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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Newman-Crows Landing Unified School District

CDS Code: 50-73601

School Year: 2024-25

LEA contact information:

Heather Vargas

Director of Curriculum and Instruction

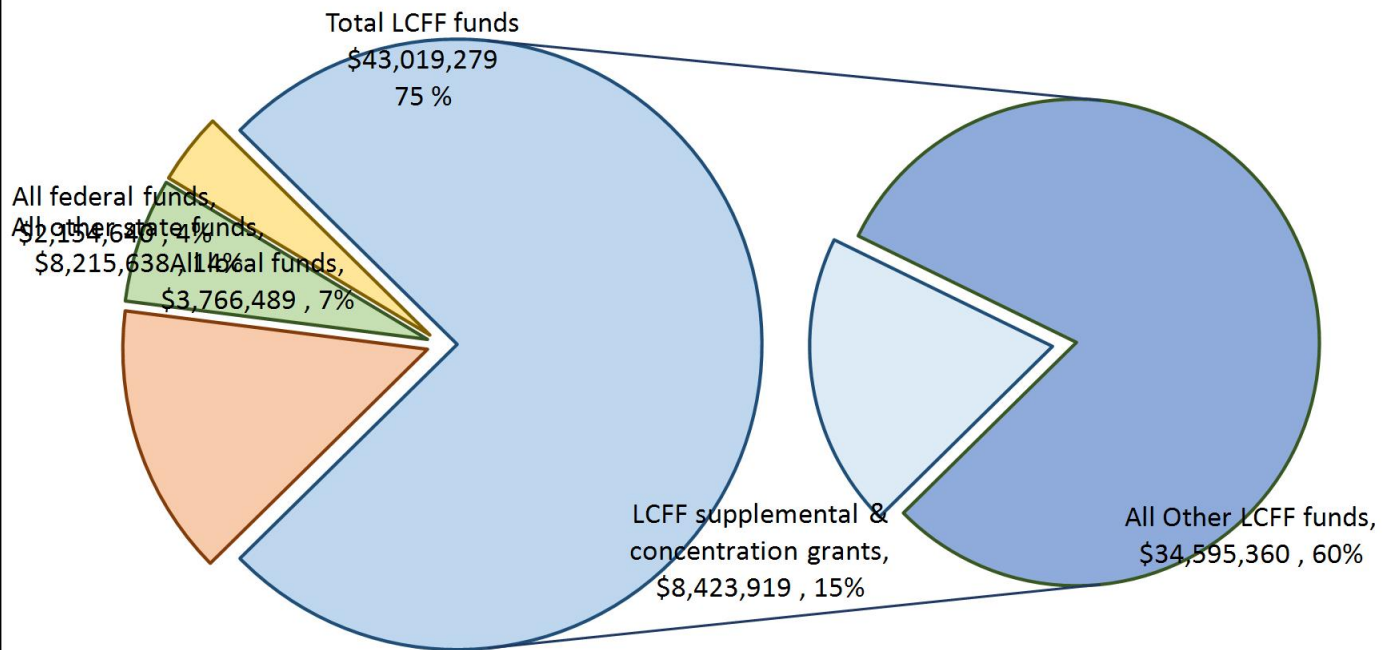
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

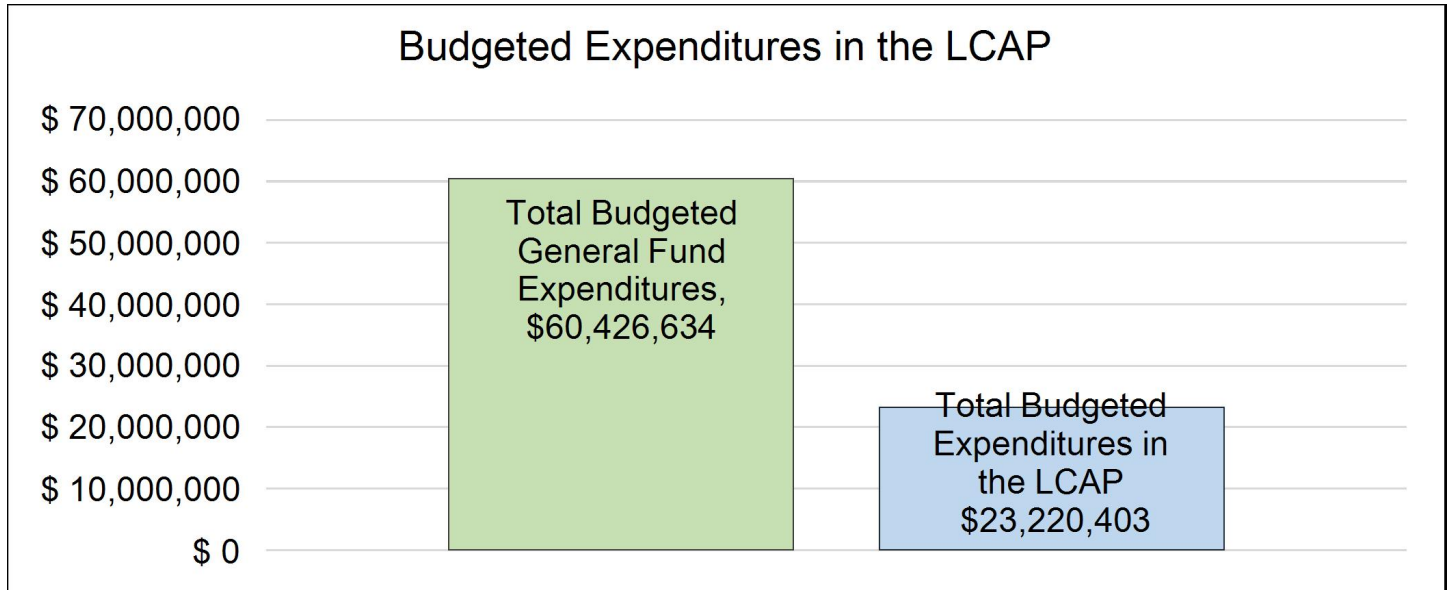


This chart shows the total general purpose revenue Newman-Crows Landing Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Newman-Crows Landing Unified School District is \$57,156,046, of which \$43,019,279 is Local Control Funding Formula (LCFF), \$8,215,638 is other state funds, \$3,766,489 is local funds, and \$2,154,640 is federal funds. Of the \$43,019,279 in LCFF Funds, \$8,423,919 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 Newman-Crows Landing Unified 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: Newman-Crows Landing Unified School District plans to spend \$60,426,634 for the 2024-25 school year. Of that amount, \$23,220,403 is tied to actions/services in the LCAP and \$37,206,231 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

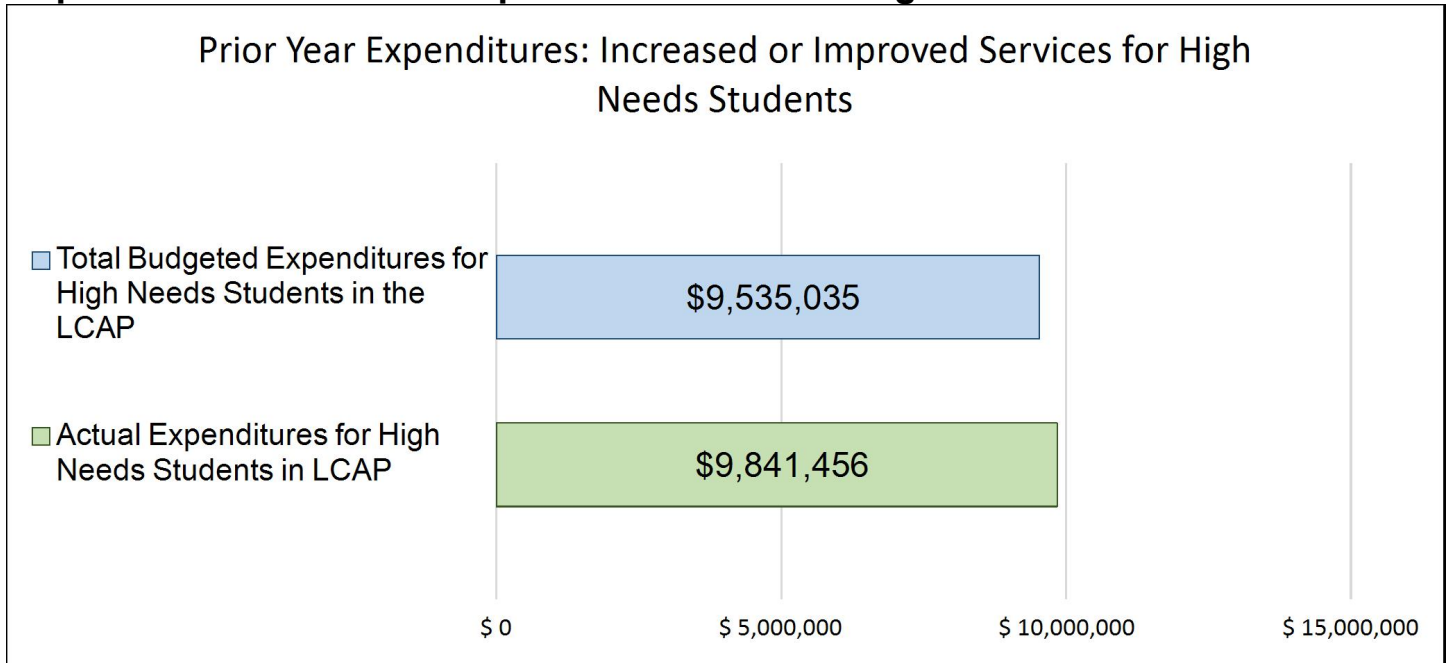
Base expenditures for teacher salaries, administration, routine maintenance and operations are not included in the LCAP.

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

In 2024-25, Newman-Crows Landing Unified School District is projecting it will receive \$8,423,919 based on the enrollment of foster youth, English learner, and low-income students. Newman-Crows Landing Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Newman-Crows Landing Unified School District plans to spend \$9,428,996 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 Newman-Crows Landing Unified 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 Newman-Crows Landing Unified 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, Newman-Crows Landing Unified School District's LCAP budgeted \$9,535,035 for planned actions to increase or improve services for high needs students. Newman-Crows Landing Unified School District actually spent \$9,841,456 for actions to increase or improve services for high needs students in 2023-24.



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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
Newman-Crows Landing Unified School District	Heather Vargas Director of Curriculum and Instruction	hvargas@nclUSD.k12.ca.us (209) 862-2933

Goals and Actions

Goal

Goal #	Description
1	To prepare all students for college and career

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FAFSA completion rate by March 2	% of Students Completing the FAFSA by March 2: 80%	% of Students Completing the FAFSA by March 2: 59%	% of Students Completing the FAFSA by March 2: 70%	% of Students Completing the FAFSA by March 2: 70%	Increase by 10%
% of students completing CTE courses and programs	% of students completing CTE courses and programs 32.6%	% of students completing CTE courses and programs: 11.7%	% of students completing CTE courses and programs: 16.6%	% of students completing CTE courses and programs: 32.8%	Increase by 10%
Percent of students enrolled in AP courses	Percent of students enrolled in AP courses 30%	% of students enrolled in AP Courses: 26%	% of students enrolled in AP Courses: 19%	% of students enrolled in AP Courses: 14%	Increase by 10%
Percent of students passing AP exams	Number of students passing AP exams 21.1%	Percent of students passing AP exams: 36.1%	Percent of students passing AP exams: 58.4%	Percent of students passing AP exams: 61%	Increase by 10%
A-G Completion Rate	A-G Completion Rate 45.98%	A-G Completion Rates: 50.8%	A-G Completion Rates: 45.98%	A-G Completion Rates: 51.7%	Increase by 10%
Numbers of students prepared for college level English as	49.1% of students are prepared for college level English as	62.8% of students are prepared for college level English as	59.07% of students are prepared for college level English	60.26% of students are prepared for college level English	Increase by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by the Early Assessment Program	measured by the Early Assessment Program. based on 18-19 school year	measured by the Early Assessment Program based on 20-21 school year	as measured by the Early Assessment Program based on 21-22 school year	as measured by the Early Assessment Program based on 22-23 school year	
Numbers of students prepared for college level Math as measured by the Early Assessment Program	21.3% of students are prepared for college level math as measured by the Early Assessment Program based on 18-19 school year	11.04% of students are prepared for college level Math as measured by the Early Assessment Program based on 20-21 school year	15.65% of students are prepared for college level Math as measured by the Early Assessment Program based on 21-22 school year	16.45% of students are prepared for college level Math as measured by the Early Assessment Program based on 22-23 school year	Increase by 10%
State Wide Academic Results SBAC	ELA number of students meeting or exceeding standards: 41% Math number of students meeting or exceeding standards: 24% Based on 2018-19 school year	11th Grade Only: ELA Percent of students meeting or exceeding standards: 62.8% based on 20-21 school year 11th Grade Only: Math percent of students meeting or exceeding standards: 11.04% based on 20-21 school year	ELA number of students meeting or exceeding standards: 35.24% Math number of students meeting or exceeding standards: 17.85% Based on 2021-2022 school year	ELA number of students meeting or exceeding standards: 34.78% Math number of students meeting or exceeding standards: 17.61% Based on 2022-2023 school year	Increase by 10%
SBAC ELA and Math Scores for English Learner Subgroup	SBAC ELA number of EL students meeting/exceeding standards: 12% SBAC Math number of EL students meeting/exceeding standards: 9%	11th Grade Only: ELA number of EL students meeting/exceeding standards: 15.3% 11th Grade Only: Math number of EL students	SBAC ELA number of EL students meeting/exceeding standards: 7.69% SBAC Math number of EL students meeting/exceeding standards: 2.56%	SBAC ELA number of EL students meeting/exceeding standards: 11.34%% SBAC Math number of EL students meeting/exceeding standards: 6.16%%	Increase by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Based on 2018-19 school year	meeting/exceeding standards: 0% Based on 20-21 school year	Based on 2021-2022 school year	Based on 2022-23 school year	
SBAC ELA and Math Scores for SWD Subgroup	<p>ELA number of students with disabilities meeting or exceeding standards: 10.5%</p> <p>Math number of students with disabilities meeting or exceeding standards: 5.2%</p> <p>Based on 2018-19 school year</p>	Data not available	<p>ELA number of students with disabilities meeting or exceeding standards: 11.40%</p> <p>Math number of students with disabilities meeting or exceeding standards: 5.18%</p> <p>Based on 2021-2022 school year</p>	<p>ELA number of students with disabilities meeting or exceeding standards: 8.17%</p> <p>Math number of students with disabilities meeting or exceeding standards: 4.33%</p> <p>Based on 2022-23 school year</p>	Increase by 10%
<p>RFEP Rate</p> <p>Progress towards English proficiency</p>	<p>% of students RFEP 10.4%</p> <p>47.5% making progress towards English language proficiency</p>	<p>% of students RFEP 7.2%</p> <p>47.5% making progress towards English language proficiency</p>	<p>% of students RFEP 6%</p> <p>42.5% making progress towards English language proficiency</p>	<p>% of students RFEP 9%</p> <p>50.5% making progress towards English language proficiency</p>	Increase by 10%
Access to Broad Course of Study	100% of students, including unduplicated students and students with disabilities, have access to a Broad Course of Study	100% of students, including unduplicated students and students with disabilities, have access to a Broad Course of Study	100% of students, including unduplicated students and students with disabilities, have access to a Broad Course of Study	100% of students, including unduplicated students and students with disabilities, have access to a Broad Course of Study	Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Compliance for instructional materials	0% of students lack assigned textbook or instructional materials	0% of students lack assigned textbook or instructional materials	0% of students lack assigned textbook or instructional materials	0% of students lack assigned textbook or instructional materials	Maintain 0%
Annual facilities inspections for all student occupied facilities	increase in FIT Score of 96.8% districtwide all sites scoring Good or above	District Average FIT Score: 96.2% All Sites Good	District Average FIT Score: 97.1% All Sites Good	District Average FIT Score: 96.5% All Sites Good	Increase by 5%
Fully credentialed teachers	100% are fully credentialed	100% are fully credentialed	100% are fully credentialed	100% are fully credentialed	Maintain 100%
Implementation of State-adopted Academic and Performance Standards	ELA was 5 Math was 5 History Social Science was 4 ELD was 4 Science was 3	ELA was 5 Math was 5 History Social Science was 4 ELD was 4 Science was 3	ELA was 5 Math was 5 History Social Science was 4 ELD was 4 Science was 3	ELA was 5 Math was 5 History Social Science was 4 ELD was 4 Science was 3	Improve History Social Science, ELD to a score of 5 Improve Science to a score of 4 Maintain ELA and Math at 5

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.

Newman-Crows Landing Unified School District was able to carry out the majority of actions during this LCAP Cycle.

Broad Course of Study and Career and Technical Education Pathways:

NCLUSD continued to offer students a broad course of study and will be adding additional AP classes and CTE Pathways. We have received the WeWill Grant to support CTE Pathway development and will continue to include that in our future LCAP. We will be partnering with Gustine High School next year to provide additional pathway opportunities for students. We also support pathways through our Beyond the Bell Afterschool Program by offering many sessions that align with our middle and high school pathways at the elementary level.

Professional Development:

NCLUSD continues to offer a variety of support and professional development for staff. Teachers have PLC time weekly, collaboration time weekly at the secondary level and twice a month at the elementary level. The LCAP also funded planning days for each teacher. Teachers have attended the Codestack Conference, CAFE, Restorative Justice Conference and many other internal and outside workshops and professional development opportunities. We continue to support new teachers with mentors, lead teachers and Induction Support Providers. We continued our partnership with the Stanislaus County Office of Education which offered professional development and support in the areas of math, ELA, leadership and Students with Disabilities.

Due to staffing shortages we were not able to hire the three instructional coaches as part of this action. We will reevaluate this as part of our stakeholder engagement for the next LCAP cycle.

We also did not provide professional development for NGSS and this continues to be a need in the district that we will address.

Supplemental Resources:

This action was fully implemented and all supplemental resources were funded and provided. We will continue to evaluate the effectiveness of our resources as we plan for the next LCAP.

Intervention and Support:

NCLUSD maintained our Dashboard Status in English Language Arts and Math on the California Dashboard. Two of our elementary sites showed growth as did our high school ELA indicator. We need to continue to offer support and intervention to students who are still impacted by the loss of in person instruction due to Covid. We now have intervention teachers at each of our elementary sites and they are able to support and intervene with our most At Risk students. This has been successful at supporting learning recovery and we will continue to support this through our LCAP. Beginning in the 2021-2022 school year, we extended the hours of our paraprofessionals so that they could provide support to both our classroom teachers and our intervention teachers. We will continue the extended hours through the 2024-2025 school year.

Our social-emotional support staff has continued to grow with the addition of counselors and mental health clinicians due in part to receiving funding through the SBHIP Grant.. We are able to target our At Risk groups and focus on prevention.

English Learner Support and Professional Development:

We continued to provide professional development and resources to address the needs of English Learners in the District. We purchased DIBELS 8 in Spanish for K-8th grade, Rosetta Stone and added two additional bilingual aides at the middle school and two additional at the high school to support ELL students in core classes. Dashboard data has shown an increase of 8% of students moving up a level compared to the previous year. This has been an area of growth and success across the district.

Special Education Professional Development:

This action was partially implemented and based on IEP and Goal attainment data we will continue with this action. This last year we only measured SBAC data which reflects effective core instruction. Our professional development was focused on special education teachers this year as we had many new special education teachers.

We have focused on support and professional development for special education teachers with an emphasis on secondary schools. There is much work to be done in this area. We are in Differentiated Assistance and Targeted 2 Support for Students with Disabilities due to poor academic performance and suspension rates for our SWD. We have seen improvement but will need to continue with our work and make this a focus in the next LCAP. We have added support staff, psychologists and behaviorists to address identified behavioral and emotional needs.

At the secondary level access to core instruction and support in general education classes continues to be an area of need. We continue to struggle in providing students support in general education classes.

Retain Teachers, Instructional Technology:

We were able to continue to fully implement these two actions. We continue to have a Instructional Technology Coordinator-TOSA who ensures support and organization for instructional technology. Teacher retention is always difficult in a time of teacher shortages but we continue to recruit and support teachers with a focus on supporting teachers in their first three years of teaching.

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

There are no significant material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

College and Career Readiness Goal

Actions: Professional Development, Supplemental Resources, Broad and Rigorous Curriculum, Intervention and Support, Extended Support for Students at Risk, Retain Teachers, Instructional Technology, Career and Technical Education Pathways

Evidence for Ineffectiveness: Raising FAFSA Completion Rates, CTE Course Completion, Enrollment in AP Courses has decreased rather than increased, Students meeting or exceeding SBAC ELA and Math had decreased from baseline,

Evidence for Effectiveness: Increased number of students passing AP exams(although the number of students taking AP course has decreased significantly from baseline), Increased A-G Completion Rate, Increased number of students prepared for college level English based on the EAP, Student Access to a Broad Course of Study, Williams Compliance for Instructional Materials, Fully credentialed teachers

The actions listed above all lead to improved outcomes for students.

Action: English Learner Professional Development

Evidence for Effectiveness: English Learners' Progress towards Proficiency Improved from baseline from 47.5% to 50.5%. The actions in this area were effective and there was also growth on the California Dashboard with an increase of 8% of ELs making progress.

Evidence for Ineffectiveness: RFEP Rate decreased by 1% from the baseline, SBAC ELA and Math for ELL students decreased slightly from baseline

Overall we have seen improved outcomes for English Learners when using both LCAP and Dashboard Data and we should continue with our actions in this area. We will need to add an action that will support our Long Term English Learners in the next LCAP cycle.

Action: Special Education Professional Development, Supplemental Resources

Evidence for Ineffectiveness: Students with Disabilities who were meeting or exceeding standards decreased by 2.4% in ELA and 1% in Math.

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.

For the coming year, NCLUSD needs to focus on improved academic outcomes for Students with Disabilities. Based on the current metric we are not making gains. Staffing our special education department is a challenge and we had to contract with virtual resource teachers and speech therapists. Professional development will need to continue for all teachers of SWD, special education and general education.

Students with Disabilities at the secondary level are underperforming academically and are not showing growth on SBAC. This will also need to be addressed in the upcoming LCAP.

Math continues to be an area of focus for all students and subgroups and an action focused on math needs to be written in the next LCAP. We have not seen significant math growth over the last three years.

We also need to address CTE completion Rates for all students and add a metric for SWD as this is an alternate to an A-G Pathway.

We have improved the number of students completing the A-G Pathway but we have not offered alternatives to students who may not be on the college track. Professional development for administrators will need to be addressed in the next LCAP as we have many new administrators.

Based on the data we need to reevaluate actions, especially as they relate to Yolo Middle School, Orestimba High School and West Side Valley Continuation High School. Yolo and Orestimba have been designated Additional Support and Intervention(ASTI) schools and West Side Valley Continuation High School has been identified as needing Comprehensive Support and Intervention(CSI). We are not meeting the needs of our struggling students who are most at risk at the secondary level. A focus on professional development, resources, curriculum and intervention and support for our SWD subgroup will need to be front and center in our next LCAP and a major focus in the next three years.

In the next LCAP cycle, our focus must be two-pronged. We need to continue to support our special education teachers with professional development and supplemental resources but we also must provide much needed support to general education teachers so that they can meet the needs of SWD in their core classrooms. We need to monitor both IEP goal quality and attainment and student success in general education classes. We have begun this work with Stanislaus County of Education(SCOE) and Systems Improvement Lead-Network Improvement Community(SIL-NIC).

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	Increase Parent, Student, Staff and Community Engagement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Graduation Rate	District graduation rate 4 year cohort: 96%	District graduation rate 4 year cohort: 90.2%	District graduation rate 4 year cohort: 89.7%	District graduation rate 4 year cohort: 94%	Increase to 98%
High School Drop out Rate	High School Drop out Rate 4 year cohort: 8.04%	High School Drop out Rate 4 year cohort: 7.9%	High School Drop out Rate 4 year cohort: 9.02%	High School Drop out Rate 4 year cohort: 9.02%	Below 5% Maintain 0%
Middle School Drop out Rate	Middle School Drop out Rate 0%	Middle School Drop out Rate 0%	Middle School Drop out Rate 0%	Middle School Drop out Rate 0% Data is from 2016-17 school year.	
District Wide Student Chronic Absenteeism	18-19 Chronic Absenteeism 4.7%	2020-21 Chronic Absenteeism 7.2%	2021-22 Chronic Absenteeism 34.9%	2022-2023 Chronic Absenteeism Rate 14.7%	Below 4%
District Wide Overall Student Attendance Rate	18-19 District Overall Attendance: 96%	2020-21 District Overall Attendance: 92%	2021-22 District Overall Attendance: 91%	2022-23 District Overall Attendance: 92.5%	Greater than 97%
District Suspension Rate	19-20 District Suspension Rate: 4.3%	20-21 District Suspension Rate: 0%	2021-22 District Suspension Rate: 3.2%	2022-23 District Suspension Rate: 4.3%	Below 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Expulsion Rate	Expulsion Rate: .12%	20-21 District Expulsion Rate: 0%	2021-22 District Expulsion Rate: 0.1%	2022-23 District Expulsion Rate: .2%	Below 1%
Participation in District surveys	Participation in District Surveys: 33% of families	8.3% of families participated in the Healthy Kids Survey	5% of families participated in the Healthy Kids Survey	2022-2023 Healthy Kids Survey Participation: 13.9%	Increase by 10%
Community and family utilization of District and site on-line communication tools	Community and family utilization of site online communications tools: Above 95%	Community and family utilization of site online communications tools: Above 95%	Community and family utilization of site online communications tools: Above 95%	Community and family utilization of site online communications tools: Above 95%	Maintain over 95%

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.

Parent Involvement:

NCLUSD school sites continued their effort to inform and engage parents in the school community. All sites held monthly 2nd Cup of Coffee meetings for parents, engaged parents in evening student events, such as Back to School Night, Open House, Family Engagement Nights, Site Council Meetings, ELAC and DELAC meetings. All sites use Parent Square, an online messaging system. The district has a 99.4% utilization rate for Parent Square which is an improvement over previous years. One of the areas that needs improvement is parent participation in district and site surveys. Our parent participation rate has dropped dramatically over the last three years. NCLUSD struggled to use our two Parent Liaisons effectively throughout the district. Sites did not take advantage of the support and it was difficult for the Parent Liaison to develop strong relationships with the sites and parents. We will not be continuing with these positions in the 2024-2025 school year.

Extended Learning Opportunities:

NCLUSD offered summer school to all TK-12 students. Students had the opportunity to participate in enrichment activities, assemblies, field trips and receive academic support. A Bridge Class was offered to support eighth grade students who struggled academically in transitioning to high school. Credit Recovery classes were offered to high school students who were credit deficient. It was a struggle to offer after-school tutoring and/or support sessions during the school year, due to being unable to staff them. When we were able to staff them, there was not a system in place to ensure that the students who needed the support attended the tutoring sessions. Outreach to parents was weak and

needs to be improved. Through our Beyond the Bell Afterschool Program we provided a nine hour summer school day for TK-6 students. This provides additional enrichment opportunities for students.

Adult Education:

All courses were offered to Adult Classes through Learning Quest. The classes were held onsite at our Alternative Education site or virtually.

Social-Emotional Support:

We were able to add additional Mental Health staff through grants received this last year. We purchased supplemental resources for both Mental Health Clinicians and teachers as requested. We continue to struggle with the roles and responsibilities of our staff members. Teachers feel unprepared to address mental health needs and continue to need professional development but as the needs change with students and time, we struggle to keep up with training staff. We are also finding that staff need social-emotional support. The challenging issues that impact our students can also have an impact on our staff.

Parent Input and Communication:

Parent Square has a 99.4% utilization rate this year and continues to be the primary way the district, sites and teachers communicate with families. We have not been successful in getting parents to complete surveys, even when using Parent Square to send surveys out to families. We continue to have low participation rates for district and site surveys.

Health Services:

This action was implemented, and we are fully staffed.

Chronic Absenteeism:

NCLUSD added a Coordinator of Child Welfare and Attendance this last school year. Each site developed a plan to address Chronic Absenteeism and provide incentives to students for improved attendance. District awards are also given at each monthly School Board Meeting for student and staff attendance. With budget constraints and improvement in attendance the Coordinator of Child Welfare and Attendance position will be eliminated, and site administrators will take responsibility for developing and monitoring attendance improvement plans.

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.

We spent less than anticipated on action 2.2 due to lack of staffing.

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

Evidence for Effective Actions

Social Emotional Support, Chronic Absenteeism, Health Services, Extended Learning Opportunities

The actions listed above had a positive effect on graduation rates and chronic absenteeism. The additional support provided by additional counselors, mental health clinicians and LVN's was very supportive to our students, sites and families. Extended learning opportunities at the elementary were very successful. Students were able to take advantage of Beyond the Bell daily or participate in clubs and short term classes, such as garden club, dance class, cooking class and many more. We offered Girl Scouts and Navigators clubs at all sites.

Evidence for ineffective Actions

Parent Involvement, Parent Input and Communication, Extended Learning Opportunities

We need to continue to find creative ways to engage and involve our families in the school community. Social media has impacted not only our students but also the parents. COVID-19 also changed engagement and communication and it has been challenging to reengage many of our families. We also struggled with providing extended learning opportunities to students struggling academically, at the secondary level. Without parent support, students either did not attend or attended infrequently. We also had difficulty hiring staff to provide afterschool support sessions and/or tutoring. Both Yolo Middle School and Orestimba High School need to develop and communicate clear expectations and plans for offered extended learning either afterschool or on Saturdays.

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.

We will not be continuing with a Coordinator of Child Welfare and Attendance next year or with the two Parent Liaisons. Surveys have not been an effective way to get feedback from parents. The metric will be removed and we will need to explore other ways to get feedback from parents.

In person 2nd Cup of Coffee Sessions are successful at each site and may be a way to engage and get feedback from parents. We also need to reevaluate our plan for offering extended learning opportunities as it does not seem to be having an impact on our academic indicators at the secondary level.

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



STUDENTS • PARENTS • EDUCATORS • COMMUNITY

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
Newman-Crows Landing Unified School District	Heather Vargas Director of Curriculum and Instruction	hvargas@nclUSD.k12.ca.us (209) 862-2933

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 Newman-Crows Landing Unified School District (NCLUSD) serves the students of Newman, Crows Landing and Diablo Grande. There are four elementary sites, one middle school, one high school and an alternative education school. The district is governed by a five-member school board. Newman is a small rural farming community on the west side of Stanislaus County with strong traditions and a focus on our schools. There is strong community support for our schools and students. Newman has many proud traditions that have been continued

through the years in the community. This last year the district completed a new competitive swimming pool and tennis courts that our community will use and appreciate for years to come. This was achieved with the support of our small community.

NCLUSD has 3279 students TK-12 with the following demographic information:

- Hispanic: 81%
- White: 12%
- African American: 1.99%
- Asian: 0.66%
- Pacific Islander: 0.13%
- Filipino: 0.89%
- Multiple: 2.97%
- American Indian: 0.13%
- ELL: 32.2%
- Special Ed: 15.1%
- Migrant: 2.8%
- Low SES: 60.4%

It is our goal to support every student in achieving proficiency according based on the State of California Content Standards and provide the necessary support for those who struggle along the way. We focus on rigorous and relevant curriculum and strong relationships with students. We believe that in order for students to be successful they need to feel connected to the schools and staff. Students need to know we care, and strong relationships build academic success. NCLUSD continues to invest in Mental Health and Social Emotional Supports. Being a small rural community and the farthest town from the county seat in our county, our families have limited access to services. We have made it a priority to provide our families with the necessary support to keep our students physically and emotionally healthy. Through analysis of our state and local data and input from staff and stakeholders we identified our focus areas to be addressed to achieve our vision. We want every student to embrace the joy of learning as well as develop essential skills and career paths through participation in curricular, co- curricular and extracurricular programs.

Equity Multiplier-Funded Schools:
West Side Valley High Continuation and Foothill Community Day have been identified for additional equity multiplier funding as a result of all schools having a percentage of low income students exceeding 70% and a 2022/23 non-stability rate greater than 25%.

Reflections: Annual Performance

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

Based on data from the California Dashboard and local data we have identified the following areas of Success.

English Learners Progress towards Proficiency

Based on the California Dashboard, the number of English Learners progressing toward proficiency based on the Summative ELPAC increased from 47.5% at baseline to 50.5% in Year 3. Hunt Elementary, Hurd Barrington Elementary, Yolo Middle School and Orestimba High School all showed marked increases in students progressing towards proficiency. We will continue to provide professional development program and supplemental resources that support continued improvement for our English Learners.

Williams Compliance, Access to a Broad Course of Study, Annual Facilities inspections for All

NCLUSD has been able to continue to excel in these areas. We continue to provide all students with the instructional materials needed and have had zero Williams Compliance complaints. All our schools score good or excellent on Williams Facility Inspections.

AP Course Pass Rate

The percentage of students passing AP Exams has increased from 21.1% to 61% over the last three years of the LCAP. Along with that though, the number of students enrolled in AP courses decreased from 30% at baseline to 14% this last year of the LCAP. Less students are enrolling in AP courses but the students who are enrolled are passing the exams at a much higher rate. We will need to dig deeper into this data to determine why only half as many students are enrolling in AP courses and if we need to provide support for students and/or professional development for teachers based on our findings.

A-G Completion Rate, FAFSA Completion Rate

The A-G Completion Rate increased from 49.1% at baseline to 60.26% in Year 3 of the LCAP. This speaks to the work being done by our academic counseling team at the high school. Along with teachers supporting students along the A-G Pathway. Not all students will attend a 4-year college or university, but our goal is that all students can choose their path after graduation. A-G completion provides them with another choice. Along the same lines, the FAFSA completion rate is down from 80% at baseline to 70% in Year 3. We will continue to work towards a 100% FAFSA completion rate so again all students have choice and opportunity when graduating from our district.

Chronic Absenteeism

We have decreased our Chronic Absenteeism rate from 34% in 2022 to 14.7% in 2023. That is still much higher than the 4.7% rate in 2019. This last year each site had to develop an improved attendance plan and the district also began a campaign across the district to improve attendance. The campaign provided parent outreach, information on the importance of attendance and incentives to students and sites who met attendance goals.

Graduation Rate, College /Career Indicator

The College and Career Indicator Status was “High” based on the 2023 Dashboard. 66.2% of students were considered prepared. The graduation rate also increased by 3.9% to 93.3% and is Green on the Dashboard.

Based on data from the California Dashboard and local data we have identified the following areas of Identified Need.

Academic Achievement

Based on Dashboard Data for English Language Arts we maintained our Orange Status. 34.8% of students taking the SBAC in grades 3rd-8th and 11th, met or exceeded standards. This was a decline from our baseline of 41% in 2019 and 35.4% in 2022. Dashboard Data for Math also shows we have maintained our Orange Status. 17.61% of students in grades 3rd-8th and 11th met or exceeded standards in math. This is a decline from 24% in 2019 and 17.85% in 2022. Math continues to be an area where our students struggle to gain ground.

Our focus in the last two years has been on early intervention at the elementary level and recovering from learning loss caused by the pandemic. We have intervention teachers and full day aides to support them at each of our elementary sites. We have also added a structured phonics program, Foundations, at the K-2 level and will be expanding that to 3rd grade next year. Teachers at the elementary have focused on building math fluency and concepts. We need to continue to use data to drive instruction in these early years.

Intervening and providing additional support to students at middle and high school has proved to be much more difficult. Learning recovery is more difficult, especially for our students who were struggling prior to the pandemic. Both our middle and high school are offering Math Support Classes along with the core math class. We are researching supplemental curriculum that will support students in math support classes. OHS had 60.26% of students meet or exceed standards on the SBAC English Language Arts Assessment but only 16.45% of students meet or exceed standards in the SBAC Math Assessment. This must continue to be an area of focus at all grade levels.

African Americans have a Red indicator for English Language Arts and Math, as do our Hispanic subgroup and our socioeconomically disadvantaged. Target support will need to be developed and implemented for these subgroups over the next three years.

Academic Achievement: Students with Disabilities

Students with Disabilities continue to decline based on the California Dashboard and SBAC Assessment Results. SWD are Red Status on the 2023 Dashboard and have not made growth over the last three years. In ELA SWD declined from a baseline of 10.5% meeting or exceeding standards to only 8.17% in Year 3(2023) and in Math they declined from 5.2% to 4.3%. This has put the district in Targeted Assistance and Differentiated Assistance for Student Achievement for the SWD subgroup. We have conducted a root cause analysis and developed a plan for improvement. We are focusing on well written goals in the IEP and appropriate accommodations in general education classrooms.

Suspension Rate

The district suspension rate is 4.3% which is an increase of 1.3% and continues to be Orange on the Dashboard. Suspension rates for SWD are 8.6% which is an increase of 2.1% and continues to be Red on the Dashboard. Also, our African American subgroup has shown an increase in suspension rates to 13%. Both the SWD subgroup and the African American Subgroup are indicators that continue to put the district in Targeted Support and Differentiated Assistance. We will continue to work with our SCOE Technical Assistance Partners to develop a plan of improvement for both subgroups.

Schools within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Hunt Elementary: English Language Arts

Orestimba High School: Math

West Side Valley Continuation High School: Suspensions

Student Group within the LEA the received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Suspension: SWD, African Americans, English Learners, Homeless

English Language Arts: SWD, African Americans

Math: SWD, African Americans, Hispanics, Socioeconomically Disadvantaged

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:

Hunt Elementary,

English Language Arts: English Learners, Hispanic, SWD, Socioeconomically Disadvantaged

Math: English Learners, SWD, Socioeconomically Disadvantaged

Orestimba High School,

English Language Arts: English Learners, SWD

Math: English Learners, Hispanic, SWD, Socioeconomically Disadvantaged

Suspension: English Learners, SWD

Yolo ELA: Students with disabilities

Math: Students with disabilities

Suspensions: English Learners, Students with disabilities

For more detailed information on each school and student subgroup performance data, including metrics and actions to address students' needs in the 2024-25 LCAP, please see the attachment at the end of the LCAP.

Reflections: Technical Assistance

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

Based on the 2023 Dashboard, Newman-Crows Landing meets the eligibility criteria for Differentiated Assistance in the following areas:

Student Achievement, Math/ELA (African Americans, Students with Disabilities)

School Climate, Suspension (African Americans, Students with Disabilities)

Local Indicator Data - Not Met for Two or More Years

Newman-Crows Landing has worked closely with the Stanislaus County Office of Education to support continuous improvement regarding the student groups and indicators listed above. Based on a collaborative review of data, systems strengths, and challenges, Differentiated Assistance efforts will focus on:

Effective instructional and leadership practices for mathematics and literacy (Relates to actions 1.2, 1.4, 1.5, 1.6, 1.9,1.11)

Improved academic outcomes for students with disabilities by developing course pathways and increasing inclusive practices for students with disabilities to access grade-level standards (Relates to actions 1.6, 1.7, 2.7)

Site leadership capacity and systems of support for positive school culture (Relates to actions 1.2, 1.4, 2.7)

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.

West Side Valley Continuation High School

Support for Identified Schools

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

We assisted in developing the Single Plan for Student Achievement (SPSA) for West Valley. We have also provided an increased budget in order to meeting the needs of the staff and students. We have added a second teacher, an instructional aide and a campus supervisor. This is addressed in the Resource Inequities section of the SPSA. In the 2024-2025 school year, we will be adding an academic counselor to provide academic and social emotional support.

Monitoring and Evaluating Effectiveness

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

Monthly check-ins will be scheduled with the site administrator to review data and discuss implementation of the plan. A needs assessment will be conducted in the 2024-25 school year to monitor effectiveness and update the plan as needed.

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, Principals, Administrators, Support Staff, Certificated and Classified Bargaining Units	<p>We held District Stakeholder Meetings at each site in the district. We also provided a Jamboard during the meeting and after the meeting so that input could be added throughout the engagement process. We also informed staff through an All District email that they could email their site administrator, district administrators and/or the superintendent directly with input, questions or concerns and we would respond to them.</p> <p>Stakeholder Meetings were held on the following dates:</p> <p>February 7, 2024: Hunt Elementary February 13, 2024 Von Renner Elementary February 26, 2024: Hurd Barrington Elementary February 26, 2024: Bonita Elementary February 26, 2024: Orestimba High School March 11, 2024: Yolo Middle School</p>
Parents, Teachers, Administrators, Classified Staff, Students	<p>NCLUSD holds two LCAP Community Meetings to bring together stakeholders from all sites in the district to review data and work collaboratively to prioritize the needs to the district.</p> <p>LCAP Community Meetings were held on the following dates:</p> <p>March 25, 2024 April 10, 2024</p>

Educational Partner(s)	Process for Engagement
DELAC Meeting: Parents, Administrators, Support Staff	Reviewed the Mid Year Report and gathered input regarding the new LCAP: March 18, 2024 Reviewed and approved final LCAP: May 20, 2024
School Board Members, District Administrators, Site administrators, Classified Staff, Certificated Staff, Parents, Community Members	LCAP Review and Midyear Update at School Board Meeting: February 12, 2024
Parents, Staff, Students(grades 5th-12th)	Healthy Kids Survey: February 7th-16th, 2024
School Board Members, District Administrators, Site administrators, Classified Staff, Certificated Staff, Parents, Community Members	Public Hearing: June 10, 2024
School Board Members, District Administrators, Site administrators, Classified Staff, Certificated Staff, Parents, Community Members	Board Adoption: June 24, 2024
Consultation with Equity Multiplier Schools	Ongoing in April and May Met with administrator and support staff to determine needs at West Side Valley High School. We looked at data and considered input from staff and parents.
Consultation with SELPA	June 14, 2024

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

Community input is integral to the effectiveness and legitimacy of the LCAP process, ensuring that decisions reflect the diverse perspectives and priorities of the local community. By actively involving stakeholders in the planning, implementation, and evaluation of the LCAP, school districts can better meet the needs of all students and promote equity in education.

NCLUSD's educational partners provided valuable input by:

- Attending site and district meetings

- Contributing to jamboards to gather input and prioritize needs

- Site educational partners provided input by identifying targeted actions based on their data

- Parent groups shared input during site parent meetings, ELAC and DELAC meetings.

Stakeholder input was synthesized and subsequently, priorities, goals and actions were developed. The goals and actions were then presented and shared with all educational partners.

Actions 1.1, 1.8, 2.2, and 2.4 specifically result from input from educational partners.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All Students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and career.	Broad Goal

State Priorities addressed by this goal.
Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.
Focusing on instruction aligned with California State Standards ensures that the education provided meets state requirements and prepares students for college and career. Setting high expectations for all students, while ensuring equity, means that every student is challenged and supported according to their needs. This approach helps to address disparities and provides every student with the opportunity to succeed. A focus on equity and access is a response to our Dashboard data that highlights the need to provide equitable outcomes for all subgroups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	FAFSA completion rate by March 2, 2024	% of Students Completing the FAFSA by March 2, 2024: 70%			Increase to 80%	
1.2	Percent of students completing CTE Pathways	36.4% completed CTE Pathways based on the College/Career levels and measures report in 2023			Increase by 45%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Percent of students enrolled in AP courses	% of students enrolled in AP Courses in 2023-2024 school year: 14%			Increase to 25%	
1.4	Met UC/CSU Requirements	64.2% met UC/CSU requirements based on the College/Career levels and measures report in 2023			Increase to 75%	
1.5	Percent of students prepared for college level English as measured by the Early Assessment Program	60.26% of students are prepared for college level English as measured by the Early Assessment Program based on 22-23 school year			Increase by 10%	
1.6	Percent of students prepared for college level Math as measured by the Early Assessment Program	16.45% of students are prepared for college level Math as measured by the Early Assessment Program based on 22-23 school year			Increase by 10%	
1.7	State Wide Academic Results SBAC	<p>ELA percent of students meeting or exceeding standards: 34.78%</p> <p>Math percent of students meeting or exceeding standards: 17.61%</p> <p>Math percent of SED students meeting or exceeding standards: 14.7%</p>			Increase by 20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math percent of Hispanic students meeting or exceeding standards: 21% Based on 2022-2023 school year				
1.8	SBAC ELA and Math Scores for English Learner Subgroup	SBAC ELA percent of EL students meeting/exceeding standards: 11.34% SBAC Math percent of EL students meeting/exceeding standards: 6.16% Based on 2022-23 school year			Increase by 20%	
1.9	SBAC ELA and Math Scores for SWD Subgroup	ELA percent of students with disabilities meeting or exceeding standards: 8.17% Math percent of students with disabilities meeting or exceeding standards: 4.33% Based on 2022-23 school year			Increase by 10%	
1.10	RFEP Rate Progress towards English proficiency	Percentage of students RFEP 9% 50.5% making progress towards English language proficiency			Increase RFEP Rate by 10% Increase rate making progress by 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		based on the 2023 Dashboard				
1.11	% of Long Term English Learners Reclassified	Baseline to be established in 2024-2025			Increase baseline by 10%	
1.12	Williams Compliance for instructional materials	0% of students lack assigned textbook or instructional materials in 2023			Maintain 0%	
1.13	Annual facilities inspections for all student occupied facilities	District Average FIT Score in 2023: 96.5%, All Sites Good or higher			Maintain score at 95% or above and all sites at Good or Excellent	
1.14	Fully credentialed teachers	100% are fully credentialed in 2023/2024			Maintain 100%	
1.15	<p>Implementation of State-adopted Academic and Performance Standards, including English Learners, Foster Youth and Socioeconomically Disadvantaged Students</p> <p>Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability</p>	<p>ELA: 5 Math: 5 History Social Science: 4 ELD: 4 Science: 3</p> <p>2023 Local Indicators Self-Reflection</p>			<p>Increase History Social Science to 5 Increase ELD to 5 Increase Science to 4</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	Four-Year Adjusted Cohort Graduation Rate	94% 2022-23 data			Increase to 95% or above	
1.17	Students with Disabilities Four-Year Adjusted Cohort Graduation Rate	81% 2022-23 data			Increase to 95% or above	
1.18	SBAC ELA and Math Scores for African American Subgroup	ELA percent of African American student meeting or exceeding standards: 28.1 Math percent of African American students meeting or exceeding standards: 9.3% Based on 2022-23 school year			Increase by 10%	
1.19	Broad Course of Study	100% of students, including unduplicated students have access to a Broad Course of Study in 2023-2024 school year			Maintain 100%	
1.20	California Science Test(CAST) Scores	CAST percent of students meeting/exceeding standards: 18.08% SWD: 6.9% EL: 2.4% 2022-2023 data			Increase by 10% for all students and in subgroups	
1.21	% of AP Exams with a score of 3 or higher	61% based on 2023 data			Increase by 10%	
1.22	Students receiving the State Seal of Biliteracy	2023-2024 44 students			55 students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.23	AP Spanish Language Assessment	2023-2024 17 students took the Spanish Language AP test 12 students passed the test			20 students will take and pass the Spanish Language AP test	
1.24	Dual Language Immersion Enrollment	2023-2024 491 students enrolled			530 students enrolled	

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	Career and Technical Education Pathways	CTE (Career Technical Education) pathways offer valuable opportunities to explore hands-on skills and career interests while in school. These pathways provide a structured approach to career readiness, giving students a head start in various fields like healthcare, technology, and more. By participating in CTE pathways, students can gain practical experience, industry certifications, and a clearer understanding of their future career options. NCLUSD ensures that all students have equitable access to these pathways, helping them succeed in both college and the workforce.	\$2,187,565.00	Yes
1.2	Professional Development	To support improved academic outcomes, professional development for instructional staff will focus on the following priorities and topics: a) California State Standards b) English Language Development Standards c) Social-Emotional Support d) Effective Instructional Practices	\$673,100.00	Yes
1.3	Supplemental Resources	Purchase supplemental resources to support core instruction including but not limited to: K-3 Wilson Reading Program Foundations(Foundational Standards) FunHub Generation Genius(Science) STATS(SCOE Data Platform) Supplemental DLI Curriculum Supplemental Writing Curriculum Supplemental Math Curriculum	\$1,902,861.00	Yes
1.4	Intervention Support	Provide programs and interventions targeted to the needs of all students and those students with specific needs such as Special Education, English Learners and Foster Youth and African Americans, using a multi---tiered	\$3,807,537.00	Yes

Action #	Title	Description	Total Funds	Contributing
		system of supports. These interventions and programs target student academic, socio-emotional, behavioral, mental health needs in order to ensure students remain in school, reenter and complete school. These programs include Special Education, Student Health & Human Services, Adult Education and Early Intervention. Additionally, provide extended learning opportunities for students after school such as individual and group tutoring, homework support and, enrichment that supports student needs.		
1.5	Long Term English Learners(LTEs)	Based on data, identify and determine students who are Long Term English Learners and provide the intervention and support needed to reclassify them as English Proficient.	\$160,000.00	Yes
1.6	Improved Outcomes for Students with Disabilities(SWD) and African American Students	<p>Ensure Students with Disabilities and African American Students have access to core instruction and best instructional practices at all grade levels and sites in the district</p> <p>We will ensure:</p> <ul style="list-style-type: none"> a) Staffing needs are met b) PD is provided to all teachers and administrators c) Resources are provided to support learning d) Administrators take an active role monitoring improved outcomes for SWD 	\$1,440,825.00	No
1.7	Expanded Support for At Risk Students	<p>Provide students additional resources and support outside of the regular school day to:</p> <ul style="list-style-type: none"> a) Improve academic achievement, b) Improve student engagement with a focus on college and career readiness. c) Provide students with access to tutoring, intervention and activities that promote school community and culture. 	\$174,382.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Retain Teachers	Hire and retain effective, fully credentialed instructional, administrative and support staff.	\$1,649,693.00	Yes
1.9	English Learner Support and Professional Development	<p>Ensure students receive effective language acquisition support to achieve English proficiency for reclassification.</p> <p>Provide professional development for teachers and support staff to implement and monitor best practices in meeting the needs of English Learners in every classroom.</p>	\$40,000.00	Yes
1.10	School Facilities	Safe, clean facilities ensure healthy, secure learning environments for students, staff, and visitors, promoting optimal learning and well-being.	\$1,831,000.00	No
1.12	Broad and Rigorous Curriculum	Ensure all students have equitable access to a broad rigorous and relevant curriculum, aligned to California State Standards, that engages students in critical thinking, inquiry and creativity and prepares them for College and Career.	\$1,737,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Parent and student engagement in schools is a collaborative partnership between educators, families, and students to support academic success and holistic development. By fostering strong connections between home and school, parent and student engagement promotes positive relationships, academic achievement, and a supportive school community.	Broad Goal

State Priorities addressed by this goal.
Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.
Engaged parents, students, staff and community support successful schools and students. The district will increase student, parent and community engagement and support programs that foster a stronger, more positive, connection between school and home. Based on our data and input from educational partners, the district intends to: Increase parent engagement Increase overall culture at school sites and the district office Provide opportunities for students and parents to have a stronger connection to the school

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	High School Drop out Rate Middle School Drop out Rate	2022-2023 High School Drop out Rate 4 year cohort: 9.02% Middle School Drop out Rate 0%			5% Drop out Rate for High School 0% Drop out Rate for Middle School	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	District Wide Student Chronic Absenteeism	2022-2023 Chronic Absenteeism Rate 14.7%: District 33.3%: African American 40%: Homeless 12.6%: English Learners 14.2%: Hispanic 16.7%: SED 24.8%: SWD			8% or less: District 20% or less African American 25% or less: Homeless 12.6%: English Learners 8% or less%: Hispanic 8% or less%: SED 10% or less: SWD	
2.3	District Wide Overall Student Attendance Rate	2022-23 District Overall Attendance: 92.5%			Above 95%	
2.4	District Suspension Rate	2022-23 Suspension Rate: 4.3%: District 4.9%: English Learners 8.6%: Students with Disabilities 8.7%: Homeless 13%: African American Students			Maintain suspension rate under 5% for all student groups	
2.5	Pupil Expulsion Rate	2022-23 District Expulsion Rate: 0.2%			Maintain at 0.2% or lower	
2.6	Parent, Staff and Student Participation in	2022-23 Healthy Kids Survey:			Increase by 100 parents	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school climate and safety survey: Healthy Kids Survey	<p>140 Parents Responded 208 Staff Members Responded 725 5th-12th Graders Responded</p> <p>Percent who agree that the school is safe: 69% Elementary Students 55% Secondary Students 51 % School is safe for Staff 52% School is safe for Students 42% Parents</p> <p>Percent who agree that they are connected to the school: 67% Elementary Students 51% Secondary Students 50 % Staff 41% Parents</p>			<p>Increase by 50 staff Increase by 200 students</p> <p>Increase percent who agree that school is safe by 15% for all groups.</p> <p>Increase the percent who agree that they are connected to the school by 15% for all groups.</p>	
2.7	Community and family utilization of District and site on-line communication tools	Community and family utilization of site online communications tools: Above 95% during the 2022-2023 school year			Maintain at 95% or above	
2.8	Four-Year Adjusted Cohort Graduation Rate	94% in 2022-23			Increase to 96%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Suspension Rate at West Side Valley High School	10.8% in 2022-23			Decrease to 5%	
2.10	Number of participants enrolled in Adult Education Classes	Baseline to be established in 2024-2025			Increase 10% from baseline	
2.11	Parent input and promotion of programs that support SED, ELs and Foster Youth(Unduplicated Students) Rate of Current Implementation of Parent and Family Engagement 1 Exploration and Research 2 Beginning Development 3 Initial Implementation 4 Full Implementation 5 Full Implementation and Sustainability	LEA's progress in developing the capacity of staff building trusting and respectful relationships with families: 4 Progress in creating welcoming environments for all families: 5 Progress in supporting staff to learn about each family's strengths, cultures languages, and goals for their children: 4 Progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 5			Increase LEA's progress in developing the capacity of staff building trusting and respectful relationships with families to 5 Maintain progress in creating welcoming environments for all families at 5 . Increase progress in supporting staff to learn about each family's strengths, cultures languages, and goals for their children to 5 Maintain progress in developing multiple opportunities for the LEA and school sites to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 Local Indicators Self Reflection Tool			engage in 2-way communication between families and educators using language that is understandable and accessible to families: 5	
2.12	<p>Promote parent participation in programs for EL, SED, SWD and FY.</p> <p>Rating for Building Partnership for Student Outcomes</p> <p>1 Exploration and Research</p> <p>2 Beginning Development</p> <p>3 Initial Implementation</p> <p>4 Full Implementation</p> <p>5 Full Implementation and Sustainability</p>	<p>Progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 5</p> <p>Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 4</p> <p>Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented</p>			<p>Maintain progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making at 5</p> <p>Improve progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making to 5</p> <p>Improve progress in providing all families with opportunities to provide input on</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>groups in the school community: 4</p> <p>Progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 4</p> <p>2023 Local Indicators Self Reflection Tool</p>			<p>policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community to 5</p> <p>Improve progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels to 5</p>	

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	Extended Learning	Provide expanded summer programs for all students TK-12. Provide after school intervention and tutoring to students at risk of failing due to academic, social emotional or attendance concerns. Support students in developing job skills through the Department of Rehabilitation Jobs Program and district job opportunities.	\$2,500,725.00	Yes
2.2	Parent Engagement	Provide additional resources to support parent engagement at the local level, including parents of English Learners, Low Income and Foster Youth. Provide multiple and varying opportunities for parents to engage and participate at the site and district level. This will include but is not limited to: 2nd Cup of Coffee Open House Parent Education Events Back to School Nights College and Career Awareness Events District Back to School Festival	\$180,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Adult Education	Offer an expanded Adult Education coursework for all adults in the community to provide job skills, English as a Second Language, US Citizenship preparation and Microsoft Office certification	\$128,840.00	No
2.4	Social-Emotional Support	Provide every student the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs – especially English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students and other student groups whose outcomes indicate the greatest need – so that all students can remain fully engaged in school and access core instruction.	\$1,290,000.00	Yes
2.5	Health Services	Provide nursing services to ensure timely and effective health support for students. Provide staff to address immediate health needs, provide ongoing health education, and facilitate referrals for further care when necessary. Enhance collaboration with community healthcare providers to promote holistic well-being among students and create a healthier learning environment.	\$880,000.00	Yes
2.6	Chronic Absenteeism	Develop a plan to address the large increase in the number of students in our district who are chronically absent that includes parent education, incentives, supports for students, and clear procedures.	\$620,000.00	Yes
2.7	Improved Engagement and Support for At Risk Students and Families	We will provide additional counseling, professional development in Multi-tiered Systems of Support, Restorative practices and AVID opportunities so that students will feel more connected to their school and families will feel supported.	\$1,691,875.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Newman-Crows Landing Unified School District will utilize the Equity Multiplier funds granted by the State of California to increase the academic success of students at West Side Valley Continuation High School and Foothill Community Day School..	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on data from the 2023 California Dashboard, Newman-Crows Landing Unified School District has develop a focused goal to address the needs of West Side Valley Continuation High School and Foothill Community Day School. These school sites where chosen due to prior year non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent, pursuant to California Education Code (EC) 42238.024. In collaboration with administration, staff, and educational partners representing West Side Valley High School and Foothill Community Day School, we developed the goal and actions to address the following:

- a) Disparities in educational outcomes among different student groups.
- b) Fulfill legal and ethical obligations to provide equal educational opportunities.
- c) Promote social justice by breaking the cycle of inequality.
- d) Improve overall academic performance by ensuring equitable access to resources and support.
- e) Improve suspension rate at West Valley.

The actions in this goal are funded by Equity Multiplier and LCFF funds.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Credit Recovery Completion Rate: % of students who successfully complete credit recovery courses compared to the total number of students enrolled in those courses.	Establish Baseline in 2024-25 school year			Increase 10% from Baseline	
3.2	Suspension Rate at West Side Valley	10.8% Suspension Rate			Decrease by 10%	

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	Decrease Suspension Rate	<p>Implement restorative practices to reduce suspension rates and promote a positive school climate.</p> <p>Provide training for staff on restorative practices and conflict resolution techniques.</p> <p>Develop alternative disciplinary measures to address student behavior and support their social-emotional well-being.</p> <p>Monitor suspension data regularly and adjust interventions as needed to ensure equitable discipline practices that prioritize student success and retention.</p> <p>Add an academic counselor to provide guidance on course selection, academic goals, and career paths and also offer support for personal and emotional challenges that may affect academic performance.</p>	\$150,000.00	No
3.2	Credit Recovery Completion	<p>Establish a comprehensive credit recovery program tailored to meet diverse student needs and learning styles. Provide targeted support and resources for students at risk of credit deficiency, including personalized academic counseling and access to flexible learning options such as online courses and extended learning opportunities. Regularly assess the effectiveness of the credit recovery program through student progress monitoring and feedback mechanisms. Continuously refine and enhance the program based on data-driven insights to ensure equitable access and successful credit attainment for all students.</p>	\$175,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$8,423,919	\$840,161

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
25.150%	0.000%	\$0.00	25.150%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Career and Technical Education Pathways</p> <p>Need: Based on input from educational partners, ensure that SED, ELs and Foster Youth have opportunities, access and support for CTE Pathways.</p>	CTE pathways give EL, SED and Foster Youth practical skills and real-world opportunities. These programs offer hands-on learning in various fields, boosting confidence and motivation. They also provide mentorship and internships, helping students build both skills and networks for future jobs. CTE is a pathway to graduation and promising careers for all students but is especially important for our unduplicated students and is also important for all students and will be implemented district-wide.	1.2 % of students completing CTE Pathways

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		
1.2	<p>Action: Professional Development</p> <p>Need: Based on our academic indicators, it is evident that we need to provide more targeted PD to support our teachers in implementing best instructional practices, focusing on our EL and SED students.</p> <p>ELA Dashboard Results *EL 68 points below standard *SED 48.2 points below standard</p> <p>Math Dashboard Results *EL 110.6 points below standard *SED 98.7 points below standard</p> <p>Scope: LEA-wide</p>	On-going professional development is crucial to support a continuous cycle of improvement that will lead to improved outcomes for EL and SED students. With PD focused on how to best equip our teachers to support our EL and SED students, these best instructional strategies will ultimately benefit all students.	1.7 State Wide Academic Results SBAC, 1.8 SBAC ELA and Math Scores for English Learner Subgroup 1.9 SBAC ELA and Math Scores for Students with Disabilities Subgroup 1.10 RFEP Rate and Progress towards English proficiency
1.3	<p>Action: Supplemental Resources</p> <p>Need: Supplemental resources are needed to support and/or enhance core curriculum and provide additional resources and support for</p>	Supplemental resources support ELs and SDC students by providing additional materials and programs that enhance and support the core instructional materials. Students with Disabilities and other At Risk students also benefit from these additional resources as do all of our students. By utilizing supplemental resources, educators can	1.7 State Wide Academic Results SBAC, 1.8 SBAC ELA and Math Scores for English Learner Subgroup

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>EL and SED students to improve outcomes in math and ELA.</p> <p>ELA Dashboard Results *EL 68 points below standard *SED 48.2 points below standard</p> <p>Math Dashboard Results *EL 110.6 points below standard *SED 98.7 points below standard</p> <p>Scope: LEA-wide</p>	<p>better address the diverse needs of ELs, enhance their language development, and facilitate their academic success.</p>	<p>1.9 SBAC ELA and Math Scores for Students with Disabilities Subgroup 1.10 RFEP Rate and Progress towards English proficiency</p>
1.4	<p>Action: Intervention Support</p> <p>Need: Based on Dashboard data, EL and SED students need intervention support using a multi-tiered system of support to ensure that identified needs are addressed through a well developed intervention program at all sites in the district.</p> <p>ELA Dashboard Results *EL 68 points below standard *SED 48.2 points below standard</p> <p>Math Dashboard Results *EL 110.6 points below standard *SED 98.7 points below standard</p>	<p>Intervention programs provide targeted support to students who may be struggling academically, emotionally, or behaviorally, especially EL students, SED students and Foster Youth.</p> <p>By identifying specific areas of need and implementing tailored strategies, interventions aim to address challenges early on, prevent further difficulties, and promote student success. These programs often involve one-on-one or small group instruction, personalized learning approaches, and frequent progress monitoring to ensure effectiveness. Ultimately, interventions help students overcome obstacles, build confidence, and reach their full potential.</p>	<p>1.7 State Wide Academic Results SBAC, 1.8 SBAC ELA and Math Scores for English Learner Subgroup 1.9 SBAC ELA and Math Scores for Students with Disabilities Subgroup 1.10 RFEP Rate and Progress towards English proficiency</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.7	Action: Expanded Support for At Risk Students Need: Academic indicators underscore the importance of ensuring there are multiple opportunities for our unduplicated students to close academic gaps to attain grade level proficiency and acquiring English language proficiency. SED and EL students need increased instructional time to prevent learning loss, reinforce academic skills, and close learning gaps. ELA Dashboard Results *EL 68 points below standard *SED 48.2 points below standard Math Dashboard Results *EL 110.6 points below standard *SED 98.7 points below standard Scope: LEA-wide	<p>Extending after-school programs for EL and SED students, allows them to participate in enriching activities that can boost language skills, social interaction, and academic achievement.</p> <p>Extending after-school programs benefits all students by providing equitable access to enriching activities that can improve social skills, develop new interests, and reinforce classroom learning.</p>	1.7 State Wide Academic Results 1.8 SBAC ELA and Math Scores: English Learner Subgroup 1.10 RFEP Rate: Progress towards English proficiency
1.8	Action: Retain Teachers	Teacher retention is essential for supporting EL, SED, and Foster students as it ensures consistency, stability, and continuity in their	1.21 Teacher Retention Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Based on input from our educational partners, by retaining teachers, schools ensure continuity, stability, and improved educational experiences for EL, SED and Foster Youth. Retention is vital for schools because experienced teachers contribute to better student outcomes, stable learning environments, and cost-effective operations. High turnover disrupts relationships, school culture, and incurs recruitment costs.</p> <p>Scope: LEA-wide</p>	<p>education. When teachers stay in their roles for extended periods, they develop deeper connections with their students, understand their individual needs better, and can provide more personalized support. This consistency fosters a sense of trust and belonging, which is especially important for at-risk students who may face challenges outside the classroom. All students benefit from a consistent teacher workforce in our district.</p>	
2.1	<p>Action: Extended Learning</p> <p>Need: Academic indicators underscore the importance of ensuring there are multiple opportunities for our unduplicated students to close academic gaps to attain grade level proficiency and acquiring English language proficiency. SED and EL students need increased instructional time to prevent learning loss, reinforce academic skills, and close learning gaps.</p> <p>ELA Dashboard Results *EL 68 points below standard *SED 48.2 points below standard Math Dashboard Results *EL 110.6 points below standard *SED 98.7 points below standard</p>	<p>NCLUSD Beyond the Bell After-school programs address the needs EL, SED and Foster students in many ways. They give extra support with homework and tutoring, which can boost grades. Beyond the Bell offers a safe place to be after school and offers a variety of programs for students. We also offer additional support at OHS with office hours, tutoring supports, and peer mentorships. Opportunity and access is offered to all students in the district to ensure that any student who may need support beyond the school day can take advantage of the supports offered such as tutoring, SEL support, extended opportunities for enrichment.</p>	<p>2.4 Suspension Rates 2.8 Graduation Rates 2.2 Chronic Absenteeism Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.2	Action: Parent Engagement Need: Based on input from our education partners we need to Increase parent engagement and improve home to school connections for the parents of ELs, SED and Foster Youth in order to strengthen ties to the school community. Scope: LEA-wide	Increasing parent engagement and improving home-to-school connections specifically for parents of English Learners, Socioeconomically Disadvantaged students, and Foster Youth addresses several critical needs such as communication, advocacy and educational opportunities. Strengthening ties to the school community helps build trust between parents and educators. This is particularly vital for families of Foster Youth, who may have experienced instability or trauma. A supportive and collaborative school environment can make a significant difference in their educational experience. Promoting a home to school connection benefits all students, staff and parents and supports the needs of students LEA-wide.	2.6 Healthy Kids Survey 2.10 Number of participants in adult education
2.4	Action: Social-Emotional Support Need: Based on input from our Educational Partners, providing social and emotional support for at-risk students such as our EL, SED and Foster Youth is crucial for their well-being and academic success. Scope: LEA-wide	Provide comprehensive support for EL, SED and Foster students so that they develop the social-emotional skills, resilience, and support networks they need to succeed academically and in all aspects of their lives. To support our students, we will need to: Ensure we have appropriate staffing. Build Relationships Teach Social Emotional Skills Provide Counseling and Therapy Peer Support and Mentoring Support Trauma Informed Practices Promote Family Support and Involvement	2.4 Suspension Rates 2.2 Chronic Absenteeism Rate 2.6 Healthy Kids Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Develop a Multi-Tiered System of Support and then monitor interventions for effectiveness.</p> <p>These practices will also support all students in our district that struggle with social-emotional issues that can impact their academic success. By providing this action LEA-Wide we not only support our unduplicated students but can also provide counseling services to all students and families in our district. SEL support has become so important to improved academic outcomes for students.</p>	
2.5	<p>Action: Health Services</p> <p>Need: School-based health services play a critical role in supporting the health and well-being of at-risk students, ensuring they have access to essential care, promoting academic success, and addressing health disparities for students to be able to attend school. ELs, SED and Foster Youth need access to these services to support social-emotional and academic success.</p> <p>Based on our academic indicators and suspension data, our EL, SED, and FY need access to these services to support school attendance and therefor social-emotional and academic success.</p> <p>Scope:</p>	<p>At-risk students may belong to vulnerable populations that face disparities in access to healthcare. School-based health services can help bridge this gap by providing targeted support and resources to address the unique health needs of these populations. This action will support:</p> <p>Staffing Professional Development Supplies Accessibility</p> <p>All students need the access to health services throughout the day in order to ensure our students are healthy and safe. SEL and physical health play an important role in academic success for all students therefore this action supports all students LEA-Wide.</p>	2.2 Chronic Absenteeism Rate

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
	LEA-wide		
2.6	<p>Action: Chronic Absenteeism</p> <p>Need: Reducing chronic absenteeism for TK-12 unduplicated students is critical for promoting academic success, graduation, social and emotional well-being, prevention of risky behaviors, equity in education, and positive long-term outcomes.</p> <p>Chronic Absenteeism Rate EL: 12.6% SED: 16.7%</p> <p>Scope: LEA-wide</p>	<p>ELs, SED and Foster Youth will have access to health staff at every site in the district. Ongoing support will be provided to families and students at risk of chronic absenteeism. Sites will use district platforms, such as STATS and Powerschool to monitor and intervene with students and families. Each site will develop a plan to improve attendance that will address the needs of our unduplicated students as well as all students. Attendance is an important factor for academic success for all students. Learning is difficult if students are chronically absent. The focus is on unduplicated students but this action will be implemented for any students LEA-Wide who struggle with chronic absenteeism.</p>	2.2 Chronic Absenteeism
2.7	<p>Action: Improved Engagement and Support for At Risk Students and Families</p> <p>Need: Decrease suspension rates in identified subgroups.</p> <p>Suspension Dashboard Results *EL 4.9% suspended at least one day *SED 4.8% suspended at least one day *SWD 8.6 suspended at least one day *Homeless 8.7% suspended at least one day</p>	<p>Based on our suspension data, we need to provide additional support to improve engagement and parental involvement, in order to decrease suspension rates and increase student engagement for SWD, ELs, SED, Homeless and African American Students.</p> <p>Suspension Dashboard Results *EL 4.9% suspended at least one day *SED 4.8% suspended at least one day</p> <p>Provide additional funding and support to improve engagement and parental involvement for the</p>	<p>2.9 Suspension Rate at West Side Valley High School</p> <p>2.4 District and subgroup suspension rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>*African American 13% suspended at least one day</p> <p>Scope: LEA-wide</p>	<p>identified subgroups. This includes but is not limited to:</p> <p>Additional counseling services Alternatives to suspension Restorative practices Professional development for staff on managing behaviors and developing relationships</p>	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	<p>Action: Long Term English Learners(LTEs)</p> <p>Need: Decrease the number of LTEs in the district.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Provides funding as support for professional development, intervention and/or supplemental resources to address the needs of LTEs.	1.11% of Long Term English Learners reclassified each year.
1.9	<p>Action: English Learner Support and Professional Development</p>	Support and funding for staff and resources to support the academic growth and reclassification of English Learners.	1.8 SBAC ELA and Math Scores for English Learner Subgroup

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: Increase the number of English Learners who are reclassified each year. Show yearly growth on SBAC ELA and Math Scores for English Learner Subgroup.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		1.10 RFEP Rate and Progress towards English proficiency

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.

All schools in the Newman-Crows Landing Unified School District have a concentration of unduplicated students over 55%. The Local Control and Accountability Plan (LCAP) provides actions and supports utilizing grant add on funding that will enhance direct services for students in all schools for foster youth, English learners, and low-income students.

Additional Staff:

Counselors: Provide emotional and social support.

Bilingual Aides and ESL Specialists: Assist English learners.

Academic Intervention Specialists: Offer targeted academic support.

After-School Staffing: Provide academic support and enrichment opportunities.

This plan aims to enhance educational outcomes for foster youth, English learners, and low-income students in our schools by providing direct services that address the unique needs of our unduplicated students but also support all students.

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Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:17
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:14

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	\$33,494,728	8,423,919	25.150%	0.000%	25.150%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$14,062,821.00	\$5,093,883.00	\$1,135,450.00	\$2,928,249.00	\$23,220,403.00	\$16,557,745.00	\$6,662,658.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Career and Technical Education Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,212,209.00	\$975,356.00	\$1,076,266.00	\$994,092.00	\$0.00	\$117,207.00	\$2,187,565.00	
1	1.2	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$375,000.00	\$298,100.00	\$245,000.00	\$60,400.00	\$85,450.00	\$282,250.00	\$673,100.00	
1	1.3	Supplemental Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$1,902,861.00	\$0.00	\$806,951.00		\$1,095,910.00	\$1,902,861.00	
1	1.4	Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$3,807,537.00	\$0.00	\$2,393,037.00	\$376,000.00	\$0.00	\$1,038,500.00	\$3,807,537.00	
1	1.5	Long Term English Learners(LTEs)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Yolo Middle School, Orestimba High School, West Side Valley High School, Foothill Community Day School 6th-12th	Ongoing	\$135,000.00	\$25,000.00	\$25,000.00			\$135,000.00	\$160,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.6	Improved Outcomes for Students with Disabilities(SWD) and African American Students	Students with Disabilities African Americans	No			All Schools	Ongoing	\$1,435,825.00	\$5,000.00	\$1,440,825.00				\$1,440,825.00	
1	1.7	Expanded Support for At Risk Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$84,817.00	\$89,565.00				\$174,382.00	\$174,382.00	
1	1.8	Retain Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,564,693.00	\$85,000.00	\$1,564,693.00	\$85,000.00			\$1,649,693.00	
1	1.9	English Learner Support and Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$0.00	\$40,000.00		\$40,000.00			\$40,000.00	
1	1.10	School Facilities	All	No			All Schools	Ongoing	\$1,150,342.00	\$680,658.00	\$1,801,000.00	\$30,000.00	\$0.00	\$0.00	\$1,831,000.00	
1	1.12	Broad and Rigorous Curriculum	All	No			All Schools	Ongoing	\$1,075,000.00	\$662,000.00	\$1,217,000.00	\$520,000.00	\$0.00	\$0.00	\$1,737,000.00	
2	2.1	Extended Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,390,000.00	\$1,110,725.00	\$1,290,000.00	\$1,210,725.00	\$0.00	\$0.00	\$2,500,725.00	
2	2.2	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$30,000.00	\$150,000.00	\$180,000.00	\$0.00	\$0.00	\$0.00	\$180,000.00	
2	2.3	Adult Education	Adults	No			Specific Schools: Alternative Education Site Adults	Ongoing	\$43,362.00	\$85,478.00	\$0.00	\$128,840.00	\$0.00	\$0.00	\$128,840.00	
2	2.4	Social-Emotional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,290,000.00	\$0.00	\$155,000.00	\$0.00	\$1,050,000.00	\$85,000.00	\$1,290,000.00	
2	2.5	Health Services	English Learners Foster Youth	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$800,000.00	\$80,000.00	\$880,000.00	\$0.00	\$0.00	\$0.00	\$880,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Foster Youth										
2	2.6	Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$360,000.00	\$260,000.00	\$620,000.00	\$0.00	\$0.00	\$0.00	\$620,000.00	
2	2.7	Improved Engagement and Support for At Risk Students and Families	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,478,960.00	\$212,915.00	\$1,000,000.00	\$691,875.00	\$0.00	\$0.00	\$1,691,875.00	
3	3.1	Decrease Suspension Rate	All	No			All Schools Specific Schools: West Side Valley High School and Foothill Community Day School 7-12	Ongoing	\$150,000.00	\$0.00	\$0.00	\$150,000.00	\$0.00	\$0.00	\$150,000.00	
3	3.2	Credit Recovery Completion	All	No			All Schools Specific Schools: West Side Valley High School and Foothill Community Day School 7-12	Ongoing	\$175,000.00	\$0.00	\$175,000.00	\$0.00	\$0.00	\$0.00	\$175,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$33,494,728	8,423,919	25.150%	0.000%	25.150%	\$9,428,996.00	0.000%	28.151 %	Total:	\$9,428,996.00
								LEA-wide Total:	\$9,403,996.00
								Limited Total:	\$25,000.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Career and Technical Education Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,076,266.00	
1	1.2	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$245,000.00	
1	1.3	Supplemental Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
1	1.4	Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,393,037.00	
1	1.5	Long Term English Learners(LTEs)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Yolo Middle School, Orestimba High School, West Side Valley High School, Foothill Community Day School 6th-12th	\$25,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Expanded Support for At Risk Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.8	Retain Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,564,693.00	
1	1.9	English Learner Support and Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
2	2.1	Extended Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,290,000.00	
2	2.2	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$180,000.00	
2	2.4	Social-Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$155,000.00	
2	2.5	Health Services	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$880,000.00	
2	2.6	Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$620,000.00	
2	2.7	Improved Engagement and Support for At Risk Students and Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$21,873,328.00	\$21,387,963.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Broad and Rigorous Curriculum	Yes	\$578,350.00	\$475,000.00
1	1.2	Professional Development	Yes	\$3,213,127.00	\$3,194,422.00
1	1.3	Supplemental Resources	Yes	\$339,227.00	\$339,227.00
1	1.4	Intervention and Support	Yes	\$879,719.00	\$879,719.00
1	1.5	English Learner Support and Professional Development	Yes	\$352,564.00	\$352,564.00
1	1.6	Special Education Professional Development	No	\$1,830,680.00	\$1,830,680.00
1	1.7	Extended Support for At Risk Students	Yes	\$3,353,924.00	\$3,200,000.00
1	1.8	School Facilities	Yes	\$2,100,000.00	\$2,402,609.00
1	1.9	Retain Teachers	Yes	\$515,971.00	\$547,508.00
1	1.10	Instructional Technology	Yes	\$510,000.00	\$510,000.00
1	1.11	Career and Technical Education Pathways	Yes	\$1,239,707.00	\$1,369,683.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Parent Involvement	No Yes	\$158,210.00	\$145,522.00
2	2.2	Extended Learning Opportunities	No	\$3,608,584.00	\$2,800,000
2	2.3	Adult Education	Yes	\$132,175.00	\$132,175.00
2	2.4	Social-Emotional Support	No Yes	\$1,909,672.00	\$1,984,954.00
2	2.5	Parent Input and Communication	No	\$25,000.00	\$23,000.00
2	2.6	Health Services	No Yes	\$661,925.00	\$736,407.00
2	2.7	Chronic Absenteeism	No Yes	\$464,493.00	\$464,493.00

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)
\$8,598,458.00	\$9,535,035.00	\$9,841,456.00	(\$306,421.00)	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	Broad and Rigorous Curriculum	Yes	\$50,000.00	\$50,000		
1	1.2	Professional Development	Yes	\$2,551,381.00	\$2,551,381		
1	1.3	Supplemental Resources	Yes	\$74,573.00	\$74,573		
1	1.4	Intervention and Support	Yes	\$397,567.00	\$425,000		
1	1.5	English Learner Support and Professional Development	Yes	\$352,564.00	\$295,000		
1	1.7	Extended Support for At Risk Students	Yes	\$0.00	\$0.00		
1	1.8	School Facilities	Yes	\$1,700,000.00	\$1,751,392		
1	1.9	Retain Teachers	Yes				
1	1.10	Instructional Technology	Yes	\$510,000.00	\$575,920		
1	1.11	Career and Technical Education Pathways	Yes	\$1,129,297.00	\$1,186,495		
2	2.1	Parent Involvement	Yes	\$40,000.00	\$52,000		
2	2.3	Adult Education	Yes	\$0.00	0		
2	2.4	Social-Emotional Support	Yes	\$1,909,672.00	\$1,900,000		

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)
2	2.6	Health Services	Yes	\$621,286.00	\$781,000		
2	2.7	Chronic Absenteeism	Yes	\$198,695.00	\$198,695		

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)
\$33,565,841	\$8,598,458.00	0.00%	25.617%	\$9,841,456.00	0.000%	29.320%	\$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

	Newman-Crows Landing	Hunt Elementary	Orestimba	West Side Valley High	Metric to Measure Progress	Action(s) to Address Need
English Language Arts (points below standard)	AA - 72.8 SWD – 125.8	Hunt - 70.9 EL – 87.2 HIS – 76.5 SED – 78.2 SWD – 96.9	EL – 96.2 SWD – 168.7		1.7 1.8 1.9 1.18	1.4 1.6 1.7 2.1
Mathematics (points below standard)	AA – 159.9 HIS – 95.5 SED – 98.7 SWD – 159.5	EL – 100.4 SED – 100.4 SWD – 126.4	Orestimba – 121.1 EL – 192.7 HIS – 133.3 SED – 136.1 SWD – 247.6		1.7 1.8 1.9 1.18	1.4 1.6 1.7 2.1
Chronic Absenteeism (10% of school year)						
Suspension Rate (suspended at least one day)	AA – 13% EL – 4.9% HL – 8.7% SWD – 8.6%		EL – 8% SWD – 12.7%	West Side – 10.8%	2.4	2.4 2.7
Key	AA – African American SWD – Students with Disabilities FY – Foster Youth TMR – Two or More Races AS - Asian HIS – Hispanic HL – Homeless SED – Socio Economically Disadvantaged WH – White EL – English Learner					