ratio as measured by Student Information System	2020-2021 DATA 18.9 students per teacher average	2021-2022 DATA MET: 18.7 students per teacher average as measured by Student Information System at P-2	2022-2023 DATA MET: 17.4 students per teacher average as measured by Student Information System at P-2	2023-2024 DATA MET 19.6 students per teacher average as measured by Student Information System at P-2	<20 students per teacher average
CAASPP Math Results	2018-2019 DATA	2020-2021 DATA NOT MET:	2021-2022 DATA NOT MET:	2022-2023 DATA NOT MET:	Met or Exceeded Standards:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Met or Exceeded Standards as measured by California School Dashboard	Met or Exceeded Standards: 45.83% of All Students 5.88% of Students With Disabilities 46.43% of Socio Economically Disadvantaged Students	Met or Exceeded Standards: 41.73% of All Students 22.73% of Students With Disabilities 41.46% of Socio Economically Disadvantaged Students as measured by CAASPP reporting system	Met or Exceeded Standards: 41% of All Students 35% of Students With Disabilities 37% of Socio Economically Disadvantaged Students as measured by CAASPP reporting system	Met or Exceeded Standards: 34.9% of All Students 11.76% of Students With Disabilities 33.33% of Socio Economically Disadvantaged Students as measured by CAASPP reporting system	>53% of All Students >20% of Students With Disabilities >54% of Socio Economically Disadvantaged Students
CAASPP Math Results Points From Standard as measured by California School Dashboard	2018-2019 DATA Points From Standard: 15.7 points below standard - All Students 110.2 points below standard - Students With Disabilities 20.7 points below standard - Socio Economically Disadvantaged	2020-2021 DATA UNAVAILABLE The California School Dashboard was not utilized during the 2020-2021 school year.	2021-2022 DATA NOT MET: Points From Standard: 23.6 points below standard - All Students 50.3 points below standard - Students With Disabilities 31.6 points below standard - Socio Economically Disadvantaged	2022-2023 DATA NOT MET: Points From Standard: 49.4 points below standard - All Students 92.4 points below standard - Students With Disabilities 52 points below standard - Socio Economically Disadvantaged	Points From Standard: <10 points below standard - All Students <85 points below standard - Students With Disabilities <10 points below standard - Socio Economically Disadvantaged
CAASPP ELA Results Met or Exceeded Standards as measured by California School Dashboard	2018-2019 DATA Met or Exceeded Standards: 50.82% of All Students 23.53% of Students With Disabilities	2020-2021 DATA NOT MET: Met or Exceeded Standards: 38.89% of All Students	2021-2022 DATA NOT MET: Met or Exceeded Standards: 40% of All Students 26% of Students With Disabilities	2022-2023 DATA NOT MET: Met or Exceeded Standards: 35.14% of All Students	Met or Exceeded Standards: >58% of All Students >31% of Students With Disabilities >55% of Socio Economically

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	47.67% of Socio Economically Disadvantaged Students	13.64% of Students With Disabilities 36.59% of Socio Economically Disadvantaged Students as measured by CAASPP reporting system	43% of Socio Economically Disadvantaged Students as measured by CAASPP reporting system	10.52% of Students With Disabilities 32.9% of Socio Economically Disadvantaged Students as measured by CAASPP reporting system	Disadvantaged Students
CAASPP ELA Results Points From Standard as measured by California School Dashboard	2018-2019 DATA Points From Standard: 17.2 points below standard - All Students 77.7 points below standard - Students With Disabilities 23.7 points below standard - Socio Economically Disadvantaged	2020-2021 DATA UNAVAILABLE The California School Dashboard was not utilized during the 2020-2021 school year.	2021-2022 DATA NOT MET: Points From Standard: 43.3 points below standard - All Students 80.6 points below standard - Students With Disabilities 43.1 points below standard - Socio Economically Disadvantaged	2022-2023 DATA NOT MET: Points From Standard: 30.3 points below standard - All Students 85.5 points from standard - Students With Disabilities 31.1 points from standard - Socio Economically Disadvantaged Students as measured by CAASPP reporting system	Points From Standard: <10 points below standard - All Students <50 points below standard - Students With Disabilities <10 points below standard - Socio Economically Disadvantaged
CAASPP Science Results Met or Exceeded Standards as measured by California School Dashboard	2018-2019 NO DATA Available Baseline Data Will Be Gathered in 2020-2021	2020-2021 DATA NOT MET: Met or Exceeded Standards: 6.82% of All Students X% of Students With Disabilities (NOT	2021-2022 DATA NOT MET: Met or Exceeded Standards: 23% of All Students 14% of Students With Disabilities	2022-2023 DATA NOT MET: Met or Exceeded Standards: 33.33% of All Students	Met or Exceeded Standards: >50% of All Students >30% of Students With Disabilities >50% of Socio Economically

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		REPORTED DUE TO SMALL NUMBER OF TESTS) 12% of Socio Economically Disadvantaged Students as measured by CAASPP reporting system	20% of Socio Economically Disadvantaged Students as measured by CAASPP reporting system	X% of Students With Disabilities (NOT REPORTED DUE TO SMALL NUMBER OF TESTS) 22.22% of Socio Economically Disadvantaged Students as measured by CAASPP reporting system	Disadvantaged Students
Reading Achievement Level or Support Required as measured by DIBELS mid year results	2020-2021 DATA Mid Year Levels Students Grades K-6 43% Intensive Support 16% Strategic Support 41% Core Support	2021-2022 DATA MET: Mid Year Level Students Grades K-6 33% Intensive Support 18% Strategic Support 50% Core Support as measured by DIBELS mid year results	2022-2023 DATA MET: Mid Year Level Students Grades K-6 28% Intensive Support 14% Strategic Support 58% Core Support as measured by DIBELS mid year results	2023-2024 DATA MET: Mid Year Level Students Grades K-6 18% Intensive Support 15% Strategic Support 66% Core Support as measured by DIBELS mid year results	Mid Year Levels Students Grades K-6 33% Intensive Support 16% Strategic Support 51% Core Support
Grade Level Skills Mastered Total Skills Mastered by Grade Level in Math, ELA, Science, and Social Science as measured by MobyMax Cumulative Assessment Results	2020-2021 DATA Average Total Grade Level Skills Mastered - Grades 2-8 57% Skills Mastered	2021-2022 DATA NOT MET: Average Total Grade Level Skills Mastered - Grades 2-8 60% Skills Mastered as measured by MobyMax Cumulative Assessment Results	2022-2023 DATA MET: Average Total Grade Level Skills Mastered - Grades 2-8 87% Skills Mastered as measured by MobyMax Cumulative Assessment Results	2023-2024 DATA MET: Average Total Grade Level Skills Mastered - Grades 2-8 76% Skills Mastered as measured by MobyMax Cumulative Assessment Results	Average Total Grade Level Skills Will Be Mastered - Grades 2-8 >70% Skills Mastered

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grade Level Math Standards Met as measured by Math Shelf Cumulative Assessment Results	2020-2021 DATA 67% students grades TK-K math grade level met standard 34% students grades TK-K math grade level approaching standard	2021-2022 DATA NOT MET: 52% students grades TK-K math grade level met standard 48% students grades TK-K math grade level approaching standard as measured by Math Shelf Cumulative Assessment Results	2022-2023 DATA NOT MET: 77% students grades TK-K math grade level met standard 19% students grades TK-K math grade level approaching standard as measured by Math Shelf Cumulative Assessment Results	2023-2024 DATA NOT MET: 25% students grades TK-K math grade level met standard 25% students grades TK-K math grade level approaching standard as measured by Math Shelf Cumulative Assessment Results	>80% students grades TK-K math grade level will meet standard <20% students grades TK-K math grade level approaching standard
ELPAC Summative Results as measured by EdData, student files	2018-2019 DATA Student ELPAC Levels 30% Level 1 40% Level 2 20% Level 3 10% Level 4	2020-2021 DATA MET: Student ELPAC Levels 17% Level 1 33% Level 2 17% Level 3 33% Level 4 as measured by ELPAC reporting system	2021-2022 DATA NOT MET: Student ELPAC Levels 14% Level 1 28% Level 2 29% Level 3 29% Level 4 as measured by ELPAC reporting system	2022-2023 DATA Due to the limited EL population, no data is reported to preserve confidentiality.	Students ELPAC Levels <20% Level 1 >30% Level 2 >30% Level 3 >20% Level 4
EL Redesignation Rate as measured by ELPAC results, student files	2019-2020 DATA <10% of EL students redesignated FEP	2021-2022 DATA MET: 20% of EL students Redesignated FEP as measured by local data	2022-2023 DATA MET: 20% of EL students Redesignated FEP as measured by local data	2023-2024 DATA Due to the limited EL population, no data is reported to preserve confidentiality.	20% of EL Students Will be Redesignated FEP
EL Programs and Services	2020-2021 DATA 25% of EL students received in person academic support	2021-2022 DATA NOT MET: 22% of EL students are receiving in	2022-2023 DATA NOT MET: 29% of EL students are receiving in	2023-2024 NOT MET: 67% of EL students are receiving in	100% of EL students will receive in person academic support above and beyond

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	above and beyond that received in the classroom	person academic support above and beyond that received in the classroom as measured by class schedules, teacher schedules	person academic support above and beyond that received in the classroom as measured by class schedules, teacher schedules	person academic support above and beyond that received in the classroom as measured by class schedules, teacher schedules	that received in the classroom
Students With Disabilities Placement as measured by IEP Services Page	2020-2021 DATA <10% of Students With Disabilities receive services outside the general education classroom for more than 80% of the day	2021-2022 DATA MET: <2% of Students With Disabilities receive services outside the general education classroom for more than 80% of the day as measured by IEP services page	2022-2023 DATA MET: <2% of Students With Disabilities receive services outside the general education classroom for more than 80% of the day as measured by IEP services page	2023-2024 DATA MET <2% of Students With Disabilities receive services outside the general education classroom for more than 80% of the day as measured by IEP services page	<2% of Students With Disabilities will receive services outside the general education classroom for more than 80% of the day
Participation Rates in Arts Opportunities and ELA, Math, Science, Hist/SS, Health, and World Languages Instruction as measured by School Information System, local data	2020-2021 DATA 100% students grades TK-8 participating in Visual and Performing Arts, ELA, Math, Science, Hist/SS, and Health Instruction 35% students grades TK-8 participating in regular World Languages Instruction 100% students grades TK-5 participating in music instruction	2021-2022 DATA NOT MET: 100% students grades TK-8 participating in Visual and Performing Arts, ELA, Math, Science, Hist/SS, and Health Instruction 35% students grades TK-8 participating in regular World Languages Instruction 83% students grades TK-5 participating in music instruction	2022-2023 DATA NOT MET: 100% students grades TK-8 participating in Visual and Performing Arts, ELA, Math, Science, Hist/SS, and Health Instruction 10% students grades TK-8 participating in regular World Languages Instruction 100% students grades TK-5 participating in music instruction	2023-2024 DATA NOT MET: 100% students grades TK-8 participating in Visual and Performing Arts, ELA, Math, Science, Hist/SS, and Health Instruction 10% students grades TK-8 participating in regular World Languages Instruction 100% students grades TK-5 participating in music instruction	100% of students grades TK-8 will participate in Visual and Performing Arts, ELA, Math, Science, Hist/SS, World Languages, and Health Instruction 35% students grades TK-8 participating in regular World Languages Instruction 100% of students grades TK-5 will participate in music instruction

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	20% students grades 6-8 participating in band or choral classes 100% students grades TK-8 participating in art instruction and opportunities 20% low income, EL, Foster Youth or Homeless students in grades 6-8 participating in band or choral classes	20% students grades 6-8 participating in band or choral classes 100% students grades TK-8 participating in art instruction and opportunities 20% low income, EL, Foster Youth or Homeless students in grades 6-8 participating in band or choral classes as measured by School Information System, local data	25% students grades 6-8 participating in band or choral classes 100% students grades TK-8 participating in art instruction and opportunities 25% low income, EL, Foster Youth or Homeless students in grades 6-8 participating in band or choral classes as measured by School Information System, local data	20% students grades 6-8 participating in band or choral classes 100% students grades TK-8 participating in art instruction and opportunities 25% low income, EL, Foster Youth or Homeless students in grades 6-8 participating in band or choral classes as measured by School Information System, local data	40% students grades 6-8 will participate in band or choral classes 100% students grades TK-8 will participate in art instruction and opportunities 40% low income, EL, Foster Youth or Homeless students in grades 6-8 will participate in band or choral classes

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.

There were no substantive differences between planned actions and actual implementation of these actions. All planned actions under Goal 1 were implemented.

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.

Material differences between budgeted expenditures and estimated actual expenditures included:

Action 2: Appropriately Credentialed Staff - Estimated actual expenditures increased from what was originally budgeted. A full time intervention position was added for the 2023-2024 school, year. The certificated stipend schedule was updated, reflecting increases for credentialed staff members who perform duties outside of their contracted hours. Additionally, the need for certificated substitute teachers was far greater than anticipated or budgeted.

Action 3: Special Education Services - Estimated actual expenditures increased from what was originally budgeted. The chargeback to the County Office to provide special education to students living within the District increased by \$53,777.

Action 7: Paraprofessionals - Estimated actual expenditures increased from what was originally budgeted. This was due to the increased need for paraprofessionals to provide support for students in our primary grades.

Action 12: Library/Media Services - Estimated actual expenditures increased from what was originally budgeted. The library technician position FTE increased by 0.18125.

Action 13: After School Intervention - Estimated actual expenditures increased from what was originally budgeted. Teachers provided after school intervention and support services instead of these services being provided by the after school program classified staff.

Action 14: GATE - Estimated actual expenditures increased from what was originally budgeted. This was due to an increase in material and supply expenditures.

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

Action 1 - Instructional Materials, Action 2 - Appropriately Credentialed Staff, Action 3 - Special Education Services, Action 4 - Intervention Services, Action 5 - English Learner Support, Action 6 - Staff Per Pupil Ratio, Action 7 - Paraprofessionals, Action 11 - Certificated Collaboration and Planning, and Action 13 - After School Intervention - progress towards Goal 1 varied based on the metric. While achievement on the CAASPP science assessment increased substantially between 2020-2021 and 2022-2023, achievement in math and language arts, based on CAASPP results, decreased. Educational partner input determined that student achievement on CAASPP may not mean that the actions were ineffective, but instead may be due to the hiring of new, early career teachers who are not as familiar with the curriculum and standardized testing as previous veteran teachers were. Educational partners agreed that rather than dismissing these actions as ineffective, to continue with these actions, increase staff collaboration, planning, and training opportunities. One subgroup, our students with disabilities, saw an increase in achievement in math during the 3 year LCAP cycle based on CAASPP results.

In reading achievement, based on DIBELS results, our students increased achievement levels throughout the 3 year LCAP cycle. This was shown by 43% of our students needing intensive reading support at mid year in baseline year 2020-2021, to only 18% of our students needing intensive reading support at mid year in 2023-2024. This increase in reading achievement is directly related to the above actions. There was also an increase in the number of grade level skills mastered as measured by the percent of grade level skills mastered utilizing the Moby Max online learning and assessment platform.

Action 12 - Library/Media Services, Action 14 - GATE, are all increased/improved services that together target our unduplicated student population to help in providing necessary services to help support our unduplicated students navigate the school system, and set them up for success to build the necessary foundation for college and career readiness. These actions were deemed effective based on the number of students participating in GATE sponsored activities, as well as the number of books checked out in our library.

Action 8 - Visual and Performing Arts, Action 9 - Technology, and Action 10 - Physical Education- are all increased services that provide for a well-rounded educational experience, which all contribute to academic achievement as well helping to prepare our students for their future.

Without these programs, our unduplicated students would not have the same opportunities as their peers. These actions were deemed effective based on student participation.

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.

Changes planned for the coming year that resulted from reflections on ineffective prior practice include increasing supports for students in order to improve students' academic achievement. With the addition of an additional intervention teacher position in the 2023-2024 school, and increased staff training in instructional practices, and student emotional and behavioral supports, education partners agree the additional supports will increase student achievement. Although not all metric outcomes were met, educational partner input overwhelmingly showed that the actions included in Goal 1 would best be continued into the 2024-2025 LCAP, with improved opportunities for student achievement through increased certificated and classified staff training, increased academic intervention opportunities, and small class sizes. Education partner input acknowledged the current work the school has begun in the 2023-2024 school year, as well as the added supports planned for the 2024-2025 LCAP. Additionally, education partner input included evaluation of the metrics, and that desired outcomes may have been too lofty to meet without the supports the added in the 2023-2024 school year, and planned for the 2024-2025 school year. The school and its education partners will revisit desired outcome percentages in the development of the 2024-2025 LCAP, and will base desired outcomes on appropriate, attainable outcomes.

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	Provide a safe, welcoming, inclusive learning environment and positive school culture both socially and emotionally, where all students, including low-income, foster youth, students with disabilities, and English Learners, and families, are engaged, healthy, and safe, as evidenced by standardized and local measures.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in "Good" Repair as measured by Facility Inspection Tool (FIT)	2020-2021 DATA Facilities in "Good" Repair on FIT	2021-2022 DATA MET: Facilities in "Good" Repair as measured by Facility Inspection Tool (FIT)	2022-2023 DATA MET: Facilities in "Good" Repair as measured by Facility Inspection Tool (FIT)	2023-2024 DATA MET: Facilities in "Good" Repair as measured by Facility Inspection Tool (FIT)	Facilities will be in "Good" Repair on FIT
Increase School Meals Served as measured by CNIPS Monthly Reports	2020-2021 DATA Average Meals Served per Day Breakfast 76 - 40% of students Lunch 103 - 54% of students	2021-2022 DATA MET: Average Meals Served per Day Breakfast 103 - 58% of students Lunch 133 - 76% of students as measured by CNIPS Monthly Reports	2022-2023 DATA MET: Average Meals Served per Day Breakfast 124 - 70% of students Lunch 140 - 80% of students as measured by CNIPS Monthly Reports	2023-2024 DATA MET: Average Meals Served per Day Breakfast 135 - 73% of students Lunch 155 - 83% of students as measured by CNIPS Monthly Reports	Average Meals will be Served per Day Breakfast 94 - 50% of students Lunch 122 - 65% of students
Physical Fitness Test (PFT) Results	2018-2019 DATA % Students Scoring In Healthy Fitness Zone	2020-2021 DATA UNAVAILABLE	2021-2022 DATA UNAVAILABLE	2022-2023 DATA PFT results are no longer reported. PFT	% Students will be Scoring In Healthy Fitness Zone

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students in Healthy Fitness Zone as measured by California State PFT Results	Body Composition 57.1% of 5th Grade Students 59.1% of 7th Grade Students Aerobic Capacity 66.7% of 5th Grade Students 59.1% of 7th Grade Students		PFT results are no longer reported.	participation is reported at 100% participation.	Body Composition >63% of 5th Grade Students >65% of 7th Grade Students Aerobic Capacity >72% of 5th Grade Students >65% of 7th Grade Students
Average Daily Attendance as measured by P2 Attendance Report	2019-2020 DATA Average Daily Attendance at P2 94.54%	2021-2022 DATA MET: Average Daily Attendance at P2 96.67% as measured by P2 Attendance Report	2022-2023 DATA NOT MET: Average Daily Attendance at P2 90.23% as measured by P2 Attendance Report	2023-2024 DATA NOT MET: Average Daily Attendance at P2 91.36% as measured by P2 Attendance Report	Average Daily Attendance at P2 >95%
Chronic Absenteeism as measured by California School Dashboard	2018-2019 DATA 17.7% All Students 58.3% EL 19.6% Socio Economically Disadvantaged 10% Students With Disabilities	2020-2021 DATA NOT MET: 18.2% All Students 30% EL 25.7% Socio Economically Disadvantaged 25.7% Students With Disabilities As measured by Student Information System	2021-2022 DATA NOT MET: 21.9% All Students 20% EL 25.5% Socio Economically Disadvantaged 22.6% Students With Disabilities As measured by Student Information System, California School Dashboard	2022-2023 DATA NOT MET: 35.4% All Students X% EL Data suppressed to protect privacy 43.8% Socio Economically Disadvantaged 38.5% Students With Disabilities As measured by Student Information System, California School Dashboard	<10% All Students <25% EL <10% Socio Economically Disadvantaged <10% Students With Disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate as measured by California School Dashboard	2018-2019 DATA 0 Middle School Dropouts	2020-2021 DATA MET: 0 Middle School Dropouts As measured by Student Information System	2021-2022 DATA MET: 0 Middle School Dropouts As measured by Student Information System	2022-2023 DATA MET: 0 Middle School Dropouts As measured by Student Information System	0 Middle School Dropouts
Suspension Rate as measured by California School Dashboard	2018-2019 DATA 3% All Students 0% EL 3.4% Socio Economically Disadvantaged 3.2% Students With Disabilities	2020-2021 DATA MET: 0% All Students 0% EL 0% Socio Economically Disadvantaged 0% Students With Disabilities As measured by Student Information System	2021-2022 DATA MET: .5% All Students 0% EL .7% Socio Economically Disadvantaged 0% Students With Disabilities As measured by Student Information System	2022-2023 DATA NOT MET: 2.5% All Students 0% EL 2.7% Socio Economically Disadvantaged 7.7% Students With Disabilities As measured by Student Information System	<3% All Students 0% EL <3% Socio Economically Disadvantaged <3% Students With Disabilities
Expulsion Rate as measured by California School Dashboard	2018-2019 DATA 0% All Students	2020-2021 DATA MET: 0% All Students As measured by Student Information System	2021-2022 DATA MET: 0% All Students As measured by Student Information System	2022-2023 DATA MET: 0% All Students As measured by Student Information System	0% All Students
School Safety as measured by California School Climate, Health, and Learning Surveys, Local Surveys	2020-2021 DATA % Who Feel Safe or Very Safe At School All or Most of the Time 76% 5th Grade Students	2021-2022 DATA NOT MET: % Who Feel Safe or Very Safe At School All or Most of the Time 69% 4th - 6th Grade Students *grade levels	2022-2023 DATA NOT MET: % Who Feel Safe or Very Safe At School All or Most of the Time 72% 4th - 6th Grade Students *grade levels	2023-2024 DATA NOT MET: % Who Feel Safe or Very Safe At School All or Most of the Time 88% 4th - 6th Grade Students *grade levels	% Who will Feel Safe or Very Safe At School All or Most of the Time >85% 5th Grade Students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	84% 6th Grade Students 70% 7th Grade Students 100% Staff 95% Parents	were grouped together due to small numbers of participants 73% 7th Grade Students 100% Staff 95% Parents as measured by California School Climate, Health, and Learning Surveys, Local Surveys	were grouped together due to small numbers of participants 77% 7th Grade Students 100% Staff 95% Parents as measured by California School Climate, Health, and Learning Surveys, Local Surveys	were grouped together due to small numbers of participants 76% 7th Grade Students 91% Staff 98% Parents as measured by California School Climate, Health, and Learning Surveys, Local Surveys	>85% 6th Grade Students >85% 7th Grade Students 100% Staff >95% Parents
School Connectedness as measured by California School Climate, Health, and Learning Surveys, Local Surveys	2020-2021 DATA % Who Feel Connected to and Welcome at School 80% 5th Grade Students 58% 6th Grade Students 80% 7th Grade Students 100% Staff 90% Parents	2021-2022 DATA NOT MET: % Who Feel Connected to and Welcome at School 58% 4th - 6th Grade Students *grade levels were grouped together due to small numbers of participants 70% 7th Grade Students 100% Staff 92% Parents as measured by California School Climate, Health, and Learning Surveys, Local Surveys	2022-2023 DATA NOT MET: % Who Feel Connected to and Welcome at School 69% 4th - 6th Grade Students *grade levels were grouped together due to small numbers of participants 55% 7th Grade Students 100% Staff 95% Parents as measured by California School Climate, Health, and Learning Surveys, Local Surveys	2023-2024 DATA NOT MET: % Who Feel Connected to and Welcome at School 77% 4th - 6th Grade Students *grade levels were grouped together due to small numbers of participants 64% 7th Grade Students 86.5% Staff 100% Parents as measured by California School Climate, Health, and Learning Surveys, Local Surveys	% Who will Feel Connected to and Welcome at School >85% 5th Grade Students >85% 6th Grade Students >85% 7th Grade Students 100% Staff >90% Parents

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Involvement/Input at School Functions, including educational partner input meetings and events, and including parents of EL, Socio Economically Disadvantaged, Homeless and Foster Youth, and Students With Disabilities as measured by Sign In Sheets, Attendance Logs, head counts	2019-2020 DATA Average Attendance at School Functions, including stakeholder input meetings and events 74% families represented at school wide functions (Back to School Night, Open House, PTO sponsored events, student performances) 20% families represented at educational partner input meetings and events (School Site Council meetings, Scheduled Stakeholder Input meetings, School Board of Trustees meetings, Parent Teacher Organization meetings)	2021-2022 DATA NOT MET: Average Attendance at School Functions, including educational partner input meetings and events 80.7% families represented at school wide functions (Back to School Night, Open House, PTO sponsored events, student performances) 25% families represented at educational partner input meetings and events (School Site Council meetings, Scheduled Educational Partner Input meetings, School Board of Trustees meetings, Parent Teacher Organization meetings) as measured by Sign In Sheets, Attendance Logs, head counts	2022-2023 DATA NOT MET: Average Attendance at School Functions, including educational partner input meetings and events 74% families represented at school wide functions (Back to School Night, Open House, PTO sponsored events, student performances) 20% families represented at educational partner input meetings and events (Educational Partner Input meetings, School Board of Trustees meetings, Parent Teacher Organization meetings, Parent Advisory Committee meetings)) as measured by Sign In Sheets, Attendance Logs, head counts	2023-2024 DATA NOT MET: Average Attendance at School Functions, including educational partner input meetings and events 68.5% families represented at school wide functions (Back to School Night, Open House, PTO sponsored events, student performances) 10% families represented at educational partner input meetings and events (Educational Partner Input meetings, School Board of Trustees meetings, Parent Teacher Organization meetings, Parent Advisory Committee meetings) as measured by Sign In Sheets, Attendance Logs, head counts	Average Attendance at School Functions, including educational partner input meetings and events >80% families will be represented at school wide functions (Back to School Night, Open House, PTO sponsored events, student performances) >40% families will be represented at stakeholder input meetings and events (School Site Council meetings, Scheduled Educational Partner Input meetings, School Board of Trustees meetings, Parent Teacher Organization meetings)
Parent Participation in meetings regarding student programs for EL, Socio	2020-2021 DATA % Meetings With Parent Participation	2021-2022 DATA MET: % Meetings With Parent Participation	2022-2023 DATA MET: % Meetings With Parent Participation	2023-2024 DATA MET: % Meetings With Parent Participation	% Meetings With Parent Participation >95% attendance rate at student program

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Economically Disadvantaged, Homeless and Foster Youth, and Students With Disabilities as measured by Meeting Notes, Attendance Logs, Sign In Sheets	90% attendance rate at student program meetings ie: IEP, Student Study Team, 504 Plan, Parent Conferences, School Attendance Review Team, and other parent/teacher meetings	96% attendance rate at student program meetings ie: IEP, Student Study Team, 504 Plan, Parent Conferences, School Attendance Review Team, and other parent/teacher meetings as measured by Meeting Notes, Attendance Logs, Sign In Sheets	97% attendance rate at student program meetings ie: IEP, Student Study Team, 504 Plan, Parent Conferences, School Attendance Review Team, and other parent/teacher meetings as measured by Meeting Notes, Attendance Logs, Sign In Sheets	96% attendance rate at student program meetings ie: IEP, Student Study Team, 504 Plan, Parent Conferences, School Attendance Review Team, and other parent/teacher meetings as measured by Meeting Notes, Attendance Logs, Sign In Sheets	meetings ie: IEP, Student Study Team, 504 Plan, Parent Conferences, School Attendance Review Team, and other parent/teacher meetings
School to Parents Messaging as measured by Student Information System, Local Data, School Website, School Social Media Page	2020-2021 DATA Monthly Average School to Parent Messaging 6.75 Average All Calls 6 Average Written Communication 5 Average Website/Social Media Posts	2021-2022 DATA NOT MET: Monthly Average School to Parent Messaging 4 Average All Calls 6 Average Written Communication 15 Average Website/Social Media Posts as measured by Student Information System, Local Data, School Website, School Social Media Page	2022-2023 DATA MET: Monthly Average School to Parent Messaging 7 Average All Calls 10 Average Written Communication 12 Average Website/Social Media Posts as measured by Student Information System, Local Data, School Website, School Social Media Page	2023-2024 DATA MET: Monthly Average School to Parent Messaging 7 Average All Calls 10 Average Written Communication 10 Average Website/Social Media Posts as measured by Student Information System, Local Data, School Website, School Social Media Page	Monthly Average School to Parent Messaging > 6.75 Average All Calls 10 Average Written Communication 10 Average Website/Social Media Posts
Professional Development on SEL	2020-2021 DATA % Staff Who Agreed	2021-2022 DATA NOT MET:	2022-2023 DATA MET:	2023-2024 DATA MET:	% Staff Who will Agree

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
as measured by California School Staff Survey, PD Logs	PD Needed In Response to Providing Social, Emotional, and Developmental Needs of Youth 67% Staff agreed they need further PD in SEL	% Staff Who will Agree PD Needed In Response to Providing Social, Emotional, and Developmental Needs of Youth 40% Staff agree they need further PD in SEL as measured by California School Staff Survey, PD Logs	% Staff Who will Agree PD Needed In Response to Providing Social, Emotional, and Developmental Needs of Youth 15% Staff agree they need further PD in SEL as measured by California School Staff Survey, PD Logs	% Staff Who will Agree PD Needed In Response to Providing Social, Emotional, and Developmental Needs of Youth 10% Staff agree they need further PD in SEL as measured by California School Staff Survey, PD Logs	PD Needed In Response to Providing Social, Emotional, and Developmental Needs of Youth <20% Staff will agree they need further PD in SEL

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.

There were no substantive differences between planned actions and actual implementation of these actions. All planned actions under Goal 2 were implemented. Although Action 7 - School Counselor - was decreased due to employee request, all other actions were fully implemented.

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.

Material differences between budgeted expenditures and estimated actual expenditures included:
 Action 2: Building Utilities - Estimated actual expenditures increased from what was originally budgeted due to increase in gas and electric utility expenditures.
 Action 3: Home to School Transportation - Estimated actual expenditures decreased due to the contribution from unrestricted funds being less than originally planned due to receiving additional pupil transportation funding.
 Action 4: Nutrition Services - Estimated actual expenditures Increased due to increased food costs as well as spending down one time Kitchen Infrastructure and Training funds on cafeteria upgrades including appliances, equipment, and flooring.

Action 7: School Counselor - Estimated actual expenditures decreased due to counselor's position decreasing from .4 FTE to .2 FTE.
Action 10: Principal - Estimated actual expenditures increased due to salary increase, initiated by the Board of Trustees, in the 2023-2024 school year. .
Action 12: After School Program - Estimated actual expenditures increased from what was originally budgeted due to Increased capital expenditures on replacing playground equipment.
Action 13: Extra Curricular Activities - Estimated actual expenditures decreased due to payout of stipends after completion of annual update.

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

Action 1 - Building and Grounds Maintenance, Action 2 - Building Utilities, Action 3 - Home to School Transportation, Action 4 - Nutrition Services, and Action 12 - ASES, combined to make the school a safe, welcoming, inclusive environment where students feel welcome, happy, and safe.
Action 5 - Foster and Homeless youth Support, Action 6 - School Leadership Team, Action 7 - School Counselor, Action 8 - Attendance Secretary, and Action 9 - MTSS PD, all provided additional support to our unduplicated student population, providing support, services, resources, and referrals to outside agencies, in order to better support our students with their attendance, social emotional, and daily needs. All staff was trained on MTSS including trauma informed instruction and behavior, and Positive Behavior Interventions and Supports.
Action 10- Principal, Action 11, School Climate Improvement, Action 13 - Extra Curricular Activities, and Action 14 - Parent Engagement, together provided support and activities to improve the school climate for both our students, staff, and our educational partners. The addition of a Community Schools Coordinator in the 2023-2024 school year increased the opportunities for parent involvement and school connectedness of both students and families.

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.

Changes planned for the upcoming year that resulted from reflections on ineffective prior practice include increasing supports for students in order to improve students' feeling of safety and connectedness. This includes the addition of a student behavior support position, and continuing with the Community School Coordinator position that was implemented in 2023-2024. Education partner input acknowledged the current work the school began in the 2023-2024 school year, as well as the added supports planned for the 2024-2025 LCAP. Additionally, education partner input included evaluation of the metrics, and concluded that desired outcomes may have been too lofty to meet without the current and proposed additional supports. due to this reflection, the school and its partners will revisit desired outcome percentages in the development of the 2024-2025 LCAP, and will base desired outcomes on appropriate, attainable results. Although not all metric outcomes were met, educational partner input overwhelmingly showed that the actions included in Goal 2 would best be continued into the 2024-2025

LCAP, with increased staff training in student engagement, increased inclusion of student voice in decision making, and increased education of families on the importance of attending and being engaged at school.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Scotia Union School District	Amy Gossien Superintendent	agossien@scotiaschool.org 707-764-2212

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.

Scotia Union Elementary School District is a single school district located in Scotia, California. The District's one elementary school, Stanwood A. Murphy Elementary School, is a small school offering transitional kindergarten through eighth grade. The school has one classroom per grade level. Stanwood A. Murphy Elementary, also known as Scotia School, prides itself on providing a multi-tiered system of support, including a supportive, family-like learning environment that includes highly qualified teachers, school-based counseling services, music education, home to school transportation, a departmentalized program for middle-school students, a student-centered greenhouse, an exemplary expanded learning opportunities after school program, nutritious, free breakfast and lunch including a salad bar, and also snack and supper for students participating in our expanded learning opportunities after school program.

Our teachers provide rigorous research-based instructional strategies, state adopted curriculum, and the latest in technology, preparing our students for high school, college, and career. Our school prides itself on meeting the individual needs of all students, whether academic, or social emotional.

With changes in the formerly company owned town, the community of Scotia has changed, with many families moving out of town. Because of this, and the school's ability to offer traditionally small class sizes with student supports, 48% of the school's students are enrolled via interdistrict transfer agreements with other school districts. Some students travel as far as 50 miles round trip each day to attend Scotia School.

As the town of Scotia transitions from company owned to privately owned, enrollment has traditionally been declining as homes are bought and families who were renting are required to move out. During the 2022-2023 school year, the school's enrollment was at a low of 169 in May, 2023. However, during the 2023-2024 school year, enrollment increased to an average of 196 students. The 2023 California State Dashboard reports student enrollment at 182 students, and includes: 9 English Language Learners (4.9% of total enrollment), 32 students with disabilities (17.6% of total enrollment), 8 students considered homeless (4.4% of total enrollment) and 132 students considered socio-economically disadvantaged (72.5% of total enrollment). Of these 182 students, 25 (13.7% of total enrollment) are 2 or more races, 21 students (2.7% of total enrollment) are Hispanic, 5 students (2.7% of total enrollment) are American Indian, and 128 students (70.3% of total enrollment) are white.

Reflections: Annual Performance

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

According to the California School Dashboard, the school's Spring 2023 ELA CAASPP results show the "all students" student group's ELA scores are 30.5 points below standard, but did increase from Spring 2022 results by 12.8 points. This places the "all students" student group in the yellow category on the Dashboard.

Our socio-economically disadvantaged students' achievement in English Language Arts in 2023 reports at 31.5 points below the standard, up 11.7 points from 2022, placing this group in the yellow category on the Dashboard.

Our students with disabilities' achievement in English Language Arts in 2023 reports at 84.2 points below the standard, a slight decline of 3.5 points from Spring 2022. This group did not report a "color" on the Dashboard due to the small number of students reported.

According to the California School Dashboard, the school's Spring 2023 math CAASPP results show the "all students" student group's math scores are 49.6 points below standard, which is a decrease of 26.1 points from Spring 2022. This places the "all students" student group in the orange category on the Dashboard.

Our socio-economically disadvantaged students' achievement in math in 2023 reports at 52.4 points below the standard, down 20.7 points from 2022, placing this group in the orange category on the Dashboard.

Our students with disabilities' achievement in math in 2023 reports at 91.4 points below the standard, a significant decline of 40.8 points from Spring 2022. This group did not report a "color" on the Dashboard due to the small number of students reported.

Our other student groups did not report on the Dashboard due to the small number of students in each group.

Our 5th and 8th grade students' achievement levels in science report at 33.33% of all students meeting or exceeding the state standards in 2022-2023.

Our first-seventh grade students did increase overall reading achievement, as shown on the DIBELS midyear assessment. On this assessment, 18% of students in grades 1-7 still required "Intensive Support" on the 2023-2024 midyear DIBELS assessment, down from 32% of students on the 2023-2024 benchmark DIBELS assessment.

The academic performance needs of our students are addressed in this LCAP through additional support for our students, including small class sizes, paraprofessionals, an intervention teacher to provide additional support to our lower grade students, and an intervention teacher to provide additional support to our upper grade students.

Highly qualified teachers and highly trained teachers and paraprofessionals are also an integral piece of the plan to increase student achievement. Scotia School has had a recent turn over amongst the teaching staff, with half of our classroom teachers having 3 or less years of teaching experience. As these teachers new to the profession continue to gain experience with the curriculum and grade level standards, as well as training in increasing academic achievement and breaking down barriers to learning, our students' standardized testing scores will increase.

The needs of our students with disabilities are also addressed in this LCAP through additional support through training and support staff in our special education program.

With over 70% of our students considered socio-economically disadvantaged, the school's system of support set up for all students will also directly benefit these students. These supports include direct academic support, as well as home to school transportation, a cafeteria serving high quality food, and an expanded learning opportunities after school program.

As part of a broad course of study, this LCAP also addresses visual and performing arts instruction and experiences for our students, physical education, as well as extracurricular athletics, enrichment activities, and clubs through our expanded learning opportunities after school program.

Additionally, high quality technology, as well as a fully-functioning library, are valuable in this plan to increase student achievement.

In regards to school climate, in 2022-2023, the school's suspension rate for all students was 2.5%. This placed the "all students" student group in the orange category on the Dashboard.

Within that overall total, 7.5% of these students were students with disabilities, placing this group in the red category on the Dashboard, and 2.7% were socio-economically disadvantaged students, placing this group in the orange category on the Dashboard.

As reported on the 2023 Dashboard, Stanwood A. Murphy Elementary (Scotia School) is in the "red" category for chronic absenteeism. In 2022-2023, 35.7% of all student groups were considered in the "very high" range for chronic absenteeism. 44.2% of our socio-economically disadvantaged students, and 40% of our students with disabilities, and 31.2% of our white students were absent 10% or more of the instructional days they were enrolled, thus qualifying them as chronically absent. This data placed the "all students", socioeconomically disadvantaged students, white students, as well as our students with disabilities, all in the "red" for chronic absenteeism on the Dashboard.

Tied to Chronic Absenteeism is Average Daily Attendance, and in 2022-2023, the attendance rate at the P2 reporting period was 90.58%. In 2023-2024, at the P2 reporting period, the attendance rate has increased to 91.59%.

The percent of fourth-sixth grade students who feel safe at school was 87% in 2023-2024, but for 7th grade students, the percentage was 53% in 2023-2024.

In regards to school connectedness, The percent of fourth-sixth grade students who feel connected to the school was 80% in 2023-2024, and 71% felt there was an adult on campus who really cares about them, while only 64% of 7th grade students felt connected to the school in 2023-2024, and 63% felt there was an adult on campus who really cares about them.

The percent of students who ate the healthy breakfast served in our school cafeteria in 2023-2024 was 65%, while the percent of students eating school lunch was 80%. This data are important for all of our students, but especially our socially economically disadvantaged students who rely on the school for daily healthy meal options.

These low performance areas related to school climate and school connectedness are addressed in this LCAP through a multi tiered system of support, including support for our EL students through EL services, translation, and attendance support; our socio-economically disadvantaged students, including home to school transportation, free meals, free expanded learning opportunities including before school supervision and an expanded learning opportunities after school education and safety program; our foster and homeless youth, with a designated foster youth liaison and school resources and employee time dedicated to meeting the needs of foster and homeless youth, and for our students with disabilities, a special education program that includes additional after school intervention time and staff collaboration time, to meet the needs and close the performance gaps between all students and our students with disabilities.

The social emotional needs of our students are addressed in this LCAP through counseling, large and small group social emotional support, and training for all staff on social emotional learning strategies and support. These intervention support services include behavior support professionals. Other positions that support the social emotional needs of our students include the Community Schools Coordinator, the library technician, and the Dean of Students. Additionally, this LCAP addresses the school's implementation of schoolwide Positive Behavior Interventions and Supports. This system of support provides student and teacher training and support focusing positive behavior interventions.

All staff members will continue to receive training on trauma informed practices and addressing the unique needs of each of our students and families, with a focus on our students' perception of connectedness and belonging.

Community partners agree that when students feel connected, they are more likely to be engaged. Community partners agree that with increased engagement comes less behavior challenges, and increased daily attendance.

Reflections: Technical Assistance

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

Based on the 2023 Dashboard, Scotia Union School District is eligible for differentiated assistance (DA). The District has one eligible student group - Students with Disabilities - identified in the areas of chronic absenteeism and suspension. Scotia Union School District's leadership team, made up of the Superintendent and Community Schools Coordinator, participated in monthly learning sessions with the Humboldt County Office of Education focused on data analysis and improvement. As part of the training series, the Leadership Team developed a Driver Diagram to further support the work of developing an action plan to support students with disabilities, as well as all other students, who have been suspended, and/or have been chronically absent. The Leadership Team conducted interviews with staff, students, and parents in order to gain an understanding of barriers to engagement and attendance, especially among our students with special needs. This information has been shared with school staff. District staff has been trained, and has committed to schoolwide implementation of Positive Behavior Interventions and Support (PBIS) beginning in 2024-2025. The implementation of PBIS will support the utilization of alternatives to suspension. PBIS will also support school climate improvement, and will be one aspect of the District's plan to decrease chronic absenteeism. Based on educational partner input, the District intends to increase student supports around engagement, belonging, and attendance. Teachers will reach out to students who are absent for multiple days, the school counselor and intervention paraprofessional will meet with students who are chronically absent to provide additional social emotional support, and families will be educated on the importance of regular attendance. See DA Action 2.12.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
<p>Parents/Guardians, Students, Teachers, Paraprofessionals, Other Classified Staff Members, Scotia Teachers Association, Superintendent/Principal</p>	<p>The school has found that successfully gathering input from our educational partners is best done by diverse means. The school found success through frequent, regular phone calls to parents made by teachers and office staff. During the 2023-2024 school year, the school continued its “Positive Contact with Parents” program, where each teacher contacted the parents/guardians of each student in his/her class, a minimum of one time per month. This outreach was provided to all pupils and their guardians in their language of preference, and allowed for teachers to gather input from families regarding the school’s programs and student needs on a regular basis. Opportunities for public input were also available at regular school meetings, including monthly Board of Trustees meetings on the second Thursday of each month, Parent Teacher Organization virtual meetings on the second Wednesday of each month, Parent Advisory Committee meetings on March 7, 2024 and April 12, 2024, and during biannual parent-teacher conferences October 9-13, 2023, and March 18-22, 2024. Educational partner input from parents of students with disabilities was gathered at Student Success Team, 504, and IEP meetings. Soliciting input at the conclusion of all IEP meetings allowed the opportunity for each child with exceptional needs to be represented in the planning process. The school also utilized locally developed paper and online surveys as well as surveys from the California School Climate, Health, and Learning Survey System. Locally developed surveys were distributed to school families periodically throughout the school year in their preferred</p>

language. Student input was gathered in the winter of 2024 through the California Healthy Kids Survey. Because the classes are small in number, the CHKS was administered to fourth-seventh grade students during the 2023-2024 school year. Students also provided input during weekly student council meetings and during weekly student listening groups sessions, facilitated by the school counselor, SEL interventionist, and trained classified employees. These heterogeneous listening groups included our students with disabilities, our socio-economically disadvantaged students, our foster and homeless students, and our language learners.

Parents of students who participate in our expanded learning opportunities after school program, which serves approximately 60% of our students, were given written surveys in the Spring of 2024 in order to gather formal public input, and after school employees gathered daily informal input when parents signed out their children from the expanded learning opportunities after school program. All parent input was gathered in the parent's preferred language. The school utilized a bilingual employee when appropriate, and hired a translator when appropriate, to communicate with parents in their preferred language, at all meetings, during all phone calls, and on all surveys.

All school staff members, including the Scotia Teachers Association, the classified employees, and the expanded learning opportunities after school program coordinator and after school employees, provided input towards the development of this plan during biweekly staff meetings.

Other opportunities to gather public input included Back to School Night on August 31, 2023, Grandparents Breakfast on September 11, 2023, Winter Concert on December 21, 2023, and Open House Family Barbecue Night and Spring Concert on May 23, 2024.

The Parent Teacher Organization, as part of the school's plan to encourage and support the increase of parent involvement and parent input, sponsored family events, including Family Movie Night on October 27, 2023, Family Karaoke Night on December 15, 2023, and a Spring Carnival on April 12, 2024. These were all used as opportunities to gather input from our educational partners, as tables were set up with surveys and staff members to ask and answer questions, and these events were well attended by a cross section of

our families. A draft of this LCAP was presented at a public hearing on June 19, 2024, for additional community educational partner input.

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

Through the educational partners input process, it was determined that the school's students were most in need of academic as well as social emotional support. Parents, students, and staff all expressed the need for increased social emotional support, including counseling and opportunities for small and large group social emotional learning opportunities. It was agreed that this additional support will help with our students' social emotional needs, including increasing student engagement.

In order to address chronically absent students, educational partners agreed home to school transportation, the expanded learning opportunities after school program, including enrichment and extracurricular activities, will assist in student engagement.

Staff training to support the needs of our diverse students was also determined to be a valuable aspect of the plan.

In addition, academic support in both math and English/Language Arts for all grades is necessary to increase academic performance of our unduplicated students. In previous years, Tier II intervention has been provided to our primary grade students, but data shows the middle and upper grade students need Tier II intervention and support as well. Our educational partners agree that paraprofessionals in the classrooms, and Tier II and Tier III intervention for students in all grades struggling academically, as well as additional support for our English learners, in order to increase our percentage of redesignation from "English Learner" to "English Proficient", is necessary. Parents, students, and staff all agreed smaller class sizes are imperative to student learning. Parents and students expressed satisfaction with the school's technology device offerings and the school's meal programs, including the school breakfast, school lunch, ASES supper, and ASES snack programs. Our low income parents were especially appreciative of the school offering free meals for all students, and transportation services to and from school.

Due to education partner feedback, the LCAP includes a focus on the social emotional well being of our students and staff. In response to this feedback, funds are being designated for staff professional development and training, a multi tiered system of support, and regular student recognition. In addition, educational partner input on the school's data related to chronic absenteeism for all students and chronic absenteeism and suspension for our students with disabilities, was taken into consideration and the school's social emotional support offerings will be adjusted to better meet the needs of our students. Students in all grades will be provided with social emotional support. The school counselor's time will be 1 day per week, but in order to provide additional social emotional support to all students in all grades, a trained intervention paraprofessional will provide class circles and friendship groups four days/week for all students. The school's Community Schools Coordinator will provide integrated support services for our students and families, including social emotional support and support to decrease chronic absenteeism. Funds directed towards these programs will allow for all students to receive services, with an emphasis on our students with disabilities and unduplicated students, in order to increase student wellness, connectedness, and feelings of safety at school.

In response to community input and the performance gaps between all students and students with disabilities and low income students, the school plans to accelerate the progress of these student groups and close learning gaps by designating funds to continue with paraprofessionals in all classrooms, including upper grade classrooms, including additional hours provided for classrooms based on the number of low income, EL, foster and homeless youth, and students with disabilities enrolled.

The .6 FTE intervention teacher position will be increased to .8 FTE in order to provide more support to our younger students, and the full time certificated intervention position for upper grade and EL students will continue. Additional paraprofessional support will also be provided to the school's Resource Program in order to provide increased Tier III support to our students with disabilities.

Educational partner input was taken into consideration with the continuance of a .6 FTE music teacher. Funds are also designated for additional visual and performing arts opportunities both during school and as extracurricular activities based on this feedback. Educational partners support the school's offering of an Expanded Learning Opportunities After School program. The program will continue to run daily until 6:00 PM, as well as during 30 non-school days. The school plans to extend instructional learning time by offering supports for credit deficient students to complete grade promotion requirements by providing certificated and classified employees for after school intervention and academic support for low income, EL, and homeless and foster youth students deficient in grade level skills and/or grade level promotion requirements. Additionally, the school will offer a summer credit recovery program for our middle school students, and a summer jump start program for our lower grade students. Both programs will be staffed with certificated and classified employees, including after school program employees, for our targeted students in need of Tier II and Tier III support.

In response to positive educational partner support, Home to School Transportation will continue to be provided, as will free universal breakfast and lunch for all students, and free snack and supper for all students enrolled in the school's Expanded Learning Opportunities After School program. The school plans to provide integrated student supports to address other barriers to learning, including maintaining a .95 cafeteria cook's assistant and adding an additional .5 cafeteria cook's assistant to provide nutritious meals to students experiencing food instability - low income students, students experiencing homelessness, and foster youth.

And finally, the school plans to provide additional academic services for students by purchasing computer programs to be used schoolwide to administer diagnostic, progress monitoring, and benchmark assessments of student learning. Data from these assessments will be used to expand learning opportunities and close learning gaps for our low income, students experiencing homelessness, our foster youth, and EL students. Data from these assessments will be analyzed regular at staff meetings, and will be used to guide intervention and instruction.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All learners will demonstrate growth towards meeting or exceeding standards in English language arts, mathematics, and science.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of California School Dashboard data indicated a clear need to continue supporting Math, Science, and English Language Arts (ELA). For example:

In English Language Arts, 35.14% of all students in grades 3–8 met or exceeded the standard on the Smarter Balanced assessments. However, only 32.9% of socioeconomically disadvantaged students, and 10.52% of our students with disabilities met or exceeded the standard. Due to the small number of EL students and Foster Youth (FY) students, scores were not reported on the Dashboard. 50% of English learner students progressed at least one English Learner Progress Indicator (ELPI) level on the ELPAC between 2021-2022 and 2022-2023.

In Math, 34.90% of all students in grades 3–8 met or exceeded the standard on the Smarter Balanced assessments. However, only 33.3% of socioeconomically disadvantaged students, and 11.76% of students with disabilities, met or exceeded the standard. Due to the small number of EL students and Foster Youth (FY) students, scores were not reported on the Dashboard. This need is echoed in local benchmark assessments as described in the Measuring and Reporting Results section below.

In Science, 33.33% of all students in grades 5 and 8 met or exceeded the standard on the Smarter Balanced assessments. However, only 22.22% of socioeconomically disadvantaged students met or exceeded the standard. Due to the small number of EL students, Foster Youth (FY) students, and students with disabilities, scores were not reported on the Dashboard.

During the LCAP development process, educational partners identified the need for:

- Ongoing instructional support for Math, ELA, Science, as well as ELD
- Ongoing collaboration time for teachers
- Increased training opportunities for all staff

- Expanded learning opportunities for students who are low-income, English learners and foster youth
- The district plans to improve Math, Science, and ELA performance, and English learner proficiency, through actions that support and improve student learning, and will measure progress towards this goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students in grades 3–8 who meet or exceed standard in ELA Data Source: California Assessment of Student Performance and Progress (CAASPP)	Met or Exceeded Standards: 35.14% of All Students 10.52% of Students With Disabilities 32.9% of Socio Economically Disadvantaged Students X% of EL (data suppressed to protect privacy) 2022-2023 DATA			Met or Exceeded Standards: 45% of All Students 25% of Students With Disabilities 45% of Socio Economically Disadvantaged Students 45% of EL	
1.2	Points Below Standard in ELA Data Source: Dashboard	Points From Standard: 30.3 points from standard - All Students 85.5 points from standard - Students With Disabilities 31.1 points from standard - Socio Economically Disadvantaged Students			Points From Standard: <25 points from standard - All Students <70 points from standard - Students With Disabilities <25 points from standard - Socio Economically Disadvantaged	

		X% EL (data suppressed to protect privacy) 2022-2023 DATA			Students <25 points from standard - EL	
1.3	Percent of students in grades 3–8 who meet or exceed standard in Math Data Source: California Assessment of Student Performance and Progress (CAASPP)	Met or Exceeded Standards: 34.9% of All Students 11.76% of Students With Disabilities 33.33% of Socio Economically Disadvantaged Students X% of EL (data suppressed to protect privacy) 2022-2023 DATA			Met or Exceeded Standards: 45% of All Students 25% of Students With Disabilities 45% of Socio Economically Disadvantaged Students 45% of EL	
1.4	Points Below Standard in Math Data Source: Dashboard	Points From Standard: 49.4 points from standard - All Students 92.4 points from standard - Students With Disabilities 52 points from standard - Socio Economically Disadvantaged X% EL (data suppressed to protect privacy) 2022-2023 DATA			Points From Standard: <25 points from standard - All Students <50 points from standard - Students With Disabilities <25 points from standard - Socio Economically Disadvantaged <25 points from standard - EL	
1.5	Percent of students in grades 5 & 8 who meet	Met or Exceeded Standards: 33.33% of All Students			Met or Exceeded Standards:	

	or exceed standard in Science Data Source: California Assessment of Student Performance and Progress (CAASPP)	X% of Students With Disabilities (data suppressed to protect privacy) 22.22% of Socio Economically Disadvantaged Students X% of EL (data suppressed to protect privacy) 2022-2023 DATA			45% of All Students 25% of Students With Disabilities 45% of Socio Economically Disadvantaged Students 45% of EL	
1.6	Percent of EL students making progress toward English language proficiency Data Source: English Language Proficiency Assessments for California (ELPAC)	Due to the limited EL student population, no data is reported to preserve confidentiality.			Increase the percentage of EL students moving up one level or maintaining one level on the ELPAC to 70%	
1.7	Percent of EL students who are reclassified Data Source: Data Quest	Due to the limited EL student population, no data is reported to preserve confidentiality.			Increase the percentage of EL students being reclassified to 25%	
1.8	Reading Achievement Level or Support Required as measured by DIBELS mid year results	Students Grades K-7 18% Intensive Support 15% Strategic Support 66% Core Support 2023-2024 DATA			Students Grades K-7 15% Intensive Support 15% Strategic Support 70% Core Support	
1.9	Teachers are appropriately assigned and fully credentialed in the subject areas and for	100% of teachers fully credentialed 2023-2024 DATA			100% of teachers fully credentialed	

	the pupils they are teaching Data Source: Dashboard					
1.10	Access to standards-aligned instructional materials Data Source: School Board resolution regarding sufficiency of standards-aligned instructional materials.	100% of students have access to standards aligned instructional materials. 2023-2024 DATA			100% of students have access to standards aligned instructional materials.	
1.11	Implementation of academic content standards, including access to ELD for EL students Data Source: Dashboard	Academic content standards fully implemented 2023-2024 DATA			Academic content standards fully implemented	
1.12	Access to a broad course of study for all students including students with special needs as defined in Ed Code 51210 and 51220. Data Source: Local Data	100% of pupils, including students with special needs and unduplicated students, have access to a broad course of study 2023-2024 DATA			100% of pupils, including students with special needs and unduplicated students, have access to a broad course of study	
1.13	Staff Per Pupil Ratio Data Source: Student Information System at P-2	19.6 students per teacher average 2023-2024 DATA			<20 students per teacher average	

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	Instructional Materials	Purchase high-quality, standards-based curriculum and materials, including Next Generation Science Standards curriculum and materials and history/social science curriculum and materials, fund textbook coordinator	\$18,445.00	No
1.2	Appropriately Credentialed Staff	Fund the hiring and retention of sufficient appropriately assigned, fully credentialed, trained and qualified certificated staff.	\$1,086,884.00	No
1.3	Special Education Services	Provide appropriate special education services to meet the needs of students with disabilities, including certificated teachers and classified support paraprofessionals. These services include IEP meetings	\$434,767.00	No

		scheduled in a timely manner to ensure that parents/guardians have the opportunity to actively participate in their student's educational planning. This process guarantees that each student receives appropriate, tailored services and supports, while also fostering collaborative decision-making between families and educators in accordance with legal requirements and best practices in special education. Special education services will be provided to students with disabilities based on their identified needs, as determined through comprehensive evaluations and timely re-evaluations, and Individualized Education Program (IEP) team decisions.		
1.4	Intervention Services	Provide intervention staff and materials and supplies targeted at EL, foster youth, and low income students, based on regular assessments; fund DIBELS Coordinator and EL Coordinator.	\$160,977.00	Yes
1.5	Paraprofessionals	Provide classrooms with paraprofessional to provide students with academic support, based on EL, foster youth, low income, and students with disabilities counts.	\$303,710.00	Yes
1.6	Visual and Performing Arts	Provide Visual and Performing Arts opportunities for students, including low income, homeless and foster youth, by funding part time music teacher, visiting artists and performers, field trips and special events, and materials and supplies	\$49,533.00	Yes
1.7	Technology	Provide appropriate technology needs to enhance student learning, including network, devices, maintenance of devices, programs/software/apps targeted at our EL, foster youth, students with disabilities, and low income students, as well as staff training to support learning goals; fund technology coordinator	\$28,054.00	Yes
1.8	Library/Media Services	Fund part-time library/media specialist position in order provide library and technology support to students, focusing on our low income, foster and homeless youth, EL students, and students with disabilities, who otherwise may not have access to the wide array of books, resource, and technology,	\$30,714.00	Yes

		Fund Humboldt Educational Resource Center contract for access to additional specialized resources and services		
1.9	After School Intervention	Provide after school intervention and support focused on closing the achievement gap in math and language arts of our students, including our students with disabilities, low income, and EL, and Foster Youth.	\$29,811.00	No
1.10	GATE	Support Gifted and Talented Enrichment activities, focusing on identification of EL, low income, and foster youth, for participation in enrichment opportunities, including assessment, instruction, materials and supplies, special projects; fund GATE Coordinator and instructors	\$10,424.00	No
1.11	Collaboration, Planning, and Training	Provide regular professional learning, collaboration, planning, and mentoring time for our staff to focus on student achievement and necessary supports, with a focus on the unique needs of our EL, low income, foster and homeless youth, and students with disabilities, in order to provide a school wide program of multi tiered systems of support for all students, focusing on inclusion and working collaboratively with parents of low income, EL, and foster and homeless youth.	\$10,080.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students and staff will show increased feelings of engagement, safety and school connectedness.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of data from The California School Dashboard and The California Healthy Kids Survey, as well as data from Local Climate Surveys, indicated the need to increase opportunities to engage and connect within the school community, as well as the clear need to decrease the chronic absenteeism rate through these opportunities. The Dashboard shows chronic absenteeism to be in the "red" for all students, including socioeconomically disadvantaged students, students with disabilities, and white students. The Dashboard also shows suspension to be in the "red" for students with disabilities.

Through the educational partner engagement process it was determined that although a 100% of parents feel the school is a welcoming place, and 80% of students in the lower and middle grades feel connected and 87% feel safe at school, those numbers decrease to 64% feeling connected and 53% feeling safe in the upper grades.

During the LCAP development process, educational partners identified the need for:

- Increased student and parent engagement programs and support
- Additional support for students who are chronically absent
- Additional social emotional programs and support
- Increased training for staff on alternatives to suspension, positive behavior interventions, and trauma informed teaching
- Increased opportunities for family education, engagement, and participation
- Programs and support to increase feelings of school connectedness and safety

The district plans to improve school climate through actions that support and improve attendance, engagement, connectedness, and safety, and will measure progress towards this goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities in "Good" Repair Data Source: Facility Inspection Tool (FIT)	Facilities in "Good" Repair 2023-2024 DATA			Facilities in "Good" Repair	
2.2	School Meals Served Data Source: CNIPS Monthly Reports	Average Meals Served per Day Breakfast 135 - 73% of students Lunch 155 - 83% of students 2023-2024 DATA			Average Meals Served per Day Breakfast 80% of students Lunch 85% of students	
2.3	Average Daily Attendance Data Source: P2 Attendance Report	91.36% Average Daily Attendance AT P2 2023-2024 DATA			94% Average Daily Attendance at P2	
2.4	Chronic Absenteeism Data Source: Dashboard	Chronic Absenteeism Rate: 35.4% All Students 43.8% Socio Economically Disadvantaged 38.5% Students With Disabilities X% EL (data suppressed to protect privacy) 2022-2023 DATA			Chronic Absenteeism Rate: <20% All Students <20% Socio Economically Disadvantaged <20% Students With Disabilities <20% EL	
2.5	Suspension Rate Data Source: Dashboard	Suspension Rate: 2.5% All Students 0% EL			Suspension Rate: <2% All Students 0% EL	

		2.7% Socio Economically Disadvantaged 7.7% Students With Disabilities 0% EL 2022-2023 DATA			<2% Socio Economically Disadvantaged <2% Students With Disabilities <2% EL	
2.6	Expulsion Rate Data Source: DataQuest	0% of students expelled			0% of students expelled	
2.7	School Safety Data Source: California School Climate, Health, and Learning Surveys, Local Surveys	% Who Feel Safe or Very Safe At School All or Most of the Time 88% 4th - 6th Grade Students 76% 7th Grade Students 91% Staff 98% Parents, including parents of unduplicated students and students with disabilities 2023-2024 DATA			% Who Feel Safe or Very Safe At School All or Most of the Time >90% 4th - 6th Grade Students >80% 7th Grade Students >95% Staff >98% Parents, including parents of unduplicated students and students with disabilities	
2.8	School Connectedness Data Source: California School Climate, Health, and Learning Surveys, Local Surveys	% Who Feel Connected to and Welcome at School 77% 4th - 6th Grade Students 64% 7th Grade Students 86.5% Staff 100% Parents, including parents of unduplicated students			% Who Feel Connected to and Welcome at School >90% 4th-6th Grade Students >80% of 7th Grade Students >95% Staff 100% Parents, including parents	

		and students with disabilities 2023-2024 DATA			of unduplicated students and students with disabilities	
2.9	Parent Involvement/Input at School Functions & Meetings Data Source: Local Data	% Parent Attendance at School Functions & Meetings 96% families, including families of unduplicated students and students with disabilities, represented at student program meetings 68.5% families represented at school wide functions 10% families represented at educational partner input meetings and events			% Parent Attendance at School Functions & Meetings 100% families, including families of unduplicated students and students with disabilities, represented at student program meetings 70% families represented at school wide functions 20% families represented at educational partner input meetings and events	
2.10	Middle School Dropout Rate Data Source: Dashboard	0 Middle School Dropouts 2023-2024 DATA			0 Middle School Dropouts	
2.11	Participation in Expanded Learning Opportunities Program	63.8% of All Students 69% of Socio Economically Disadvantaged			65% All Students 70% of Socio Economically Disadvantaged	

		71% of Students With Disabilities 20% of EL 2023-2024 DATA			71% of Students With Disabilities 20 of % EL	
--	--	--	--	--	---	--

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	Building and Grounds Maintenance	Provide adequate maintenance/custodial staff and resources to maintain school buildings and grounds, including deferred maintenance projects	\$144,402.00	No
2.2	Building Utilities	Provide adequate utilities, trash, water, telephone, and security alarm system services to maintain safe and healthy learning environment	\$141,796.00	No

2.3	Home to School Transportation	Home to School Transportation, including bus drivers and bus maintenance and storage, is essential to our low income families to provide safe, reliable transportation to and from school.	\$26,065.00	Yes
2.4	Nutrition Services	Provide adequate staff, support, and resources to enhance school meals program in order to provide nutritious breakfast and lunch to all students, with funds directed to our low income students.	\$382,763.00	No
2.5	Foster and Homeless Youth Support	Fund .125 of administrative assistant's position to provide foster and homeless youth and families support and referrals to outside agencies offering community resources and mental health services, provide necessary school materials and supplies; Fund Foster Youth Liaison.	\$16,944.00	Yes
2.6	School Counselor	Fund .2 school counselor to provide social emotional support, focusing on low income, EL, students with disabilities, and foster and homeless youth.	\$19,488.00	Yes
2.7	Principal	Fund Principal position to facilitate development of school wide MTSS to create a safe, welcoming, inclusive learning environment and positive school culture both socially and emotionally, focusing on inclusion of all students and families, and particularly the engagement of low income, and EL students and families	\$117,410.00	No
2.8	Expanded Learning Opportunities After School Program	Maintain Expanded Learning Opportunities After School Education and Safety Program.	\$335,284.00	No
2.9	Extra Curricular Activities	Fund extra curricular activities to increase student enrichment opportunities, increase community engagement, and improve school climate by increasing school pride. Fund coaching, activity/group advisor, and field trips.	\$1,380.00	No

2.10	Parent Engagement	Increase opportunities for parent involvement in classroom and school activities. Pay Live Scan fingerprinting fees for parent volunteers.	\$1,483.00	No
2.11	School Climate	Support school climate improvement measures, including student engagement and student recognition programs; training for recess supervisors, and implementation of school wide MTSS to promote and support student success socially, emotionally, academically, and behaviorally. Fund Dean of Students Stipend.	\$923.00	No
2.12	Attendance	Fund .2 of administrative secretary's position to focus on attendance and outreach to prevent chronic absenteeism, especially among our students with disabilities, EL, and low income students; including daily attendance calls, setting up and educating families on the availability of short term independent study contracts, coordinating: translation services, referrals to the School Attendance Review Team and School Attendance Review Board, communicating with families regarding attendance issues and available community supports, utilizing School Information System for attendance tracking and communication with parents regarding school attendance, scheduling conferences, counseling services, forms, direct certification, CALPADS data entry. Secretary devotes additional time and resources to insure services are being provided to all students including EL, foster youth and low income students. Much of the secretary's time is spent going above and beyond for our unduplicated population. This action is addressing our qualification for Differentiated Assistance.	\$19,923.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$522,713.00	\$56,004.92

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
27.672%	0.000%	\$0.00	27.672%

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
1.4	<p>Action: Intervention Services</p> <p>Need: Academic achievement in ELA, Math, and Science, as shown by the CAASPP results, demonstrate the need for academic student support.</p>	On the Dashboard, our low income student group was 31.1 points below standard in ELA, and 52 points below standard in math. This data shows the need for intervention services for these students. Our Foster Youth and EL student groups are too small to report, but based on local data, these groups are performing below the state standard as well. This action is being provided on	1.1 - 1.9

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>Scope: LEA-wide</p>	<p>an LEA wide basis to maximize the impact of increasing intervention services for all students.</p>	
<p>1.5</p>	<p>Action: Paraprofessionals</p> <p>Need: Academic achievement in ELA, Math, and Science, as shown by the CAASPP results, demonstrate the need for academic student support.</p> <p>Scope: LEA-wide</p>	<p>On the Dashboard, our low income student group was 31.1 points below standard in ELA, and 52 points below standard in math. This data shows the need for intervention services for these students. Our Foster Youth and EL student groups are too small to report, but based on local data, these groups are performing below the state standard as well. This action is being provided on an LEA wide basis to maximize the impact of increasing paraprofessional support for all students.</p>	<p>1.1 - 1.9</p>
<p>1.6</p>	<p>Action: Visual and Performing Arts</p> <p>Need: As part of a broad course of study, students need instruction and experiences related to visual and performing arts. In particular our unduplicated pupils, who otherwise may not have the opportunities to take part in visual and performing art education and experiences if not offered in school, as determined by local surveys and educational partner input.</p> <p>Scope: LEA-wide</p>	<p>As part of a broad course of study, students need instruction and experiences related to visual and performing arts. In particular our unduplicated pupils, who otherwise may not have the opportunities to take part in visual and performing art education and experiences if not offered in school. Visual and Performing Arts opportunities also allow students another option to be engaged and connected with the school community. This action is being provided on an LEA wide basis to maximize the impact of increasing visual and performing arts opportunities for all students.</p>	<p>2.3, 2.4, 2.8</p>
<p>1.7</p>	<p>Action: Technology</p>	<p>As part of a broad course of study, students need access to technology in order to access instructional materials and resources. In particular</p>	<p>1.1-1.4</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>Need: As part of a broad course of study, students need access to technology in order to access instructional materials and resources. In particular our unduplicated pupils, who otherwise may not have access to technology if not offered in school, as determined by local surveys and educational partner input.</p> <p>Scope: LEA-wide</p>	<p>our unduplicated pupils, who otherwise may not have access to technology if not offered in school. This action is being provided on an LEA wide basis to maximize the impact of increasing access to technology for all students.</p>	
<p>1.8</p>	<p>Action: Library/Media Services</p> <p>Need: As part of a broad course of study, students need access to the library in order to access instructional materials and resources. In particular our unduplicated pupils, who otherwise may not have access to library services and materials if not offered in school, as determined by local surveys and educational partner input.</p> <p>Scope: LEA-wide</p>	<p>As part of a broad course of study, students need access to the library in order to access instructional materials and resources. In particular our unduplicated pupils, who otherwise may not have access to library services and materials if not offered in school. This action is being provided on an LEA wide basis to maximize the impact of increasing access to library and media services for all students.</p>	<p>1.1-1.4</p>
<p>2.3</p>	<p>Action: Home to School Transportation</p> <p>Need: Chronic Absenteeism, as shown by the Dashboard, demonstrates the need for home to school transportation services for our</p>	<p>Our low income student group is in the "red" on the Dashboard for chronic absenteeism. Our low income students and families rely on home to school transportation in order to attend school regularly and benefit from school-based services. Home to school transportation is a program the school is utilizing to increase student attendance, particularly among our low income students. This</p>	<p>2.3</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>students, in particular our low income students.</p> <p>Scope: LEA-wide</p>	<p>action is being provided on an LEA wide basis to maximize the impact of providing transportation services for all students.</p>	
<p>2.6</p>	<p>Action: School Counselor</p> <p>Need: Data from the California Dashboard, California School Climate, Health, and Learning Surveys, and Local Surveys shows the need for improved feeling of school connectedness amongst our students, as well as the need to increase engagement and attendance.</p> <p>Scope: LEA-wide</p>	<p>Our low income, white, and students with disabilities student groups are in the "red" on the Dashboard for chronic absenteeism. With over 70% of the school's student population considered unduplicated, any services provided to unduplicated students is being provided to the majority of the school's student population. Social emotional support for students is necessary to help foster school connectedness, engagement, and attendance. Our students with disabilities student group is also in the "red" on the Dashboard for suspension. School based counseling services support our students with disabilities on positive behavior interventions and supports as part of the LEA's multi tiered system of support.</p>	<p>2.5 - 2.8</p>
<p>2.12</p>	<p>Action: Attendance</p> <p>Need: Our low income student groups are in the "red" on the Dashboard for chronic absenteeism. With over 70% of the school's student population considered unduplicated, any services provided to unduplicated students is being provided to the majority of the school's student population, including our English Learners and Foster Youth.</p>	<p>Our socioeconomically disadvantaged, students with disabilities, and white student groups are in the "red" on the California Dashboard for chronic absenteeism. A portion of the administrative assistant's time is focused on providing attendance support to these students, as well as our EL and foster youth and families. This action is being provided on an LEA wide basis to maximize the impact of decreasing chronic absenteeism for all students.</p>	<p>2.3 - 2.4</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
	Scope: LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.5	<p>Action: Foster and Homeless Youth Support</p> <p>Need: Data from Local Surveys, as well as educational partner input, particularly input from guardians and teachers of our Foster Youth, and our foster youth students themselves, and parents and students of our homeless youth, shows the need for support for additional specialized support for our foster and homeless youth.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	A portion of the administrative assistant's time is focused on providing support to our foster youth and homeless youth, including referrals to outside agencies and additional support services, and communicating with case carriers and student support team members.	2.8

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.

Not Applicable

Additional Concentration Grant Funding

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

The LEA utilizes additional concentration grant add-on funding to employ and train support staff who provide direct services to our foster youth, English learners, and low-income students. This support is provided in the classroom setting with paraprofessionals, who provide our students with additional classroom assistance and support, as well as inside and outside of the classroom setting with behavior support assistants and intervention assistants, who provide our students with social emotional and academic support based on students' individual needs.

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	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

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	\$1,888,986.00	522,713.00	27.672%	0.000%	27.672%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,996,550.00	\$1,171,526.00	\$1,100.00	\$202,084.00	\$3,371,260.00	\$2,609,260.00	\$762,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional Materials	All	No			All Schools	ongoing	\$924.00	\$17,521.00	\$924.00	\$17,521.00			\$18,445.00	
1	1.2	Appropriately Credentialed Staff	All	No			All Schools	ongoing	\$1,086,884.00	\$0.00	\$1,036,829.00	\$48,106.00		\$1,949.00	\$1,086,884.00	
1	1.3	Special Education Services	Students with Disabilities	No			All Schools	ongoing	\$252,688.00	\$182,079.00		\$311,351.00		\$123,416.00	\$434,767.00	
1	1.4	Intervention Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$160,977.00	\$0.00	\$65,615.00	\$50,607.00		\$44,755.00	\$160,977.00	
1	1.5	Paraprofessionals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$303,710.00	\$0.00	\$302,592.00	\$1,118.00			\$303,710.00	
1	1.6	Visual and Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$48,433.00	\$1,100.00	\$32,286.00	\$16,147.00	\$1,100.00		\$49,533.00	
1	1.7	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$28,054.00	\$28,054.00				\$28,054.00	
1	1.8	Library/Media Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$26,714.00	\$4,000.00	\$30,714.00				\$30,714.00	
1	1.9	After School Intervention	All	No			All Schools	ongoing	\$29,811.00	\$0.00		\$29,811.00			\$29,811.00	

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	1.10	GATE	All	No			All Schools	ongoing	\$924.00	\$9,500.00	\$10,424.00				\$10,424.00	
1	1.11	Collaboration, Planning, and Training	All	No			All Schools	ongoing	\$0.00	\$10,080.00	\$3,500.00	\$3,266.00		\$3,314.00	\$10,080.00	
2	2.1	Building and Grounds Maintenance	All	No			All Schools	ongoing	\$96,137.00	\$48,265.00	\$144,402.00				\$144,402.00	
2	2.2	Building Utilities	All	No			All Schools	ongoing	\$0.00	\$141,796.00	\$141,796.00				\$141,796.00	
2	2.3	Home to School Transportation	Low Income	Yes	LEA-wide	Low Income		ongoing	\$13,033.00	\$13,032.00	\$26,065.00				\$26,065.00	
2	2.4	Nutrition Services	All	No			All Schools	ongoing	\$135,236.00	\$247,527.00		\$382,763.00			\$382,763.00	
2	2.5	Foster and Homeless Youth Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	ongoing	\$12,454.00	\$4,490.00	\$16,344.00			\$600.00	\$16,944.00	
2	2.6	School Counselor	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income		ongoing	\$18,988.00	\$500.00	\$17,266.00	\$2,222.00			\$19,488.00	
2	2.7	Principal	All	No			All Schools	ongoing	\$117,410.00	\$0.00	\$117,410.00				\$117,410.00	
2	2.8	Expanded Learning Opportunities After School Program	All	No			All Schools	ongoing	\$282,711.00	\$52,573.00		\$307,234.00		\$28,050.00	\$335,284.00	
2	2.9	Extra Curricular Activities	All	No			All Schools	ongoing	\$1,380.00	\$0.00		\$1,380.00			\$1,380.00	
2	2.10	Parent Engagement	All	No			All Schools	ongoing	\$0.00	\$1,483.00	\$1,483.00				\$1,483.00	
2	2.11	School Climate	All	No			All Schools	ongoing	\$923.00	\$0.00	\$923.00				\$923.00	
2	2.12	Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$19,923.00	\$0.00	\$19,923.00				\$19,923.00	

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
\$1,888,986.00	522,713.00	27.672%	0.000%	27.672%	\$538,859.00	0.000%	28.526 %	Total:	\$538,859.00
								LEA-wide Total:	\$522,515.00
								Limited Total:	\$16,344.00
								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	1.4	Intervention Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$65,615.00	
1	1.5	Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$302,592.00	
1	1.6	Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$32,286.00	
1	1.7	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,054.00	
1	1.8	Library/Media Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,714.00	
2	2.3	Home to School Transportation	Yes	LEA-wide	Low Income		\$26,065.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.5	Foster and Homeless Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$16,344.00	
2	2.6	School Counselor	Yes	LEA-wide	Foster Youth Low Income		\$17,266.00	
2	2.12	Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$19,923.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,537,351.00	\$3,402,747.00

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	Instructional Materials	No	\$27,598.00	\$30,324.00
1	1.2	Appropriately Credentialed Staff	No	\$798,005.00	\$1,001,583.00
1	1.3	Special Education Services	No	\$314,906.00	\$415,500.00
1	1.4	Intervention Services	Yes	\$149,037.00	\$139,219.00
1	1.5	English Learner Support	Yes	\$26,132.00	\$27,663.00
1	1.6	Staff Per Pupil Ratio		\$0.00	\$0.00
1	1.7	Paraprofessionals	Yes	\$178,212.00	\$237,167.00
1	1.8	Visual and Performing Arts	Yes	\$42,441.00	\$45,245.00
1	1.9	Technology	Yes	\$25,904.00	\$28,054.00
1	1.10	Physical Education	No	\$2,860.00	\$2,860.00

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	1.11	Certificated Collaboration and Planning	No	\$0.00	\$0.00
1	1.12	Library/Media Services	Yes	\$20,257.00	\$28,687.00
1	1.13	After School Intervention	Yes	\$0.00	\$21,198.00
1	1.14	GATE	No	\$9,264.00	\$10,423.00
2	2.1	Building and Grounds Maintenance	No	\$128,298.00	\$132,743.00
2	2.2	Building Utilities	No	\$118,335.00	\$131,427.00
2	2.3	Home to School Transportation	Yes	\$23,909.00	\$12,115.00
2	2.4	Nutrition Services	No	\$220,431.00	\$455,970.00
2	2.5	Foster and Homeless Youth Support	Yes	\$15,235.00	\$16,647.00
2	2.6	Leadership Team	Yes	\$3,330.00	\$3,325.00
2	2.7	School Counselor	Yes	\$38,417.00	\$21,441.00
2	2.8	Attendance	Yes	\$41,027.00	\$44,618.00
2	2.9	MTSS Professional Development	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.10	Principal	No	\$99,322.00	\$117,326.00
2	2.11	School Climate Improvement	Yes	\$923.00	\$923.00
2	2.12	After School Program (ASES)	No	\$247,607.00	\$475,436.00
2	2.13	Extra Curricular Activities	No	\$4,418.00	\$1,370.00
2	2.14	Parent Engagement	No	\$1,483.00	\$1,483.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$485,459.00	\$455,493.00	\$495,395.00	(\$39,902.00)	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	1.4	Intervention Services	Yes	\$57,827.00	\$50,872.00		
1	1.5	English Learner Support	Yes	\$26,132.00	\$27,663.00		
1	1.7	Paraprofessionals	Yes	\$178,212.00	\$212,517.00		
1	1.8	Visual and Performing Arts	Yes	\$27,699.00	\$30,525.00		
1	1.9	Technology	Yes	\$25,904.00	\$28,054.00		
1	1.12	Library/Media Services	Yes	\$20,257.00	\$28,687.00		
1	1.13	After School Intervention	Yes	\$0.00	\$21,198.00		
2	2.3	Home to School Transportation	Yes	\$23,909.00	\$12,115.00		
2	2.5	Foster and Homeless Youth Support	Yes	\$15,235.00	\$15,679.00		
2	2.6	Leadership Team	Yes	\$3,330.00	\$3,325.00		
2	2.7	School Counselor	Yes	\$35,038.00	\$19,219.00		
2	2.8	Attendance	Yes	\$41,027.00	\$44,618.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.11	School Climate Improvement	Yes	\$923.00	\$923.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,854,423.00	\$485,459.00	0.00%	26.178%	\$495,395.00	0.000%	26.714%	\$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 #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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).

California Department of Education
November 2023