LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Willow Grove Union Elementary School District
CDS Code: 35-67579-0000000
School Year: 2024-25
LEA contact information:
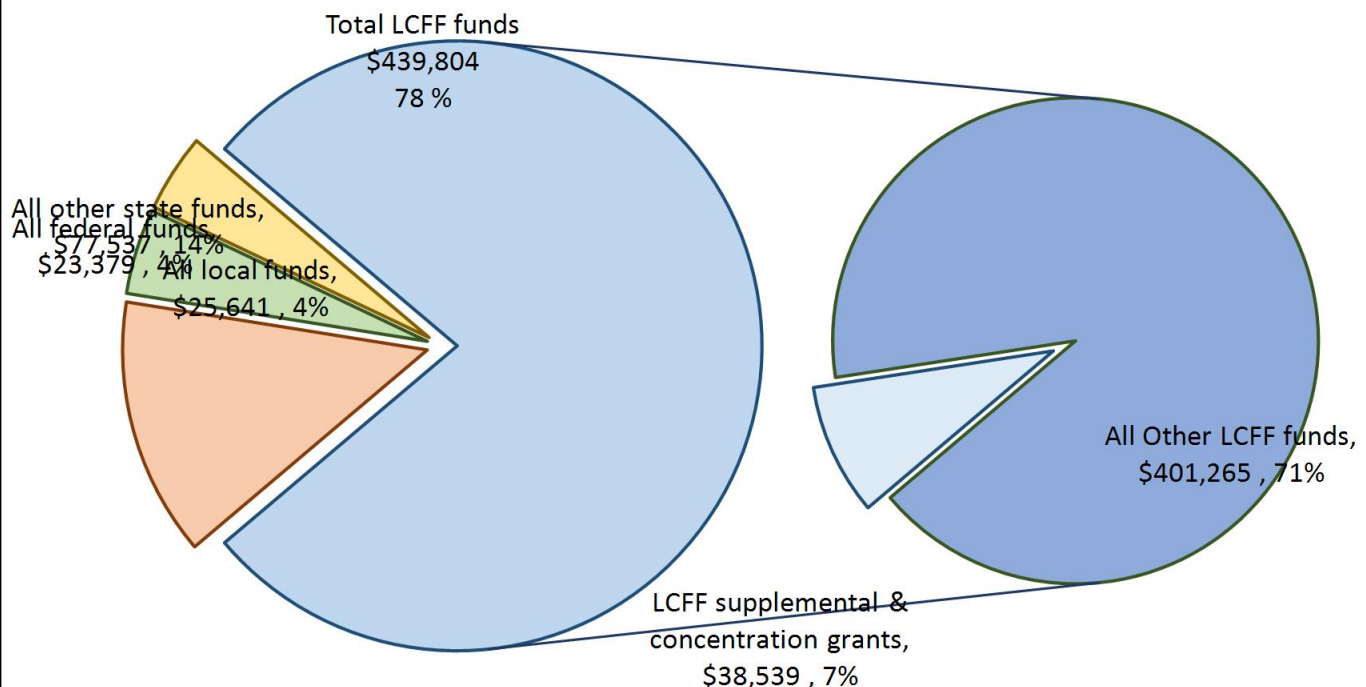Linda Smith
Principal/Superintendent
principalpaws4@yahoo.com
831-628-3256

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

Total LCFF funds
$439,804
78 %

All other state funds,
$77,537 , 14%

All federal funds,
$23,379 , 4%

All local funds,
$25,641 , 4%

All Other LCFF funds,
$401,265 , 71%

LCFF supplemental & concentration grants,
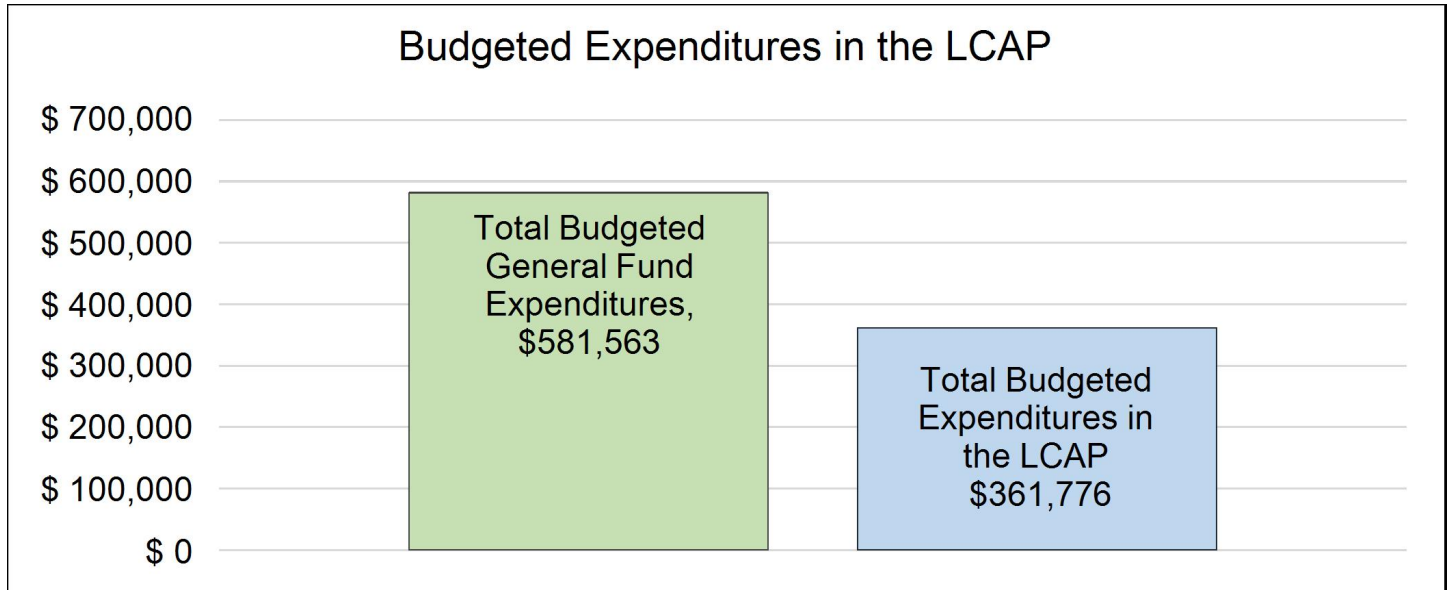$38,539 , 7%

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

The text description for the above chart is as follows: The total revenue projected for Willow Grove Union Elementary School District is $566,361, of which $439,804 is Local Control Funding Formula (LCFF), $77,537 is other state funds, $25,641 is local funds, and $23,379 is federal funds. Of the $439,804 in LCFF Funds, $38,539 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.

Budgeted Expenditures in the LCAP

	Budgeted Expenditures in the LCAP
$ 700,000	
$ 600,000	
$ 500,000	Total Budgeted General Fund Expenditures, $581,563
$ 400,000	
$ 300,000	Total Budgeted Expenditures in the LCAP $361,776
$ 200,000	
$ 100,000	
$ 0	

This chart provides a quick summary of how much Willow Grove Union Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Willow Grove Union Elementary School District plans to spend $581,563 for the 2024-25 school year. Of that amount, $361,776 is tied to actions/services in the LCAP and $219,787 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
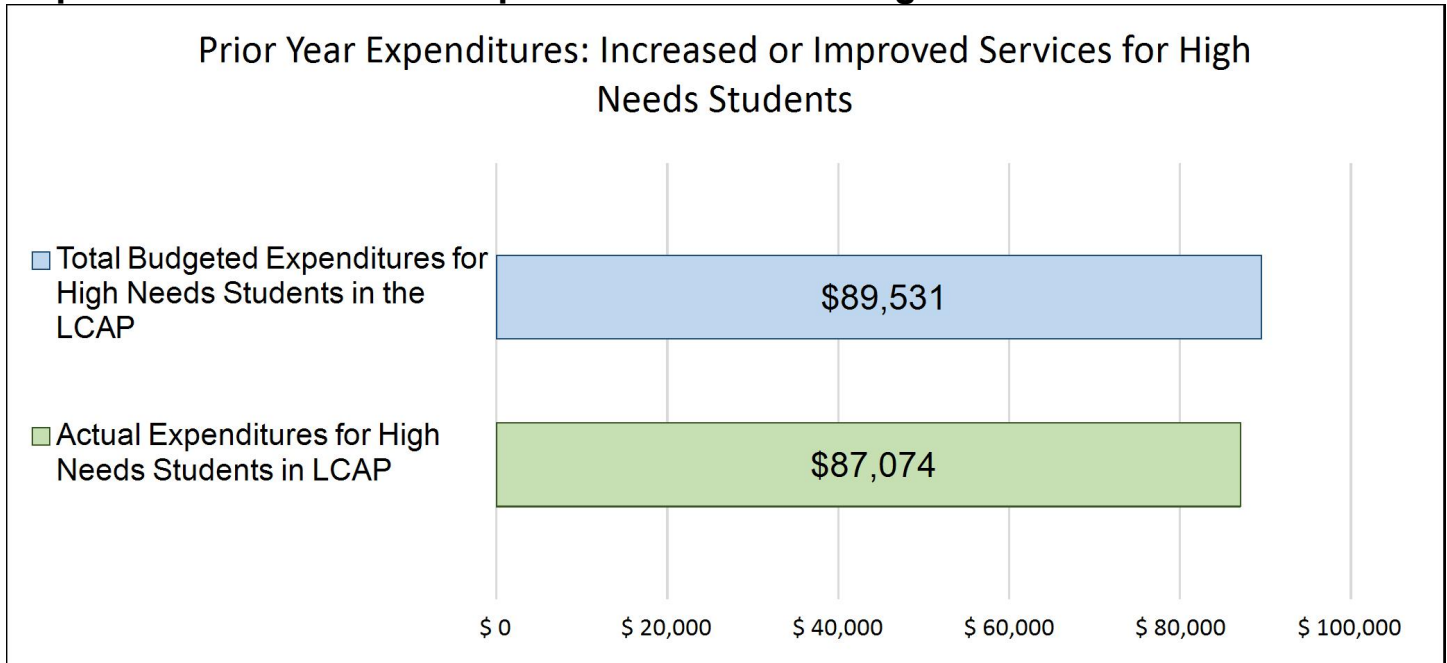
General operations of the district: housekeeping, maintenance, grounds, administration, administrative operations, and other items to support student learning.

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

In 2024-25, Willow Grove Union Elementary School District is projecting it will receive $38,539 based on the enrollment of foster youth, English learner, and low-income students. Willow Grove Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Willow Grove Union Elementary School District plans to spend $65,966 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- ☐ Total Budgeted Expenditures for High Needs Students in the LCAP: **$89,531**
- ☐ Actual Expenditures for High Needs Students in LCAP: **$87,074**

| | $ 0 | $ 20,000 | $ 40,000 | $ 60,000 | $ 80,000 | $ 100,000 |

This chart compares what Willow Grove Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Willow Grove Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Willow Grove Union Elementary School District's LCAP budgeted $89,531 for planned actions to increase or improve services for high needs students. Willow Grove Union Elementary School District actually spent $87,074 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Willow Grove Union Elementary School District	Linda Smith Principal/Superintendent	principalpaws4@yahoo.com 831-628-3256

Goals and Actions

Goal

Goal #	Description
1	Provide a high quality teaching and learning environment where all students have access to standards based instruction in a safe and well maintained physical environment. (Priority 1 - Pupil Achievement), (Priority 2 - Implementation of State Standards), (Priority 7 - Course Access)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain 100 % highly qualified teachers who meet the California state credentialing requirements.	100% teachers who are appropriately credentialed and highly qualified (2020-21).	100% teachers who are appropriately credentialed and highly qualified (2021-22).	100% teachers who are appropriately credentialed and highly qualified (2022-23).	100% teachers who are appropriately credentialed and highly qualified (2023-24).	100% of teachers will be credentialed and highly qualified each year.
Standards aligned instructional material for Science	0% NGSS compliant Science materials in use (2020-21)	Purchased a 100% NGSS compliant Science curriculum materials, school wide for grades K - 8th (Science Discovery from Houghton.)	100% or teacher used the science curriculum materials K - 8th (Science Discovery from Houghton)	100% NGSS compliant Science materials in use (2023-24).	100% of teachers and students will be using the new Science materials beginning the 2021-22 school year and each year thereafter.
Standards aligned instructional material for ELA/ELD and Math.	100% All students have access to use appropriate ELA /ELD materials and Math materials (2020-2021). 100% Common Core aligned with ELA/Math	100% All students have access to use appropriate ELA /ELD materials and Math materials (2021-2022). 100% Common Core aligned with ELA/Math	100% All students have access to use appropriate ELA /ELD materials and Math materials (2022-2023). 100% Common Core aligned with ELA/Math	100% All students have access to use appropriate ELA /ELD materials and Math materials (2023-2024). 100% Common Core aligned with ELA/Math (2023-24)	100% all students will have appropriate ELA /ELD and Math materials every year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Provide a broad course of study aligned to the standards for History/Social Science, P.E., Health and the Arts.	100% of students had access to a cross curricular and stand alone units of study. (2020-2021)	100% of students had access to cross curricular and stand alone units of study. (2021-2022)	100% of students had access to cross curricular and stand alone units of study. (2022-2023)	100% of students have access to a cross curricular and stand alone units of study. (2023-24)	100% of teachers and students will have access to materials aligned with standards for a broad course of study. (i.e.History/Social Science, P.E., Health, and the Arts)
Maintain facilities in good repair and address any needs from Keenan or Fire Dept. walk-through, using the FIT results.	100% FIT results show a standing of "good" every year. (2020-21)	100% FIT results showed a standing of "good". (2021-22)	100% FIT results showed a standing of "good". (2022-23)	100% FIT results show a standing of "good" every year. (2023-24).	100% of facilities will receive a rating of Good or better on the FIT score yearly for Willow Grove School.
Implementation of state standards	100% of staff attend professional development every year. (2020-21)	100% of staff attended professional development. (2021-22)	100% of staff attended professional development. (2022-23)	100% of staff attended professional development every year. (2023-24).	100% of staff attend professional development every year.

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.

The successes of this goal were: Our teacher for the TK program finished her Early Childhood Education units so that she is fully qualified to teach the TK classes. All actions were completed as written. Staff received professional development on Writing, in Language Arts, ELD strategies, math strategies, and Social Emotional Learning.
No substantive differences in the planned actions or implementation.

There were no challenges in implementing the actions of this goal.

There were not instances in which any actions in this goal were not implemented.

There were no instances in which any of the actions were implemented in a manner significantly different than what was 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.

Goal 1, Action 2 - The budgeted amount for this action was $35,000 and $28,995.18 was actually spent. The difference was due to lower costs of materials purchased for facilities.

Goal 1, Action 3 - The budgeted amount for this action was $5,000 and $176.45 was actually spent. The difference was due to the fact that the school previously, 2022-23, purchased the large amount of necessary materials so this year expenditures were much less.

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

Action 1.1 - 100% of teachers were maintained and highly qualified. (Effective) The School Board has raised the wages of the teachers to help maintain the highly qualified staff that we currently have at Willow Grove.

Action 1.2 - Facilities were well maintained by a FIT score of "Good". (Effective). The School Board has followed all recommendations for upkeep and improvement for safety at Willow Grove School.

Action 1.3 - The purchase and implementation of standards based materials was completed the year before and continued to be 100% fully implemented. (Effective). The staff is using and participating in further training of our new Science curriculum.

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.

There will be no changes to Action 1.1, 1.2 and 1.3 as each of these actions were successfully implemented and help us reach our yearly goal in keeping a safe campus and maintain high quality staff. There will be a fourth action added to this goal for 2024-25 which will address the implementation of state standards for instruction and teaching. (Professional Development). The purpose of this fourth action will be to take a closer look at how we teach all of our students in vocabulary development, writing, and other language art standards.

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	All students will be provided with equitable support to increase their individual student achievement including programs and services developed for English learners, economically disadvantaged, homeless/foster youth, and individuals with exceptional needs. (Priority 5 - Pupil Engagement), (Priority 4 - Pupil Achievement), (Priority 7 -Course Access), (Priority 8 - Pupil Outcomes)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR-360 for Math and English Language Arts, Individual students will show growth throughout the school year as measured by the STAR-360 and achieve at or above grade level status by the end of the school year. Students on an IEP will use their goals as a measure of growth as well.	STAR 360 scores are posted in this document under the Annual Update in GOAL 1 * Students showed improvement in their Reading scores from July through February, showing 9 out of 9 students within or above grade level (100%). * Math scores, likewise for July through February, showed improvement in Math scores, with 9 out of 9 students within or above grade level (100%).	For 2021-22 based on the STAR 360 100% of the students are showing growth in both ELA and Math. ELA scores show 81% of students are meeting or exceeding their grade level and 19% are approaching grade level. For Math, 88% are meeting or exceeding grade level and 13% are approaching grade level. Special Education students are meeting IEP goals.	For 2022-23 based on the STAR 360 100% of the students are showing growth in both ELA and Math. ELA scores show 45% of students are exceeding grade level and 40% are at or within grade level. 15% are below due to numerous absences, emotional issues or special education. For Math, 54% are exceeding grade level and 46% are at or within grade level. Special Education students are meeting or surpassing their IEP goals.	100% of students have shown growth on the STAR-360 testing sessions throughout the 2023-24 school year. Language Arts testing: Of the times tested: 6% made growth once (with absences being the problem), 25% made growth two times, 32% made growth 3 out of 5 testing sessions, 12% made growth 4 out of 5 testing sessions, and 25% made growth every testing session. Thus, all students made growth commensurate with	100% of students will show growth on STAR-360 for each planned testing session throughout the school year. Students will be at or above grade level on the ELA and Math portions of the STAR-360 assessment throughout the school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				their individual levels of study.	
ELPAC assessment. Students will show at least one level of growth per school year in the ELAC testing. Scores are not posted to the Dashboard due to low numbers of students per grade level (less than 5).	ELPAC was not given in 2020. It is being given in 2021 but the scores will not be available until Summer of 2021. (25% of students advanced in at least one level in the Summative ELPAC 2021.) Baseline will be established this year.	25% of students advanced in at least one level in the Summative ELPAC 2021. New scores will be available in the summer of 2022 and will be reported in Year 2.	71% of students advanced in at least one level in the Summative ELPAC 2022. New scores will be available in the summer of 2023 and will be reported in Year 3.	100% students showed an increase of at least one level in the Summative ELPAC for 2023-24.	100% of each EL student will show a growth of at least one level on the ELPAC.
Physical Education Test (PFT)- Students will show growth each year on their individual scores. Scores are not posted to the Dashboard due to low numbers of students per grade level (less than 5).	PFT was not given in 2020 or 2021 due to COVID concerns. The baseline will begin with the scores from 2022. (0% growth in 2020-2021) New baseline will be established next year.	For 2021-22 school year, 100% of the students participated in the PFT.	For 2022-23 school year, 100% of the students participated in the PFT.	For the 2023-24 school year 100% of the students participated in the PFT.	Adjusted metric: 100% of the students will participate in the PFT annually.
Middle School Dropout rate on SARC Report	Middle School Dropout Rate is 0%	For 2021-22, Middle School Dropout Rate is 0%	For 2022-23, Middle School Dropout Rate is 0%	For 2023-24 the dropout rate is 0%.	Maintain the Middle School Dropout rate at 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP assessments: SBAC for ELA and Math and the California Science test. Scores are not posted to the Dashboard due to low numbers of students per grade level (less than 5).	For 2021, 70% of students met or exceeded standards for ELA; 24% of students met or exceeded standards for Math.: 100% of students met or exceeded standards on the CAST.	For 2021, 70% of students met or exceeded standards for ELA; 24% of students met or exceeded standards for Math. New scores will be available in the summer of 2022 and will be reported in Year 2.	For 2021-22, 45% of students met or exceeded standards for ELA; 18% met or exceeded standards for Math. New scores will be available in the summer of 2023 and will be reported in Year 3.	For 2022-23, 26% of students met or exceeded their ELA standards and 38% met or exceeded the Math standard assessments. 100% of students nearly met standards on the CAST assessment. (2023-24 has not yet posted.)	For 2021-2022, 90% of students will meet or exceed standards for ELA; 80% of students will meet or exceed standards for math 100% of students will meet or exceed standards on CAST.
EL reclassification rate	15% of students were reclassified on the ELPAC in 2020-2021.	15% of students were reclassified on the ELPAC in 2020-2021. New rates will be available after the summer of 2022 when ELPAC is posted and will be reported in Year 2.	20% of students were reclassified on the ELPAC in 2021-2022	9% of the EL students were reclassified on the ELPAC for the 2022-23 school year.	25% of students will be reclassified on the ELPAC.

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.

The Goal 2 and actions in this last 3 year cycle of the LCAP were very effective in meeting the specific growth points towards the progress of each student in their academic, social, and behavioral results.
There were no instances where any of the goals and actions were not implemented.

There were no instances in which any of the actions were implemented in a manner significantly different than what was in the adopted LCAP.

All students made growth commensurate with their individual levels of study.
The program for our students is very individual in many respects so as to assist students with their own improvement of standards based skills especially in reading, writing and math. Every school year is different for each student since some come to us with different needs (i.e. not having really attended school much at a previous school, emotional issues, parents who don't get their student to school every day regularly because they prioritize ranch business or the driving time more importantly than their student being in school, weather plays a considerable factor as well since many of our students live quite a way out in the mountains and past rivers that flood almost every year). Those students who were at the school for the entire year, or at least 6 months, made very good growth in their assessments. Students with learning disabilities were making growth as per their iEP goals. We encounter students who come into the school with below grade level scores or who are in Willow Grove for shorter than the entire school year and leave to go to another school or go to Mexico for several months.
Since the numbers of students at Willow Grove are small, the impact on the overall results often has multiple facets. We have been fortunate to be able to enlist the assistance of the Migrant Program in our area to help us in this endeavor. We plan to have their help in the next school year as well.
In addition, the inclusion of the TK students for a full day program in the lower grade class has been a good addition to the school. The instructional aide time has been critical in both of the classes to help the varying levels of students in each class get the necessary assistance with their learning throughout the day.
The barriers to more students making the growth was mostly days missing school. Three students (TK, K, 1st) were showing growth but were far below grade level due to having missed several days.
Three students were lower than grade level and not showing commensurate growth due to having learning disabilities. In addition, two students were Spanish speaking and were not able to test in English yet on the STAR-360. The challenge for these students was maintaining their understanding of skills (in Spanish) and also developing their English so that they could begin to meet the standards in English. (They came with little to no English skills.)
Our program works and shows growth over time for our students. It is very individual and because of all of the outside and intrinsic issues of our students, this is not a reflection of a program which doesn't work. All of our students do show growth on the assessments. Since they may not be at grade level it is not a reflection of poor instruction but rather a multitude of reasons brought on by a very diverse population of students.

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.

Goal 2, Action 1- The budgeted amount for this action was $35,000 and $5,118 was not spent. The difference was the intervention teacher and aides were not working as many hours due to illness.

Goal 2 Action 3 - The budgeted amount for this action was $11,260 and $1,193 was overspent. The difference was spent for extended year round expenses in salaries.

Goal 2 Action 4- The budgeted amount for this action was $3,700 and $1,362 was not spent. The difference was the that the language materials for writing were less than budgeted.

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

Action 2.1: Providing math and ELA intervention with our staff assists students to reach grade level or above standards. (Effective). Over 60% of the students at Willow Grove receive intervention in academics. Intervention is used for students with below level skills and students who are having a hard time increasing their skills over time. In addition, this year we had the new, to Willow Grove, addition of students who are older and only spoke Spanish. We have been using various methods to try to mitigate any learning loss in their home language as well as teach them the skills that they need in English.

Action 2.2. Conducting periodic assessments of student progress assists staff in knowing the areas of need and next steps to take in assisting student learning. (Effective). These periodic assessments are the STAR 360 assessments in math and in reading. They assist staff in keeping track of the progress being made by each student.

Action 2.3. Provide for improved attendance and year round school and increasing the days of instruction so that students do not have a lapse in their learning. (Effective) These extra days of instruction and the modified year round calendar have helped our students so that they don't have any large gaps of time without some instruction.

Action 2.4. Strengthen vocabulary skills for all students. (Effective). Students benefit from extra activities such as field trips and visiting learning opportunities to assist with their language development.

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 Action 2.4 it was determined that the Writing aspect of the Language Arts program of study was not focused enough on the complexities and teachings of writing. It was determined that the teachers and students needed improved instruction, models, rubrics, and materials to reach a more accomplished manner of learning to better assist them with regular communication in writing and dong a more thorough and higher scoring job not only on the CAASPP assessment but also on their writing of any kind. This will be an additional action for next year. The writing materials will be used throughout the coming school year of 2024-25 to assist with the instruction of more complete thought and production of writing assignments.

Since there can be differences in the assessment of the STAR 360 on any given day, these assessments will be given fewer times during 2024-25 for all students. However, they will continue to be used as an indicator of student progress over the whole school year instead of every 6-8 weeks as in the past years.

An additional action will focus on a higher acknowledgement and planning of the vocabulary taught and used in class lessons as well as with field trips to help students reach a higher understanding of vocabulary usage.

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

Goals and Actions

Goal

Goal #	Description
3	Willow Grove School is supportive of its parents, students and staff in their efforts to maintain excellent attendance for their students, a positive climate and system of support for each member of the school community. (Priority 3 - Parental Involvement), (Priority 5 - Pupil Engagement), (Priority 6 - School Climate)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Different surveys for students, parents and for staff will be reviewed for use with this goal to determine social/emotional well-being and possible needs of each group within our school community, including feeling safe and connected at school. Use of school recording of incidences and/or California Healthy Kids Survey results or equivalent.	In July of 2021, 84% of students feel safe at school. 100% of parents feel their students are safe at school as per School Survey and recording of instances.	In the school year, 2021-2022, parents continue to feel that their children are safe at school (100%) as recorded from conversations with parents. According to the Willow Grove School Survey, 91% of students feel safe at school.	In the school year, 2022-2023, parents continue to feel that their children are safe at school (100%) as recorded from conversations with parents. According to the Willow Grove School Survey, 89% of students feel safe at school. There has been discussion among students and staff after the shootings started to happen in other parts of the United States, after COVID, because our school is so open to the street.	Surveys and discussions with the parents and students showed that 89% felt the school was safe. May 2023-24.	Yearly and periodic surveys regarding social-emotional well-being will be completed by parents, students and staff to determine needs within the school community which will drive programs for students, parents and staff. The desired outcome is 100% of students feel safe at school, 100% of parents feel their students are safe at school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absenteeism and attendance rate for students	For 2018-19 attendance rate was 97% and 0% for chronic absenteeism.	Attendance rate for 2021-22 is: 84% of the students attended 94% of the time and 16% of the students attended 75% of the time.	Attendance rate for 2022-23 is 79.35% 52.4% chronically absent 23-24 school year.	For 2023-2024 attendance rate was 79.35% and 62% for chronic absenteeism during the 2023-2024 school year..	Chronic absenteeism will be 0% and attendance rate will be 97% or above for the year.
Parent participation in school meetings, Family Nights, other school activities.	Observations showed that our parents participated nearly 100% during pre-pandemic.	Parent participation in conferences, our whole school meetings and performances was 100% during 2021-22	Parent participation in conferences, our whole school meetings and performances was 100% during 2022-23	100% participation by parents during the 2023-24 school year.	100% participation by parents
Suspension rate	Suspensions = 0%	Suspensions for 2021-22 = 0%	Suspensions for 2022-23 = 0%	Suspension Rate was 0% for the 2023-24 school year.	Suspension Rate = 0%
Expulsion rate	Expulsions = 0%	Expulsions for 2021-22 = 0%	Expulsions for 2022-23 = 0%	Expulsion Rate was 0% for the 2023-24 school year.	Expulsion Rate = 0%

Goal Analysis

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

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

There was no substantive difference in the planned actions and the actual implementation of the actions.
The goals and actions in this last 3 year cycle of the LCAP were effective.

There were no instances where any of the goals and actions were not implemented.

There were no instances in which any of the actions were implemented in a manner significantly different than what was in the adopted LCAP.
All actions in this Goal were implemented.

The challenges were several including the itinerant students, students with emotional needs, and ranch life and the outlook of parents in having their children involved at the ranches.
The attendance rate was affected by many students this year with social emotional issues as well as parents wanting their child at home for various reasons.
Attendance rate for 2023-24 was varied. Individual attendance data showed: 38% of the students attended over 90% of the time, the remaining 62% of the students attended from 36% to 68% of the time. (chronic absenteeism)
Additionally out of the 62%, 26% of students were transient (attendance was sporadic during their stay at Willow Grove, sometimes as low as 40%) Most of the students in this last group were enrolled for only 5 to 73 days.   Overall attendance rate for 2023-24 was 79.35%. Even though there were specific actions taken, it is very frustrating to see the lack of attendance by some students during the school year. The staff work very hard with the parents and the administrator has numerous meetings with the parents who have students out. The culture of some of the ranches is to have the children for helping or observing at home. However, even though some parents do work harder at having their students attend more, others feel that time with family is more important. A more direct approach with parents will be implemented during the 2024-25 school year.

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.

Goal 3 Action 1 - The budgeted amount for this action was $4,500 and $1,000 was not spent. The difference was the SEL costs were lower since we were able to partner with the County Office of Education for these services.
Goal 3 Action 2 - The budgeted amount for this action was $3,500 and $3,446 was not spent. The difference was the that the community based health providers were not needed as much since the County Office of Education and the SELPA provided services for our students in counseling..

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

Action 1: Provide staff with SEL topics of learning. (Effective). Staff is using the tool provided by the County Office of Education for working on social interaction between students and ways for students to better communicate with one another.

Action 2: Connecting with community partners for mental health concerns within the student population. (Effective). Willow Grove has had several instances of students who have needed counseling on site and this has been a very good help with assisting student growth emotionally.
Action 3: Provides for administrative assistance to support the school community. (Effective) The administrator works directly with the staff and some students to develop better communication throughout the school and oversees the intervention of students and their needs. Parents are also a focal point of the administrator in developing a good working relationship with the community of support for students.
Action 4: Staff community building and instructional support. (Effective) The school has 3 staff development days built into the schedule which allow for dedicated time to discuss new ideas, research, and community building within the staff at Willow Grove.

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.

There will be no changes to the Actions supporting Goal 3 as each of these actions were successfully implemented and help us reach our Goal in all areas of parental support and engagement.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Willow Grove Union Elementary School District	Linda Smith Principal/Superintendent	principalpaws4@yahoo.com 831-628-3256

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.

Willow Grove Union School District is a small, single-school, rural district in southern San Benito County. Our student population has ranged from 14-20 students over the past few years. For the 2023-24 school year, we started the year with 19 students in grades TK through 8th grades and ended the year with 22 students. During the school year, we lost 3 students and gained 3 other students. Our half day TK program moved from half day to full day in 2023-24 and will continue as such for the ensuing years. The total student body consists of 73% English Learners, 27% English only students. During 2023-24, 78% of students qualified as English Learners, foster youth, and socio-economically disadvantaged. The single school district currently employs two credentialed full-time teachers, a part-time intervention teacher, one part-time (5 hour) Instructional Aide, an administrative assistant and one part-time administrator. Parents are very proud of Willow Grove School and are very involved with Parent Nights, parent meetings, and their children's education.

At the beginning of the 2024-25 school year we will be starting the year with 22 students, however we lost a 3rd grader who had to transfer and gained an incoming TK. (Our population is often changing during the year like this.)

When students must be out due to illness, family COVID, or inclement weather, we can use short term independent study with a combination of online work through Google meets and paper packets sent home. Internet access remains a challenge for some families due to insufficient bandwidth for multiple users, or the physical terrain that hinders internet access. The school stays in constant contact with the families to use the best options of learning available under the difficult and rural circumstances.

The LCAP supports the districts' vision of supporting students towards their individual student success in all areas of academics. A specific emphasis is placed on the ability of students to be at or above grade level in Reading/Language Arts and Math. Since there are between one and five students at any one grade level, and growth patterns, scores for grades and/or students are not shown on the California School DashBoard because of the very low number of students.

The development of the LCAP goals and actions are discussed and developed after several types of ongoing meetings with staff and parents (individually). Parent input is also garnered during special school planned evening functions as well as individual conversations with parents

during parent conferences, parent pick-up, parent drop-off in the morning, individual meetings with parents during the day, and phone conversations.

The staff, parents and school board are very concerned about the emotional well-being of our students. The school administrator is working with numerous agencies and county education departments to find counseling and support for some of our students. Monthly SEL lessons are taught by our teachers to help all students build their social-emotional skills and resilience.

This year we have been fortunate enough to receive the Equity Multiplier Funds for our school site. The Local Control Funding Formula (LCFF) Equity Multiplier provides additional funding to local educational agencies (LEAs) for allocation to school site/districts with prior year non-stability rates greater than 25% and prior year socioeconomically disadvantaged pupil rates greater than 70%. The Equity Multiplier information for Willow Grove School includes the rate data of 33.3% for non-stability of students and the socioeconomically disadvantaged rate data of 85%, both during the 2022-23 school year.

Reflections: Annual Performance

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

There are between one and five students at any one grade level in our school, Thus, with our low student population, growth patterns and scores for grades and/or students are not shown on the California School DashBoard. We rely heavily on the scores we receive from the STAR 360 assessments in Math and Language Arts which we administer periodically throughout the year. According to the research presented by the Renaissance Company who own STAR 360, these assessments have shown a strong correlation to the state assessments and many of our local schools use them. The students were given the STAR 360 test at 8-10 week intervals throughout the year to assist with the lesson planning and instruction. For the year 2023-24, we determined that 100% of students made growth in English Language Arts and Math.

Reading scores from July (2023) through May (2024), are showing 76% of students are exceeding their grade level and 24% are meeting or within grade level. For Math, 43% of the students are exceeding grade level and 57% are at or within grade level. The individual student improvements were shared with the parents at our parent conferences (Fall of 2023 and Spring of 2024). These measures were a result of the focused individual instruction which we are able to provide our students throughout the school year. They are in direct alignment with our 2023-24 LCAP Goals and the educational program of instruction and intervention (as determined by academic need) for all students at Willow Grove School.

It is important to understand that due to the low number of students at each grade level, any one or "a few" students can change the dynamics of what the trends for the scores show in any subject area. This is true from the beginning of the year to the end of the year or even starting the following year as students leave and are (or not) replaced by other students. Sometimes students who start at the school are not the same population that end the school year. (This lack of Stability rate within Willow Grove School makes the state, or local testing totally unreliable for trends as a grade level.) With his information in mind, we look at each student individually to determine what their growth has been and where their needs are to make improvements to their learning.

This year we have been fortunate enough to receive the Equity Multiplier Funds for our school site. The Local Control Funding Formula (LCFF) Equity Multiplier provides additional funding to local educational agencies (LEAs) for allocation to school site/districts with prior year non-stability rates greater than 25% and prior year socioeconomically disadvantaged pupil rates greater than 70%. The Equity Multiplier information for Willow Grove School includes the rate data of 33.3% for non-stability of students and the socioeconomically disadvantaged rate data of 85%, both during the 2022-23 school year.

Our higher percentages of unduplicated students includes the socio-economically disadvantaged and the English Learner student groups. These have risen to a level we have not seen in the last 12 years. This has become an intensive area of need based on the low skill levels of these students. Many of these students are also Migrant students and so we have been working with this program in our area to help find some additional resources for our new students. Some of these students only spoke Spanish when they came to our school and not all staff are proficient in the Spanish language.

No other school feeds in to our school as we are a single school district in a rural area. Thus, we have consulted with the San Benito County Office of Education, the Migrant Program in San Benito County, and discussed the needs with the parents of these students as well. It is these conversations that assisted us in developing our focus goal for these students using our Equity Multiplier Funds. We will be implementing a process of assisting the students eligible under this focus goal in the academic areas of Language Arts and Math. The process will include the hiring of an aide who has the ability to communicate with these students clearly and be understood. Their job will be to work with the target students in the classroom along with the teacher to assist the students in understanding the assignment given by the teacher. At the current time, only approximately 46% of the assignments are completed by these students since they are unclear as to the directions and the process(es) used. Of the 46% which are completed, only about 12% of the work is correct. This process of having an adult be able to help the students understand the process directed by the teacher will be a significant help to the success of these students. The goal will be to have the students complete 90% of the work assigned and have the completed work show at least 90% correct. Then given an assessment on the subject matter, the students will show 80% accuracy after clearly understood directions are given. In addition to our unduplicated students, the Equity Multiplier Funds were also to address the attendance rate for several of our student population. This will be addressed through individual parent meetings and education, contracts with parents whose students have been absent more than 4 days, and to have a school wide incentive program to encourage perfect attendance.

Willow Grove School District employs two full time teachers, one of whom teaches TK through 2nd grade (or 3rd grade) and the other teaches 3rd grade (or 4th grade) through 8th grade. Both teachers are fully credentialed and qualified to teach in their grade levels. In addition, we have one part time aides who works with the students individually or in groups. We also employ a credentialed teacher who works part time and does individual intervention for reading skills. This person works with students who are assessed and determined to need specific instruction necessary for improving their skills in areas of Language Arts, mostly focusing on 1st grade through 6th grade. An administrator with a degree in educational administration, various teaching credentials, and training in assessing students as well as determining learning skills necessary for success is employed by the district as well. 100% of the students improved a level in at least one section of the ELPAC test (Listening, Speaking, Reading, or Writing). Building language skills has been a targeted goal in professional development conversations with teachers and instruction with students. Students receive frequent opportunities to go on field trips in order to build their real world experiences and to communicate what they learned.

Willow Grove is very proud of the partnerships we have made with the local SELPA for support and counseling services, as well as mental health counseling services for some of our students and parents. This has helped with their anxiety level, attendance, and coping ability in

school and at home. We are looking forward to continuing this link with the SELPA and other partnerships in the community during 2024-25 and ensuing years.

Reflections: Technical Assistance

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

Not Applicable

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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 (daily) Students (weekly) Parents (weekly or monthly depending on needs and topics of discussion) Board members monthly (see next column for dates) County Office of Education Staff: all Principal meetings - (3rd Wed. of each month throughout the year), individual conversations ongoing during the year Counseling services (COE) Special Education Staff (weekly) Art Council Staff, Local National & State Park staff Panoche School Administration (monthly), Jefferson Staff (monthly) Research on educational issues, and improvement of services techniques Principal/Superintendent SELPA	Staff meetings with Principal/Superintendent :2023 - 7/17, 7/28, 8/14, 9/7, 10/12, 11/1; 2024- 1/3, 2/1, 3/7, 4/12 Principal/Superintendent: Staff surveys: October 2023, March 2024, June 2024 Individual student meetings: every other week for individual students (2023: July - November) and continued with individual students (2024: February - April) surveys: March 2024 Principal/Superintendent: Individual parent meetings (individual conversations) at pick-up and/or drop-off (weekly throughout the year), over the phone as needed monthly or in individual meetings with translators and sometimes with Migrant services for more information. (Regularly scheduled group meetings are not held this year due to some parent conflicts with other adults.) Home visits were done with some parents as needed for input and or guidance for student needs. These were held in (2023) July, Aug., Sept., Nov. and (2024) Jan., Feb., Mar., May. Parent and student needs were discussed with teacher, administrator and parents during report card conferences (Sept. 11-15, 2023 and Feb. 19-23, 2024), as well as at Back to School Night Aug. 23, 2023 and Open House May 29, 2024 Board meetings with Principal/Superintendent: (2023): 7/18, 8/15,9/19, 10/17, 12/14; (2024) 1/16, 2/20, 3/19, 4/16, 5/21 Principal/Superintendent: Webinars, reading from EdSource/West Ed/ Marzano Research etc.

Educational Partner(s)	Process for Engagement
	Principal/Superintendent: SELPA - One on One consultation with the SELPA Director on May 31, 2024.

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

Willow Grove Union School District encourages open communication between all of the parents, staff, students, community and School Board. This school district/school is fortunate to be small enough that there are optimal opportunities for all parents to be very involved with the school daily throughout the school year. We have built a culture of trust and have been able to capitalize on the fact that the parents are all available at the beginning of school and at parent pick-up every day. The parents are also very responsive to coming to the school for parent meetings where we talk about the plans for the coming year, and solicit input from the parents regarding their interests and needs in regard to their child's school and education. We have found these meetings to be much more worthwhile, productive, and desirable by parents than sending home paper surveys and notices of things that require specific input or where general parent input is sought. (This process does not single out the parents who can neither read or write.). (Goal/ Action 3.1)

Parents of homeless students, EL students, low income students, and special education students were all included in meetings and discussions (2023-24) regarding parent support at home, nutrition, mental health needs for students, school schedules, and parent conferences. Translations were made available to parents as needed.
Student meetings for 2023-24: Students talk individually or in groups with the teachers, staff, and with the principal.
Although the Principal is open to having discussions with the students at impromptu moments for various topics or just to "check-in", there are formal/ scheduled sessions where students are brought into conversation with the principal for topics related to their school experiences and success. Students discuss their progress on their class assignments and the progress on their assessments. The students also express their interest in field trips to take, the assistance they are getting from the different adults at school and if they have any problems they need help with on the playground, or for counseling. Other discussion items with the students involved playground changes and character building between students. (Goal/Action 3.3 and 3.2 and 3.1)

Staff Meetings include all staff members: teachers, classroom aides, administrative assistant, and Principal. Staff meeting and planning days with staff (2023-24): were used for training all staff in CPR and AED (Automatic External Defibrillators) as well as use of the EPI Pen. Additionally days were used for training and discussion of student writing, vocabulary development, monitoring student progress, and the Effects of Bullying. Staff meetings were also used for planning students' conferences and special events, discussing school climate and safety needs, staffing needs, and importance of reading/writing and student appropriate activities to do in extended learning.
Other school personnel provided by the SELPA and SBCOE are helpful in providing input on Goals, instructional practices, resources and allocations. (Goal 1 Action 1.4 and Goal/Action 3.3)

Board meetings are held monthly and meeting agendas are posted at the school, in town at the Post Office and in the monthly school calendar which is sent home with each student. The Board and all other stakeholders (parents, teachers, students, community members) drive the vision for the LCAP. The basis for the goals are discussed at Board meetings throughout the year and then developed as the plan is being written. Board meetings are open forums for discussion and community members and parents are invited to attend. (Goal/ Action 3.3)

Parents value the intervention services used with students individually and in small groups to help students reach their highest achievement level. The input from all groups (parents, staff, students and the Board) were expecting that these direct services to students, with identified needs from the periodic assessments given throughout the year, be continued in 2024-25. Some of the students were in need of counseling for personal reasons, some of which being accentuated by the pandemic. The SELPA and County Office of Education have been supportive in providing a therapist for Social Emotional Well-being for identified students at Willow Grove School.   The addition of the Mental Health support from the SBCOE this year with an MOU for SEL (Social Emotional Learning) and additional counseling, as needed, have been very helpful for the Willow Grove students. These sessions are developing the student relationships as well as assisting them in learning skills to refrain from any bullying or aggressive behaviors. Rather, the students have been learning to use their words in a positive manner to relate to their peers. (Goal/Action 2.1 and Goal Actions 3.1 and 3.2)

Formal consultation with the SELPA took place on May 31, 2024 with informal consultation having taken place throughout the 2023-234 school year.

The inclusion of mental health counseling and Social Emotional activities will continue in the LCAP for 2024-25 is a result of responses from the students, parents and teachers.
The interest in this continuing in our LCAP was expressed by students, staff and parents. Additional actions and expenditures which received support within the LCAP were the intervention for students needing strategic assistance with academic learning. Field trips were also highly regarded by many of our families who expressed difficulty in going to places for their children to visit and learn. (Goal/Action 3.3)

Willow Grove School has configured a new Library on campus for the 2023-24 school year and will continue to support the level of books and equipment/programs to keep this such an important part of our school reading program. Students and staff have given input on the project and a community volunteer has been very active in assisting the school with the technology information as well as the method or reviewing old books and purchasing new ones. Staff and students are actively involved in the total process.   Parents, students and staff have influenced the budgeted expenditures for the development of the Willow Grove Library and are very proud of what we have for our school and look to see this continued.   (Goal/Action 2.4)
The following objectives have been met with our library:
1.) Increase student independent reading inside and outside of the school day.
2.) Utilize the school library as a circulating source of reading materials for student's "at-school" and "at-home reading".
3.) Help students to understand the different genre and about different authors.
4.) Encourage students to connect with the pleasure of reading.
The library has supported these following Goals:
1.) Make the physical space of the library appealing to students.
2.) Make the library collection of books appealing to students and at the same time challenging for them.
3.) Implement an easy-to-use bar coding inventory/check out system to support student accountability for returning books.
4.) Show students how to use the library system to find books they like to read.
The use of a library in higher education (i.e. high school) is a strong predictor of student achievement regardless of the school community's parent education levels, ethnicity, and percentage of English Learners. Increases in library usage at middle and elementary schools correspond to increased achievement at those levels of education. We want students to be comfortable with a library for their usage when they move on to high school and in their adult years.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide a high quality teaching and learning environment where all students have access to standards based instruction in a safe and well maintained physical environment. (Priority 1 - Pupil Achievement), (Priority 2 - Implementation of State Standards), (Priority 7 - Course Access)	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The metrics and actions described below will be implemented to ensure that the progress made within these priorities will be maintained over this coming year. These areas will be evaluated on a regular basis to ensure maintenance of progress and legal obligations are being met. The accompanying actions have been selected because they are a continuation of a planning process to improve student achievement and provide a complete academic instruction based on the state standards of instruction for student learning. . These goals reflect input from staff, students, site administrator, Board, and parents.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Maintain 100 % highly qualified teachers who meet the California state credentialing requirements (credentials)	100% teachers are appropriately credentialed and highly qualified (2023-24).			100% of teachers are appropriately credentialed and highly qualified (2026-27).	
1.2	Standards aligned instructional material for ELA/ELD and Math.	100% All students have access to use appropriate ELA /ELD			100% of All students have access to use	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Walk throughs)	materials and Math materials (2023-2024). 100% Common Core aligned with ELA and Math. (2023-24)			appropriate ELA /ELD materials and Math materials (2026-2027). 100% Common Core aligned with ELA and Math. (2026-27)	
1.3	Maintain facilities in good repair and address any needs from Keenan or Fire Dept. walk-through, using the FIT results.	100% FIT results show a standing of "good" every year. (2023-24)			100% of facilities will receive a rating or Good or better on the FIT rating yearly for (2026-27)	
1.4	Implementation of state standards for instruction and teaching. (Local data)	100% of staff attend professional development every year. (2023-24)			Given staff development days, 100% of staff will attend staff development offerings every year. (2026-27)	
1.5	Provide a broad course of study aligned to the standards for History/Social Science, Science, P.E., and the Arts. (Master Schedule and/or walk through)	100% of students have access to a cross curricular and stand alone units of study. (2023-24)			100% students will have access to the materials aligned to the standards for a broad coarse of study in History/Social Science, Science, P.E., and the Arts. (2026-27)	
1.6	Physical Education Test (PFT)- Students will	The baseline will begin with the scores from			100% of students eligible,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	show growth each year on their individual scores. Scores are not posted in the SARC due to low numbers of students.	May 2024. 100% of students who were eligible participated in the PFT and this year will be their baseline year.			participated in the PFT annually and show growth from the previous year. (2026-27)	

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	Recruit and maintain highly qualified teachers	Willow Grove Board will search and hire teachers for the students, to maintain a staff which is 100% highly qualified and appropriately credentialed.	$223,673.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Well maintained facilities	Willow Grove Board will assess current conditions, plan and purchase needed materials to ensure an equitable, safe and well maintained facility for all students, staff and parents.	$10,000.00	No
1.3	Provide a broad course of study aligned to the standards	All students have access to use appropriate ELA /ELD materials and Math materials aligned with Common Core and with ELA and Math standards as. well as History/Social Science, Science, P.E., and the Arts.	$5,000.00	No
1.4	Implementation of state standards for instruction and teaching focusing on improvement of vocabulary, teaching strategies, various materials. (professional development calendar)	Staff will attend 4 staff development days every year planned by the administrator.	$500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will be provided with support to increase their individual student achievement including programs and services developed for English learners, economically disadvantaged, homeless/foster youth, and individuals with exceptional needs.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (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.

An analysis of available data and input received from educational partners has identified the following as priorities which have been viewed as critical to the success of students at Willow Grove School District. The metrics and actions described below will be implemented to ensure that the progress is made within these priorities. All students do not currently show improvement in all areas of Language Arts and Math to allow them to reach grade level skills by the end of each year. Regular periodic assessments will be completed and will be evaluated on a regular basis with specific skill intervention assigned to ensure that every student has an equitable opportunity to develop and be successful in their academic goals. Focus areas will be on vocabulary, intervention for specific skills in Language Arts, and writing skills for all grade levels.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	STAR-360 for Math and English Language Arts, Individual students will show growth throughout the school year as measured by the STAR-360 and achieve at or above grade level status	STAR 360 scores are posted in this document under the Annual Update in GOAL 1 * Students showed improvement in their Reading May, showing 67%			100% of students will show continuous growth on the STAR-360 during the school year. By the end of 2026-27, 87% of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	by the end of the school year. Students on an IEP will use their goals as a measure of growth as well	(6 out of 9) students within or above grade level. * Math scores, likewise for July through May, showed improvement in Math scores, with 78% (7 out of 9 students) within or above grade level.(June 2023-2024)			students will be at or above grade level on the ELA and Math portions of the STAR-360 assessment.	
2.2	ELPAC assessment. Students will show at least one level of growth per school year in the ELPAC testing. Scores are not posted to the Dashboard due to low numbers of students per grade level (less than 5).	25% of students advanced in one level in the Summative ELPAC June 2023.			100% of each EL student will show a growth of at least one level on the ELPAC. (2026-2027)	
2.3	CAASPP ELA, Math and Science (CAST) Students meeting or exceeding standard. (CAASPP student scores)	44% Met or Exceeded Standard on the 2022-2023 ELA CAASPP 43% Nearly Met Standards on the 2022-2023 Math CAASPP 100% Nearly Met Standards on the 2022-2023 Science (CAST) CAASPP			90% Met or Exceeded Standard on the 2022-2023 ELA CAASPP 90% Met or Exceeded Standards on the 2022-2023 Math CAASPP 90% Met or Exceeded	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Standard on the 2022-2023 Science (CAST) CAASPP (2026-2027)	
2.4	EL reclassification rate	9% of students were reclassified on the June 2023 ELPAC.			50% of students will show growth on the ELPAC each year with 90%. of the ELL students reclassifying by the 6th grade. (2026-2027)	
2.5	Writing by Design	0% of the students scored proficient on the writing by design assessment. This is a new metric for 24-25.			80% of the students scored proficient on the writing by design assessment.	

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	Provide ELA/Math intervention	Staff (1 - Instructional Aides and 1 - Intervention Teacher) will provide one-on-one or small group intervention focused on Reading, Writing, Language and Math for identified students to reach grade level standards. In addition students with SPED goals will meet their goals in ELA/math. All students will show growth.	$44,731.00	Yes
2.2	Conduct periodic assessment of student progress.	Approximately every 8 -12 weeks, the staff will use the student assessment information from STAR-360 and the adopted/developed curriculum to assess the strengths and weaknesses of each student and design a plan of instruction so as to maintain formal reviews of student progress, using all data collected through programs or assessment.	$2,035.00	Yes
2.3	Provide extended year round school program	Instructional days increase from 180 to 185 days to assist with the needs of the unduplicated students in vocabulary, math, and reading/writing .	$12,000.00	Yes
2.4	Strengthen vocabulary skills	The staff will use academic vocabulary, student frames for questions, and writing strategies that support access for all with a specific focus on unduplicated students. Continue to support the school library with books and materials.	$1,500.00	Yes
2.5	Field Trips	The planning and execution of 5-6 field trips for each class to build language, writing, science, and information processing for all students. However, this is done with an emphasis on the unduplicated students.	$5,700.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Willow Grove School is supportive of its parents, students and staff in their efforts to maintain excellent attendance for their students, a positive climate and system of support for each member of the school community. This support needs to expand to more information to help families.	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.

An analysis of parental participation, student surveys and observations, as well as periodic check-ins with staff have identified a need to provide support to all aspects of our school community (i.e. students, parents, staff) to support the social-emotional well-being of all individuals. The school will use behavioral data and survey data of students as well as survey data from parents and staff collected as part of a wellness check to monitor social emotional well-being of our school community.
The attendance for several students has been adversely affected by the inclement weather and some families cannot drive down the mountainous dirt roads or cross the river during rain storms. In addition, some families leave for Mexico for visitation with relatives or during the non-work periods. Further, parents want students to be at home for some of the activities on their ranches (branding etc.). All of these circumstances cause a lapse in learning and the overall student growth academically.
The LEA will continue to build SEL competencies for staff, students and community and will work to deepen partnerships within the school community to better the student attendance rates.

By having staff that will integrate student support into the regular instructional day and the daily interaction with students providing specific assistive counseling or other forms of support provided as needed to students and parents, as well as   school partnerships with community-based mental health providers for support to students and related parental issues, as well as the school administrator overseeing school climate, attendance, SARB, system for truancy letters to assist with lower truancy rates, implementation and annual review of system for evaluating effectiveness of school programs and staff/student wellness, review systems and procedures for student encouragement. Searching opportunities for parents to connect with the school programs of instruction, student culture and character building programs. Coaching and planning with teachers, and connecting with county personnel for regular ed support and sped support, and finally staff will create community-building structures that strengthen staff relationships and peer supports (i.e. SEL informational sessions, support times together for meals, discussions and/or trainings, professional development sessions regarding school support systems for their teaching (including support from the county sped personnel) to continue to build a positive school climate, these actions will help us reach our goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Different surveys for students, parents and for staff will be reviewed for use with this goal to determine social/emotional well-being and possible needs of each group within our school community, including students and parents feeling safe and connected at school. (Local Survey)	In May of 2024, 97% of students feel safe and connected at school. 97% of parents feel their students are safe and connected at school as per School Survey and recording of instances.			The desired outcome is 100% of students feel safe and connected at school. 100% of parents feel their students are safe and connected at school. (2026-2027)	
3.2	Chronic absenteeism and attendance rate for students (Aeries/Dataquest)	The attendance rate was 79.35% and 62% for chronic absenteeism. (2023-24)			Chronic absenteeism will be 4% and attendance rate will be 95% or above for the year. (2026-27)	
3.3	Parent participation in school meetings, Family Nights, and other school activities. (Local Data) Sign in sheets	Observations showed that our parents participated nearly 100% reflected by sign-in sheets. (2023-24)			100% participation by parents as shown on sign-in sheets. (2026-27)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Suspension rate 0% (Aeries/Dataquest)	Suspension rate 0% (2023-24)			Suspension rate 0% each year. (2026-27)	
3.5	Expulsion Rate 0% (Aeries/Dataquest)	Expulsion Rate 0% (2023-24)			Expulsion rate 0% each year. (2026-27)	
3.6	Drop out rate for Middle School. (Aeries/Dataquest)	Drop out rate for Middle School is 0%. (2023-24)			Middle School Drop out rate 0% each year. (2026-27)	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Provide staff with SEL topics of learning	Staff will integrate student support into the regular instructional day and the daily interaction with students providing specific assistive counseling or other forms of support provided as needed to students and parents.	$500.00	No
3.2	Community Partnerships	The school will partner with community-based mental health providers for support to students and related parental issues.	$3,500.00	No
3.3	Provide administrative support for school community	The school administrator will oversee school climate, attendance, SARB, system for truancy letters to assist with lower truancy rates, implementation and annual review of system for evaluating effectiveness of school programs and staff/student wellness, review systems and procedures for student encouragement. Searching opportunities for parents to connect with the school programs of instruction, student culture and character building programs. Coaching and planning with teachers, and connecting with county personnel for regular ed support and sped support.	$35,137.00	No
3.4	Staff Community Building	Staff will create community-building structures that strengthen staff relationships and peer supports (i.e. SEL informational sessions, support times together for meals, discussions and/or trainings, professional development sessions regarding school support systems for their teaching (including support from the county sped personnel) to continue to build a positive school climate.	$600.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to schoolsites with prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Pursuant to California Education Code (EC) 42238.024 Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at these schoolsites. LEAs are also required to document the efforts to improve outcomes for students at these schoolsites beginning with the 2024–25 Local Control and Accountability Plan (LCAP). Willow Grove was eligible for the Equity Multiplier funds due to XXXX Support will be provided to increase individual student achievement for, specifically, programs and services developed for English learners, economically disadvantaged, homeless/foster youth, and individuals with exceptional needs. It is also to be used to encourage better attendance rates at the school site. In addition to our unduplicated students, the Equity Multiplier Funds will also address the attendance rate for our student population. This will be addressed through individual parent meetings and education, contracts with parents whose students have been absent more than 4 days, and to have a school wide incentive program to encourage perfect attendance.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Some unduplicated students have a very difficult time in the regular class with understanding the manner in which they must proceed during certain academic learning times. They require so much direction and assistance, due in part for some students by the language barrier and/or academic abilities, that they have great difficulty in completing assignments, or even clearly understanding the assignments. More access to instructional assistance would help the students to excel at a much quicker rate of learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Renaissance scores for Reading and Math in English (Star 360)	53% of students were at grade level (2023-24)			90% of students were at grade level (2026-27)	
4.2	Finish assignments in a timely manner. (Local Data)	Assignments 46% completed. (2023-24)			Assignments which are review, will be completed at 90% with 80% accuracy. (2026-27)	
4.3	Complete assignments with understanding of the new or reviewing information. (Local Data)	Little understanding of concepts and unable to complete assignments on own. 12% accuracy. (2023-24)			Understanding of concepts and able to complete assignments on own 80% of the time for assignments that are review. (2026-27)	

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
4.1	Additional classroom support for unduplicated students.	Bilingual aide or an adult who can adequately communicate with the students speaking only Spanish, to work with students in the regular class along with the teacher and explaining to the student the information regarding the assignment and the manner in which they need to proceed with an assignment. (If necessary, in the student's native language.) The aide also able to assist students after school to continue this assistance.	$16,400.00	No
4.2	Additional learning support for unduplicated students.	Materials and/or programs designed to assist in learning for students with differing needs from the regular class of students. These programs can be used after school or before school and may address learning style, language differentiation, or skill level.	$500.00	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
$$38,539	$$2,412

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
12.695%	0.000%	$0.00	12.695%

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
2.1	**Action:** Provide ELA/Math intervention **Need:** Of our unduplicated population, 40% scored below grade level in math and 30% below in Language Arts. In both cases, the total amount of students showing the "below grade level scoring" were all from the unduplicated population of students.	As described earlier, most all of our students lack many of the experiences which build knowledge and vocabulary. When students are doing assignments in class, they do a better job and learn more when an adult is working with them than working alone. Much of what they learn with an aide or intervention teacher stays with them for future use on assignments or assessments. Since our LEA is one school thus, it is on an LEA wide basis.	Metric 2.1 will monitor the effectiveness of this action.

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:** Conduct periodic assessment of student progress. **Need:** Since many of our students score lower on their growth in ELA and Math, it is helpful to assess these skills periodically so as to see the growth or lack thereof and to ascertain the next steps towards improvement of skills not mastered. **Scope:** LEA-wide	To get a score of student achievement periodically over the school year, will allow the teachers to judge the growth of student learning. This then tells the teacher the areas which are learned as opposed to areas which still are not a solid part of the student's knowledge. This would be done using a tool (adjusted by grade level) for all students and one that is geared to show scores through assessments commensurate with the state assessments. This can also be beneficial in that it gives the students more opportunities to do assessments similar to the state ones. Our LEA is one school and thus, it is on an LEA wide basis.	Metric 2.1 will monitor the effectiveness of this action.
2.3	**Action:** Provide extended year round school program **Need:** Our students have a difficult time retaining information over a long summer break of 10-12 weeks. If the students don't keep up with reading or math skills over the summer break, then there is considerable time spent at the beginning of school to try to reteach the critical information. This then cuts down on the time for instruction of new grade level material. **Scope:**	Willow Grove have been using a longer school year and starting earlier in the summer to shorten the length between school sessions. This has seemed to work well and we have seen much less student learning loss over the summer. Our LEA is one school and thus, it is on an LEA wide basis.	Metric 2.1 will monitor the effectiveness of this action.

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		
2.4	**Action:** Strengthen vocabulary skills **Need:** Students have shown through assessment and teacher/staff observation, that their vocabulary usage and knowledge is very limited. Scores in writing and language arts assessments as well as staff observation, show a lower score and/or knowledge level from most students than expected at their age level. **Scope:** LEA-wide	The needs within our unduplicated students also apply to all students in terms of excellent teaching. Since all of the students at this site are living in a rural area, many do not have the richer vocabulary as students from an area with greater access to extra curricular, cultural, or even many usual occurrences as the students who live in the rural setting (i.e. many of our students have never ridden a bus until we did a field trip, or had gone to the beach- even though it is only approximately 45 min away.). These activities and others provide so much more language for students to be able to learn and use in their writings and understanding of texts which they may read, as well as discussion topics in the classroom. In addition, the teaching strategies used to teach vocabulary are varied and it takes skill and increased knowledge to make sure each student learns the words and phrases adequately. Our LEA is one school and thus, it is on an LEA wide basis.	Metric 2.5 will be used to monitor the effectiveness of this action.
2.5	**Action:** Field Trips **Need:** Increased vocabulary from "real world" experiences. Students score lower on the language arts assessments due to lack of knowledge of a wider vocabulary. **Scope:** LEA-wide	The planning and execution of 5-6 field trips for each class to build language, writing, science, and information processing for all students. However, this is done with an emphasis on the unduplicated students.	Metrics 1.3 and 1.5 will be used to monitor the effectiveness of this action.

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

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

Additional Concentration Grant Funding

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

The process will include the hiring of an aide (Action 4.1) to service 4th through 8th grade students and who has the ability to communicate specifically with these students and be clearly understood. Their job will be to work with the target students in the classroom along with the teacher to assist the students in understanding the assignment given by the teacher. Support will be provided to increase individual student achievement for, specifically, programs and services developed for English learners, economically disadvantaged, homeless/foster youth, and individuals with exceptional needs. Funds will also be used to increase wages to retain the primary aide to assist student TK - 3rd grade. Additionally, this staff will be used to encourage better attendance rates at the school site. In addition to our unduplicated students, the Equity Multiplier Funds will also address the attendance rate for our student population. This will be addressed through individual parent meetings and education, contracts with parents whose students have been absent more than 4 days, and to have a school wide incentive program to encourage perfect attendance.

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	Willow Grove	2:23
Staff-to-student ratio of certificated staff providing direct services to students	Willow Grove	3:23

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	$303,588	$38,539	12.695%	0.000%	12.695%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$317,074.00	$26,100.00	$0.00	$18,602.00	$361,776.00	$319,941.00	$41,835.00

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	Recruit and maintain highly qualified teachers	All	No			All Schools	Ongoing	$223,673.00	$0.00	$205,071.00			$18,602.00	$223,673.00	
1	1.2	Well maintained facilities	All	No			All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.3	Provide a broad course of study aligned to the standards	All	No			All Schools	Ongoing	$0.00	$5,000.00		$5,000.00			$5,000.00	
1	1.4	Implementation of state standards for instruction and teaching focusing on improvement of vocabulary, teaching strategies, various materials. (professional development calendar)	All	No			All Schools	Ongoing	$0.00	$500.00	$300.00	$200.00			$500.00	
2	2.1	Provide ELA/Math intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$44,731.00	$0.00	$44,731.00				$44,731.00	
2	2.2	Conduct periodic assessment of student progress.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,035.00	$2,035.00				$2,035.00	
2	2.3	Provide extended year round school program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$12,000.00	$12,000.00				$12,000.00	
2	2.4	Strengthen vocabulary skills	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,500.00	$1,500.00				$1,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,700.00	$5,700.00				$5,700.00	
3	3.1	Provide staff with SEL topics of learning	All	No			All Schools		$0.00	$500.00		$500.00			$500.00	
3	3.2	Community Partnerships	All	No			All Schools		$0.00	$3,500.00		$3,500.00			$3,500.00	
3	3.3	Provide administrative support for school community	All	No			All Schools		$35,137.00	$0.00	$35,137.00				$35,137.00	
3	3.4	Staff Community Building	All	No			All Schools		$0.00	$600.00	$600.00				$600.00	
4	4.1	Additional classroom support for unduplicated students.	All	No			All Schools		$16,400.00	$0.00		$16,400.00			$16,400.00	
4	4.2	Additional learning support for unduplicated students.	All	No			All Schools		$0.00	$500.00		$500.00			$500.00	

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
$303,588	$38,539	12.695%	0.000%	12.695%	$65,966.00	0.000%	21.729 %	**Total:**	$65,966.00
								LEA-wide Total:	$65,966.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Provide ELA/Math intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,731.00	
2	2.2	Conduct periodic assessment of student progress.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,035.00	
2	2.3	Provide extended year round school program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	
2	2.4	Strengthen vocabulary skills	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	
2	2.5	Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,700.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$379,831.00	$361,607.21

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	Recruit and maintain highly qualified teachers	No	$200,886.00	$200,488.61
1	1.2	Well maintained facitlities	No	$35,000.00	$28,955.18
1	1.3	Purchase and implementation of Standards based materials	No	$5,000.00	$176.45
2	2.1	Provide ELA/math intervention (2-IAs / 1-Intervention Spec)	Yes	$72,542.00	$67,424.73
2	2.2	Conduct periodic assessment of student progress	Yes	$2,029.00	$2,132.76
2	2.3	Provide extended year round school program	Yes	$11,260.00	$12,453.65
2	2.4	Strengthen vocabulary skills	Yes	$3,700.00	$5,062.72
3	3.1	Provide staff with SEL topics of learning (ESSER Funding)	No	$4,500.00	$3,500.00
3	3.2	Community partnerships	No	$3,500.00	$53.37
3	3.3	Provide administrative support for school community	No	$40,914.00	$40,729.80
3	3.4	Staff Community Building	No	$500.00	$629.94

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)

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)
$58,699.00	$89,531.00	$87,073.86	$2,457.14	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)
2	2.1	Provide ELA/math intervention (2-IAs / 1-Intervention Spec)	Yes	$72,542.00	$67,424.73		
2	2.2	Conduct periodic assessment of student progress	Yes	$2,029.00	$2,132.76		
2	2.3	Provide extended year round school program	Yes	$11,260.00	$12,453.65		
2	2.4	Strengthen vocabulary skills	Yes	$3,700.00	$5,062.72		

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)
$320,556.00	$58,699.00	1.91%	20.222%	$87,073.86	0.000%	27.163%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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[Engaging Educational Partners](#)

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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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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.

    o 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.

  o 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,

  o 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.

  o 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:

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

  o 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.

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.

o 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.

o 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.

o 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.

o 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.

o 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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

  o 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.

- o 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.

- o 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.

- o 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.

  - o **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:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o 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:

  o 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.

  o 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.

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

- o 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.

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

  - o 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.

- o **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.

- o **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).

  - o **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.

  - o **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.

   o   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%).

    o 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)**

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o 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)**

o 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**

  o 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)**

  o 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**

  o 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)**

  o 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 (%)**

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

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

  o 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)**

  o 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

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

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