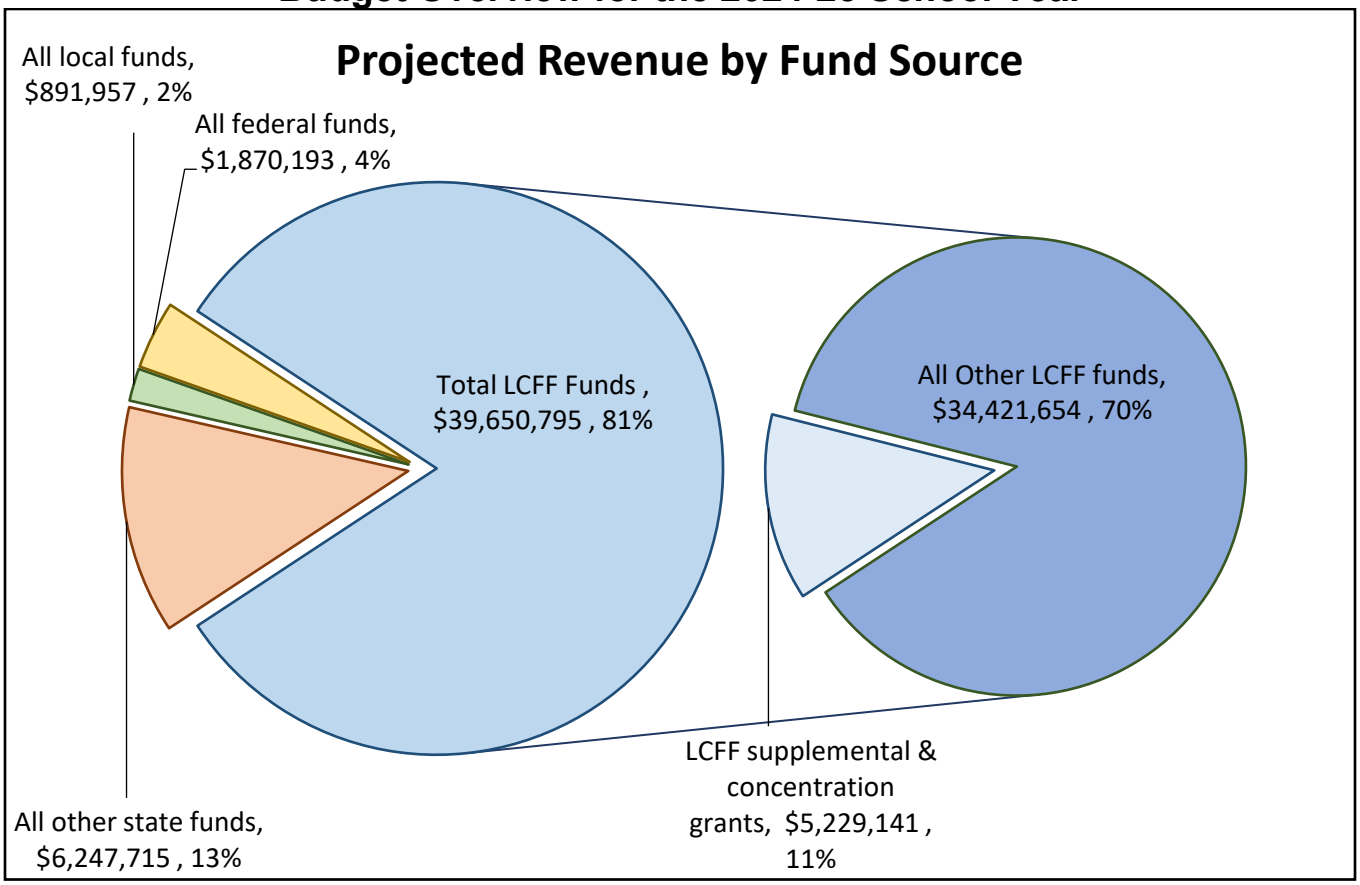
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mountain View Elementary School District
CDS Code: 36-67785-0000000
School Year: 2024-25
LEA contact information:
Karen Sullivan
Assistant Superintendent, Educational Services
steven_rollins@mvsdk8.org
909-947-2205

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

Budget Overview for the 2024-25 School Year

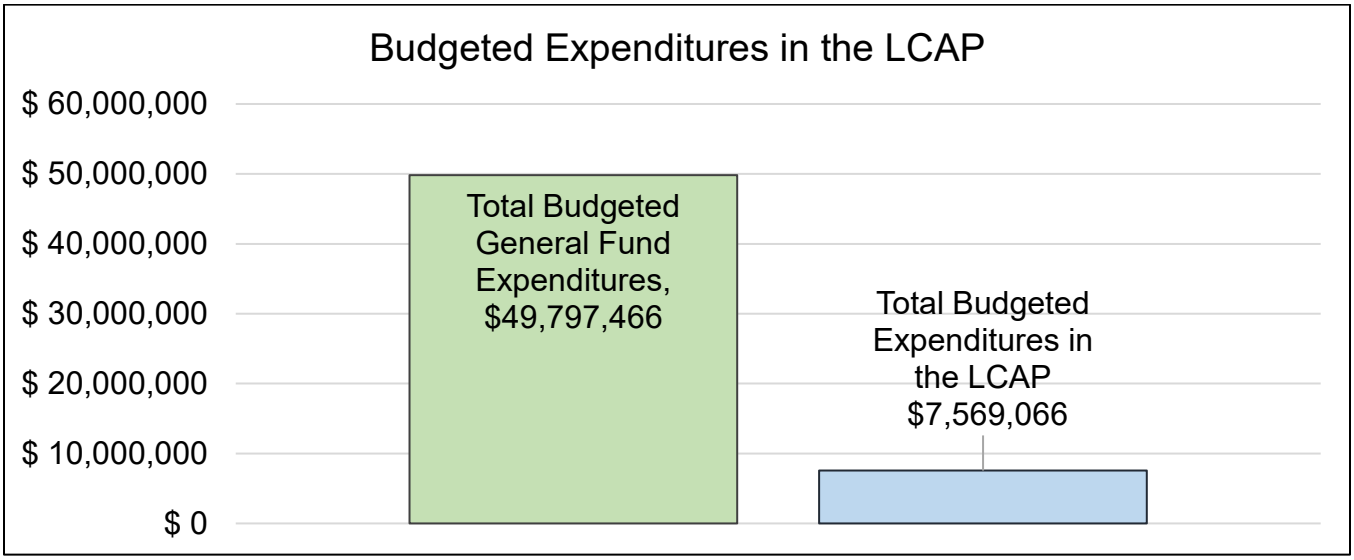


This chart shows the total general purpose revenue Mountain View Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mountain View Elementary School District is $48,660,660, of which $39650795 is Local Control Funding Formula (LCFF), $6247715 is other state funds, $891957 is local funds, and $1870193 is federal funds. Of the $39650795 in LCFF Funds, $5229141 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 Mountain View Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Mountain View Elementary School District plans to spend $49797466 for the 2024-25 school year. Of that amount, $7569066 is tied to actions/services in the LCAP and $42,228,400 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

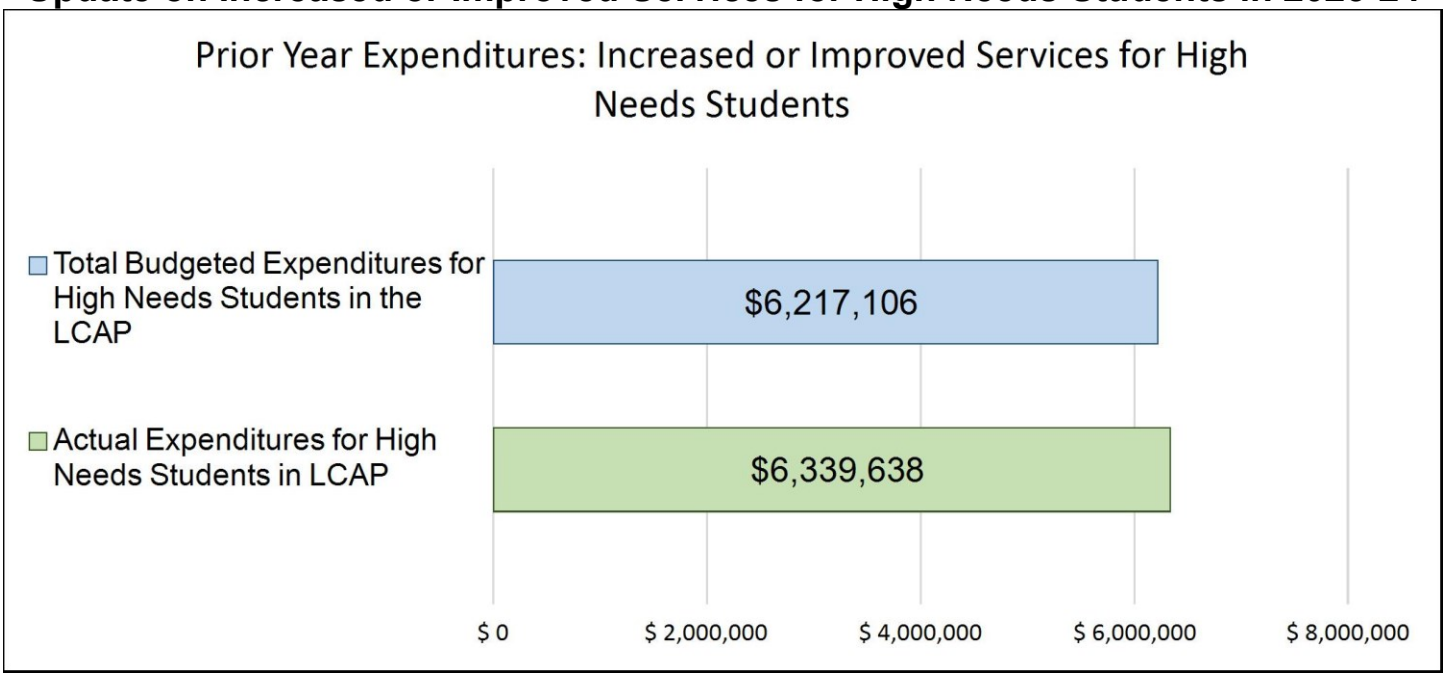
Normal operational costs such as salaries not included in the LCAP, Special Education costs, utilities, and maintenance costs are not included within the budget.

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

In 2024-25, Mountain View Elementary School District is projecting it will receive $5229141 based on the enrollment of foster youth, English learner, and low-income students. Mountain View Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mountain View Elementary School District plans to spend $6203431 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 Mountain View Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Mountain View Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Mountain View Elementary School District's LCAP budgeted $6217106 for planned actions to increase or improve services for high needs students. Mountain View Elementary School District actually spent $6339638 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
Mountain View Elementary School District	Karen Sullivan Assistant Superintendent, Educational Services	karen_sullivan@mtnview.k12.ca.us 909-947-2205

Goals and Actions

Goal

Goal #	Description
1	**Ensure all students, including English learners and all other identified student groups, demonstrate academic growth and proficiency to leave each grade meeting or exceeding standards by aligning student learning to state-adopted standards to promote exemplary teaching and learning.**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 2: Implementation of State Standards a. CAASPP Test Results - ELA for all students, including English Learners b. CAASPP Test Results - Math for all students, including English Learners c. CAST Test Results - Science for all students, including English Learners d. English Learner Progress (State Indicator on CA Schools Dashboard) e. Implementation of State Standards Survey (Survey of Certificated Staff)	**State Priority 2: Implementation of State Standards** a. CAASPP ELA (Spring 2019) - +3.6 points Distance from Standard b. CAASPP Math (Spring 2019) - -33.8 points Distance from Standard c. CAST Science (Spring 2019) - 30.61% Students Met or Exceeded Standard d. English Learner Progress Indicator (Fall Dashboard 2019) - 53.5% Making Progress - Medium e. Implementation of State Standards survey results (for 2022-23)(Metric	a. 2021 CAASPP ELA not administered, local assessment i-Ready Diagnostic Reading, May 2021, 45.5% At/Above Standards (2019 CAASPP ELA - 52.5% Met or Exceeded Standards) b. 2021 CAASPP Math not administered, local assessment i-Ready Diagnostic Math, May 2021, 35.5% At/Above Standards. (2019 CAASPP Math - 35.6% Met or Exceeded Standards) c. 2021 CAST Science not administered, Local	a. CAASPP ELA (Spring 2022) - +0.5 points Distance from Standard b. CAASPP Math (Spring 2022) - -45.1 points Distance from Standard c. CAST Science (Spring 2022) - 28.07% Students Met or Exceeded Standard d. English Learner Progress Indicator (Fall Dashboard 2022) - 55.1% Making Progress - High e. Implementation of State Standards survey results (for 2022-23) ELA - 97.3% of teachers at full implementation, Math	a. CAASPP ELA (Spring 2023) - -1.3 points Distance from Standard b. CAASPP Math (Spring 2023) - -35.2 points Distance from Standard c. CAST Science (Spring 2023) - 29.66% Students Met or Exceeded Standard d. English Learner Progress Indicator (Fall Dashboard 2023) - 58.3% Making Progress - High e. Implementation of State Standards survey results (for	a. CAASPP ELA (Spring 2023) +10 points Distance from Standard b. CAASPP Math (Spring 2023) -22 points Distance from Standard c. CAST Science (Spring 2023) 40% students meeting or exceeding standards d. English Learner Progress Indicator (Spring 2023) 56% making progress towards English language proficiency e. Implementation of State Standards survey results (for 2023-24) ELA - 100% of teachers at full

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	added for 2023-24 in May 2023) ELA - 97.4% of teachers at full implementation, ELD - 82.5% of teachers at full implementation, Math - 97% of teachers at full implementation, History-Social Science - 78.8% of teachers at full implementation, PE - 82.2% of teachers at full implementation, VAPA -56.2% of teachers at full implementation. (Metric added for 2023-24 in May 2023)	Progress Monitoring Assessment, April 2021, 5th Grade 2.7 out of 4, 7th Grade 2.9 out of 4 d. 2021 California Dashboard English Learner Progress Indicator not released, ELPAC Results from Spring 2021, Level 4-23.21%, Level 3-38.48%, Level 2-24.66%, Level 1-13.55% (ELPAC Results from Spring 2019, Level 4-27.73%, Level 3-40.80%, Level 2-25.07%, Level 1-6.40%)	- 95% of teachers at full implementation, Science - 64.8% of teachers at full implementation, History-Social Science - 79.0% of teachers at full implementation PE - 100.0% of teachers at full implementation, VAPA -68.6% of teachers at full implementation.	2023-24) ELA - 100% of teachers at full implementation, ELD - 100% of teachers at full implementation, Math - 100% of teachers at full implementation, History-Social Science - 90% of teachers at full implementation, PE - 90% of teachers at full implementation, VAPA -75% of teachers at full implementation (Metric added for 2023-24 in May 2023)	implementation, ELD - 100% of teachers at full implementation, Math - 100% of teachers at full implementation, History-Social Science - 90% of teachers at full implementation, PE - 90% of teachers at full implementation, VAPA -75% of teachers at full implementation (Metric added for 2023-24 in May 2023)
State Priority 4: Pupil Achievement a. CAASPP Test Results - see Implementation of State Standards above. b. English Learner Progress Indicator - see Implementation of State Standards above.	**State Priority 4: Pupil Achievement** a. CAASPP ELA - See Implementation of State Standards above. b. CAASPP Math - See Implementation of State Standards above. c. English Learner Reclassification Rate	a. 2021 CAASPP ELA not administered, local assessment i-Ready Diagnostic Reading, May 2021, 45.5% At/Above Standards. (2019 CAASPP ELA - 52.5% Met or Exceeded Standards) b. 2021 CAASPP Math not administered, local	a. CAASPP ELA - See Implementation of State Standards above. b. CAASPP Math - See Implementation of State Standards above. c. English Learner Reclassification Rate (2021-22) 4.3% d. Percentage of 8th	a. CAASPP ELA - See Implementation of State Standards above. b. CAASPP Math - See Implementation of State Standards above.	a. CAASPP ELA (Spring 2023) +10 points Distance from Standard b. CAASPP Math (Spring 2023) -22 points Distance from Standard c. English Learner Reclassification Rate (2023-24): 10% d. Percentage of 8th

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
c. English Learner Reclassification Rate d. Share of students that are college and career ready	(2019-20) 11.1% d. Percentage of 8th grade students participating in one or more of the following over the course of their educational career: Spanish, AVID, Honors courses, Integrated I Math, Technology course, PSAT 8/9, Leadership course, College/Career Fair, Saturday Enrichment Academy, Music (Vocal/Instrumental), and Art. 100% (2019-20)	assessment i-Ready Diagnostic Math, May 2021, 35.5% At/Above Standards. (2019 CAASPP Math - 35.6% Met or Exceeded Standards) c. Reclassification Rate for 2020-21 was 4.8% d. Percentage of 8th grade students participating in college and career ready courses over the course of their educational career: 100% for 2021-22	grade students participating in one or more of the following over the course of their educational career: Spanish, AVID, Honors courses, Integrated I Math, Technology course, PSAT 8/9, Leadership course, College/Career Fair, Saturday Enrichment Academy, Music (Vocal/Instrumental), and Art. 100% (2021-22)	c. English Learner Reclassification Rate (2022-23) 4.5% d. Percentage of 8th grade students participating in one or more of the following over the course of their educational career: Spanish, AVID, Honors courses, Integrated I Math, Technology course, PSAT 8/9, Leadership course, College/Career Fair, Saturday Enrichment Academy, Music (Vocal/Instrumental), and Art. 100% (2022-23)	grade students participating in one or more: 100%
State Priority 8: Other Pupil Outcomes a. District Progress Monitoring: • i-Ready Reading Diagnostic Assessment • i-Ready Math Diagnostic	**State Priority 8: Other Pupil Outcomes** a. District Progress Monitoring • i-Ready Reading Diagnostic (Winter 2020-21): Student Growth 40% • i-Ready Math Diagnostic (Winter	a. District Progress Monitoring: ·i-Ready Reading Diagnostic (Winter 2021-22): Student Growth 55% ·i-Ready Math Diagnostic (Winter 2021-22): Student Growth 56%	a. District Progress Monitoring • i-Ready Reading Diagnostic (Winter 2022-23): Student Growth 64% • i-Ready Math Diagnostic (Winter 2022-23): Student Growth 50%	a. District Progress Monitoring • i-Ready Reading Diagnostic (Winter 2023-24): Student Growth 61% • i-Ready Math Diagnostic	a. District Progress Monitoring • i-Ready Reading Diagnostic (Winter 2023-24): Student Growth 50% • i-Ready Math Diagnostic

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Assessment	2020-21): Student Growth 39%			(Winter 2023-24): Student Growth 47%	(Winter 2023-24): Student Growth 50%

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

1.1 ELA Intervention During the School Day - Elementary - This action was partially implemented. The District has assigned an ELA Teacher on Special Assignment (TOSA) to each elementary school site. Students in grades 1-4 received regular ELA intervention instruction during the day. Instruction is rooted in the core program and provides strategies from Orton-Gillingham and Heggerty. Our TOSAs also provide push-in support to classrooms. The challenge in delivering this program stemmed from a shortage of substitutes across the state. Our TOSAs were, at times, reassigned from their main duties to fill in for substitute shortages. As a result, ELA Intervention had to be canceled during these instances.

1.2 ELA Intervention During the School Day - Junior High - This action was fully implemented. We provided two sessions of ELA Academy, an extra ELA course taken during elective period (one at 7th grade and one at 8th grade). This provided our unduplicated students extra assistance in meeting grade level expectations. There were no substantive changes in how this action was implemented and written in the adopted LCAP.

1.3 Math Intervention After School (Grades 2-6) - This action was partially implemented. Two 10-week sessions were offered. This action was implemented differently on every campus due to staffing shortages. Some sites had challenges filling positions that are above and beyond the school day.

1.4 Math Intervention During the School Day (Grades 7-8) - This action was fully implemented. We provided two sessions of Math Academy, an extra Math course taken during elective period (one at 7th grade and one at 8th grade). This provided our unduplicated students extra assistance in meeting grade level expectations. There were no substantive changes in how this action was implemented and written in the adopted LCAP.

1.5 NGSS Lab Supplies - This action was fully implemented. The District allocated each site funds to purchase consumable and non-consumable supplies to support hands-on instruction and experiments aligned to Next Generation Science Standards (NGSS).

1.6 English Learner Support - This action was fully implemented. The District provided one EL coordinator for each school campus. There were no challenges to securing staff. Paraeducators were provided on each campus to support the EL program provided to our English learners. Rosetta Stone was provided to all English learners in need of additional support in building basic English language fluency.

1.7 Professional Staff Development - This action was partially implemented. We were able to fully implement the following trainings: Step Up to Writing, i-Ready, Educational Technology, Mental Health/Social Emotional Learning, and language acquisition and support for English learners. Our Director of Student Services provided consultation, training and support in MTSS process, Behavior Intervention Plans (BIPs), and Individualized Education Plans (IEPs). For mathematics training which occurs during the school day, we continue to experience challenges in securing substitute teachers as a significant substitute teacher shortage exists across the state. We continued to offer all trainings over the course of the year, however most trainings had to be modified to a half-day format (2.5 hours) so two teachers could share one substitute teacher. Some teachers were unable to attend as it would have caused their class to be spit across the other teachers at the grade level. This creative solution allowed teachers to receive some training rather than trainings be canceled all-together.

1.8 Educational Software - This action was fully implemented. We successfully provided a range of supplementary software programs, including Zingy Science and BrainPOP, to reinforce our core curriculum and assist students in. meeting grade level standards.

1.9 Collaboration Opportunities - This action was fully implemented. The District released junior high math teachers to meet with the Math Department at Colony High School, where our students matriculate. Teachers are able to observe instruction and gain an understanding of high school expectations to provide better alignment to support our junior high students as they transition to high school. Colony High School is not a part of the Mountain View School District, so collaboration does not come naturally.

1.10 Professional Learning Communities (PLCs) - This action was fully implemented. Teachers were provided with regular monthly release time to meet in grade level teams to collaborate using student Math and ELA/Reading performance data. This allowed teachers time to analyze the data of our unduplicated students for instructional planning.

1.11 Visual and Performing Arts Program - This action was fully implemented as planned. The District provided students with a variety visual and performing arts opportunities across all grade levels. The program includes bi-weekly elementary music and movement lessons (grades TK-6), arts electives (grades 7-8), sixth grade band instruction, and music/band electives (grades 7-8). Our elementary students also participate in an integrated arts performance every three years.

1.12 After School Homework Club (Grades 2-8) - This action was partially implemented. We had a challenge staffing Homework Club on some elementary campuses. We were able to staff it on some elementary campuses as well as at the junior high school. At the elementary level, Homework Club was offered in two 10 week sessions, one in the fall and the other in late winter/spring. Homework Club at the junior high (also known as "Panther Prep" was provided three days a week as a drop-in model over the course of the school year. The challenge at the junior high level is that school and other outside activities can conflict with the time Homework Club is offered.

1.13 Supplemental Writing Program Implementation (K-6) - This action was fully implemented. During the 2022-23 school year, the District researched, piloted, and purchased a supplemental writing program for students in grades K-6. Teacher training for Step Up to

Writing occurred in August 2023. The program was implemented in all grades K-6 during the 2023-24 school year. Our principals and ELA Teachers on Special Assignment (TOSAs) were instrumental in supporting and ensuring implementation across the district. The challenge has been ensuring all teachers transition to utilizing this newly purchased program.

1.14 ELA Intervention After School (Grades 5-6) - This action was partially implemented. Two 10-week sessions were offered. Some campuses were unable to provide this offering to students due to staffing shortages. When the sessions occurred, the intervention provided support in the areas of grammar, spelling, and reading comprehension based on the students' outcomes of the i-Ready Diagnostic.

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

1.1 ELA Intervention During the School Day - Elementary - Salary costs increased due to negotiated settlement not included in the original budget.
1.5 NGSS Lab Supplies - Sites were fully funded however total funded budget was not required to meet the needs of the goal.
1.6 English Learner Support - Salary costs increased due to negotiated settlement not included in the original budget.
1.11 Visual and Performing Arts Program - Salary costs increased due to negotiated settlement not included in the original budget.
1.12 After School Homework Club (Grades 2-8) - The District had trouble staffing the program on some elementary campuses as well as the junior high campus. The staffing trouble resulted in lower than expected salary costs.
1.13 Supplemental Writing Program Implementation (K-6) - The District fully implemented the program but included costs for training. The training hours were not utilized resulting in no related expenditures.
1.14 ELA Intervention After School (Grades 5-6) - The District had trouble staffing the program, the staffing trouble resulted in lower than expected salary costs.

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

The 2021-22 thru 2023-24 school years were impacted by shortages of substitute teachers much more than anticipated during the development of this LCAP. We have also experienced challenges with securing teachers for some assignments and retaining classified staff. The lack of substitute teachers has impacted classroom instruction. At times, other teaching staff have been pulled from their teaching assignments to cover missing substitutes, which impacts the students they serve (Action 1.1). At times, classes have had to be split across the grade level, which impacts other classrooms and creates a lack of consistency for students. Teachers have also had to receive shortened training or not able to attend training at all due to the shortage (Action 1.7). This limits our ability to build capacity within our teaching staff. After school Intervention programs were also impacted by a lack of interest in teaching after school programs. (Actions 1.3, 1.7, and 1.12). Some students who would benefit from the intervention offerings chose not to participate. All after school Intervention (both Math and ELA) and Homework Club offerings were provided to students at Grace Yokley Junior High. The following schools were not able to fully implement all programs as written in the LCAP, but were able to offer the following modified programs:

Creek View School -
Afterschool Math Intervention (Grade 4) offered for two sessions, and one sesson of
Afterschool Math Intervention (Grades 2,3),
Homework Club (Grades 3-6)

Mountain View School - Afterschool Math Intervention (Grades 2,3,4,5,6), Homework Club (Grades 3-6), Afterschool ELA Intervention (Grades 5&6), all offered for two sessions each

Park View School -
Afterschool Math Intervention (Grades 2,3,4,5,6), Homework Club (Grades 3-6), all offered for two session each, and one session of Afterschool ELA Intervention (Grades 5&6)

Ranch View School -
Afterschool Math Intervention (Grades 2,3,4,5),
Homework Club (Grades 3-6),
all offered for two sessions and one session of
Afterschool ELA Intervention (Grades 5&6)

Although we have had slow improvement in our staffing from the 2021-22 school year, we do still experience students who are frequently and chronically absent. The decrease in student attendance makes it challenging for students to keep up with the pace of the classroom and content taught during their absence. This shifts the focus of the instruction from acceleration and enrichment to reviewing previously taught concepts. Some of our schools continue to have students with significant behavioral challenges that impact instructional time. The actions in Goal 1 were implemented to the best of our ability under these circumstances.

Metrics outlined in Goal 1 encompass measures evaluating the academic performance of students in the Mountain View School District. We had experienced multiple years of steady growth in ELA, but the effects of the pandemic shutdown disrupted the growth. The 2019 CAASPP assessment results in ELA showed our students achieving +3.6 points Distance from Standard, with 2022 reflecting +0.5 DFS and 2023 showing -1.3 points DFS. This reduction in DFS highlighted the lingering shutdown effects of both the absenteeism issue and distance learning and we are starting to realize how different grade levels were affected differently. In Mathematics, students scored -33.8 DFS in 2019 as opposed to -35.2 DFS in 2023. This area is showing a rebound as the 2022 results showed -45.1 DFS. In Science (grades 5 & 7), 30.6% of our students met or exceeded standards in 2019, slightly higher than 29.7% in 2023. The District currently uses i-Ready Diagnostic Assessments to monitor the progress of our students. i-Ready data demonstrates that our students made consistent progress in Reading, surpassing the 45% median growth goal for our Diagnostic Two results. In 2021-22, students showed 57% median growth, in 2022-23 it was 64%, and in 2023-24 it was 61%. In 2023-24, 47% of our students met their growth goal, in 2022-23 it was 50% growth, and in 2021-22 it was 56% growth. All surpassing a growth goal of 45%.

ELA and Math Intervention programs, both during and after school, English Learner supports, staff development, Professional Learning Communities, educational software, Homework Club, and Step Up to Writing have contributed to students' academic growth. i-Ready growth rates in ELA and Reading exceeding the 45% growth rate expectation indicate faster than expected progress. Goal 1, Actions 1.1, 1.2, 1.3, 1.4,1.7, 1.8, 1.9, 1.10, 1.11, 1.12 and 1.13 were collectively effective and contributed to the growth of our students.

Goal 1 Action 1.5 was effective in supporting our increasing CAST scores and supporting Science instruction.

The District's English Learner Progress Indicator on the California Schools Dashboard shows progress increasing from 53.5% in 2019 to 58.3% in 2023. Reclassification rates in 2023 were 4.5%, a decrease from 11.1% in 2019, reflecting the struggles of the school shutdown effects on our English learners. Rosetta Stone data and teacher feedback indicate newcomers are growing in English language acquisition. English learners benefit from actions within Goal 1, such as ELA Intervention, Homework Club, EL support, and educational software. Goal 1, Actions 1, 6, 7, 11 and 12 were effective in supporting English learners in their increasing their ELPAC scores and language acquisition progress and partially effective in students achieving reclassification status.

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

1) Goal 1 Action 1.11 Visual and Performing Arts Programs was moved to Goal 2 Action 2.6 in the 2024-25 LCAP. In reevaluating the LCAP with educational partners, which included parents and teachers, feedback suggested that it better aligns with Goal 2: Ensure all students receive a comprehensive, well-rounded, and rigorous educational experience by engaging students in the educational process. 2) A new action was created and labelled Goal 1 Action 1.11, which provides paraeducators to support students with disabilities in achieving academic goals. 3) Goal 1 description changed on the 2024-25 LCAP for a higher level of clarification and intent. 4) New Metric, M1.10, for i-Ready, is being added to record progress for intervention students (Discovery Center intervention program Goal 1 Action 1.1). 5) New Action (Goal 1 Action 1.15) is being added to provide support and training to assist Long Term English Learners (LTELS). 6) Metrics M1.2 and M1.4 were added to reflect school and student groups who received the lowest performance indicator on the California Dashboard for CAASPP ELA and Math. 7) New metrics were added (M1.3 and M1.5) to reflect student groups at school sites that showed results with the lowest performance indicator. 8) Action titles were changed to provide clarity

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	**Engage students in the educational process to ensure all students receive a comprehensive, well-rounded and rigorous educational experience.**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 5: Pupil Engagement a. School Attendance Rate b. Chronic Absenteeism Rate c. Middle School Dropout Rate	**State Priority 5: Pupil Engagement** a. School Attendance Rate (2019-20): Average 8.1 days absent b. Chronic Absenteeism Rate (2018-19): CA School Dashboard Status of Yellow (9.6%) c. Middle School Dropout Rate (2018-19): Zero	a. School Attendance Rate (2020-21): Average 8.7 days absent b. Chronic Absenteeism Rate (2020-21): 11.4% (Not included on the Dashboard this year) c. Middle School Dropout Rate (2020-21) - Zero	a. School Attendance Rate (2021-22): Average 13.9 days absent (per California Department of Education DataQuest) b. Chronic Absenteeism Rate (2021-22): 30.4% (per California Dashboard) c. Middle School Dropout Rate (2021-22) - Zero (per MVSD data)	a. School Attendance Rate (2022-23): Average 13.1 days absent (per California Department of Education DataQuest) b. Chronic Absenteeism Rate (2022-23): 27.5% (per California Dashboard) c. Middle School Dropout Rate (2022-23) - Zero (per MVSD data)	a. School Attendance Rate (2023-24) : Average 7.5 days absent (per California Department of Education DataQuest) b. Chronic Absenteeism Rate (2023-24) : CA School Dashboard Status of Green c. Middle School Dropout Rate (2023-24): Zero (per MVSD data)
State Priority 7: Course Access a. Students will have access to and are enrolled in all required areas of study.	**State Priority 7: Course Access** a. 100% of students have access to and are enrolled in all required areas of study. (2020-21)	a. 100% of students have access to and are enrolled in all required areas of study (2021-22)	a. 100% of students have access to and are enrolled in all required areas of study (2022-23)	a. 100% of students have access to and are enrolled in all required areas of study (2023-24)	a. 100% of students have access to and are enrolled in all required areas of study.

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.

2.1 Offer an AVID Program (7-8): This was partially implemented. We were able to offer an AVID program for students in grades 7 & 8. We offer two periods of AVID elective in grade 7 and grade 8 for a total of four elective courses. We were able to staff one of the two tutor support positions and were unable to fill the second position. This program included daily class support for students and raised engagement, school connectedness, and reduced negative behaviors.

2.2 Offer High School Level Courses (7-8) - This was fully implemented. We were able to offer Integrated Math I and Spanish IA and IB as electives. There were no substantive differences in how this action was planned and implemented. These classes took place in both semesters and challenged our students as they prepare for high school.

2.3 Provide a Junior High School After School Sports Program - This was fully implemented. The sports offerings included football, volleyball, soccer, basketball, track, and drill team. There were no substantive differences in how this action was planned and implemented. The sports program had full seasons of each sport as planned and was supported by parents, staff and the community.

2.4 Offer a Jump Start Summer School Program (7) - This was fully implemented. We were able to offer a program to students to promote the transition to junior high. There were no substantive differences in how this action was planned and implemented. Jump Start Summer School resulted in many of our 7th grade students attending and preparing for junior high.

2.5 Offer Coding Club at the elementary level (2-6) - This was full implemented. We were able to offer a program to engage students in a high interest activity. All classes were filled and operated at maximum size. There were no substantive differences in how this acton was planned and implemented. This action saw full classes on each campus and was a popular addition as feedback states from our parents and students. Additional classes were explored but we experienced a limitation of available staff to run classes.

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

2.1 Offer an AVID Program (7-8) - The AVID program includes a budget for AVID tutors. The District has trouble fully staffing the tutors resulting in the difference in expected versus actual costs.
2.4 Offer a Jump Start Summer School Program (7) - The summer school costs for staffing were higher than originally projected resulting in the higher than projected costs.
2.5 Offer a Coding Club at the Elementary Level (2-6) - Due to the staffing limitations referenced in the above section, salary costs were lower than projected.

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

The district has seen a reduction in the number of days an average student is absent (13.1 average days absent in 2022-23 compared to 13.9 average days absent in 2021-22). This is a sharp increase from 2019-20 which was 8.1 average days absent. This lingering effect on school attendance has been reducing, but at slower rates than desired. The Chronic Absenteeism rate has a recent decline as well (27.5% in 2022-23 versus 30.4% in 2021-22). This is also a sharp increase from the 2019-20 Chronic Absenteeism rate of 9.6%. Although our AVID Program (Action 2.1), our high school level courses (Action 2.2), our after school sports program (Action 2.3), our Jump Start Summer Program (Action 2.4), and our Elementary Coding Clubs (Goal 2.5) have assisted in the recent increase and were of student interest in our return from the school shutdown, they were not effective alone in combating the attendance issues the district faced. Our middle school dropout rate remained unchanged at 0% and we continued to achieve 100% of our students enrolled in all required areas of study.

Other than the staffing of the tutor position, AVID was implemented and added to student engagement which had positive results regarding the attendance rate, the chronic absenteeism rate, and the middle school dropout rate. AVID also showed an effect on student involvement in the PSAT test and a reduction of behavior problems which resulted in lower behavior referrals and lower suspension.

Offering challenging high school level classes added to student engagement which had positive results regarding the attendance rate, the chronic absenteeism rate, and the middle school dropout rate and was popular as communicated by parents and students.

The after school sports program resulted in offering extra curricular activities classes that added to school spirit and morale which had positive results regarding the attendance rate, the chronic absenteeism rate, and the middle school dropout rate.

Jump Start Summer School resulted in increasing school preparedness, self-confidence, and motivation which had positive results regarding the attendance rate, the chronic absenteeism rate, and the middle school dropout rate (Action 2.4).

Our elementary coding clubs resulted in offering extra curricular activities classes that added to student engagement which had positive results regarding the attendance rate and the chronic absenteeism rate.

These actions (Actions 2.1, 2.2, 2.3, 2.4) were effective in supporting our offering a full course of study.

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

1) Goal 2 Action 2.6 is added, which was moved from Goal 1 Action 1.11. In reevaluating the LCAP, it was determined that it better aligns with Goal 2: Ensure all students receive a comprehensive, well-rounded, and rigorous educational experience by engaging students in the educational process. 2) Goal 2 description changed on the 2024-25 LCAP for a higher level of clarification and intent. 3) Metric M2.3 was added to reflect school and student groups who received the lowest performance indicator on the California Dashboard for chronic

absenteeism. 4) Metric 2.6 added to measure participation in Visual and Performing Arts Programs 5) Action titles were changed to provide clarity

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

Goals and Actions

Goal

Goal #	Description
3	Engage all educational partners to create conditions and a climate for an exceptional learning environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 1: Basic Services a. Students will have access to board-adopted, standards aligned instructional materials. b. Highly Qualified Teacher Rate c. Facilities in Good Repair - FIT Inspection	**State Priority 1: Basic Services** a. 100% of students had access to board-adopted, standards aligned instructional materials (2019-20). b. 98.4% of teachers are highly qualified with appropriate credential (2019-20) c. 100% of school sites report good or exemplary on FIT Inspection report (2019-20).	a. 100% of students had access to board-adopted, standards aligned instructional materials (2021-22) b. 98.4% of teachers are highly qualified with appropriate teaching credential (2020-21) c. 100% of school sites report good or exemplary on FIT Inspection report. (2021-22)	a. 100% of students had access to board-adopted, standards aligned instructional materials (2022-23) b. 99.2% of teachers are highly qualified with appropriate teaching credential (2021-22) c. 100% of school sites report good or exemplary on FIT Inspection report. (2022-23)	a. 100% of students had access to board-adopted, standards aligned instructional materials (2023-24) b. 96.9% of teachers are highly qualified with appropriate teaching credential (2022-23) c. 100% of school sites report good or exemplary on FIT Inspection report. (2023-24)	a. 100% of students have access to board-adopted, standards aligned instructional materials (2023-24). b. 100% of teachers are highly qualified with appropriate credential c. 100% of school sites report good or exemplary on FIT Inspection report.
State Priority 3: Parental Involvement a. Family Engagement Priority 3 Local Indicator Self-	**State Priority 3: Parental Involvement** a. Parent and Family Engagement Self-Reflection Tool (2020-21)	a. Parent and Family Engagement Self-Reflection Tool (2021-22) • Building Relationships	a. Parent and Family Engagement Self-Reflection Tool (2022-23) • Building Relationships (Average score of 4)	a. Parent and Family Engagement Self-Reflection Tool (2023-24) • Building Relationships	a. Average score of 4 in all areas (Full Implementation) on Parent and Family Engagement Self-Reflection Tool - • Building

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reflection Tool.	• Building Relationships (Average score of 4) • Building Partnerships for Student Outcomes (Average score of 4.5) • Seeking Input for Decision Making (Average score of 5) (2020-21)	(Average score of 4) • Building Partnerships for Student Outcomes (Average score of 4.5) • Seeking Input for Decision Making (Average score of 5)	• Building Partnerships for Student Outcomes (Average score of 4.5) • Seeking Input for Decision Making (Average score of 5)	(Average score of 4) • Building Partnerships for Student Outcomes (Average score of 4.5) • Seeking Input for Decision Making (Average score of 5)	Relationships • Building Partnerships for Student Outcomes • Seeking Input for Decision Making
State Priority 6: School Climate a. Student Suspension Rate: CA School Dashboard Status b. Student Expulsion Rate c. Local School Climate Survey	**State Priority 6: School Climate** a. Student Suspension Rate (2018-19): CA School Dashboard Status of Green b. Student Expulsion Rate (2018-19): Less than 1% per CDE DataQuest c. Local School Climate Survey (2019-20) Percentage of students completing survey 5th grade: 61% 7th grade: 92% Percentage of	a. Suspension Rate (2020-21): 1.1% per CA School Dashboard b. Expulsion Rate (2020-21): 0% per CDE DataQuest c. Local School Climate Survey (2021-22) Percentage of students completing survey 5th grade: 62% 7th grade: 87% Percentage of students that felt safe at school 5th grade: 73% 7th grade: 57%	a. Suspension Rate (2021-22): 2.2% per CA School Dashboard b. Expulsion Rate (2021-22): 0% per CDE DataQuest c. Local School Climate Survey (2022-23) Percentage of students completing survey 5th grade: 54% 7th grade: 87% Percentage of students that felt safe at school 5th grade: 70% 7th grade: 55%	a. Suspension Rate (2022-23): 3.5% per CA School Dashboard b. Expulsion Rate (2022-23): 0% per CDE DataQuest c. Local School Climate Survey (2023-24) Percentage of students completing survey 5th grade: 64% 7th grade: 91% Percentage of students that felt safe at school 5th grade: 79% 7th grade: 54%	a. Student Suspension Rate (2023-24): CA School Dashboard Status of Green b. Student Expulsion Rate (2023-24): Less than 1% per CDE DataQuest c. Local School Climate Survey (2023-24) Percentage of students completing survey 5th grade: 80% 7th grade: 90% Percentage of students that felt safe at school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students that felt safe at school 5th grade: 72% 7th grade: 77%				5th grade: 80% 7th grade: 80%

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.

3.1 Provide Positive Behavior Intervention and Supports (PBIS): This action was fully implemented. PBIS is implemented in all existing campuses and was introduced to our new campus to provide evidence-based behavioral interventions to maximize academic and social behavior outcomes for our unduplicated students. There were no substantive differences in how this action was planned and implemented.

3.2 Lower Class Sizes: This action was fully implemented. Class sizes were maintained at an average of below 25 students for grades TK-3, and for Math 7-8 to better meet the social, academic, and developmental needs of our unduplicated students. There were no substantive differences in how this action was planned and implemented.

3.3 Provide a District Counselor: This action was fully implemented. The district counselor supported our unduplicated students. There were no substantive differences in how this action was planned and implemented.

3.4 Provide paraeducators: This action was partially implemented. Due to staffing shortages, we were unable to fill all planned paraeducator positions on a consistent basis. The paraeducator positions that were filled, supported the academic achievement and provided support to our unduplicated students. Other than staffing, the positions that were filled had no additional challenges or substantive differences.

3.5 Provide library services: This action was fully implemented. Library services were provided at each of our campuses to enhance instruction for our unduplicated students. There were no substantive differences in how this action was planned and implemented.

3.6 Provide technology: This action was fully implemented. Technological devices were maintained and additional devices were purchased as needed to ensure our unduplicated students have the resources to support academic achievement. Our network infrastructure was monitored and updated as needed. There were no substantive differences in how this action was planned and implemented.

3.7 New Teacher Induction support: This action was fully implemented. We provided a New Teacher Induction Program to support our new teachers with the transition to the classroom. There were no substantive differences in how this action was planned and 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.

3.4 Provide Paraeducators - Due to staffing shortages actual costs were lower than projected.

3.5 Provide Library Services - Contracted days were extended during fiscal year 2023-24 resulting in increased salary costs.

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

During the 2021-22 thru 2023-24 school years, the after effects of the school shutdown in terms of student behaviors and both parent and student engagement were challenging when dealing with reengagement from times of isolation. The district experienced an increase in student problematic behavior, with suspension rates increasing from 1.4% during the 2018-19 school year to 3.5% during the 2022-23 school year. Although there was an increase, educational partners (parents and staff) believe that PBIS (Action 3.1) attributed to keeping this increase lower. The belief is that behaviors and suspensions would have been worse without these supports in place. We believe this was partially effective and will look to re-establish, or re-freshen our approaches with consistency on each campus. This also assisted in maintaining our expulsion rate at 0%. The Local Climate Survey showed an increase from the 2019-20 to the 2023-24 school year for 5th grade students (72% to 79% stating they feel safe), while the 7th grade students decreased (77% to 54%). Both grade levels dropped post pandemic and the 5th grade students are increasing their feeling of safety at a faster rate.

Several actions of lower class sizes (Action 3.2), district counselor (Action 3.3), paraeducators (Action 3.4), library services (Action 3.5), technology provided to students and teachers (Action 3.6) and the new teacher induction program (Action 3.7) all attributed and were effective in providing access to all students of board-adopted, standards aligned instructional materials and highly qualified teachers. These actions also supported and were effective in maintaining our consistent high scores on or Family Engagement Priority 3 Local Indicator Self-Reflection Tool. The district consistently averaged 4.5 in 2020-21 thru 2022-23.

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

1) Goal 3 description changed on the 2024-25 LCAP for a higher level of clarification and intent. 2) Metrics added to reflect local school climate survey results for staff and parents (M3.9 and M3.10) 3) New Action (Goal 3 Action 3.8) to add professional development in the area of culture responsiveness, which also supports our differentiated assistance status. 6) Metric M3.5 was added to reflect school and student

groups who received the lowest performance indicator on the California Dashboard in suspensions. 5) Action titles were changed to provide clarity 6) Metric 3.5 was added to reflect school and student groups showing the lowest performance indicator on the California Dashboard 7) Action 3.3 stated provide a district counselor. Moving forward for 2034-25, the district counselor will expand their services and use additional strategies to support our students and school sites. 8) Action 3.9 Parent Participation was added to reflect the district priority in promoting parental participation.

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
Mountain View Elementary School District	Karen Sullivan Assistant Superintendent, Educational Services	karen_sullivan@mtnview.k12.ca.us 909-947-2205

Plan Summary [2024-25]

General Information

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

The Mountain View School District is located in the city of Ontario in San Bernardino County. Ontario is at the western end of the county and is close to both Riverside and Los Angeles Counties and approximately 40 miles east of the city Los Angeles. Our district boundary includes an ongoing construction project of a large master planned community that has brought new homes and families to our area. This has brought the challenge of an unpredictable increasing student population and the need to build new campuses. Our most recent campus expansion opened in 2022.

The Mountain View School District is a TK-8 district and students transition to the Chaffey Joint School District for grades 9-12. All of our boundaries are within and served by Colony High School within Chaffey Joint School District.

Mountain View currently has five campuses which consists of four elementary (TK-6) and one junior high (7-8).

Our current population is 3,163 students, which is a 20% increase from 2019.

Our school sites are:
Creek View Elementary: 524 students
Mountain View Elementary: 533 students

Park View Elementary: 821 students
Ranch View Elementary: 683 students
Grace Yokley Junior High: 611 students

The Mountain View School District forms a community dedicated to the comprehensive well-being of every student. Our collective focus involves ensuring the safety of each child, meeting their individual needs, and delivering a top-tier education. The ongoing mission of the Mountain View School District is to establish a solid foundation for sustained educational excellence among both students and staff. This is achieved by establishing clear objectives and maintaining high expectations within a secure and trusting environment that fosters individual success.
The race/ethnicity of our students are : 63.1% Hispanic, 10.9% Asian, 9.2% White, 8.6% African American, 4.8% Filipino, 2.1% Two or More Races, 0.3% Pacific Islander, and 0.1% American Indian.

Our student groups are: 50.7% Socioeconomically Disadvantaged, 16.1% English Learners, 11.3% Student with Disabilities, 4.25 Homeless, and 0.7% Foster Youth. Our LCFF unduplicated count stands at 62.29%. Among our English learners, 58.1% communicate in Spanish, while 31.4% use Mandarin.

Reflections: Annual Performance

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

During the 2022-23 school year, the Mountain View School District achieved notable successes across various areas. The 2023 California School Dashboard provides a snapshot of our current status compared to the previous year. One highlight was our High (Green) status in English Learner Progress Indicator (ELPI) on the Dashboard, indicating improvements in students' English Language Proficiency Assessment for California (ELPAC) assessments. Among English Learner students, 58.3% either advanced one ELPI level or maintained their Level 4 score. Another highlight was the increase of 10 points Distamce from Standard (DFS) across the district in the area of Mathematics.
While both our English Language Arts (-.8 DFS) and Mathematics (-35.2 DFS) status reflect Medium (Yellow), it's important to note that our test scores align closely with 2019 pre-pandemic levels. Although a direct comparison may not fully capture growth or negative trends, it offers insight into the current standing. Suspension rates across our schools is 3.5% (Low,Orange) at all of our school sites. One area of success is Grace Yokley, our junior high, scored +10.0 DFS, which is a status level of High (Green) in English Language Arts.
For English Learner, Homeless, and Socioeconomically Disadvantaged student groups, their performance aligns with All Students on the 2023 California Dashboard Performance Indicator, with only a one-level difference in English Language Arts or Mathematics. Continued growth in these areas can be attributed to various factors, including previous professional development focus while also having our PLCs work on disaggregated data further highlighting the student groups and needs within their classrooms.

The Chronic Absenteeism rate did decline and improved but has not returned to pre-pandemic level. This is attributed to several actions within our Goal 2. The Suspension rate increased and future focus and attention will be made to refresh and improve existing actions within Goal 3. For example, sites will look to refresh PBIS practices to increase campus climate. The district counselor is improving their methods,

strategies, and support offered to our students and school sites.

An important note is that Park View Elementary School opened in the 2022-23 school year and although the site's data is reflected in the district total, the school does not Performance Indicators at the school level for the 2023 California School Dashboard, the 2024 California School Dashboard will reflect once two years of school data is available.

Additional, or more specific areas of need are identified as student groups achieving the Lowest Indicator (Red) on the California Dashboard are a focus:

Districtwide-
Academic Indicator-
English Language Arts - Student with Disabilities
Mathematics - Students with Disabilities

School Climate-
Suspension Rate - African American, Foster Youth

Pupil Engagement-
Chronic Absenteeism - African American, Filipino, Homeless

School Sites- All Student Group showing lowest performance indicator-
Creek View
Pupil Engagement- Chronic Absenteeism

Ranch View
Pupil Engagement- Chronic Absenteeism

Any student group within any school with the lowest performance indicator-
Creek View
Academic Indicator-
English Language Arts - Student with Disabilities
Mathematics - Students with Disabilities

School Climate-
Suspension Rate - Socioeconomically Disadvantaged

Pupil Engagement-
Chronic Absenteeism - African American, English Learners, Hispanic, Socioeconomically Disadvantaged, Student with Disabilities

Mountain View
School Climate-
Suspension Rate - African American

Ranch View
Academic Indicator-
English Language Arts - Student with Disabilities
Mathematics - Students with Disabilities

School Climate-
Suspension Rate - African American, Socioeconomically Disadvantaged

Pupil Engagement-
Chronic Absenteeism - African American, Hispanic, Socioeconomically Disadvantaged, Student with Disabilities

Grace Yokley-
Academic Indicator-
English Language Arts - Student with Disabilities

School Climate-
Suspension Rate - African American, Students with Disabilities

Reflections: Technical Assistance

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

The 2023 California School Dashboard shows our African American student group is eligible for Differentiated Assistance as they received the lowest performance level for Suspension Rate (Red) and Chronic Absenteeism (Red).

District leaders, site administrators, and teachers have participated in Differentiated Assistance meetings with San Bernardino County Superintendent of Schools to establish root causes for the challenges of our African American students are encountering with attendance and behavior concerns. The team collaboratively investigated a root cause analysis which included a Plan-Do-Study-Act process. Through this process a plan has been developed to address concerns and implementation of a plan is underway. Our Director is continuing to work with an accountability partner from our county to support our progress.

Multiple district leadership meetings have discussed our site needs and provided self reflection for our site administrators. We will provide cultural responsiveness training (Goal 3 Action 3.8) from an outside provider as well as support from San Bernardino County Superintendent of Schools staff to first address cultural awareness and biases of staff. This will allow teachers and site administrators to further their

professional development and create a fair and equitable environment for all students. Additional actions to support our African American students are Goal 2 Action 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, and Goal 3 Action 3.1, 3.2, 3.3, 3.4, 3.8.

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.

No schools have been identified as eligible for comprehensive support and improvement.

Support for Identified Schools

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

No schools have been identified as eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

No schools have been identified as eligible for comprehensive support and improvement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, Site Administrators, District Administrators representing all schools throughout the district	The District Curriculum Council Meetings were held on September 12, 2023, November 7, 2023, January 23, 2024, and April 2, 2024. Invitations went out via email and dates were included in the Educational Services calendar. The goals of the LCAP were presented and discussed and teachers and administrators were provided discussion time for feedback. Both CAASPP and i-Ready Diagnostic data was shared. The Educational Partner Engagement self-reflection tool (part of the Local Performance Indicator) was shared and members utilized the District Self-Reflection to evaluate district practices.
Teachers, local representatives of bargaining units, Site Administrators, District Administrators, Parents	The district LCAP Community Meeting was held at our junior high school on October 10, 2023 and offered both a morning and an evening meeting. The 2023-24 LCAP was shared. The district reached out to community members to advise of the LCFF/LCAP General Information Meetings thru district and site based communication systems which include a communication app as well as emails and district and site postings on websites. Available data from the previous metrics were shared as well as a reflection of the actions.
District English Learners Advisory Council (DELAC) This council contains parents of English Learners, Teachers, Site Administrators, District Administrators	The district DELAC Meetings were held on October 12, 2023, February 1, 2024, April 18, 2024, and May 28, 2024. Invitations were sent out via email, district app, and website messages. Parents of English learner (EL) students were informed of the program and

	services available to their students. Specific EL supports and practices were explained and the EL Master Plan was provided. CAASPP and i-Ready diagnostic data was shared for both All students and English learner students. The goals of the LCAP were presented, discussed and input was solicited. The Educational Partner Engagement self-reflection tool (part of the Local Performance Indicator) was shared and members utilized the tool to reflect and evaluate district practices.
Educational Partners' Advisory Committee (EPAC) This committee contains parents representing all schools throughout the district (representation from English learners, low-income, students with disabilities, and foster youth), Staff representing all schools throughout the district, district administrators, Union representatives	The district LCAP Educational Partners' Advisory Committee (EPAC) took place on October 18th, 2023, January 24th, 2024, April 17th, 2024, and May 28th, 2024. This committee is facilitated by the Assistant Superintendent of Educational Services, Chief Business Official, and the Director of Academic Support Programs. The LCAP Educational Partners' Advisory Committee is made up of two teachers (one selected by Associated Mountain View Teachers [AMVT] , and one by Mountain View School District [MVSD]), two classified staff (one selected by California Schools Employee Association Chapter 876 [CSEA], and one by MVSD), one district administrator, one site principal, and a total of eight parents, two from each school site. Parents are selected from representational groups: English Learner, low-income, foster youth, and students with disabilities. Invitations were sent via email to all committee members and posted on the district website. The agenda covered various topics including Educational Partner Survey results, overview of the California Dashboard including Mountain View data, as well as a discussion of LCFF and the LCAP and the goals and action items. A draft of potential actions were presented and discussion took place to gather input as to what goals and actions should be maintained or adjusted in the 2024-25 LCAP regarding the needs of our students. The Educational Partner Engagement self-reflection tool (part of the Local Performance Indicator) was shared and members utilized the tool to reflect and evaluate district practices. Discussion took place to gather input as to what goals and actions should be maintained or adjusted in the 2024-25 LCAP regarding the needs of our students and how the district can provide support.
All Educational Partners	The district administered a survey to students, staff, and community members. This was an electronic survey and was conducted from January 16 though February 16, 2024. This was communicated thru district and site based communication systems which included a

	communication app as well as emails and district and site postings on websites. This survey allowed educational partners to provide feedback on various topics which included, but were not limited to, school climate, parent involvement, and school safety.
Students, District Administrators, Superintendent	A Student Meeting between the Superintendent, Assistant Superintendent, and students (enrolled in Leadership, ASB, and AVID courses) was held on January 16, 2024. The goals of the LCAP were discussed with students. Student input was sought regarding the goals, actions, and services. We also sought feedback on the students' current experience, what is working and what we can improve on. Student feedback is a very important part of our educational partner involvement process and highly valued.
Board of Trustees, All Educational Partners	The Mid-Year Report was shared with the Board of Trustees during a regularly scheduled meeting on February 13, 2024.
Parents (Site PTA, PTO, PTSA), Superintendent	The Mountain View Superintendent met with the PTA/PTO/PTSA organizations on each campus during their meetings held in February and March. The dates were: Creek View on February 28th, 2024, Mountain View on March 12th, 2024, Park View on March 5th, 2024, Ranch View on April 9th, 2024, and Grace Yokley on March 6th, 2024. These meetings are communicated to educational partners thru the school site communications which include emails and their communication app. The Superintendent shared the proposed LCAP goals and actions and sought to gain input from our educational partners.
Site Administrators, District Administrators	The district holds Leadership Meetings twice monthly during the school year with Site and District administrators. These meetings are scheduled at the start of the school year and are included in the administrator's calendars. The meetings contain an ongoing discussion of the LCAP goals and actions that are in place and input about progress and challenges is solicited. Data regarding metrics like CAASPP, i-Ready Diagnostic, chronic absenteeism, and suspension rates are regularly shared. Specific discussions regarding consistency of the LCAP and the School Plan for Student Achievement provide consistency between school and district actions and goals.
Board of Trustees, All Educational Partners	MVSD Board of Trustee meetings are held monthly to provide updates and/or status of the development of the 2024-25 LCAP. These updates include notifications of the upcoming meetings with

	different committees or public meetings that discuss the LCAP. Notifications are sent out by all school sites, the district office, and website. Educational partners may submit comments regarding specific actions and expenditures proposed to be included in the LCAP.
Local SELPA, District Administrators	The West End SELPA reviewed the Mountain View School District's State Performance Plan Indicators (SPPI) and Special Education Plan (SEP) as a contributing member to our LCAP process. Our Director of Student Services also consulted with the West End SELPA Administrator regarding our district's LCAP goals and services for our special education students. This process occurred during May, 2024.
Educational Partners Advisory Committee (EPAC) and District English Learner Advisory Council (DELAC)	A draft of the LCAP was presented to EPAC and DELAC on May 28, 2024. This meeting was communicated thru both district and site communication channels which include site and district communication app, emails, and district and site marquee signs. No comments were received which resulted in the superintendent not responding in writing.
Board of Trustees, All Education Partners	The 2024-25 LCAP Draft was posted publicly on the district website on June 6, 2024. It is communicated that a hard copy of the LCAP draft is also available in the district office if needed. Both the website posting and hard copy availability were posted at least 72 hours in advance of the meeting. This meeting was communicated thru both district and site communication channels which include site and district communication app, emails, and district and site marquee signs.
Board of Trustees, All Education Partners	Public hearing held during the Board of Trustees meeting on June 10th, 2024. Both the website posting and hard copy availability of the LCAP draft are posted at least 72 hours in advance of the meeting. This meeting was communicated thru both district and site communication channels which include site and district communication app, emails, and district and site marquee signs.
Board of Trustees, All Education Partners	The Board of Trustees adopted the 2024-25 LCAP at the regularly scheduled board meeting on June 13, 2024. The Local Indicators were also presented to the Board of Trustees during this meeting. This meeting was communicated thru both district and site communication channels which include site and district communication app, emails, and district and site marquee signs.

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

Collaborating with our educational partners during the creation of the LCAP enabled the district to gather valuable insights into our students' needs. Through meetings, discussions, and surveys, we identified key areas of focus, leading to the addition or continuance of goals and action steps.

A discussion with parents and teachers regarding our Visual and Performing Arts (VAPA) program action discussed how this action did not necessarily impact academics directly as listed in Goal 1, but more supported Goal 2 which is based more on basic conditions and student experience. The action itself is not changed, but it has moved to support a different goal. This action was moved from 2023-24 LCAP Goal 1 Action 1.11, and is now 2024-25 LCAP Goal 2 Action 2.6.

Parents have appreciated the opportunities to be involved in school activities and/or meetings such as student visual and performing arts performances, parent conferences, principal parent info sessions and advisory opportunities such as school site councils and the district LCAP community meetings (Goal 3 Action 3.9).

Parents and teachers have both shared the appreciation for an emphasis on providing technology to support both our core and supplemental curriculum, especially as it pertains to meeting the needs of our foster youth, English learners, and low-income students. They state the technological connection to these resources has increased student interest and assisted with higher achievement scores (Goal 1 Actions 1.8, 1.15 and Goal 3 Action 3.6)

Parents shared that the Discovery Center intervention action has positively impacted our students' progress and provides an extra level of support. To better measure the growth of the Discovery Center intervention, Metric M1.10 was added to isolate the data from the intervention students to show progress and comparison to "all" students.

The parents of English Learner students shared that they appreciate the communication and contact with the site EL Coordinator and recognize the addition of paraeducators who directly support our English learner students (Goal 1, Action 1.6). A discussion regarding future requirements regarding long term English learners assisted with the creation of an action to provide resources and trainings for teachers specifically for our long term English learner students (Goal 1 Action 1.15). Parents of English Learners also expressed there is a continued need for technology support to access curriculum from home (Goal 1 Action 1.6, Goal 1 Action 1.15, Goal 3 Action 3.6).

Our parents and students report that the school libraries provide a source for independent reading that many are unable to access from community libraries due to geographical distance and hours of the community libraries. Our teachers report that the libraries are essential to promote independent reading which support many school site grade level goals of increasing reading comprehension skills. (Goal 3 Action 3.5).

Our students reported that school offerings of activities like clubs and sports help with feeling attached to the school and adds to school pride. They also state that summer school was helpful in the school connection. Goal 2, Actions 2.3, 2.4, and 2.5 provide the inclusion of sports and clubs and the Jump Start junior high school summer program.

Our students reported that they experience infrequent, or inconsistent, use of Positive Behavioral Intervention and Supports (PBIS) strategies especially at the junior high level. This results in the continuation of our PBIS action plan. Goal 3, Action 3.1 provides a continuance in our usage of PBIS strategies to provide behavioral interventions.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure all students, including English Learners and all other identified student groups, demonstrate academic growth and proficiency to leave each grade meeting or exceeding standards by aligning student learning to state-adopted standards to promote exemplary teaching and learning.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal is formulated based on input gathered through consultations with educational partners, in addition to an analysis of CAASPP data and the corresponding Academic Performance Indicators on the California Dashboard. The district's 2023 CAASPP ELA scores are -0.8 DFS for All students, while it is -22.7 DFS for English learners, -80.6 for foster youth, and -17.2 for low-income students. The district's 2023 CAASPP Math scores are -35.2 DFS for All students, while it is -41 DFS for English learners, -104.4 for foster youth, and -54.9 for low-income students. This indicates a gap between our all student category and our English learners, foster youth and low-income students. The goal establishes a direct connection between academic performance on the Dashboard and the metrics, services, and outcomes specified in the LCAP. Given that the academic achievement of our students is a paramount concern, we utilize a blend of state and local assessment data as a metric to assess growth. Aligning our goals with the Dashboard not only underscores our commitment to state priorities but also enables staff and educational partners to track progress effectively.
The metrics associated with this goal are organized cohesively to offer a comprehensive evaluation, indicating that students are progressing towards the overarching objective of ensuring that all students, including English learners and other identified student groups, exhibit academic growth and proficiency. This involves aligning student learning with state-adopted standards to promote exemplary teaching and learning. The corresponding actions are grouped to provide diverse academic supports, addressing the individual needs and learning styles of students. It is the cumulative impact of these actions that shapes a comprehensive program enabling students to demonstrate academic growth and proficiency. These actions include intervention programs meant to address the needs of low performing students and prioritized and directed to primarily meet the academic needs of English learner, foster youth, and low-income students. This intervention will include a heavy emphasis on phonics for the lower grades and fluency and comprehension for the upper grades.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	Implementation of State Standards	Survey Results (from February 2024 Implementation of State Standard Survey results) - ELA - 100% of teachers at full implementation, ELD - 83.7% of teachers at full implementation, Math - 100% of teachers at full implementation, HistorySocial Science - 68.5% of teachers at full implementation, PE - 90% of teachers at full implementation, VAPA 75% of teachers at full implementation			ELA - 90% of teachers at full implementation, ELD - 90% of teachers at full implementation, Math - 90% of teachers at full implementation, HistorySocial Science - 90% of teachers at full implementation, PE - 90% of teachers at full implementation, VAPA 90% of teachers at full implementation	
M1.2	CAASPP ELA - District Distance from Standard (DFS)	CAASPP ELA (CA School Dashboard 2023) ALL -0.8 points DFS (Yellow) EL -22.7 points DFS (Orange)			CAASPP ELA ALL +9 points DFS EL -4 points DFS SED 0 points DFS FY -50 points DFS SWD -85 DFS	

		SED -17.2 points DFS (Orange) FY -80.6 points DFS (No Performance Color, small group size) SWD -94.6 points DFS (Red)				
M1.3	CAASPP ELA - School and Student Group Distance from Standard (DFS)	CAASPP ELA (CA School Dashboard 2023) Creek View SWD -118.2 points DFS (Red) Ranch View SWD -104.0 points DFS (Red) Grace Yokley SWD -95.5 points DFS (Red)			CAASPP ELA Creek View SWD -100 points DFS Ranch View SWD -92 points DFS Grace Yokley SWD -83 points DFS	
M1.4	CAASPP Math - District Distance from Standard (DFS)	CAASPP Math (CA School Dashboard 2023) ALL -35.2 points DFS (Yellow) EL -41 points DFS (Yellow) SED -54.9 points DFS (Yellow) FY -104.4 points DFS			CAASPP Math ALL -20 points DFS EL -25 points DFS	

		(No Performance Color, small group size) SWD -119.8 points DFS (Red)			SED -40 points DFS FY -80 DFS SWD -100 points DFS	
M1.5	CAASPP Math - School and Student Group Distance from Standard (DFS)	CAASPP Math (CA School Dashboard 2023) Creek View SWD -141.3 points DFS (Red) Ranch View SWD -112.4 points DFS (Red)			CAASPP Math Creek View SWD -120 points DFS Ranch View SWD -92 points DFS	
M1.6	English Learner Proficiency Indicator (ELPI) (students who make progress toward English proficiency based on the English Language Proficiency Assessment for California (ELPAC)	ELPI Progress (CA School Dashboard 2023) EL- 58.3% (Source ELLevation reporting) LTEL- 51.9%			ELPI Progress EL - 65% LTEL - 60%	

M1.7	English Learner reclassification rate	English Learner (Local Data-Synergy SIS and ELLevation for school year 2022-23) Reclassification Rate of 4.5%			English Learner Reclassification Rate of 10%	
M1.8	i-Ready Winter Diagnostic Growth Rate Results for Reading	i-Ready Winter Diagnostic Growth Rate (results from December Diagnostic #2) for Reading- 61% of Annual Growth Expectation			i-Ready Winter Diagnostic Growth Rate for Reading- 45% of Annual Growth Expectation	
M1.9	i-Ready Winter Diagnostic Growth Rate Results for Mathematics	i-Ready Winter Diagnostic Growth Rate (results from December Diagnostic #2) for Mathematics- 47% of Annual Growth Expectation			i-Ready Winter Diagnostic Growth Rate for Mathematics- 45% of Annual Growth Expectation	
M1.10	i-Ready Diagnostic Annual Growth Rate Results for Reading (Discovery Center Intervention Students)	i-Ready Diagnostic Growth Rate (results from December Diagnostic #2 and March Diagnostic #3) ELA- Diagnostic #2 Growth for Discovery: 52% of Annual Growth Expectation Diagnostic #3 Growth for Discovery: 84% of Annual Growth Expectation			i-Ready Diagnostic Growth Rate (December, March): ELA- Diagnostic #2 Growth for Discovery: 45% of Annual Growth Expectation Diagnostic #3 Growth for Discovery: 85% of Annual Growth Expectation	

M1.11	CAST (California Science Test) - District 5th & 8th grade students	CAST (CDE CAST Results from Spring 2023) ALL - 29.7% Met/Exceeded Standard SED - 23.8% Met/Exceeded Standard EL - 1.5% Met/Exceeded			CAST ALL - 38% Met/Exceeded Standard SED - 32% Met/Exceeded Standard EL - 10% Met/Exceeded	
M1.12	Student Performance on CAASPP ELA and Math-Junior High	CAASPP (CA School Dashboard 2023) For GYS ELA ALL +3.5 points DFS (Green) EL -26.4 points DFS (Yellow) SED -5 points DFS (Green) FY (No Performance Color, small group size) Math ALL -46.9 points DFS (Yellow) EL -65.8 points DFS (Yellow) SED -70.6 points DFS (Yellow) FY (No Performance Color, small group size)				

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	ELA Intervention During the School Day (Discovery Center for Grades 1-4)	The district will provide one Teacher on Special Assignment (TOSA) and a paraeducator at each elementary site to offer remediation in Language Arts and/or enrichment to students as well as professional development and support for teachers. This will be principally directed to our low income, foster youth, and English learner students. This action will provide intervention in phonics and phonemic awareness for the younger grades and increase in complexity to comprehension strategies for the older grades. Progress Monitoring for this action will be measured by Metric M1.2, M1.3, and M1.10.	$711,795.00	Yes
1.2	ELA Intervention During the School	In collaboration with the Educational Services Department, Grace Yokley Junior High will offer two periods of Language Arts Intervention that is	$44,824.00	Yes

	Day (ELA Academy Classes for Grades 7 & 8)	principally directed to our low-income, foster youth and English learners students. This action will provide intervention in fluency and comprehension as needed per diagnostic results. Progress Monitoring for this action will be measured by Metric M1.2, M1.8, and M1.12.		
1.3	Math Intervention After School (Grades 2-6)	In collaboration with the Educational Services Department, elementary schools will offer after school Math Intervention that is principally directed to low-income, foster youth and English learners students in grades 2-6. This action will provide intervention in the areas of numbers and operations and algebra and algebraic functions as determined by the diagnostic results. Progress Monitoring for this action will be measured by Metric M1.4 and M1.9.	$48,820.00	Yes
1.4	Math Intervention During the School Day (Math Academy Classes for Grades 7 & 8)	In collaboration with the Educational Services Department, Grace Yokley Junior High will offer two periods of Math Intervention in grades 7 & 8 that is principally directed to our low income, foster youth and English learners students. This action will provide intervention in the areas of numbers and operations and algebra and algebraic functions as determined by the diagnostic results. Progress Monitoring for this action will be measured by Metric M1.4, M1.9, an d M1.12.	$56,561.00	Yes
1.5	NGSS Lab Supplies	The Chief Business Official (CBO) will provide Science lab supply allocations to all school sites to support NGSS instruction. This will allow schools to provide the needed materials and resources for teachers to design and implement an experiential science curriculum aligned to Next Generation Science Standards. Progress Monitoring for this action will be measured by Metric M1.11.	$5,000.00	No
1.6	English Learner Support	The Educational Services Department will provide staffing and resources for each school site. Staff includes EL Coordinators that oversee the program at the direction of the site principal, paraeducators that provide in-class support and resources that are differentiated for English learner students, support classroom learning and align with the state ELD standards. This action will be limited to assist our English learner students	$302,590.00	Yes

		in language acquisition and promotes progress to becoming reclassified. Progress monitoring for this action will be measured by Metric M1.2, M1.6 and M1.7.		
1.7	English Language Arts and Mathematics Professional Staff Development	The Educational Services Department will offer teachers staff development opportunities aligned to LCAP goals principally directed to low-income, foster youth, English learners. These trainings will improve classroom strategies for ELA and Math to develop deeper student learning and assist our teachers in focusing on high leverage strategies. Progress monitoring for the action will be Metrics M1.1, M1.2, M1.3, M1.4, M1.5.	$150,025.00	No
1.8	Educational Software Programs	The Educational Services Department will offer additional instructional software programs principally directed to our low-income, foster youth and English learner students. These programs will be utilized to reinforce grade level concepts in the core subjects of English language arts, mathematics, and Science. Progress monitoring of this action will be thru Metrics M1.2, M1.3, M1.4, M1.5, and M1.11.	$12,654.00	Yes
1.9	Collaboration Opportunities with other junior high schools and/or Colony High School	The Educational Services Department will provide teacher release time for collaboration and/or observation time for junior high math teachers at other junior high schools and/or at Colony High School, where our students matriculate. This collaboration will assist our teachers in understanding learning progressions for our students, so that strategies can be principally directed to and assist our unduplicated students in closing achievement gaps, to be on-grade level and access to enrichment. Progress monitoring for this action will be thru Metrics M1.4, M1.5, and M1.12.	$1,000.00	Yes
1.10	Professional Learning Communities	Professional Learning Communities (PLCs) will collaborate over student data. These PLCs will allow our teachers to work together to strategize methods to meeting the needs of our low-income, foster youth and English learner students. This collaboration will include reviewing data and developing classroom strategies collaboratively. Progress monitoring for the action will be thru Metrics M1.2, M1.3, M1.4, M1.5, M1.8, M1.9.	$151,016.00	Yes

1.11	Paraeducator support for students with disabilities	Paraeducators will support the Special Education Department to provide a combination of push-in and/or pull-out services based on site and student needs. These paraeducators will support student goals and objectives as detailed in the students' IEPs (Individualized Education Plan). Progress monitoring for the action will be thru Metrics M1.2, M1.3, M1.4, and M1.5.	$623,164.00	No
1.12	Homework Club After School (Grades 2-8)	The Educational Services Department in collaboration with each principal will offer an after school Homework Club for grades 2-8 as an additional academic support principally directed towards our English learner students. This action will support students is understanding and completion of daily homework and assist with other instructional reinforcement as needed. Progress monitoring for the action will be thru Metrics M1.2. M1.4, M1.6, M1.7, and M1.12.	$47,056.00	Yes
1.13	Supplemental writing program (Grades K-6)	Educational Services will continue implementation a new supplemental writing program, Step Up to Writing, for grades K-6 principally directed to our low-income, foster youth and English learners to strengthen writing skills, and prerequisite organizational skills. Progress monitoring for this action will be measured by Metrics M1.2, M1.3, and M1.8.	$1,000.00	Yes
1.14	ELA Intervention After School (Grades 5 & 6)	In collaboration with the Educational Services Department, elementary schools will offer after school ELA Intervention that is principally directed to low-income, foster youth and English learners students in grades 5 & 6 who do not have access to Discovery Center (Action 1.1). This action will provide intervention in the areas of spelling, grammar, and reading comprehension, and other concepts as identified by the outcomes of the i-Ready diagnostic assessment. Progress Monitoring for this action will be measured by Metric M1.2 and M1.8.	$48,280.00	Yes
1.15	Curriculum support and training for ELs and LTELs (Long	The Educational Services Department will provide strategies and activities designed for language acquisition and provide training for teachers who support EL and/or LTEL students within their classroom. This action is	$60,364.00	Yes

	Term English Learners)	limited to English learners and LTELs and will be measured by M1.2, M1.6 and M1.7.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ensure all students receive a comprehensive, well-rounded, and rigorous educational experience by engaging students in the educational process.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was formulated in response to our chronic absenteeism rate and input from our educational partners. It corresponds with the Chronic Absenteeism Indicator on the 2023 California Schools Dashboard, fostering a direct link between student engagement and absenteeism on the Dashboard and the metrics, services, and outcomes outlined in the LCAP. Given that enhancing academic performance is a key priority for the district, aligning our goals with the Dashboard not only facilitates a clear connection with state priorities but also allows staff and educational partners to track progress effectively using a combination of state and local data as metrics for improvement.
The metrics associated with this goal are organized cohesively to offer a comprehensive assessment, indicating that students are actively participating in the educational process and receiving a well-rounded and challenging educational experience. The corresponding actions are grouped together to provide a range of experiences, opportunities, and support systems, addressing the unique needs and interests of individual students. It is the cumulative effect of these actions that contributes to a holistic, well-rounded, and rigorous educational experience. The School attendance rate for All Students per CDE Dataquest for the school year 2022-23 was 13.1 days absent, in comparison to our English learners at 11.6 average days absent, our low-income students at 14.4 average days absent, and our foster youth at 12.5 average days absent. The Chronic Absenteeism rate for All Students per the 2023 California Schools Dashboard for the school year 2022-23 was 27.5%, in comparison to our English learners at 24.4%, our low-income students at 34.0%, and our foster youth at 21.9%. This highlights that are English learners and foster youth are attending school at a better frequency than ALL students, but the low-income students are struggling with attendance. These actions will help maintain the attendance rate of most groups, but continue to address our low-income students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.1	School Absence Rate	School Absence Rate (CDE Dataquest for school year 2022-23)			School Attendance Rate - ALL 9 average	

		ALL 13.1 average days absent EL 11.6 average days absent SED 14.4 average days absent FY 12.5 average days absent			days absent EL 8 average days absent SED 10 average days absent FY 8 average days absent	
M2.2	Chronic Absenteeism Rate - District	Chronic Absenteeism Rate (CA School Dashboard 2023) ALL 27.5% (Orange) EL 24.4% (Yellow) SED 34% (Orange) FY 21.9% (Orange) HY 41.1% (Red) AA 37.1% (Red) Fi 20.1% (Red)			Chronic Absenteeism Rate ALL 19% (Orange) EL 19% (Yellow) SED 22% (Orange) FY 12% (Orange) HY 30% (Red) AA 25% (Red) Fi 10% (Red)	
M2.3	Chronic Absenteeism Rate - School and Student Group	Chronic Absenteeism Rate (CA School Dashboard 2023) Creek View ALL 34.6% (Red) EL 36.6% (Red)			Chronic Absenteeism Rate Creek View ALL 25% EL 27% (Red) SED 33% (Red)	

		SED 41.7% (Red) SWD 39.8% (Red) AA 53.1% (Red) Hi 35.4% (Red) Ranch View ALL 29.8% (Red) SED 38.3% (Red) SWD 35.0% (Red) AA 45.2% (Red) Hi 32.7% (Red)			SWD 30% (Red) AA 44% (Red) Hi 26% (Red) Ranch View ALL 20% (Red) SED 30% (Red) SWD 26% (Red) AA 36% (Red) Hi 24% (Red)	
M2.4	Middle School Dropout Rate	Middle School Dropout Rate (Synergy SIS data for school year 2022-23) - 0%			Middle School Dropout Rate - 0%	
M2.5	Students have access and are enrolled in a broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7 and 8	Students with access and enrolled in broad course of study (District School scheduling for school year 2022-23)- 100%			Students with access and enrolled in broad course of study - 100%	
M2.6	Visual and Performing Arts Program	Students with access (District School scheduling for school year 2022-23) - 100%			Students with access - 100%	
M2.7	Chronic Absenteeism Rate - Junior High (7th and 8th Grade)	Chronic Absenteeism Rate (CA School Dashboard 2023) Grace Yokley ALL 18.6% (Yellow) EL 13.8% (Yellow) SED 24.1% (Yellow) FY No Performance Indicator				

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	AVID Program at the junior high level	The Educational Services Department will offer an Advancement Via Individual Determination (AVID) program principally directed to prepare our low-income, foster youth and English learners for college and post-secondary opportunities. The AVID program is an elective and participation is chosen by the student. This action will positively effect student engagement on campus, add a topic of high student interest and combat absenteeism. Progress monitoring for this action is measured by Metrics M2.1, M2.2, M2.3 M2.4, and M2.7.	$48,214.00	Yes

2.2	High School Level Courses at the junior high level	The Educational Services Department in collaboration with Grace Yokley Junior High will offer high school level courses. This action will prepare our students for high school and also add campus interest to combat absenteeism. This action is principally directed low-income, foster youth and English learner students. Progress monitoring for this action is measured by Metrics M2.1, M2.2, M2.3, M2.4 M2.5, and M2.7.	$135,774.00	Yes
2.3	After school junior high sports program	The Educational Services Department in collaboration with Grace Yokley Junior High will offer an after school sports program that is principally directed to engage our low-income, foster youth and English learners. The sports program will add student interest and engagement and combat absenteeism. Progress monitoring for this action is measured by Metrics M2.1, M2.2, M2.3, M2.4, and M2.7.	$61,357.00	Yes
2.4	Jump Start Summer School	The Educational Services Department will offer a Summer School program to promote the transition to junior high. The program will allow students to get acclimated to the junior high campus in a reduced stress environment. The program is principally directed to engage our low-income, foster youth and English learners and will add to student connectedness and combat absenteeism. Progress monitoring for this action is measured by Metrics M2.1, M2.2, M2.3 M2.4, and M2.7.	$12,922.00	No
2.5	After school Coding Club at the elementary level	The Educational Services Department will offer an after school Coding Club. This action will be principally directed to our low income, foster youth, and English learner students to increase student connectedness, student interest, and increase attendance. Progress monitoring for this action is measured by Metrics M2.1, M2.2, and M2.3.	$58,820.00	Yes

2.6	Visual and Performing Arts Program	The Educational Services Department will provide Visual, Applied, and Performing Arts Programs. This action is principally directed to low income, foster youth, and English learners. The Visual Arts program will provide opportunities to expand their knowledge of visual arts as well as performing arts through class productions. The Visual Arts Program will add student interest and engagement and combat absenteeism. Progress monitoring for this action is measured by Metrics M2.1, M2.2, M2.3, M2.5, and M2.6.	$588,005.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create conditions and a climate for a safe and exceptional learning environment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This objective is derived from insights gathered through our Cal-SCHLS survey and data from the Parent Involvement Self-Reflection Tool, developed in collaboration with our educational partners. Aligned with the Conditions and Climate Indicator on the 2023. California Schools Dashboard, this goal establishes a direct link between the conditions and climate presented on the Dashboard and the corresponding metrics, services, and outcomes outlined in the LCAP by providing a high level of conditions of learning, while promoting parental involvement to create positive school climates on each of our campuses. Given the significant impact of conditions and climate on the learning environment and academic achievement—both top priorities for our district—we utilize a blend of state and local data as metrics to gauge growth. This alignment with the Dashboard not only underscores our commitment to state priorities but also enables staff and educational partners to track progress effectively.

Our local climate survey results are not available in a disaggregated format. We do have data that shows 79% of our 5th grade student report feeling safe, while 54% of our 7th grade students report feeling safe. Regarding participation of parents on campus, 93% of staff report that school is welcoming and facilitates parent involvement while 88% of parents report the school encourages participation. Our suspension rate for ALL students per the 2023 California Schools Dashboard for school year 2022-23 was 3.5%. In contrast, our suspension rates for English learners was 2.4%, low-income was 4.2%, and foster youth was 22.9%. This highlights the need to intervene in student outcomes for our low-income and foster youth. The metrics associated with this goal are strategically grouped to offer a comprehensive evaluation, indicating that the district actively engages all educational partners in creating conditions and a climate conducive to an exceptional learning environment. The corresponding actions are organized to provide diverse behavioral, environmental, and academic supports, addressing the individual needs and learning styles of students. The cumulative effect of these actions contributes to the establishment of an exceptional learning environment for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	Rate of Teacher Misassignment	Appropriately Assigned Teachers (CA School Dashboard 2023) - 96.9%			Appropriately Assigned Teachers - 100%	
M3.2	Every student has sufficient access to standards-aligned instructional materials	Students with access to standards-aligned instructional materials (CA School Dashboard 2023) - 100%			Students with access to standards-aligned instructional materials - 100%	
M3.3	School facilities in good repair	Percent of schools in good repair (CA School Dashboard 2023) - 100%			Percent of schools in good repair - 100%	
M3.4	Student Suspension Rate - District	Student Suspension Rate (CA School Dashboard 2023) ALL 3.5% (Orange) EL 2.4% (Orange) SED 4.2% (Orange) FY 22.9% (Red) AA 8.4% (Red)			Student Suspension Rate ALL 2% EL 2% SED 2% FY 14% AA 5%	

M3.5	Student Suspension Rate - School and Student Group	Student Suspension Rate (CA School Dashboard 2023) Creek View SED 3.3% (Red) Mountain View AA 7.9% (Red) Ranch View SED 3.6% (Red) AA 6.3% (Red) Grace Yokley SWD 13.6% (Red) AA 19.1% (Red)			Student Suspension Rate Creek View SED 2.3% Mountain View AA 6% Ranch View SED 2.3% (Red) AA 4% (Red) Grace Yokley SWD 10% (Red) AA 14% (Red)	
M3.6	Student Expulsion Rate	Student expulsion rate (CDE Dataquest for school year 2023) - 0.1%			Student expulsion rate - 0%	
M3.7	Family Engagement Self-Reflection	Family Engagement Local Indicator Self-Reflection Tool (Spring 2024) *Building Relationships (Average score of a 4) *Building Partnerships for Student Outcomes (Average Score of 4.5) *Seeking Input for Decision Making (Average Score of a 5)			Family Engagement Local Indicator Self-Reflection Tool *Building Relationships (Average score of a 4) *Building Partnerships for Student Outcomes (Average Score of 4) *Seeking Input for Decision Making (Average Score of a 4)	

M3.8	Local School Climate Survey - Students	CalSCHLS Survey (February 2024) Percentage of students completing survey- 5th grade: 65% 7th grade: 91% Percentage of students that felt safe at school- 5th grade- 79% 7th grade- 54%			CalSCHLS Survey Percentage of students completing survey- 5th grade: 90% 7th grade: 90% Percentage of students that felt safe at school- 5th grade- 90% 7th grade- 80%	
M3.9	Local School Climate Survey - Staff	CalSCHLS Survey (February 2024) Percentage of staff reporting school safety: 96% Percentage of staff reporting school is welcoming to and facilitates parent involvement: 93%			CalSCHLS Survey Percentage of staff reporting school safety: 95% Percentage of staff reporting school is welcoming to and facilitates parent involvement: 95%	
M3.10	Local School Climate Survey - Parents	CalSCHLS Survey (February 2024) Percentage of parents reporting school safety:			CalSCHLS Survey Percentage of parents reporting school safety: 95%	

		94% Percentage of parents reporting school encourages participation of parents: 88%			Percentage of parents reporting school encourages participation of parents: 93%	

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Provide Positive Behavior Intervention and Supports (PBIS)	The Student Services Department will continue the use of Positive Behavior Interventions and Supports (PBIS) to provide evidence-based behavioral interventions to maximize academic and social behavior outcomes and is principally directed to our low-income, foster youth, and English learner students.	$21,110.00	Yes

		Progress monitoring for this action will be measured by M3.4, M3.5, and M3.8.		
3.2	Lower Class Sizes for Primary Grades and Junior High Math	The Personnel & Administrative Services Department will maintain lower class sizes for all students in grades TK-3 and Math 7-8 to increase the ability to meet the social, academic and developmental needs of our students and increase their feeling of safety. This action is principally directed to our low-income, foster youth and English learner students. Progress monitoring for this action will be measured by M3.8, M3.9, and M3.10.	$2,266,268.00	Yes
3.3	Counseling Support	The Student Services Department will provide a district counselor (TK-8) to provide social and emotional support to our students and is principally directed to low-income, foster youth and English learner students across the district. This includes reach out services and making sure students have resources and materials needed to fully engage in school. Progress monitoring for this action will be measured by M3.4, M3.5, M3.6, M3.7, M3.8, M3.9, and M3.10. This action is also tied to Goal 2 as the counselor also supports chronic absenteeism and assists the sites with student ned identification, guidance, and strategies to support school attendance.	$360,179.00	Yes
3.4	Paraeducator support	The Personnel & Administrative Services Department will provide paraeducators to support the academic achievement and social emotional connectedness of students and is principally directed to our low income, foster youth, and English learner students. This extra support will be adaptive based on the needs of the individual students but will provide direct curricular support, small group intervention within the class, and assistance with work completion. Progress monitoring for this action will be measured by Metric M3.4, M3.5, M3.6, M3.7, M3.8, M3.9 and M3.10.	$558,122.00	Yes

		This action also supports Goal 1 as paraeducators provide academic support.		
3.5	Library Services	The Educational Services Department will provide Library services at all school sites to assist students with media resources to support standards-aligned materials and enhance the school environment with a campus location that is a safe and academically enriching learning location that adds to campus connectedness. This action also promotes student reading, specifically independent reading which benefits student's reading comprehension. This action is principally directed to our low-income, foster youth and English learner students. Progress monitoring for this action will be measured by M1.2, M1.8, and M3.8.	$244,490.00	Yes
3.6	Technology (Devices and Support)	The Educational Services Department will maintain and/or increase the number of and access to technological devices to ensure students have the resources to be successful. This is principally directed to our low income, foster youth, and English learner students. This includes devices for student and teacher use, EdTech Specialists at each site, and hot spots for internet access for student home use as needed. This creates a more rigorous and engaging learning experience for our students and supports student connectedness. Additionally, student devices are needed to support access to both core (digital textbooks) and supplemental curriculum (example- i-Ready Instruction) as well as English learner programs (example- Rosetta Stone). Progress monitoring for this action will be measured by Metric M1.2, M1.4, M1.6, and M3.2.	$765,379.00	Yes
3.7	New Teacher Induction Support	The Personnel & Administrative Services Department will provide a New Teacher Induction Program (including mentor teachers, collaboration and observation time) to support our new teachers with the transition to the classroom, giving them the time, support and relationships they need to thrive. New Teacher Induction Programs provide a strong foundation and build the capacity of our teachers to meet the individual needs of our	$78,800.00	Yes

		learners, especially our students and is principally directed to low-income, foster youth and English learner students. Progress monitoring for this action will be measured by Metric M3.1.		
3.8	Cultural Responsiveness Professional Staff Development	The Educational Services Department will offer teachers staff development in the area of cultural responsiveness. This training will be provided by content experts to increase staff knowledge of cultural biases and misperceptions in order to better address the needs of underserved students. This training is designed to support our African American students, and increase our ability to respond to the chronic absenteeism and suspension rates. Additionally, it will provide support for our low-income, foster youth, and English learners, and provide strategies for building relationships for students who are students with disabilities, Hispanic, Filipino or homeless. The belief is that this action will also have an affect on chronic absenteeism and increase the connectedness of students, staff, and parents. Progress monitoring for this action will be measured by Metric M3.4, M3.5, M3.6, M3.7, M3.8, M3.9, M3.10, M2.1 and M2.2.	$105,477.00	No
3.9	Parent Participation	The district will facilitate district and school site events and meetings that will increase parent participation. The district and/or school sites will present multiple opportunities for parent participation and parental involvement. These meetings will include, but are not limited to the LCAP Community meetings, school site councils, English learner advisory councils, school site principal info meetings, back to school night, open house, and student performances at the large group setting. Additional small setting meetings for parents to discuss their individual students include parent conferences, 504 meetings, IEP (Individualized educational plan) meetings for students with disabilities, and MTSS (Multi-tiered system of support) meetings for students struggling in academics or behavior, and attendance meetings for families struggling with attendance rates. These events and meetings will look to increase parent participation while providing opportunities for parental input and strategizing support mechanisms and strategies. Additionally, parents are encouraged to become classroom volunteers and assist in chaperoning various field trips. Progress monitoring for this action will be measured by Metric M3.7.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$5,229,141.00	$265958

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
15.207%	0.000%	$$0.00	15.207%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** ELA Intervention During the School Day (Discovery Center for Grades 1-4) **Need:** The 2023 CA School Dashboard shows outcomes on the CAASPP English Language Arts (ELA) for All students at -0.8 DFS, English Learners scored -22.7 DFS, Socioeconomically disadvantaged scored -	To improve ELA skills across 1st thru 4th grades, the district is conducting intervention (called Discovery Center) during the school day to support low-income, foster youth, and English learner students. The intervention program will service students in grades 1-4 identified by need by the MTSS team, homeroom teacher and/or student test scores (i-Ready Diagnostic). These students will receive daily, scheduled instruction in a smaller group setting. The action is provided on a	M1.2 CAASPP ELA-District, M1.3 CAASPP - School and Student Group, M1.10 i-Ready Diagnostic Annual Growth Rate (Discovery Center Intervention Students)

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
	17.2 DFS, and Foster students scored -80.6 DFS. This demonstrates disparity between the ALL students group and the EL, SED, and FY students, highlighting the need or increased services to be provided to respond to the needs of these identified groups. Educational partner feedback and parent requests also indicate a desire and need for the program. **Scope:** Schoolwide	schoolwide basis to service students with learning gaps and assist their academic growth to be equivalent to the growth of all of our students. The support for teachers will model instructional and management strategies to build teacher capacity to meet the needs of all learners. The continued implementation of MultiTiered System of Supports (MTSS) helps to achieve positive academic and behavioral outcomes for students [Collaborative Academic, Social and Emotional Learning (CASEL).	
1.2	**Action:** ELA Intervention During the School Day (ELA Academy Classes for Grades 7 & 8) **Need:** The 2023 CA School Dashboard shows outcomes on the CAASPP English Language Arts (ELA) for All students at -0.8 DFS, English Learners scored -22.7 DFS, Socioeconomically disadvantaged scored -17.2 DFS, and Foster students scored -80.6 DFS. The outcomes for our 7th and 8th grade students at our junior high for ALL students is +3.5 DFS, English learners scored -26.4 DFS, and Socioeconomically disadvantaged scored -5 DFS. The Foster student group at the junior high level is too small to receive a performance level. This demonstrates disparity between the ALL students group and the EL, SED, and FY students, highlighting the need or increased services to be provided to respond to the needs of these identified groups. Educational partner feedback and	Grace Yokley Junior High will offer two periods of Language Arts Intervention (called ELA Academy) for students in need of additional academic support to provide remediation and assistance with grade level curriculum. The Academy classes will have a smaller class size than regular classes. These students will receive daily, scheduled instruction. The action is provided on a schoolwide basis to service students with learning gaps, identified by the most recent diagnostic assessment, and promote academic growth to close the gap between all students and our EL, FY, and LI students. "Small groups allow for more personalized learning, where teachers can tailor activities and content to the specific needs and abilities of each students. This personalized approach can lead to better academic outcomes." [Personalize Learning, Bray.B and McClaskey K. 2013]	M1.2 Student Performance on CAASPP ELA, M1.8 i-Ready Winter Diagnostic Growth Rate Results for Reading, M1.12 Student Performance on CAASPP ELA and Math- Junior High

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
	parent requests also indicate a need for the program. **Scope:** Schoolwide		
1.3	**Action:** Math Intervention After School (Grades 2-6) **Need:** The 2023 CA School Dashboard shows outcomes on the CAASPP Mathematics for All students at -035.2 DFS, English Learners scored -41 DFS, Socioeconomically disadvantaged scored -54.9 DFS, and Foster students scored -104.4 DFS. This demonstrates disparity between the ALL students group and the EL, SED, and FY students, highlighting the need or increased services to be provided to respond to the needs of these identified groups. Educational partner feedback and parent requests also indicate a need for the program. **Scope:** Schoolwide	The elementary schools will offer after school Math Intervention for students in grades 2-6 to provide remediation and assistance with grade level curriculum. These sessions will run in small group sizes. The action is provided on a schoolwide basis to service students with learning gaps, identified by the most recent diagnostic assessment, and promote academic growth to close the gap between all students and our EL, FY, and LI students. "Small groups allow for more personalized learning, where teachers can tailor activities and content to the specific needs and abilities of each students. This personalized approach can lead to better academic outcomes." [Personalize Learning, Bray.B and McClaskey K. 2013]	M1.4 Student Performance on CAASPP Math M1.9 i-Ready Winter Diagnostic Growth Rate Results for Mathematics
1.4	**Action:** Math Intervention During the School Day (Math Academy Classes for Grades 7 & 8) **Need:** The 2023 CA School Dashboard shows outcomes on the CAASPP Mathematics for All students at -035.2 DFS, English Learners scored -41 DFS, Socioeconomically	Grace Yokley Junior High will offer two periods of Mathematics Intervention (called Math Academy) that to provide remediation and assistance with grade level curriculum. The Academy classes will have a smaller class size than regular classes. The action is provided on a schoolwide basis to service students with learning gaps, identified by the most recent diagnostic assessment, and promote academic growth to close the gap	M1.4 Student Performance on CAASPP Math, M1.9 i-Ready Winter Diagnostic Growth Rate Results for Mathematics, M1.12 Student Performance on CAASPP ELA and Math- Junior High

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
	disadvantaged scored -54.9 DFS, and Foster students scored -104.4 DFS. The outcomes for our 7th and 8th grade students at our junior high for ALL students is -46.9 DFS, English learners scored -65.8 DFS, and Socioeconomically disadvantaged scored -70.6 DFS. The Foster student group at the junior high level is too small to receive a performance level. This demonstrates disparity between the ALL students group and the EL, SED, and FY students, highlighting the need for increased services to be provided to respond to the needs of these identified groups. Educational partner feedback and parent requests also indicate a need for the program. **Scope:** Schoolwide	between all students and our EL, FY, and LI students. "Small groups allow for more personalized learning, where teachers can tailor activities and content to the specific needs and abilities of each students. This personalized approach can lead to better academic outcomes." [Personalize Learning, Bray.B and McClaskey K. 2013]	
1.8	**Action:** Educational Software Programs **Need:** The 2023 CA School Dashboard shows outcomes on the CAASPP English Language Arts (ELA) for All students at -0.8 DFS, English Learners scored -22.7 DFS, Socioeconomically disadvantaged scored -17.2 DFS, and Foster students scored -80.6 DFS. This demonstrates disparity between the ALL students group and the EL, SED, and FY students, highlighting the need or increased services to be provided to respond to the needs of these identified groups. The 2023 CA School Dashboard shows	Educational software programs will be purchased to support student outcomes. Educational software programs such as i-Ready, Zingy Science, and BrainPOP, will be utilized to support our low income, foster youth, and English learner students and their outcomes in ELA, Math, and Science. Programs will be analyzed and evaluated individually with respect to research-proven results. "Research on i-Ready shows that it is an effective resource for accelerating student growth and progress toward reading proficiency, meeting Level 3 criteria for the Every Student Succeeds Act (ESSA)." [Curriculum Associates, 2020] "Research on BrainPOP shows that it meets	M1.2 CAASPP ELA-District, M1.3 CAASPP - School and Student Group, M1.4 CAASPP Math - District M1.5 CAASPP Math - School and Student Group, M1.11 CAST (California Science Test) - District 5th & 8th grade students

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
	outcomes on the CAASPP Mathematics for All students at -35.2 DFS, English Learners scored -41 DFS, Socioeconomically disadvantaged scored -54.9 DFS, and Foster students scored -104.4 DFS. This demonstrates disparity between the ALL students group and the EL, SED, and FY students, highlighting the need or increased services to be provided to respond to the needs of these identified groups. The results from the 2023 California Science Test (CAST), as shown on the CDE CAASPP website, show outcomes for All students at 29.7% Met or Exceeded standards, English learners scored 1.49% Met or Exceeded, Socioeconomically disadvantaged scored 23.8% Met or Exceeded, and our Foster Youth results are not given as the student count was too few. This demonstrates disparity between the ALL students group and the EL and SED students, highlighting the need or increased services to be provided to respond to the needs of these identified groups. Teachers and students report the additional engagement and interest added by software programs and the positive learning results. **Scope:** LEA-wide	ESSA Tier 2 requirements and is proven to raise academic achievement." [BrainPOP Research $& Efficacy, 2023]	
1.9	**Action:** Collaboration Opportunities with other junior high schools and/or Colony High School **Need:**	The collaboration opportunity will build capacity of our teachers ability to provide a smooth transition from junior high to high school for our low-income, foster youth, and English learner students. This impact of the transition to high school from our	M1.4 CAASPP Math - District, M1.5 CAASPP Math - School and Student Group, M1.12 Student Performance on CAASPP

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
	The 2023 CA School Dashboard shows outcomes on the CAASPP English Language Arts (ELA) for All students at -0.8 DFS, English Learners scored -22.7 DFS, Socioeconomically disadvantaged scored -17.2 DFS, and Foster students scored -80.6 DFS. The outcomes for our 7th and 8th grade students at our junior high for ALL students is +3.5 DFS, English learners scored -26.4 DFS, and Socioeconomically disadvantaged scored -5 DFS. The Foster student group at the junior high level is too small to receive a performance level. This demonstrates disparity between the ALL students group and the EL, SED, and FY students, highlighting the need or increased services to be provided to respond to the needs of these identified groups. The 2023 CA School Dashboard shows outcomes on the CAASPP Mathematics for All students at -35.2 DFS, English Learners scored -41 DFS, Socioeconomically disadvantaged scored -54.9 DFS, and Foster students scored -104.4 DFS. The outcomes for our 7th and 8th grade students at our junior high for ALL students is -46.9 DFS, English learners scored -65.8 DFS, and Socioeconomically disadvantaged scored -70.6 DFS. The Foster student group at the junior high level is too small to receive a performance level. This demonstrates disparity between the ALL students group and the EL, SED, and FY students, highlighting the need or increased services to be provided to respond to the needs of these identified groups.	junior high, and the transition to a different school district for all of our students will be impacted by the strength of collaboration between the two schools. This collaboration includes meetings between the local high school teachers and our junior high teachers to discuss curriculum alignment and also the academic strengths and weaknesses of the students transitioning from junior high school to high school. The action is provided on a schoolwide basis to service students with learning gaps, identified by the most recent diagnostic assessment, and promote academic growth to close the gap between all students and our EL, FY, and LI students.	ELA and Math- Junior High

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
	Our parents and students report that the collaboration, especially as our students matriculate to a different district (high school) has been valuable to the students' transition. **Scope:** Schoolwide		
1.10	**Action:** Professional Learning Communities **Need:** The 2023 CA School Dashboard shows outcomes on the CAASPP English Language Arts (ELA) for All students at -0.8 DFS, English Learners scored -22.7 DFS, Socioeconomically disadvantaged scored -17.2 DFS, and Foster students scored -80.6 DFS. This demonstrates disparity between the ALL students group and the EL, SED, and FY students, highlighting the need or increased services to be provided to respond to the needs of these identified groups. The 2023 CA School Dashboard shows outcomes on the CAASPP Mathematics for All students at -35.2 DFS, English Learners scored -41 DFS, Socioeconomically disadvantaged scored -54.9 DFS, and Foster students scored -104.4 DFS. This demonstrates disparity between the ALL students group and the EL, SED, and FY students, highlighting the need or increased services to be provided to respond to the needs of these identified groups.	Professional Learning Communities (PLCs) will allow our teachers to focus on the needs of our students. This action is principally directed towards our low income, foster youth, and English learner students and is provided on an LEA-wide basis and will allow teachers to focus on and address the needs to increase student outcomes. Research that drives this action is from Richard DuFour's Learning by Doing: A Handbook for Professional Learning Communities at Work- "Three Big Ideas that Drive the work of a PLC, The essence of the PLC process is captured in three big ideas: 1. The purpose of our school is to ensure that all students learn at high levels. 2. Helping all students learn requires a collaborative and collective effort. 3. To assess our effectiveness in helping all students learn we must focus on results - evidence of student learning- and use the results to inform and improve our professional practice and respond to students who need intervention or enrichment."	M1.2 CAASPP ELA-District, M1.3 CAASPP - School and Student Group, M1.4 CAASPP Math - District M1.5 CAASPP Math - School and Student Group; M1.8 i-Ready Winter Diagnostic Growth Rate Results for Reading; M1.9 i-Ready Winter Diagnostic Growth Rate Results for Mathematics

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
	Teacher and principals report that PLCs have provided a time and space to focus on student achievement and receive support from their peers. **Scope:** LEA-wide		
1.12	**Action:** Homework Club After School (Grades 2-8) **Need:** The 2023 CA School Dashboard shows outcomes on the CAASPP English Language Arts (ELA) for All students at -0.8 DFS, English Learners scored -22.7 DFS, Socioeconomically disadvantaged scored -17.2 DFS, and Foster students scored -80.6 DFS. The outcomes for our 7th and 8th grade students at our junior high for ALL students is +3.5 DFS, English learners scored -26.4 DFS, and Socioeconomically disadvantaged scored -5 DFS. The Foster student group at the junior high level is too small to receive a performance level. This demonstrates disparity between the ALL students group and the EL, SED, and FY students, highlighting the need or increased services to be provided to respond to the needs of these identified groups. The 2023 CA School Dashboard shows outcomes on the CAASPP Mathematics for All students at -35.2 DFS, English Learners scored -41 DFS, Socioeconomically	The elementary schools and junior high will offer after school Homework Club in grades 2-6 as an additional academic support to assist with homework understanding, completion and concept mastery. These sessions will run in small group sizes. At the elementary level, the priority of this program is serving English learners with limited English proficiency and is designed to provide space and support to understand and complete homework with a teacher available for reinforcement of concepts. Many of our English learners students report there is not always someone at home that can assist them with homework. At the junior high level, this is a drop-in model principally directed to our foster youth, English learners, and low-income students, but accessible to all. This action is provided on a LEA-wide basis to service students with learning gaps, identified by the most recent diagnostic assessment, and promote academic growth to close the gap between all students and our EL, FY, and LI students. "Small group instruction allows teachers to tailor their teaching methods to each student's learning style, interests, and skill level." [The Advantages of	M1.2 CAASPP ELA-District, , M1.4 CAASPP Math - District M1.6 English learners who make progress toward English proficiency M1.7 English learner reclassification rate, M1.12 Student Performance on CAASPP ELA and Math-Junior High

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
	disadvantaged scored -54.9 DFS, and Foster students scored -104.4 DFS. The outcomes for our 7th and 8th grade students at our junior high for ALL students is -46.9 DFS, English learners scored -65.8 DFS, and Socioeconomically disadvantaged scored -70.6 DFS. The Foster student group at the junior high level is too small to receive a performance level. This demonstrates disparity between the ALL students group and the EL, SED, and FY students, highlighting the need or increased services to be provided to respond to the needs of these identified groups. The 2023 CA School Dashboard shows the English Learner Proficiency Indicator (ELPI) for All English learner students was 58.3%, and for LTELs it was 51.96% The reclassification rate for 2022-23 was 4.5% per CDE Dataquest. Our parents and students of our English learner students report that the support of Homework Club has been helpful since many students do not have academic support at home. **Scope:** Schoolwide	Small Group Instruction in the Classroom, Torgerson, D. 2023]	
1.13	**Action:** Supplemental writing program (Grades K-6)	Step Up to Writing is being implemented at the elementary level to provide consistent writing strategies and processes across the district. Without a district-wide writing program, students at	M1.2 CAASPP ELA-District, M1.3 CAASPP - School and Student Group, M1.8 i-Ready

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
	Need: The 2023 CA School Dashboard shows outcomes on the CAASPP English Language Arts (ELA) for All students at -0.8 DFS, English Learners scored -22.7 DFS, Socioeconomically disadvantaged scored -17.2 DFS, and Foster students scored -80.6 DFS. This demonstrates disparity between the ALL students group and the EL, SED, and FY students, highlighting the need or increased services to be provided to respond to the needs of these identified groups. Our teachers report that the results of the first year of implementation have shown favorable results in students developing common practices and want to increase the usage moving forward. **Scope:** Schoolwide	different elementary sites are being taught using different approaches and processes. This causes inconsistency among our junior high students. We expect the program to provide some uniformity at the junior high level regardless of the previous elementary site and provide a stronger foundations of writing. This action will bring uniformity and consistency to all school sites. This action is provided on a LEA-wide basis to service students with learning gaps, identified by the most recent diagnostic assessment, and promote academic growth to close the gap between all students and our EL, FY, and LI students. "Teachers can help students become effective writers by teaching a variety of strategies for carrying out each component of the writing process and by supporting students in applying the strategies until they are able to do so independently." (What Works Clearinghouse NCEE 2012-4058 U.S. department of Education)	Winter Diagnostic Growth Rate results for Reading
1.14	**Action:** ELA Intervention After School (Grades 5 & 6) **Need:** The 2023 CA School Dashboard shows outcomes on the CAASPP English Language Arts (ELA) for All students at -0.8 DFS, English Learners scored -22.7 DFS, Socioeconomically disadvantaged scored -17.2 DFS, and Foster students scored -80.6 DFS. This demonstrates disparity between the ALL students group and the EL, SED, and FY students, highlighting the need or increased services to be provided to respond	The elementary schools will offer after school ELA Intervention in grades 5-6 to provide remediation and assistance with grade level curriculum. These sessions will run in small group sizes. This action is provided on a schoolwide basis to service students with learning gaps, identified by the most recent diagnostic assessment, and promote academic growth to close the gap between all students and our EL, FY, and LI students. "Small group instruction allows teachers to tailor their teaching methods to each student's learning style, interests, and skill level." [The Advantages of	M1.2 Student Performance on CAASPP ELA, M1.8 i-Ready Winter Diagnostic Growth Rate Results for Reading.

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
	to the needs of these identified groups. Educational partner feedback and parent requests also indicate a need for the program. **Scope:** Schoolwide	Small Group Instruction in the Classroom, Torgerson, D. 2023]	
2.1	**Action:** AVID Program at the junior high level **Need:** The 2023 CA School Dashboard shows the Chronic Absenteeism rate for All Students is 27.5% while low income students are at 34%. Past success with this strategy has assisted in our foster youth and English learner students achieving results that exceeded All students. Foster youth's rate of chronic absenteeism was 21.9% and English learner students was 24.4%. For our junior high students (7th and 8th grade) the Chronic Absenteeism rate for ALL Students is 8.1%, while English learner students are at 13.8% and Socioeconomically disadvantaged is at 24.1%. The Foster youth student group does not have a performance indicator due to too few students. The school absence rate for All Students is an average of 13.1 days absent, while low income students average 14.4 day absent. This strategy has assisted in our foster youth and English learner students achieving results that exceeded All students. Foster youth's average days absent 12.5 days and English learner students was 11.6 days.	The AVID program is an elective course that provides students with academic, social, and emotional support to help them succeed in school. Research shows that students who participate in AVID have a higher level of school engagement and connectedness which increases attendance and decreases chronic absenteeism. This action is provided on a schoolwide basis at our junior high to offer additional opportunities for our junior high students. Students in the AVID program gain time management and study skills, as well as organization and collaboration skills. Beyond junior high, students who participate in AVID have a high rate of completing college entrance requirements in high school and a high rate of college acceptance. "AVID strategies help to improve executive function by giving students strategies for organizing and using information and are believed to contribute to a child's success by supporting the underlying processes required for learning." (Journal of Research in Childhood Education, Bagby,J. 2012)	M2.1 School Absence Rate; M2.2 Chronic Absenteeism Rate - District; M2.3 Chronic Absenteeism Rate - School and Student Group; M2.4 Middle School Dropout Rate; M2.7 Chronic Absenteeism Rate - Junior High (7th and 8th Grade)

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
	The AVID program has been a highly sought after program by parents and students from our educational partner feedback. **Scope:** Schoolwide		
2.2	**Action:** High School Level Courses at the junior high level **Need:** The 2023 CA School Dashboard shows the Chronic Absenteeism rate for All Students is 27.5% while low income students are at 34%. Past success with this strategy has assisted in our foster youth and English learner students achieving results that exceeded All students. Foster youth's rate of chronic absenteeism was 21.9% and English learner students was 24.4%. For our junior high students (7th and 8th grade) the Chronic Absenteeism rate for ALL Students is 8.1%, while English learner students are at 13.8% and Socioeconomically disadvantaged is at 24.1%. The Foster youth student group does not have a performance indicator due to too few students. The school absence rate for All Students is an average of 13.1 days absent, while low income students average 14.4 day absent. This strategy has assisted in our foster youth and English learner students achieving results that exceeded All students. Foster youth's average days absent 12.5 days and English	The Junior High will offer high school level courses, such as Spanish 1A & 1B and Integrated Mathematics 1, which will better equip our unduplicated students as they transition to 9th grade, and also allow students to enter honors and/or advanced courses. This preparation for high school and providing access to high school level academics allow our students to challenge themselves, which often leads to an increase in attendance and a decrease of chronic absenteeism.	M2.1 School Absence; M2.2 Chronic Absenteeism Rate - District; M2.3 Chronic Absenteeism Rate - School and Student Group; M2.4 Middle School Dropout Rate; M2.5 Student access and enrolled in broad course of study; M2.7 Chronic Absenteeism Rate - Junior High (7th and 8th Grade)

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
	learner students was 11.6 days. This action has been a high interest action from student feedback. **Scope:** Schoolwide		
2.3	**Action:** After school junior high sports program **Need:** The 2023 CA School Dashboard shows the Chronic Absenteeism rate for All Students is 27.5% while low income students are at 34%. Past success with this strategy has assisted in our foster youth and English learner students achieving results that exceeded All students. Foster youth's rate of chronic absenteeism was 21.9% and English learner students was 24.4%. For our junior high students (7th and 8th grade) the Chronic Absenteeism rate for ALL Students is 8.1%, while English learner students are at 13.8% and Socioeconomically disadvantaged is at 24.1%. The Foster youth student group does not have a performance indicator due to too few students. The school absence rate for All Students is an average of 13.1 days absent, while low income students average 14.4 day absent. This strategy has assisted in our foster youth and English learner students achieving results that exceeded All students. Foster youth's average days absent 12.5 days and English learner students was 11.6 days. Our students have expressed this area as a	The Junior High will offer an after school sports program to engage students in extra-curricular activities. The sports program will help students build skills, self-confidence, leadership skills, and provide a well rounded education. Extra-curricular activities involves students into the culture of the school, builds connectedness and skill pride, while providing personal growth opportunities. Good attendance is a prerequisite to participation and students report the desire to not miss a practice or game day. This action helps increase attendance and decrease chronic absenteeism both as a requirement and as a student interest item. This action is provided on a schoolwide basis at our junior high to offer additional opportunities for our junior high students.	M2.1 School Absence Rate; M2.2 Chronic Absenteeism Rate - District; M2.3 Chronic Absenteeism Rate - School and Student Group; M2.4 Middle School Dropout Rate; M2.7 Chronic Absenteeism Rate - Junior High (7th and 8th Grade)

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
	high interest item that adds to their school connectedness. **Scope:** Schoolwide		
2.5	**Action:** After school Coding Club at the elementary level **Need:** The 2023 CA School Dashboard shows the Chronic Absenteeism rate for All Students is 27.5% while low income students are at 34%. Past success with this strategy has assisted in our foster youth and English learner students achieving results that exceeded All students. Foster youth's rate of chronic absenteeism was 21.9% and English learner students was 24.4% The school absence rate for All Students is an average of 13.1 days absent, while low income students average 14.4 day absent. This strategy has assisted in our foster youth and English learner students achieving results that exceeded All students. Foster youth's average days absent 12.5 days and English learner students was 11.6 days. Our students have expressed this area as a high interest item that adds to their school connectedness. **Scope:** Schoolwide	Multiple coding clubs will be offered at each elementary school site to engage students in extra-curricular activities. We will provide this action for students as many do not have the family resources to participate in academic enrichment items such as coding, and participation in community offerings (little league, boy scouts, martial arts) are low. The Coding Club will add student interest and engagement and combat absenteeism. This action is provided on a schoolwide basis at our elementary schools to offer extra-curricular opportunities for our students. Extra-curricular activities involves students into the culture of the school, builds connectedness and skill pride, while providing personal growth opportunities.	M2.1 School Absence Rate; M2.2 Chronic Absenteeism Rate - District; M2.3 Chronic Absenteeism Rate - School and Student Group

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	**Action:** Visual and Performing Arts Program **Need:** The 2023 CA School Dashboard shows the Chronic Absenteeism rate for All Students is 27.5% while low income students are at 34%. Past success with this strategy has assisted in our foster youth and English learner students achieving results that exceeded All students. Foster youth's rate of chronic absenteeism was 21.9% and English learner students was 24.4% The school absence rate for All Students is an average of 13.1 days absent, while low income students average 14.4 day absent. This strategy has assisted in our foster youth and English learner students achieving results that exceeded All students. Foster youth's average days absent 12.5 days and English learner students was 11.6 days. Parental feedback regarding the student performances has been high interest and greatly appreciated. **Scope:** Schoolwide	The district will provide various Visual and Performing Arts offerings to provide a well-rounded educational program and experience for our students. Research supports the benefits of the arts in achievement of students, both academically and in language development. Visual and Performing Arts programs provide opportunities to our students that they may not have otherwise and especially benefit our foster youth, low-income, and English learner students. The program includes visual arts which incorporates different age appropriate materials in activities which include paint , clay, or other mediums. The performing arts programs are scheduled by grade level spans so that each student participates in a minimum of 3 performances during their elementary school years. This action is provided on a schoolwide basis at our elementary schools to offer opportunities for our students. Participation in the Arts involves students into the culture of the school, builds connectedness and skill pride, while providing personal growth opportunities.	M2.1 School Absence Rate; M2.2 Chronic Absenteeism Rate - District; M2.3 Chronic Absenteeism Rate - School and Student Group; M2.5 Student access and enrolled in broad course of study: M2.6 Visual and Performing Arts Program
3.1	**Action:** Provide Positive Behavior Intervention and Supports (PBIS)	Positive Behavior Interventions and Supports (PBIS) will continue to be implemented to provide evidence-based behavioral interventions to maximize academic and social behavior outcomes for our students and enhance access to curriculum. These supports add to school	M3.4 Student Suspension rate - district; M3.5 Student Suspension rate - School and Student Group; M3.8 Local School Climate Survey - Students

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
	Need: The 2023 CA School Dashboard shows outcomes of Suspensions for All Students at 3.5%. Or low income student suspension rate was 4.2% and our foster youth was 22.9%. Our English learners students exceeded the ALL student group with 2.4%. Students reporting that the feel safe on campus is 79% for 5th grade students and 54% for 7th grade students. Our students report positive responses but communicate a need to increase the usage of PBIS strategies at our junior high. **Scope:** LEA-wide	connectedness and support lowering the suspension rate. PBIS will provide campuses with an evidence-based three-tiered framework to improve and integrate our behavior data, our student support systems, and school practices for all students. This action is provided on an LEA-wide basis to bring uniformity and consistency to all school sites. Findings indicate that PBIS is experimentally associated with reduction in office discipline referrals (Bradshaw et al.2010, 2012; Horner et al. 2009; Safran and Oswald 2003), reduction in out of school suspensions and expulsions (Bradshaw et al. 2010), improved social emotional competence (Bradshaw et al. 2012)	
3.2	**Action:** Lower Class Sizes for Primary Grades and Junior High Math **Need:** The Local School Climate Survey shows that the feeling of safety is 79% of our 5th grade students, 54% of our 8th grade students, 96% of our school staff, and 94% of our parents. Our parents and teachers report a strong desire for small class sizes, especially in our primary grades and in the area of math for our junior high students. **Scope:** Schoolwide	Lower class sizes will be maintained in grades TK-3 and Math 7-8 to be able to better meet the social, academic, and developmental needs of our students. We expect the smaller class size to provide a feeling of a smaller and safer setting and allow for a higher level of connectedness for our students.	M3.8 Local School Climate Survey - Students; M3.9 Local School Climate Survey - Staff; M3.10 Local School Climate Survey - Parents

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
3.3	**Action:** Counseling Support **Need:** The 2023 CA School Dashboard shows outcomes of Suspensions for All Students at 3.5%. Or low income student suspension rate was 4.2% and our foster youth was 22.9%. Our English learners students exceeded the ALL student group with 2.4%. The Local School Climate Survey shows that the feeling of safety is 79% of our 5th grade students, 54% of our 8th grade students, 96% of our school staff, and 94% of our parents. Our teachers and principals report the favorable outcomes achieved with the extra support of the counselor. **Scope:** LEA-wide	The district counselor (TK-8) will monitor the academic achievement and provide needed support to our students, specifically our foster youth, homeless, and English learner students. This includes reach out services and a monitoring of behavior and attendance trends. This support will allow the district to react to family needs and provide available resources. This will support our students and families and increase connectedness to the school and district which will reduce suspensions and build community. This action is provided on an LEA-wide basis to bring uniformity and consistency support for our students.	M3.4 Student Suspension rate - district; M3.5 Student Suspension rate - School and Student Group; M3.6 Student Expulsion Rate; M3.7 Family Engagement Self-Reflection; M3.8 Local School Climate Survey - Students; M3.9 Local School Climate Survey - Staff; M3.10 Local School Climate Survey - Parents
3.4	**Action:** Paraeducator support **Need:** The 2023 CA School Dashboard shows outcomes of Suspensions for All Students at 3.5%. Or low income student suspension rate was 4.2% and our foster youth was 22.9%. Our English learners students exceeded the ALL student group with 2.4%. The Local School Climate Survey shows that the feeling of safety is 79% of our 5th grade students, 54% of our 8th grade students, 96% of our school staff, and 94% of our parents.	The district paraeducators will provide multiple layers of support to our students. This support is socio-emotional in that it provides a helpful connection with an adult on campus. The paraeducators assist with English learner support as well as class support support to our low-income and foster youth. This support is socio-emotional at its basic support, but also supports school connectedness and reduces suspension rates. The anticipation is that this also ultimately support academic outcomes. This action is provided on an LEA-wide basis to bring uniform and consist support for our students. This action is provided	M3.4 Student Suspension rate - district; M3.5 Student Suspension rate - School and Student Group; M3.6 Student Expulsion Rate; M3.7 Family Engagement Self-Reflection; M3.8 Local School Climate Survey - Students; M3.9 Local School Climate Survey - Staff; M3.10 Local School Climate Survey - Parents

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
	Teachers and students report the extra support provided by the paraeducators has supported our students socio-emotionally, while also supporting the students connectedness to school. **Scope:** LEA-wide	on an LEA-wide basis to bring uniform and consist support for our students.	
3.5	**Action:** Library Services **Need:** Teacher and parent feedback shared that many English learner and low-income students do not frequent the city library due to geographical or time of day limitations. Teachers advised that school libraries have significantly promoted student reading. Students expressed that the library is a favored location on campus and the appreciation of the accessibility to a variety of books. Parents value this as a resource for our foster youth, English learners, and low-income students. According to the 2023 CA School Dashboard, the CAASPP English Language Arts (ELA) outcomes reveal an achievement gap between all students and unduplicated students in ELA. All students scored -0.8 DFS, English Learners scored -22.7 DFS, Socioeconomically Disadvantaged students scored -17.2 DFS, and Foster Youth scored -80.6 DFS. These results demonstrate the	Library services provide a resource center for foster youth, English learners, and low-income students- those facing unique challenges- with the necessary tools and support to thrive academically and personally. These benefits include accessibility to resources, a safe learning environment, and encourage literacy and research skills. In regards to accessibility to resources, libraries at school sites offer a wide range of materials, including books, audiobooks, and digital resources designed to address various learning styles and meet student needs. Providing a safe learning environment for many foster youth, English learners, and low-income students who may struggle in a traditional classroom setting, the library offers a quiet and supportive space where they can receive personalized help from library staff. Regarding encouraging literacy and research skills, the libraries foster a love of reading and research, critical skills for academic success. The library setting is popular among students and parents and adds to a feeling of safety on campus and adds to school connectedness. Research shows, "School libraries play a critical role in closing the achievement gap for students who are economically disadvantaged or from minority	M1.2 Student Performance on CAASPP ELA, M1.8 i-Ready Winter Diagnostic Growth Rate Results for Reading, M3.8 Local School Climate Survey - Students

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
	need for increased services to address the needs of English Learners, Socioeconomically Disadvantaged students, and Foster Youth. Providing robust library services ensures that our English Learners, Socioeconomically Disadvantaged students, and Foster Youth have direct access to enriching reading materials, which is crucial for improving reading comprehension and closing the achievement gap. **Scope:** LEA-wide	backgrounds by providing access to resources that they may not have at home." (American Library Association). This action is provided on an LEA-wide basis to provide equitable reading and research resources to all of our students.	
3.6	**Action:** Technology (Devices and Support) **Need:** Our parents, students, and teachers have expressed the value that technology/Chromebooks have in enhancing student learning, especially for our foster youth, English learners, and low-income students. Educational partners have expressed concerns that low-income households lack access to core and supplemental technology-based curriculum. This is particularly evident among newcomer English learners, many of whom do not have access to technology at home to support their learning, while our low-income and foster youth who lack technology in the home are not able to access supplemental learning software programs to support learning and academic achievement.	The district is committed to maintaining and increasing access to technological devices to ensure all students have the resources necessary to support academic achievement. Providing Chromebooks enhances our unduplicated students' sense of connectedness and well-being at school as well as at home by offering easy access to educational resources, enabling communication with teachers, and fostering a more collaborative learning environment. For our elementary students, while not taking their Chromebooks home, foster youth and English learners are given this opportunity to access programs (such as Rosetta Stone) and receive instructional support using supplemental ELA and Math curriculum. This creates a more rigorous and engaging learning experience for our foster youth, English learner, and low-income students, many of whom lack access to technology resources at home.	M1.2 CAASPP ELA-District, , M1.4 CAASPP Math - District M1.6 English learners who make progress toward English proficiency, M3.2 Student Access to standards-aligned instructional materials

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
	The 2023 CA School Dashboard reveals disparities in CAASPP outcomes. In English Language Arts (ELA) All students scored -0.8 DFS, while English Learners scored -22.7 DFS, Socioeconomically disadvantaged scored -17.2 DFS, and Foster students scored -80.6 DFS. These figures underscore the achievement gap between the general population and these vulnerable groups, highlighting the urgent need for increased services and targeted interventions. Similarly, the CAASPP Mathematics scores indicate additional disparities: All students scored -35.2 DFS, English Learners scored -41 DFS, Socioeconomically disadvantaged scored -54.9 DFS, and Foster students scored -104.4 DFS. These outcomes further emphasize the need to address the specific needs of these student groups through increased support and resources. Additionally, the 2023 CA School Dashboard reports that the English Learner Proficiency Indicator (ELPI) for All English learner students was 58.3%, with Long-Term English Learners (LTELs) achieving a slightly lower rate of 51.96%. These data points demonstrate that while technology is a valuable tool for instruction, there is a critical need to improve access and support for our most vulnerable students. By more effectively leveraging technology, we can work towards closing the achievement gap and improving CAASPP outcomes for all student groups.	By providing 1:1 Chromebooks on an LEA-wide basis, we insure uniformity and consistency of resources across all school sites. This approach guarantees that every student, regardless of socioeconomic background, has equal access to technology they need to succeed. As the National Education Association notes, "Equitable access to technology is essential for closing the achievement gap." By bridging the digital divide, we can empower all students with the tools necessary for academic success, both in the classroom and at home.	

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		
3.7	**Action:** New Teacher Induction Support **Need:** The district expects to potentially hire teachers annually as the district grows and teachers retire. It is important to the community that we provide the most qualified and prepared teachers as possible. Our teachers have requested the highest level of support available and appreciate the program. **Scope:** LEA-wide	The New Teacher Induction Program will support our new teachers with the transition to the classroom, giving them time, support, and relationships they need to thrive. The program will provide a strong foundation and build the capacity of our teachers to meet the individual needs of our learners, especially our low-income, foster youth, and English learner students. Research shows "In adult education, as with any other learning context, teaching does not occur in isolation; teachers operate in a broader educational and programmatic context that influences their abilities to implement evidence-based instruction and increase effectiveness. When teachers are provided with the encouragement and means to use instructional practices that are grounded in strong research, they become positioned to witness the evidence rooted in those practices. When they consistently and purposefully ensure rigor and research-driven approaches in their instruction, they advance programmatic efforts to drive practice that is informed by data." (AIR American Institutes for Research August 2015 page 3)	M3.1 Rate of Teacher Misassignment

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** English Learner Support **Need:** The 2023 CA School Dashboard shows outcomes on the CAASPP English Language Arts (ELA) for All students at -0.8 DFS while English Learners scored -22.7 DFS. The outcomes on the CAASPP Mathematics for All students at -35.2 DFS while English Learners scored -41 DFS. This demonstrates disparity between the ALL students group and the EL student group, highlighting the need of increased services to be provided to respond to the needs English learner students. Parents and teachers have provided feedback and shared their appreciation for the extra support provided by the action. The 2023 CA School Dashboard shows the English Learner Proficiency Indicator (ELPI) for All English learner students was 58.3%, and for LTELs it was 51.96% The reclassification rate for 2022-23 was 4.5% per CDE Dataquest. Our teachers list English learner support as a highly requested item in teacher feedback surveys.	The district will provide (1) EL Coordinator per school site to support teachers in their daily ELD instruction to build language acquisition, monitor academic achievement of students, and administer the required state language assessment to determine eligibility and progress for the EL program. The district will also provide paraeducators to school sites to support the academic program, develop language skills, and administer the current state language assessment. The district will provide additional instructional software to support language acquisition and proficiency such as Rosetta Stone and other software to address the needs of newcomers.	M1.2 Student Performance on CAASPP ELA, M1.6 English learners who make progress towards proficiency based on the ELPAC (ELPI) M1.7 English Learner Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
1.15	**Action:** Curriculum support and training for ELs and LTELs (Long Term English Learners) **Need:** The 2023 CA School Dashboard shows outcomes on the CAASPP English Language Arts (ELA) for All students at -0.8 DFS while English Learners scored -22.7 DFS. The outcomes on the CAASPP Mathematics for All students at -35.2 DFS while English Learners scored -41 DFS. This demonstrates disparity between the ALL students group and the EL student group, highlighting the need of increased services to be provided to respond to the needs English learner students. The 2023 CA School Dashboard shows the English Learner Proficiency Indicator (ELPI) for All English learner students was 58.3%, and for LTELs it was 51.96% The reclassification rate for 2022-23 was 4.5% per CDE Dataquest. Our teachers report interest in additional support for our LTEL students. **Scope:** Limited to Unduplicated Student Group(s)	The district will increase the use of instructional resources, like ELLevation Strategies, and provide training regarding the access of and usage of the strategies and resources. This will improve the knowledge base of teachers in methodology to meet the various needs of long term English learners.	M1.2 Student Performance on CAASPP ELA, M1.6 English learners who make progress towards proficiency based on the ELPAC (ELPI) M1.7 English Learner Reclassification Rate

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 District sites with over a 55 percent concentration of low income, foster youth, and English learners students are Creek View, Mountain View, Ranch View, and Grace Yokley. To increase the ratio of staff that provide direct services to students the District increased staffing levels at Mountain View, Creek View, and Ranch View elementary sites, sites with the highest concentration of students in need (Goal 3 Action 3.2). Additional staffing will be added as funds continue to increase to support the ratio of staff that provide direct services to students at the sites of need. (Goal 3 Actions 3.2 and 3.4)

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	23:1	20.5:1
Staff-to-student ratio of certificated staff providing direct services to students	21:1	18.6:1

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	$34,386,209.00	$5,229,141.00	15.207%	0.000%	15.207%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,980,519.00	$483,683.00	$0.00	$104,864.00	$7,569,066.00	$6,991,119.00	$577,947.00

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
1	1.1	ELA Intervention During the School Day (Discovery Center for Grades 1-4)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Creek View, Mountain View, Park View, Ranch View Grades 1-4	Ongoing	$711,795.00	$0.00	$711,795.00				$711,795.00
1	1.2	ELA Intervention During the School Day (ELA Academy Classes for Grades 7 & 8)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grace Yokley Jr. High	Ongoing	$44,824.00	$0.00	$44,824.00				$44,824.00
1	1.3	Math Intervention After School (Grades 2-6)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Creek View, Mountain View, Park View, Ranch View Grades 2-6	Ongoing	$48,820.00	$0.00	$48,820.00				$48,820.00
1	1.4	Math Intervention During the School Day (Math Academy Classes for Grades 7 & 8)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grace Yokley	Ongoing	$56,561.00	$0.00	$56,561.00				$56,561.00
1	1.5	NGSS Lab Supplies	All	No				Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.6	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$302,590.00	$0.00	$302,590.00				$302,590.00
1	1.7	English Language Arts and Mathematics Professional Staff Development	All	No				Ongoing	$150,025.00	$0.00	$30,525.00	$75,000.00		$44,500.00	$150,025.00
1	1.8	Educational Software Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$12,654.00	$12,654.00				$12,654.00
1	1.9	Collaboration Opportunities with other junior high schools and/or Colony High School	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grace Yokley Junior High	Ongoing	$1,000.00	$0.00	$1,000.00				$1,000.00
1	1.10	Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$151,016.00	$0.00	$151,016.00				$151,016.00
1	1.11	Paraeducator support for students with disabilties	Students with Disabilities	No				Ongoing	$623,164.00	$0.00	$623,164.00				$623,164.00
1	1.12	Homework Club After School (Grades 2-8)	English Learners	Yes	Schoolwide	English Learners	All Schools Grades 2-8	Ongoing	$47,056.00	$0.00	$47,056.00				$47,056.00
1	1.13	Supplemental writing program (Grades K-6)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Creek View, Mountain View, Park View, Ranch View Grades K-6	3 years	$0.00	$1,000.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00
1	1.14	ELA Intervention After School (Grades 5 & 6)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Creek View, Mountain View,	Ongoing	$48,280.00	$0.00	$48,280.00				$48,280.00

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
							Park View, Ranch View Grades 5-6								
1	1.15	Curriculum support and training for ELs and LTELs (Long Term English Learners)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$13,848.00	$46,516.00	$0.00			$60,364.00	$60,364.00
2	2.1	AVID Program at the junior high level	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grace Yokley	Ongoing	$27,714.00	$20,500.00	$48,214.00				$48,214.00
2	2.2	High School Level Courses at the junior high level	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grace Yokley	Ongoing	$135,774.00	$0.00	$135,774.00				$135,774.00
2	2.3	After school junior high sports program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grace Yokley	Ongoing	$33,357.00	$28,000.00	$61,357.00				$61,357.00
2	2.4	Jump Start Summer School	All	No				Ongoing	$12,922.00	$0.00	$12,922.00				$12,922.00
2	2.5	After school Coding Club at the elementary level	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Creek View, Mountain View, Park View, Ranch View	Ongoing	$48,820.00	$10,000.00	$58,820.00				$58,820.00
2	2.6	Visual and Performing Arts Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$588,005.00	$0.00	$179,322.00	$408,683.00			$588,005.00
3	3.1	Provide Positive Behavior Intervention and Supports (PBIS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$6,111.00	$14,999.00	$21,110.00				$21,110.00

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
3	3.2	Lower Class Sizes for Primary Grades and Junior High Math	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-3; 7,8	Ongoing	$2,266,268.00	$0.00	$2,266,268.00				$2,266,268.00
3	3.3	Counseling Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$360,179.00	$0.00	$360,179.00				$360,179.00
3	3.4	Paraeducator support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$558,122.00	$0.00	$558,122.00				$558,122.00
3	3.5	Library Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$228,710.00	$15,780.00	$244,490.00				$244,490.00
3	3.6	Technology (Devices and Support)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$399,881.00	$365,498.00	$765,379.00				$765,379.00
3	3.7	New Teacher Induction Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$28,800.00	$50,000.00	$78,800.00				$78,800.00
3	3.8	Cultural Responsiveness Professional Staff Development	All	No				3 years	$97,477.00	$8,000.00	$105,477.00				$105,477.00
3	3.9	Parent Participation	All	No				Ongoing	$0.00	$0.00	$0.00				$0.00

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
$34,386,209.00	$5,229,141.00	15.207%	0.000%	15.207%	$6,203,431.00	0.000%	18.040 %	**Total:**	$6,203,431.00
								LEA-wide Total:	$2,191,750.00
								Limited Total:	$302,590.00
								Schoolwide Total:	$3,709,091.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	ELA Intervention During the School Day (Discovery Center for Grades 1-4)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Creek View, Mountain View, Park View, Ranch View Grades 1-4	$711,795.00	
1	1.2	ELA Intervention During the School Day (ELA Academy Classes for Grades 7 & 8)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grace Yokley Jr. High	$44,824.00	
1	1.3	Math Intervention After School (Grades 2-6)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Creek View, Mountain View, Park View, Ranch View Grades 2-6	$48,820.00	
1	1.4	Math Intervention During the School Day (Math Academy Classes for Grades 7 & 8)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grace Yokley	$56,561.00	
1	1.6	English Learner Support	Yes	Limited to Unduplicated	English Learners	All Schools	$302,590.00	

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 (%)
				Student Group(s)				
1	1.8	Educational Software Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,654.00	
1	1.9	Collaboration Opportunities with other junior high schools and/or Colony High School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grace Yokley Junior High	$1,000.00	
1	1.10	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$151,016.00	
1	1.12	Homework Club After School (Grades 2-8)	Yes	Schoolwide	English Learners	All Schools Grades 2-8	$47,056.00	
1	1.13	Supplemental writing program (Grades K-6)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Creek View, Mountain View, Park View, Ranch View Grades K-6	$1,000.00	
1	1.14	ELA Intervention After School (Grades 5 & 6)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Creek View, Mountain View, Park View, Ranch View Grades 5-6	$48,280.00	
1	1.15	Curriculum support and training for ELs and LTELs (Long Term English Learners)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	
2	2.1	AVID Program at the junior high level	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grace Yokley	$48,214.00	
2	2.2	High School Level Courses at the junior high level	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grace Yokley	$135,774.00	
2	2.3	After school junior high sports program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grace Yokley	$61,357.00	

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	After school Coding Club at the elementary level	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Creek View, Mountain View, Park View, Ranch View	$58,820.00	
2	2.6	Visual and Performing Arts Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$179,322.00	
3	3.1	Provide Positive Behavior Intervention and Supports (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,110.00	
3	3.2	Lower Class Sizes for Primary Grades and Junior High Math	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-3; 7,8	$2,266,268.00	
3	3.3	Counseling Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$360,179.00	
3	3.4	Paraeducator support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$558,122.00	
3	3.5	Library Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$244,490.00	
3	3.6	Technology (Devices and Support)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$765,379.00	
3	3.7	New Teacher Induction Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$78,800.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,548,008.00	$6,575,839.38

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**	ELA Intervention During the School Day to target our unduplicated students in grades 1-4 (low-income, foster youth and English learners) - Elementary	Yes	$658,330.00	$703,027.00
1	**1.2**	ELA Intervention During the School Day to target our unduplicated students (low-income, foster youth and English learners) - Junior High	Yes	$52,044.00	$55,557.00
1	**1.3**	Math Intervention After School to target our unduplicated students (low-income, foster youth and English learners)	Yes	$48,270.00	$42,316.00
1	**1.4**	Math Intervention During the School Day to target our unduplicated students (low-income, foster youth and English learners) - Junior High	Yes	$52,044.00	$55,557.00
1	**1.5**	NGSS Lab Supplies	No	$5,000.00	$2,824.00
1	**1.6**	English Learner Support	Yes	$275,956.00	$291,189.00
1	**1.7**	Professional Staff Development	No	$225,446.00	$221,311.00
1	**1.8**	Educational Software Programs to support our unduplicated students (low-income, foster youth and English learners)	Yes	$12,654.00	$12,654.00

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	1.9	Collaboration Opportunities with other junior high schools and/or Colony High School to benefit our unduplicated students (low-income, foster youth and English learners)	Yes	$1,860.00	$1,860.00
1	1.10	Professional Learning Communities to focus on the needs of our unduplicated students (low-income, foster youth and English learners)	Yes	$96,435.00	$102,944.00
1	1.11	Visual and Performing Arts Program to provide a well-rounded curriculum targeting our unduplicated students (low-income, foster youth and English learners)	Yes	$546,899.00	$565,444.00
1	1.12	Offer After School Homework Club to target our unduplicated students (low-income, foster youth and English learners) in grades 2-8	Yes	$57,552.00	$28,408.00
1	1.13	Implement a supplemental writing program for students in grades K-6 to target our unduplicated students (low-income, foster youth and English learners)	Yes	$30,000.00	$0.00
1	1.14	ELA Intervention After School to target our unduplicated students in grades 5 & 6 (low-income, foster youth and English learners) - Elementary	Yes	$48,780.00	$12,617.00
2	2.1	Offer an AVID Program at the junior high level	Yes	$42,027.00	$21,332.00
2	2.2	Offer High School Level Courses at the junior high level	Yes	$122,180.00	$128,974.00
2	2.3	Offer an after school junior high sports program	Yes	$54,537.00	$58,975.00
2	2.4	Offer Jump Start Summer School	No	$4,021.00	$12,066.38

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	**2.5**	Offer Coding Club at the elementary level	Yes	$58,780.00	$29,125.00
3	**3.1**	Provide Positive Behavior Intervention and Supports (PBIS) to target our unduplicated students (low-income, foster youth, and English learners)	Yes	$21,015.00	$18,886.00
3	**3.2**	Lower Class Sizes to benefit our unduplicated students (low-income, foster youth and English learners)	Yes	$2,105,104.00	$2,165,555.00
3	**3.3**	Provide a District Counselor to support the needs of our unduplicated students (low-income, foster youth and English learners)	Yes	$327,984.00	$330,093.00
3	**3.4**	The District will provide paraeducators to support the academic achievement of our unduplicated students (low-income, foster youth and English learners)	Yes	$609,547.00	$587,503.00
3	**3.5**	Provide Library Services to support our unduplicated students (low-income, foster youth and English learners)	Yes	$187,736.00	$239,704.00
3	**3.6**	Provide Technology to support unduplicated students (low-income, foster youth and English learners)	Yes	$818,684.00	$809,607.00
3	**3.7**	New Teacher Induction to support new teachers in supporting the needs of our unduplicated students (low-income, foster youth and English learners)	Yes	$85,123.00	$78,311.00

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)
5,320,182.00	$6,217,106.00	$6,339,638.00	($122,532.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	ELA Intervention During the School Day to target our unduplicated students in grades 1-4 (low-income, foster youth and English learners) - Elementary	Yes	$658,330.00	$703,027.00		
1	1.2	ELA Intervention During the School Day to target our unduplicated students (low-income, foster youth and English learners) - Junior High	Yes	$52,044.00	$55,557.00		
1	1.3	Math Intervention After School to target our unduplicated students (low-income, foster youth and English learners)	Yes	$48,270.00	$42,316.00		
1	1.4	Math Intervention During the School Day to target our unduplicated students (low-income, foster youth and English learners) - Junior High	Yes	$52,044.00	$55,557.00		
1	1.6	English Learner Support	Yes	$275,956.00	$291,189.00		
1	1.8	Educational Software Programs to support our unduplicated students (low-income, foster youth and English learners)	Yes	$12,654.00	$12,654.00		

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)
1	1.9	Collaboration Opportunities with other junior high schools and/or Colony High School to benefit our unduplicated students (low-income, foster youth and English learners)	Yes	$1,860.00	$1,860.00		
1	1.10	Professional Learning Communities to focus on the needs of our unduplicated students (low-income, foster youth and English learners)	Yes	$0.00	$102,944.00		
1	1.11	Visual and Performing Arts Program to provide a well-rounded curriculum targeting our unduplicated students (low-income, foster youth and English learners)	Yes	$546,899.00	$565,444.00		
1	1.12	Offer After School Homework Club to target our unduplicated students (low-income, foster youth and English learners) in grades 2-8	Yes	$57,552.00	$28,408.00		
1	1.13	Implement a supplemental writing program for students in grades K-6 to target our unduplicated students (low-income, foster youth and English learners)	Yes	$30,000.00	$0.00		
1	1.14	ELA Intervention After School to target our unduplicated students in grades 5 & 6 (low-income, foster youth and English learners) - Elementary	Yes	$48,780.00	$12,617.00		
2	2.1	Offer an AVID Program at the junior high level	Yes	$42,027.00	$21,332.00		
2	2.2	Offer High School Level Courses at the junior high level	Yes	$122,180.00	$128,974.00		
2	2.3	Offer an after school junior high sports program	Yes	$54,537.00	$58,975.00		

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	2.5	Offer Coding Club at the elementary level	Yes	$58,780.00	$29,125.00		
3	3.1	Provide Positive Behavior Intervention and Supports (PBIS) to target our unduplicated students (low-income, foster youth, and English learners)	Yes	$21,015.00	$18,886.00		
3	3.2	Lower Class Sizes to benefit our unduplicated students (low-income, foster youth and English learners)	Yes	$2,105,104.00	$2,165,555.00		
3	3.3	Provide a District Counselor to support the needs of our unduplicated students (low-income, foster youth and English learners)	Yes	$327,984.00	$330,093.00		
3	3.4	The District will provide paraeducators to support the academic achievement of our unduplicated students (low-income, foster youth and English learners)	Yes	$609,547.00	$587,503.00		
3	3.5	Provide Library Services to support our unduplicated students (low-income, foster youth and English learners)	Yes	$187,736.00	$239,704.00		
3	3.6	Provide Technology to support unduplicated students (low-income, foster youth and English learners)	Yes	$818,684.00	$809,607.00		
3	3.7	New Teacher Induction to support new teachers in supporting the needs of our unduplicated students (low-income, foster youth and English learners)	Yes	$85,123.00	$78,311.00		

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)
$32,430,874.00	5,320,182.00	0.00	16.405%	$6,339,638.00	0.000%	19.548%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see Education Code Section 52062 (California Legislative Information);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

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

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

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

Action Tables

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

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

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

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

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

California Department of Education
November 2023