LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alpaugh Unified School District

CDS Code: 54718030000000

School Year: 2024-25
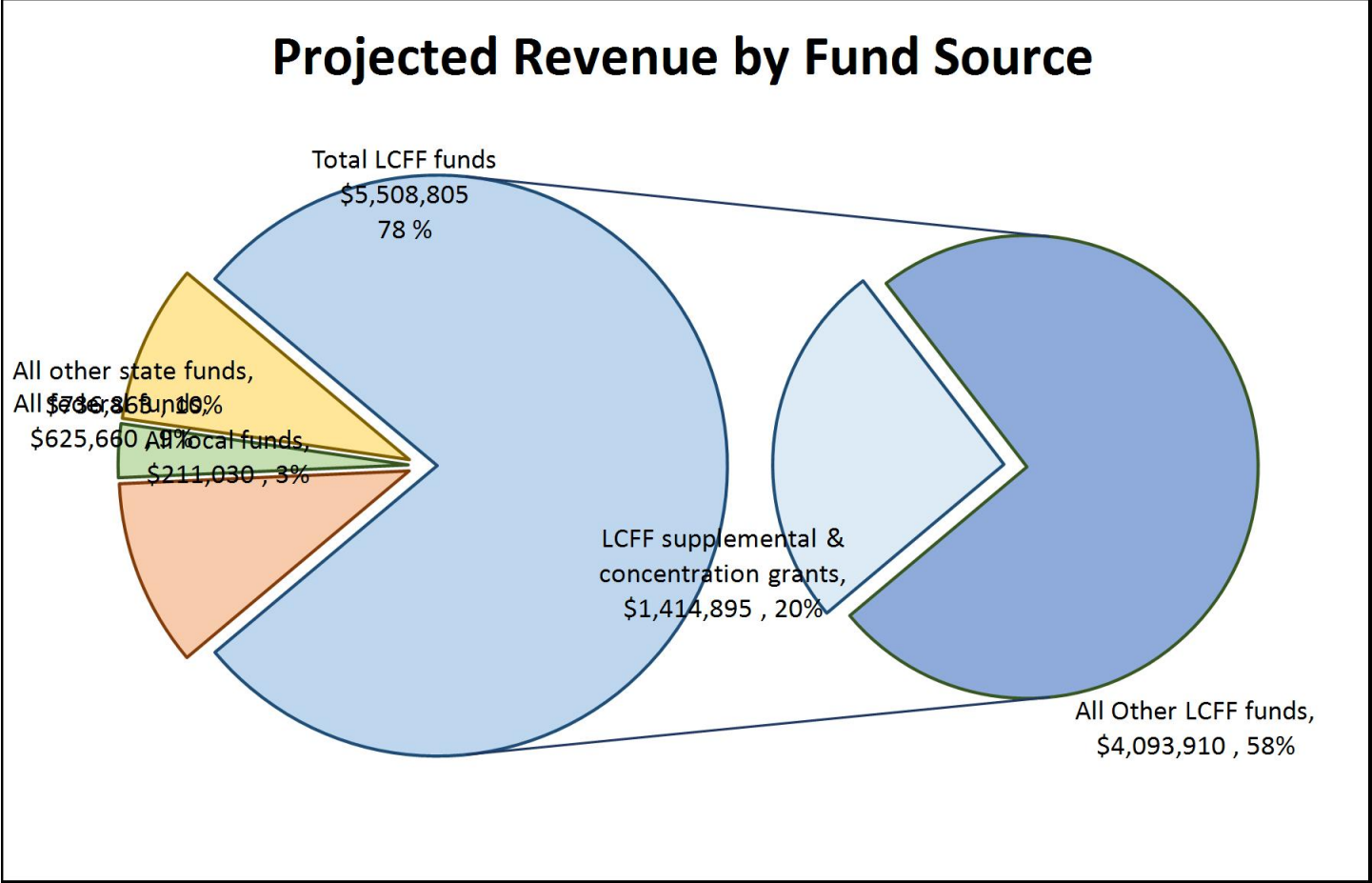
LEA contact information:

Troy Hayes

Superintendent

thayes@alpaughusd.org

(559) 949-8413

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
$5,508,805
78 %

All other state funds,
All $736,863 nds, 10%
$625,660 All% ocal funds,
$211,030 , 3%

LCFF supplemental &
concentration grants,
$1,414,895 , 20%

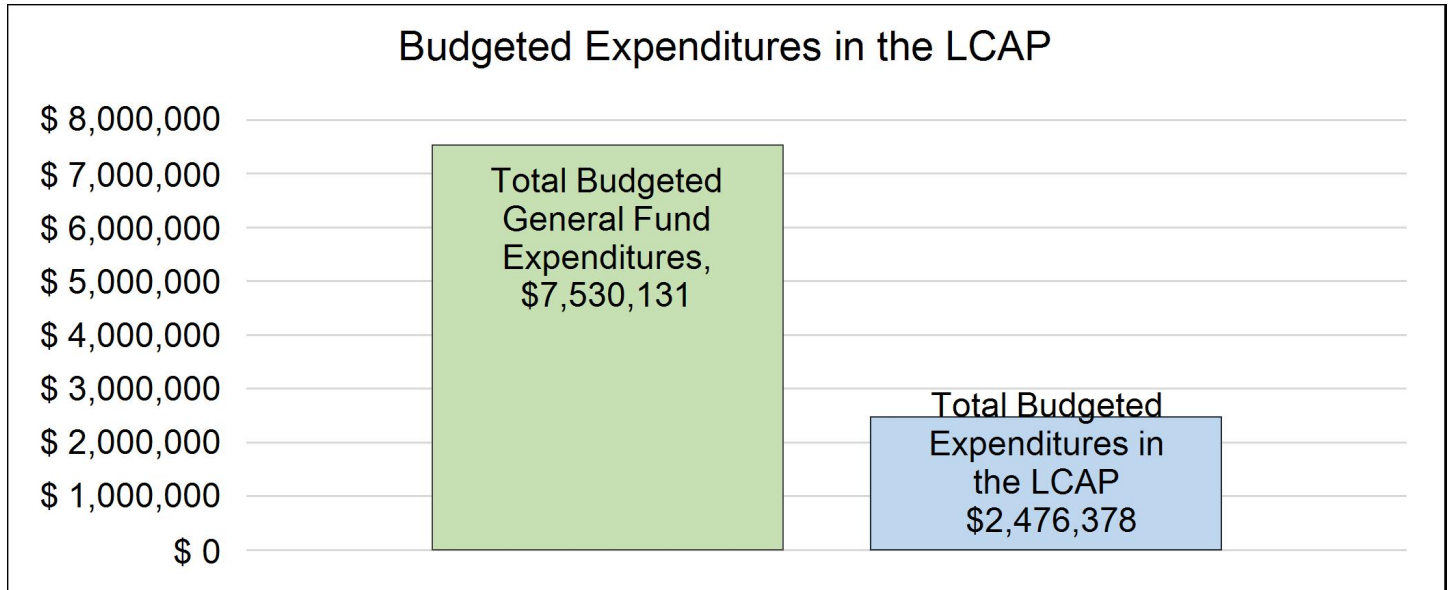All Other LCFF funds,
$4,093,910 , 58%

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

The text description for the above chart is as follows: The total revenue projected for Alpaugh Unified School District is $7,082,358, of which $5,508,805 is Local Control Funding Formula (LCFF), $736,863 is other state funds, $211,030 is local funds, and $625,660 is federal funds. Of the $5,508,805 in LCFF Funds, $1,414,895 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

Total Budgeted General Fund Expenditures, $7,530,131	Total Budgeted Expenditures in the LCAP $2,476,378

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

The text description of the above chart is as follows: Alpaugh Unified School District plans to spend $7,530,131 for the 2024-25 school year. Of that amount, $2,476,378 is tied to actions/services in the LCAP and $5,053,753 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
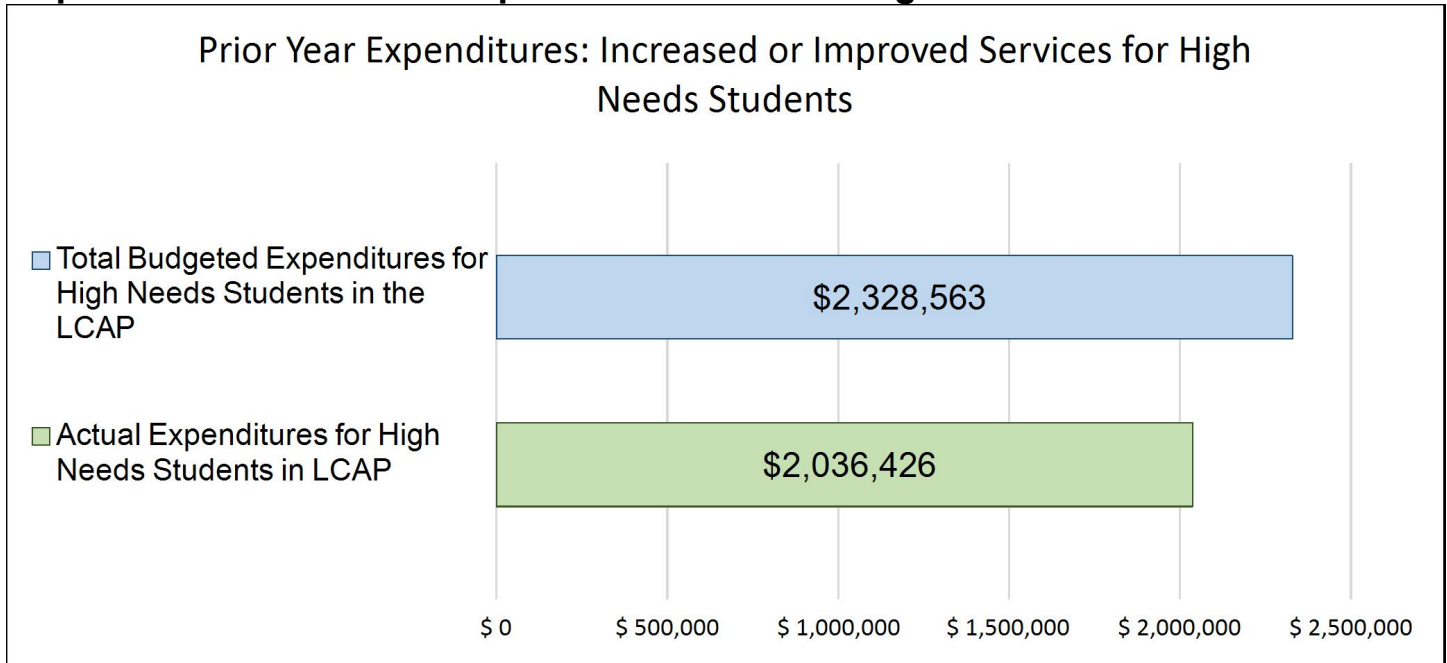
General Fund expenditures not included or noted within the LCAP include Certificated and Classified salaries including Administration, District office staff, School Office staff, Maintenance staff. Certificated and Classified staff benefits which have increased due to retirement contributions, Worker's Compensation, Unemployment benefit increases, and Health and Welfare benefits paid by the district. Routine operating expenses for the daily school operations including utilities, cafeteria expenditures, and office supplies.

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

In 2024-25, Alpaugh Unified School District is projecting it will receive $1,414,895 based on the enrollment of foster youth, English learner, and low-income students. Alpaugh Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Alpaugh Unified School District plans to spend $1,733,113 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 — $2,328,563

☐ Actual Expenditures for High Needs Students in LCAP — $2,036,426

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000 $ 2,500,000

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

The text description of the above chart is as follows: In 2023-24, Alpaugh Unified School District's LCAP budgeted $2,328,563 for planned actions to increase or improve services for high needs students. Alpaugh Unified School District actually spent $2,036,426 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $292,137 had the following impact on Alpaugh Unified School District's ability to increase or improve services for high needs students:

While some actions had lower expenditures that their normal budgeted amounts, the planned actions were fully implemented as intended, with no impact to the increase or improvement services for our high need's students in 2023-24. The adjusted funding will be relocated to action items in the 24-25 school year.

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
Alpaugh Unified School District	Troy Hayes Superintendent	thayes@alpaughusd.org (559) 949-8413

Goals and Actions

Goal

Goal #	Description
1	Goal 1: All students will be provided the CONDITIONS FOR LEARNING leading to college and career readiness. They will receive a broad educational program delivered by qualified staff using standards aligned instructional materials in facilities which are well maintained.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A Teachers appropriately assigned fully credentialed

1B Pupil Access to standards-aligned Instructional Materials

1C Facilities maintained in good repair | Met (Priority 1 Basic Services at School: Self-Reflection Tool) 70% of teachers who are fully credential and percentage of teachers appropriately assigned for the students they teach- Goal not met.

Instructional Materials 100% - Goal Met. (Per Williams Compliance Report)

100% Facilities Good or Better - Goal Met. (Per FIT Report) | 2021-22 Met (Priority 1 Basic Services at School: Self-Reflection Tool) 70% of teachers who are fully credential and percentage of teachers appropriately assigned for the students they teach- Goal not met.

Instructional Materials 100% - Goal Met. (Per Williams Compliance Report)

100% Facilities Good or Better - Goal Met. (Per FIT Report) | 2022-23 Met (Priority 1 Basic Services at School: Self-Reflection Tool) 81.3% of teachers who are fully credential (hold a Clear or Preliminary Credential) and 100 percentage of teachers appropriately assigned for the students they teach- Goal not met.

Instructional Materials 100% - Goal Met. (Per Williams Compliance Report)

100% Facilities Good or Better - Goal Met. (Per FIT Report) | 2023-24 Met (Priority 1 Basic Services at School: Self-Reflection Tool) 81.3% of teachers who are fully credential (hold a Clear or Preliminary Credential) and 100 percentage of teachers appropriately assigned for the students they teach- Goal not met.

Instructional Materials 100% - Goal Met. (Per Williams Compliance Report)

100% Facilities Good or Better - Goal Met. (Per FIT Report) | Met (Priority 1 Basic Services at School: Self-Reflection Tool) 100% of teachers who are fully credential (preliminary or clear) and percentage of teachers appropriately assigned for students they teach- Goal met. Instructional Materials 100% - Goal Met. 100% Facilities Good or Better - Goal Met. |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2A Implementation of SBE adopted content and performance standards	Met (Priority 2: Implementation of State Standards Reflection Tool) 1. PD for teaching to Standards for full Implementation 2. Instructional Materials aligned to Standards 5-Full Implementation & Sustainability 3. Policies & Programs supporting staff in identifying where they can improved for full Implementation *Other Adopted Academic Standards 3-Initial Implementation *Support for Teachers and Administrators for full Implementation	2021-22 Met (Priority 2: Implementation of State Standards Reflection Tool) 1. PD for teaching to Standards for full Implementation 2. Instructional Materials aligned to Standards 5-Full Implementation & Sustainability 3. Policies & Programs supporting staff in identifying where they can improved for full Implementation *Other Adopted Academic Standards 3-Initial Implementation *Support for Teachers and Administrators for full Implementation	2022-23 Met (Priority 2: Implementation of State Standards Reflection Tool) 1. PD for teaching to Standards 4 full Implementation 2. Instructional Materials aligned to Standards 5-Full Implementation & Sustainability 3. Policies & Programs supporting staff in identifying where they can improved for full Implementation *Other Adopted Academic Standards 3-Initial Implementation *Support for Teachers and Administrators for full Implementation	2023-24 Met (Priority 2: Implementation of State Standards Reflection Tool) 1. PD for teaching to Standards for full Implementation 2. Instructional Materials aligned to Standards 5-Full Implementation & Sustainability 3. Policies & Programs supporting staff in identifying where they can improved for full Implementation *Other Adopted Academic Standards 3-Initial Implementation *Support for Teachers and Administrators for full	Met (Priority 2: Implementation of State Standards Reflection Tool) * Providing PD for teaching Standards 4 * Instructional Materials aligned to Standards 5 * Progress Implementing Policies & Programs supporting staff in identifying where they can improved remained a 4 * Other Adopted Academic Standards 4 * Support for Teachers and Administrators
2B Programs/Services enable ELs to access CA and ELD Standards	Met (Priority 2: Implementation of State Standards Reflection Tool) See details above.	2021-22 Met (Priority 2: Implementation of State Standards Reflection Tool)	2022-23 Met (Priority 2: Implementation of State Standards Reflection Tool)	2023-24 Met (Priority 2: Implementation of State Standards Reflection Tool)	Met (Priority 2: Implementation of State Standards Reflection Tool)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	100% ELs access and enrollment in courses aligned to CA State Standards. 1 100% ELs access and enrollment in ELD. (2020-21 Master Schedule)	See details above. 100% ELs access and enrollment in courses aligned to CA State Standards. 1 100% ELs access and enrollment in ELD. (2021-22 Master Schedule)	See details above. 100% ELs access and enrollment in courses aligned to CA State Standards. 1 100% ELs access and enrollment in ELD. (2022-23 Master Schedule)	See details above. 100% ELs access and enrollment in courses aligned to CA State Standards. 1 100% ELs access and enrollment in ELD. (2023-24 Master Schedule)	100% ELs access and enrollment in courses aligned to CA State Standards. 100% ELs access and enrollment in ELD. (2020-21 Master Schedule)
7A Broad Course of study	100% Students have access to ELA, Math, Science, HSS, Physical Education/Health 80% Have access to Visual and Performing Arts 80% ELD for ELs (2020-21 Master Schedule)	2021-22 100% Students have access to ELA, Math, Science, HSS, Physical Education/Health 90% Have access to Visual and Performing Arts 90% ELD for ELs (2021-22 Master Schedule)	2022-23 100% Students have access to ELA, Math, Science, HSS, Physical Education/Health 100% Have access to Visual and Performing Arts 90% ELD for ELs (2022-23 Master Schedule)	2023-24 100% Students have access to ELA, Math, Science, HSS, Physical Education/Health 100% Have access to Visual and Performing Arts 100% ELD for ELs (2023-24 Master Schedule)	100% Students have access to ELA, Math, Science, HSS, Physical Education/Health 100 % Have access to Visual and Performing Arts 100% ELD for ELs (2023-24 Master Schedule)
7B Programs/Services Unduplicated Students	100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health and	2021-22 100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health and	2022-23 100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health and	2023-24 100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health and	100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health 100% will have access to Visual and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	80% have access to Visual and Performing Arts 80% ELD for ELs (2020-21 Master Schedule)	90% have access to Visual and Performing Arts 80% ELD for ELs (2021-22 Master Schedule)	100% have access to Visual and Performing Arts 100% ELD for ELs (2022-23 Master Schedule)	100% have access to Visual and Performing Arts 100% ELD for ELs (2023-24 Master Schedule)	Performing Arts 100% ELD for ELs (2023-24 Master Schedule)
7C Programs/Services Students with exceptional needs	100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health 80% have access to Visual and Performing Arts 80% ELD for ELs (2020-21 Master Schedule) Visual and Performing Arts 100% ELD for ELs (2020-21 Master Schedule)	2021-22 100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health 100% have access to limited Visual and Performing Arts, A-G Guitar, Art 1 as examples 100% ELD for ELs (2021-22 Master Schedule) Visual and Performing Arts 100% ELD for ELs (2021-22 Master Schedule)	2022-23 100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health 100% have access to limited Visual and Performing Arts, A-G Guitar, Art 1, Art 2 100% ELD for ELs (2022-23 Master Schedule) Visual and Performing Arts 100% ELD for ELs (2022-23 Master Schedule)	2023-24 100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health 100% have access to limited Visual and Performing Arts, A-G Guitar, Art 1, Art 2 100% ELD for ELs (2023-24 Master Schedule) Visual and Performing Arts 100% ELD for ELs (2023-24 Master Schedule)	100% Students with exceptional needs have access to ELA, Math, Science, HSS, Physical Education/Health Ed Integrated Visual and Performing Arts 100% ELD for ELs (2023-24 Master Schedule)

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.

All actions in the 23-24 LCAP were implemented as planned. There were no particular challenges or successes with implementation of the actions.

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.

Alpaugh USD material differences between budget and estimated actuals are as follows:

Action 1.2 - The difference (increase) was due to the additional salaries, travel expenses, and conference registrations for professional development.

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 was Effective, with 81.3% of teachers fully credentialed (holding either a Clear or Preliminary Credential) and a 100% Fit Report under the Williams Act, confirming no findings. This was crucial because having fully credentialed teachers ensured that students received high-quality instruction from qualified professionals, directly supporting student achievement. Additionally, the 100% Fit Report reflects that all learning environments meet the necessary safety and adequacy standards, fostering a positive and secure environment for students to thrive. Ensuring both compliance and instructional quality is key to promoting equitable educational outcomes for all students.

Action 1.2 was Effective in providing ELD Professional Learning for staff, enabling English Learners (ELs) to access both California and ELD Standards. This was critical because it equipped teachers with the skills and strategies needed to support EL students' language development, ensuring they can engage with grade-level content and meet academic standards. By improving instructional practices, the program helps foster equitable opportunities for EL students to succeed in both language proficiency and core academic subjects.

Action 1.3 was Effective in ensuring a broad course of study with pupil access to standards-aligned instructional materials. This was important because providing students with high-quality, aligned resources across all subjects ensures they are receiving a comprehensive education that meets state standards. Access to these materials helps students build the necessary knowledge and skills for academic success, supporting both equity and achievement for all students.

Action 1.4 was Effective in continuing the implementation of State Standards, including the adoption of SBE content and performance standards. The district's use of Ewalk for classroom observations to gather evidence of teacher effectiveness has been crucial in driving this success. This ongoing process has led to increased teacher efficacy, as it provided valuable feedback and supports continuous improvement in instructional practices, ensuring that teachers are effectively delivering standards-aligned content to students. This approach promoted higher student achievement by enhancing the quality of instruction across the district.

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

The district has made concerted efforts to reach 100 percent fully qualified staff, but this goal has proven challenging due to the district's rural location and the complexities of staffing, even with minimal turnover. Despite these challenges, the district has successfully recruited exceptional staff through a rigorous interview and recruitment process. While some of these hires are still in the process of becoming fully qualified, they have already proven to be valuable contributors to the team and have positively impacted students' learning experiences. Because we have shown qualitative and quantitative growth in this area and it is critical to maintain highly qualified staff, keep facilities in safe and proper repair, continue ongoing high level Professional Development, as well as continue course access for all students, this goal will remain.

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	Goal 2: All students will make progress towards proficient ACHIEVEMENT of state adopted standards through data driven decision making. (CSI Aligned)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Statewide Assessments English Language Arts CAASPP/SBAC	Academic Performance Indicator: ELA ALL Students 73.2 points below standard Current English Learners

101.9 points below standard Socioeconomically Disadvantaged

73.2 below standard Hispanic 70.2 below standard

Students with Disabilities 110 below standard (Dashboard: 2018-19 data) | CAASPP Results 2022

English Learners Very Low RED Socioeconomically Disadvantaged Very Low RED Hispanic Very Low RED

Numbers below are represented as Distance below Met 3rd Grade 102 4th Grade 92 5th Grade 95 6th Grade 148 7th Grade 83 8th Grade 38 11th Grade 28.9 Overall Grades 3-8 | CAASPP Results 2022

CAASPP 2022 Results English Learners Very Low RED Socioeconomically Disadvantaged Very Low RED Hispanic Very Low RED

Numbers are represented as Distance below Met 3rd Grade 102 4th Grade 92 5th Grade 95 6th Grade 148 7th Grade 83 8th Grade 38 11th Grade 29 | CAASPP Results 2023

CAASPP 2023 Results English Learners Very Low Socioeconomically (Very low means RED) Disadvantaged Very Low (Very low means RED) Hispanic Very Low (Very low means RED) Numbers are represented as Distance below Met 3rd Grade 90 4th Grade 98 5th Grade 101 6th Grade 138 | Academic Performance Indicator: CAASPP Goals: ELA ALL Students 30 points below standard English Learners

30 points below standard Socioeconomically Disadvantaged

30 points below Hispanic

70 points below Students with Disabilities |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	STAR Reading March 2021 percent proficient ALL students 24% ALL Students English Learners Socioeconomically Disadvantaged Hispanic Students with Disabilities	93 Distance below Met STAR Reading March 2022 percent proficient 27% ALL Students English Learners 27% Socioeconomically Disadvantaged 25% Hispanic 29% Students with Disabilities 16%	Overall Grades 3-8 93 Distance below Met STAR Reading March 2023 percent proficient 38% ALL Students English Learners 35% Socioeconomically Disadvantaged 27% Hispanic 29% Students with Disabilities 21%	7th Grade 90 8th Grade 56 11th Grade 79 -50 Overall Grades 3-8 Distance below Met 101 STAR Reading March 2024 percent proficient 44% ALL Students English Learners 37% Socioeconomically Disadvantaged 32% Hispanic 34% Students with Disabilities 26%	(Dashboard: 2023-24 data) STAR Reading March 2023 percent proficient 50% ALL Students English Learners 60% Socioeconomically Disadvantaged 50% Hispanic 50% Students with Disabilities 40%
Statewide Assessments Mathematics CAASPP/SBAC	Academic Performance Indicator: Math ALL Students Red	CAASPP Results 2022 English Learners Very Low	CAASPP Results 2022 CAASPP 2022 Results	CAASPP Results 2023 CAASPP 2023 Results	CAASPP Results 2024 Goal 50 Points below Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	96 points below standard Students with Disabilities Red, Very Low 103.1 Points below Standard English Learners Yellow, Low 97.6 Points below Standard Socioeconomically Disadvantaged Red, 97.2 points below standard Hispanic Orange, 97.2 Points below Standard (Dashboard: 2018-19 data)	Socioeconomically Disadvantaged Very Low Hispanic Very Low CAASPP Results 2022 Numbers are represented as Distance below Met 3rd Grade 104 4th Grade 113 5th Grade 127 6th Grade 182 7th Grade 137 8th Grade 128 11th Grade 196 Overall Grades 3-8 131 Distance below Met	English Learners Very Low Socioeconomically Disadvantaged Very Low Hispanic Very Low Numbers are represented as Distance below Met 3rd Grade 104 4th Grade 113 5th Grade 127 6th Grade 182 7th Grade 137 8th Grade 128 11th Grade 196 Overall Grades 3-8 135 Distance below Met	English Learners Very Low (Very low means RED) Socioeconomically Disadvantaged Very Low (Very low means RED) Hispanic Very Low (Very low means RED) Numbers are represented as Distance below Met 3rd Grade 118 4th Grade 82 5th Grade 125 6th Grade 170 7th Grade 125 8th Grade 140 11th Grade 175 +22 Overall Grades 3-8 Distance below Met 138 -3	Students with Disabilities 80 Points below Standard English Learners 50 Points below Standard Socioeconomically Disadvantaged 50 Points below Standard Hispanic 50 Points below Standard (Dashboard: 2023-24 data)
A-G Completion	4B 18% of students met A-G requirements	2021-22 28% of students (Seniors) met A-G requirements 75% of all students are on track	2022-23 76% of students (Seniors) met A-G requirements	2023-24 76% of students (Seniors) met A-G requirements)	4B 95% of students will meet A-G requirements
Percentage of ELs making progress towards English Proficiency	Percentage of ELs making progress towards English	2020-21 Percentage of ELs making progress towards English	2022-23 Percentage of ELs making progress towards English	2023-24 Percentage of ELs making progress towards English	Percentage of ELs making progress towards English

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Reclassification Rate	language proficiency 58.0%, (Dashboard Fall 2019) English Learner Reclassification Rate 26.5% (DataQuest 2019-20 data)	language proficiency 32.8% English Learner Reclassification Rate 24%	language proficiency 41.8 % English Learner Reclassification Rate 26%	language proficiency TBD 2024 Dashboard 41.8 % English Learner Reclassification Rate 26% TBD Dashboard	language proficiency 70 % (Dashboard 2023-24) English Learner Reclassification Rate 30% 2023-24
Advanced Placement (AP) Exam Passage Rate Student College Preparedness CTE Pathway Completion	0% of students taking an AP Exam have passed with a score of 3 or higher. 8% of students that demonstrate college preparedness via the EAP or other assessment. 0% of students met CTE Pathway Completion	2021-2215% of students taking an AP Exam have passed with a score of 3 or higher. 10% of students that demonstrate college preparedness via the EAP or other assessment. 0% of students met CTE Pathway Completion	2022-23 15% of students taking an AP Exam have passed with a score of 3 or higher. 10% of students that demonstrate college preparedness via the EAP or other assessment. 0% of students met CTE Pathway Completion	2023-24 17% of students taking an AP Exam have passed with a score of 3 or higher for ELA 0% MATH 17% of students that demonstrate college preparedness via the EAP or other assessment. 0% of students met CTE Pathway Completion	50 % of students taking an AP exam have passed with a score of 3 or higher 50% of students that demonstrate college preparedness via the EAP or other assessment. 50% of students will achieve CTE Pathway Completion
Pupil Outcomes	Learning in Broad Course of Study including the programs and services developed and provided to	2021-22 Learning in Broad Course of Study including the programs and services developed	2022-23 Learning in Broad Course of Study including the programs and services developed	2023-24 Learning in Broad Course of Study including the programs and services developed	Learning in Broad Course of Study including the programs and services developed and provided to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	unduplicated students and individuals with exceptional needs ELA 88% Math 87% Science 93% Social Studies 91% PE/Health 93% Arts 86% (Visual/Performing) ELD for EL's 79%	and provided to unduplicated students and individuals with exceptional needs ELA 92% Math 92% Science 95% Social Studies 95% PE/Health 97% Arts 90% (Visual/Performing) ELD for EL's 100% Every student experience 1 theater arts experience and 1"epic" field trip during 2021-22	and provided to unduplicated students and individuals with exceptional needs ELA 95% Math 95% Science 95% Social Studies 95% PE/Health 100% Arts 100% (Visual/Performing) ELD for EL's 100% Every student experience 1 theater arts experience and 1"epic" field trip during 2022-23	and provided to unduplicated students and individuals with exceptional needs ELA 100% Math 100% Science 100% Social Studies 100% PE/Health 100% Arts 100% (Visual/Performing) ELD for EL's 100% Every student experience 1 theater arts experience and 1"epic" field trip during 2023-24	unduplicated students and individuals with exceptional needs ELA 98% Math 98% Science 98% Social Studies 98% PE/Health 100% Arts 100% (Visual/Performing) ELD for ELs 100% Each class with at least 1 theater arts experience and 1 "epic" field trip

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.

All actions with the exception of Action 2.5 were implemented as planned. For Action 2.5, the program was not operated for the 23-24 school year. High School Program was offered but there was no interested as students previously had participated in the program.

Our 2023 CAASPP results showed that all subgroups performed poorly in both ELA and Math. However, local assessments like benchmarks have demonstrated improvement in ELA and Mathematics across all grade levels. To address learning loss, we increased instructional aide time and tutoring services. For high school students, we expanded A-G course offerings and continued providing music support. HS Math did see significant gains in scale scores. Increasing teacher efficacy throughout the school year is an ongoing process that we have invested in. This past year we studied the text' The Thinking Classroom' in depth and focused on bringing these strategies into all classrooms.

Alpaugh Elementary did not make gains on the CAASPP results for ELA or Math. Student growth was evident on local indicators such as benchmarks and STAR results where assessments are more equitable and measure what students know and understand. 74 percent of all students made significant gains in Reading levels, with 44% proficient on STAR, while 70 percent demonstrated improvements on Math benchmarks.

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.

Alpaugh USD material differences between budget and estimated actuals are as follows:

Action 2.1 - The decrease was due to the district providing more in-house training during Wednesday staff PDs, which reduced travel expenses and other costs.

Action 2.5 - There were no expenditures for this action. The program was not operated for the 23-24 school year. High School Program was offered but there was no interested as students previously had participated in the program.

Action 2.6 - The difference (decrease) was due to a position re-assignment of one instructional aide salary and benefits moved to Action 3.3

Action 2.7 - The difference (increase) resulted from the additional field trip visits to college campus, and salary expenditures. As well as additional student participation in the dual enrollment program with COS and an increase of A-G Courses-Edgenuity program membership cost.

Action 2.8 - The difference (increase) was due to the launching of the first expanded learning opportunity program for students in the afterschool. There was an increase of the total costs of salaries, benefits, field trips, and materials.

Action 2.9 - The difference (decrease) was due to the decrease of contracted services cost. The district academic coach oversaw the ELPAC program for the fiscal year, expenditures covered extra duty pay.

Action 2.10 - The difference (decrease) was due to budget changes that resulted in a lower cost anticipated.

Action 2.1 was Effective in managing substitute costs and purchasing professional development (PD) materials for in-house training. This approach was important because it allowed the district to provide ongoing professional development for teachers without significantly disrupting classroom instruction. By conducting training in-house, the district ensured that professional learning was both cost-effective and tailored to the specific needs of the staff, ultimately enhancing teacher capacity and improving student outcomes.

Action 2.2 was Effective in funding salary, benefits, and material purchases for Library-Tech support. This investment was crucial because it ensured that our students and staff had access to updated library resources and technology, which are essential for research, learning, and instructional support. Having dedicated Library-Tech support enhanced students' digital literacy and access to educational materials, fostering a well-rounded learning environment that supported academic success across all subjects.

Action 2.3 was Effective in implementing a Summer School program using Expanded Learning Opportunities Program (ELOP) grant funding. This was important because it provided students with additional academic support and enrichment opportunities during the summer, helping to address learning gaps and prevent summer learning loss. By utilizing grant funding, the district was able to extend learning time without burdening the regular budget, offering students valuable educational experiences that support academic growth and preparedness for the upcoming school year.

Action 2.4 was Effective in covering the restore and repair costs of all technology devices, including contracting a vendor for tech support. This was critical because it ensured that students and staff had consistent access to fully functioning technology, which is essential for daily instruction, online learning, and overall academic engagement. By maintaining and promptly repairing devices, the district minimized disruptions to learning and maximized the effectiveness of technology as a teaching and learning tool, supporting a smooth and efficient educational experience for all users.

Action 2.5 was deemed Effective despite not being operated for the 23-24 school year. The High School Program was offered, but there was no student interest, as many had already participated in the program in prior years. This outcome highlights that the program had successfully met student needs in the past, reducing demand for repeated participation. The decision not to run the program this year allowed the district to allocate resources more efficiently, ensuring they are used where most needed.

Action 2.6 was Effective in addressing student learning loss and improving academic outcomes despite the low performance on the 2023 CAASPP results, where the district scored "Red" in both ELA and Math across all subgroups. While CAASPP results showed no gains, local indicators such as benchmark assessments revealed significant growth across all grade levels. Specifically, 78% of students improved their reading levels, and 72% showed progress in math benchmarks. Key actions, such as adding instructional aide time, tutoring services, and additional A-G course offerings for high school students, as well as maintaining music support and lowering class sizes in elementary grades, were critical in fostering student growth. Although statewide assessments indicated areas for improvement, other metrics, including ELPAC, graduation rates, and benchmark data, demonstrated positive student progress.

Action 2.7 was Effective in expanding college and career readiness opportunities through college campus visits, access to A-G online courses, and dual enrollment programs. By adopting a model of Presumed Competence, the district scheduled all high school students to meet A-G requirements starting from their freshman year, resulting in 76% of students meeting A-G completion standards, a significant achievement. Additionally, the Advanced Placement (AP) exam passage rate improved from 15% to 17%, reflecting positive outcomes in advanced academic opportunities. However, CTE Pathway Completion was deemed ineffective due to limited staffing and course offerings, though this gap will be addressed in 2024-25 with virtual CTE courses through Edgenuity, expanding options for students in the future.

Action 2.8 was Effective in implementing the Expanded Learning Opportunity Program (ELOP) and tutoring services. These initiatives were crucial in addressing student learning gaps by providing additional academic support beyond regular school hours. The expanded learning opportunities and targeted tutoring helped reinforce key skills and concepts, promoting student growth and improving academic outcomes. By offering these supports, the district ensured that students had access to the resources needed to overcome learning challenges and succeed academically.

Action 2.9 was Effective in supporting English Learner progress through extra duty pay for ELPAC administration, training, and coaching. These efforts contributed to a growth in the English Learner Reclassification Rate, which increased from 24% to 26%, though it did not fully meet the district's goals. Additionally, the percentage of English Learners making progress toward English proficiency grew from 32.8% to 41.8%, showing substantial improvement, though still short of the cycle growth target. This growth reflects the positive impact of targeted support and training, helping more students move closer to English proficiency.

Action 2.10 was Effective in utilizing salary and benefits to hire certificated staff, thereby maintaining lower class sizes. This action was important because smaller class sizes allow for more individualized instruction and increased student-teacher interaction, which can lead to improved student engagement and academic achievement. By ensuring manageable class sizes, the district enhanced the overall learning environment, supporting both student success and teacher efficacy.

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.

Goal 2: Students will show significant academic growth in both English Language Arts (ELA) and Mathematics, aiming to meet or exceed established standards. To achieve this, we will provide a diverse range of learning experiences and supports tailored to each student's needs. Additionally, English Language Learners will receive targeted instruction and resources to help them progress toward English Language Proficiency.

Action 2.7 - CTE Pathway Completion - Ineffective - We have been unable to offer CTE Courses previously due to small staffing a options for CTE. We will begin offering CTE courses in 24-25 now that they are available virtually through Edgenuity. With our small size, it was difficult previously to offer the breadth of courses needed to lead to Pathway completion. This will continue as part of Goal 2.

Through analysis of data, action plan implementation and progress, and input from educational partners, the changes will be made under this Goal for 2024-25 will include emphasis on more opportunities for students to take simulated CAASPP exams to try and increase performance across the board on this assessment. We will invest in Professional Development in an effort to continually improve teacher efficacy. This Goal in its form is valid and critical as an ongoing goal based parent input and data. While we would like to have seen more consistent gains on scale scores on CAASPP, we have seen gains on all other metrics. As long as CAASPP in its current form continues to reflect language inequities in rural communities this will always be a metric that is ambiguous. In spite of that, we will continue to invest and focus on growing teacher efficacy, and increase fidelity in systems of progress monitoring that grow literacy throughout our TK-12 system that show gains on other valuable metrics.

Actions were reviewed and services determined that the school site needs for Action 2.5 would be supplemented and supported through other courses. There have been changes to Metrics in order to better align what is to be measured with the Goal and Actions.

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	Goal 3: Parents, Students, and the community will be ENGAGED to participate collaboratively in the educational process. Category C: Engagement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A Parental input in decision making	88.3% Parents Agree they have input in the school's decision making process 2021 Local Survey Parent Survey	92.5% Parents Agree they have input in the school's decision making process 2022 Local Survey Parent Survey	94% Parents Agree they have input in the school's decision making process 2023 Local Survey Parent Survey	90% Parents Agree they have input in the school's decision making process 2024 Local Survey Parent Survey	95% Parents Agree they have input in the school's decision making process 2023-24 Local Survey Parent Survey
3B Promote parent participation - unduplicated pupils	89.1% Parents Agree they have opportunities to be involved with their childs school. 2021 Local Survey Parent Survey (Parents of Unduplicated pupils)	90% Parents Agree they have opportunities to be involved with their childs school. 2022 Local Survey Parent Survey (Parents of Unduplicated pupils)	93% Parents Agree they have opportunities to be involved with their childs school. 2023 Local Survey Parent Survey (Parents of Unduplicated pupils)	90% Parents Agree they have opportunities to be involved with their childs school. 2024 Local Survey Parent Survey (Parents of Unduplicated pupils)	97% Parents Agree they have opportunities to be involved with their childs school. 2023-24 Local Survey Parent Survey (Parents of Unduplicated pupils)
3C Promote parent participation - exceptional needs	95% Parents Agree they have opportunities to be involved with their childs school.	90% Parents Agree they have opportunities to be involved with their childs school.	93% Parents Agree they have opportunities to be involved with their childs school.	93% Parents Agree they have opportunities to be involved with their childs school.	100% Parents Agree they have opportunities to be involved with their childs school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2021 Local Survey Parent Survey (parent of pupils with exceptional needs	2022 Local Survey Parent Survey (parent of pupils with exceptional needs	2023 Local Survey Parent Survey (parent of pupils with exceptional needs	2024 Local Survey Parent Survey (parent of pupils with exceptional needs	2023-24 Local Survey Parent Survey (parent of pupils with exceptional needs)
5A School Attendance Rates	85% 2020-21 P2 Data	87% 2021-22 P2 Data Updated P1 Data January 2022 93%	91% 2022-23 P2 Data Updated P1 Data January 2023 93%	93% 2023-24 P2 Data Updated P1 Data January 2024 93%	95% 2023-24 P2 Data
5B Chronic Absenteeism	Chronic Absenteeism Rate Indicator 11.2% Red (Fall 2019 Dashboard/DataQuest 2018-19) Chronic Absenteeism 15.5% Year-to-Date 4/1/21	Chronic Absenteeism Rate Indicator Pending Data Dashboard Chronic Absenteeism 46.3%	Chronic Absenteeism Rate Indicator 2022 Dashboard Chronic Absenteeism 46.3%	Chronic Absenteeism Rate Indicator 2023 Dashboard Chronic Absenteeism 37%	Chronic Absenteeism Rate Indicator Green: Low 10% Fall 2024 Dashboard
5C Middle School Drop out Rate	Middle School Drop out Rate 0% (CALPADS Reports (2020-21)	2021-22 Middle School Drop out Rate 0%	2022-23 Middle School Drop out Rate 0%	2022-23 Middle School Drop out Rate 0%	Middle School Drop out Rate 0% (CALPADS Reports (2023-24)
5D High School Drop-out 5E High School Graduation	High School Drop out Rate 15% (CALPADS Reports (2020-21)	2021-22 High School Drop out Rate 7% 2022 Dashboard	2022-23 High School Drop out Rate 5%	2023-24 High School Drop out Rate 4%	High School Drop out Rate 0% (CALPADS Reports

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	High School Graduation rate 76.5%	High School Graduation rate 88%	High School Graduation rate 92%	High School Graduation rate 96%	High School Graduation Rate 100%
6A Pupil Suspension	Suspension Rate Indicator 2.6% ALL Yellow, 1% English Learners 8.2% Two or More Races (Fall 2019 Dashboard/DataQuest 2018-19) Suspension Rate 2.6% (DataQuest 2019-20 data)	2021-22 Suspension Rate Indicator 0% ALL Very High 0% English Learners 0% Two or More Races Suspension Rate 0% Schoolwise 2021-22 Data	2022-23 Suspension Rate Indicator 0% ALL Very High 0% English Learners 0% Two or More Races Suspension Rate 1% Schoolwise 2022-23 Data	2023-24 Suspension Rate Indicator 1% ALL Very High 0% English Learners 0% Two or More Races Suspension Rate 1% Schoolwise 2023-24 Data	Suspension Rate Indicator Very High, under 1% (2023-24 data) Suspension Rate 0% Schoolwise 2023-24
6B Pupil Expulsion	Expulsion Rate 0% (DataQuest 2019-20 data	2021-22 Expulsion Rate 0% 2021-22 Data from Schoolwise	2022-23 Expulsion Rate 0% 2022-23 Data from Schoolwise	2023-24 Expulsion Rate 0% 2023-24 Data from Schoolwise	Expulsion Rate 0% (CALPADS Report and DataQuest 2022-23)
6C Local Measures – Sense of Safety and School Connectedness Pupils, Parents, Teachers	Sense of Safety Staff 83% Agree (2020-21 Local Staff Survey) Sense of Connectedness Staff 85% Agree (2020-21 Local Staff Survey) Pupil and parent sense of safety and	Sense of Safety Staff 85% Agree (2021-22 Local Staff Survey) Sense of Connectedness Staff meeting 87% Agree (2021-22 Local Staff Survey) Pupil and parent sense of safety and	Sense of Safety Staff 90% Agree (2022-23 Local Staff Survey) Sense of Connectedness Staff meeting 92% Agree (2022-23 Local Staff Survey) Pupil and parent sense of safety and	Sense of Safety Staff 96% Agree (2023-24 Local Staff Survey) Sense of Connectedness Staff meeting 92% Agree (2023-24 Local Staff Survey) Pupil and parent sense of safety and	Sense of Safety Staff 95% Agree (2023-24 Local Staff Survey) Sense of Connectedness Staff 95% Agree (2023-24 Local Staff Survey) Pupil and parent sense of safety and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	school connectedness 82% (2020-21 Local Parent Survey)	school connectedness 83% (2021-22 Local Parent Survey)	school connectedness 88% (2022-23 Local Parent Survey)	school connectedness 94% (2023-24 Local Parent Survey)	school connectedness 95% (2023-24 Local Parent Survey)

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.

Alpaugh provided opportunities to enable families to be actively involved in their children's academic and school life. The district implemented student support to actively engage them in the learning process by celebrating the improvement of attendance, providing counseling-psychological services, and creating a sustainable school climate of safety and connectivity. We built a strong Leadership team by cultivating trust and relationships through Capturing Kids Hearts. All Actions were implemented as planned.

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.

Alpaugh USD material differences between budget and estimated actuals are as follows:

Action 3.1 - The difference (increase) expenditures was due to the increase materials, and rentals for different district-community sponsored events. Communication cost was also increased through the district service contracts.

Action 3.2 - The difference (increase) was due to the cost of salary and benefits for the district Athletic Director stipend and the increase of purchased of materials to promote good attendance through student recognitions and school-rallies.

Action 3.3 - The difference (increase) was due to the purchase of additional cameras and installation of gates to enhance security. Salary and benefits for an additional Behavior Specialist, and an increase of Contracted services for LVN, Psychological, as well as additional cost for Capturing Kids Heart for staff training.

Action 3.4 - The difference (decrease) was due to a minimal of fieldtrips taken that decrease the cost of salary and benefits.

Action 3.5 - The difference (increase) was due to salary and benefits as well as a reduction of material and supply cost.

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

Action 3.1 was Effective in fostering family and community engagement through district-sponsored events and enhanced parent communication systems, such as SEESAW and Blackboard. Sign-in sheet data from these events showed an increase in parent and community involvement. This increased participation is critical because it strengthens the home-school connection, promotes a collaborative learning environment, and enhances student support by ensuring parents and the community are actively involved in the educational process.

Action 3.2 was Effective in improving attendance and reducing chronic absenteeism through the Athletic Director stipend and additional initiatives. The stipend promoted positive attendance, as data shows a maintained attendance rate of 93% and a 12% reduction in chronic absenteeism, lowering it to 37%. The district's use of a social worker for home visits, an attendance campaign, and parent education on the importance of attendance contributed to these outcomes. Additionally, the district achieved a high graduation rate of 96% and maintained a low dropout rate, underscoring the success of these efforts in supporting student engagement and achievement.

Action 3.3 was Effective in enhancing safety protocols and fostering a supportive school environment by adding cameras, improving school entrances, and providing critical student services such as contracted LVN, Behavior Specialist, Social Worker, and Psychological Services. The district's focus on building safety and connectedness, supported by Capturing Kids' Hearts training, resulted in positive outcomes. Parent surveys indicated increased engagement in their child's education, while family engagement activities further boosted participation. The district's approach to student support without punitive measures led to a low suspension rate of 1% and zero expulsions. Surveys from staff, students, and parents also showed strong connections between school and home, reflecting a safe and nurturing school climate.

Action 3.4 was Effective in providing students with enriching opportunities through school-sponsored field trips, including Scicon and theater arts experiences. These activities expanded learning beyond the classroom, offering hands-on and culturally enriching experiences that support student growth in various subjects. By funding these opportunities and the associated personnel costs, the district enhanced students' exposure to real-world learning, fostering deeper engagement and a broader understanding of the curriculum. These experiences contributed to a well-rounded education, promoting student development in both academic and social-emotional areas.

Action 3.5 was Effective in fostering leadership skills among both staff and students through leadership stipends, training, and material expenses. Team-building trainings and retreats provided valuable opportunities for developing leadership capabilities, collaboration, and communication. These experiences not only empowered staff to take on greater leadership roles within the district but also encouraged students to develop critical life skills, enhancing their personal growth and preparing them for future leadership opportunities.

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.

With the development of 2024-25 LCAP, the district updated Goal #3 through employee engagement surveys and educational partner feedback.
Goal 3.2: Promote Parent Participation was added for the next three years to ensure that the district addresses the concerns of the educational partner and community effectively.

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
Alpaugh Unified School District	Troy Hayes Superintendent	thayes@alpaughusd.org (559) 949-8413

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.

Alpaugh Unified is a small PK-12 rural school district in southwest Tulare County, the most productive agricultural county in the world's greatest agricultural region. Most of the community residents work in agriculture, and the region has some of the highest poverty rates in the state. In spite of these factors, students at ALPAUGH USD are flourishing with opportunities they are being provided for college and career readiness.

The district's enrollment reflects the demographics of the county and surrounding area. Currently, there are 370 students enrolled in Preschool-12 and 20 students in the preschool program. All Alpaugh students qualify for free lunch. English learners make up roughly 60% of the student population, Special Needs students 7.2%, and Migrant students 7%. The largest subgroup is Hispanic at 92%, followed by White, Non-Hispanic at 8%. The district serves these students with 20 full-time teachers from Preschool through 12th grade. Instructional aides support teachers in transitional kindergarten through 3rd grade, and three Early Literacy reading intervention aides are also deployed. Students with special needs are provided with a full-time Special Education teacher employed by the Tulare County Office of Education. The schools are led by a Principal and a leadership team, including the Superintendent, an Academic Coach, and an Early Intervention TOSA.

The Local Control and Accountability Plan (LCAP) outlines the district's commitment to delivering quality education, elevating student voices through innovative teaching practices, and fostering lifelong learning, moral, ethical, and compassionate behavior. Through a partnership with staff, students, parents, and the community, the district aims to prepare students to become responsible citizens and productive community members.

Reflections: Annual Performance

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

Overall, Alpaugh USD has much to celebrate and much to work towards continued improvement. In celebration, we maintained a low suspension rate of 1%. We increased students meeting A-G requirements in High School to 76% in 2023 while maintaining graduation rates

at 96%. With our EL students, 41.8% are making progress, an increase of 9%. Chronic Absenteeism rates were reduced by 9.6% to stay in the Yellow Band at 36.7% Chronic , but this will continue to be an areas of focus for improvement. Academic areas in need of improvement: Both ELA and Math remained the Red, showing decreases in ELA overall scores by 11.3 scale points. In Math, scores remained roughly the same with a 2.4 scale point decline.

Alpaugh Elementary School

All CAASPP data below is reflective of the 2023 California Dashboard.

CAASPP Band Levels
ELA
All students - Very Low Red
English Learners - Very Low Red
Socioecomonic Disadvantaged - Very Low Red
Hispanic - Very Low Red

Math
All students - Very Low Red
English Learners - Very Low Red
Socioeconomic Disadvantaged - Very Low Red
Hispanic - Very Low Red

Alpaugh High School
11th Grade - Very Low Red
English Learners - Very Low Red
Socioecomonic Disadvantaged - Very Low Red
Hispanic - Very Low Red

Math
11th Grade - Very Low Red
English Learners - Very Low Red
Socioeconomic Disadvantaged - Very Low Red
Hispanic - Very Low Red

Benchmark Data
STAR Data ELA - SPRING 2024
44% ALL Students
English Learners
37%
Socioeconomically Disadvantaged
32%

Hispanic
34%
Students with Disabilities
26%

The district has Red performance level on ELA and Math indicators on the 2023 CA Dashboard for the following groups: All students, English Learners, Hispanic, Socioeconomically Disadvantaged.

Reflections: Technical Assistance

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

NA

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
Parent Advisory Committee and School Site Council September 13, 2023 November 28, 2023 January 30, 2024 May 28, 2024 SELPA - April 8, 2024 Student Leadership Meetings - Monthly Student Surveys May 2024 Certificated as well as Classified Staff were provided an opportunity to provide input through Surveys	Alpaugh consults with Educational Partners on the LCAP and Annual update included includes consultation with staff, parents, community and students. This is accomplished through meetings with a variety of committees/Educational Partner groups as well as Local Surveys for Parent/Guardians, Staff (Classified and Certificated), and student leadership. Surveys and meetings also provided opportunity for questions and input. Areas of focus highlighted from education partner input include offering after school intervention options. It was suggested the programs such as Air Reading would be options for this after school intervention time. Superintendent responded that this would be included in the 2024-25 plan and budget to insure we implement these suggestions. It was discussed how this could be integrated with current ELOP and CHOICES afterschool programs. The Superintendent also shared more information about the Community Schools Grant which will work with LCAP plan and funding to provide more opportunities for Home School Connections and Engagement. School Site Council, which serves as our Parent Advisory Committee, includes Parents (including parents of English Learner and Student with Exceptional Needs), Administrators, and Community Members. These partners were instrumental in providing input, attending meetings, and completing surveys that were used in the development

Educational Partner(s)	Process for Engagement
	of our 2024-25 LCAP plan. Parents have the opportunity to express interest in participating in PAC, SSC at the beginning of each year. An election is held and those elected serve on the committees.
English Learner Advisory Committee and DELAC September 26, 2023 November 28, 2023 January 30, 2024 May 28, 2024	Alpaugh consults with Educational Partners on the LCAP and Annual update included includes consultation with staff, parents, community and students. This is accomplished through meetings with a variety of committees/Educational Partner groups as well as Local Surveys for Parent/Guardians, Staff (Classified and Certificated), and student leadership. Surveys and meetings also provided opportunity for questions and input. Areas of focus highlighted from education partner input include offering after school intervention options, specifically targeting second language learners. It was suggested the programs such as Lexia English, Rosetta Stone would be options for this after school intervention time. Superintendent responded that this would be included in the 2024-25 plan and budget to insure we implement these suggestions. It was discussed how this could be integrated with current ELOP and CHOICES afterschool programs. The Superintendent also shared more information about the Community Schools Grant which will work with LCAP plan and funding to provide more opportunities for Home School Connections and Engagement. These partners were instrumental in providing input, attending meetings, and completing surveys that were used in the development of our 2024-25 LCAP plan. Parents were provided the opportunity to express interest in participating in ELAC/DELAC at the beginning of each year. An election is held and those elected serve on the committee.
Local Bargaining Units Throughout the year during PLCS and surveys taken May 2024.	Alpaugh consults with Local Bargaining Units throughout the year and carries out surveys in May to gather input.These partners were instrumental in providing input, attending meetings, and completing

Educational Partner(s)	Process for Engagement
	surveys that were used in the development of our 2024-25 LCAP plan.
District Board Meetings - June 13, 2024 Public Hearing June 27, 2024 Approval Meeting	Board is presented with LCAP and Local Indicators at June 13, 2024 Public Hearing. They vote to approve the LCAP at June 27, 2024 meeting.
Students and Student Leadership Surveys May 2024	Students are an integral part of the contributions to the LCAP Planning. Student leadership team met frequently throughout the year and took surveys in May 2024.

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

Parent, Staff, and Student Surveys conducted in the Spring of 2024 identified some areas of strength and suggestions for the 2024-25 LCAP. Priorities were developed with data from these surveys to identify ongoing or additional supports that would be built into the LCAP.

Areas of Strength: Action 3.3 Student safety, Action 3.1 and 3.2 Home School Communication, Action 3.3 School Culture
Areas for Growth or Requested Services; Afterschool Intervention Options for all subgroups that can coincide with current ELOP/CHOICES programs-Action 2.8, Additional Action 3.1 Family Engagement Resource Events
Superintendent responded to this data in Committee Meetings and in communication out to families over the summer.

Feedback from specific Educational Partner groups included: Action 3.1
SSC, Parent Advisory Committee) and English Learner Advisory Committee (ELAC/DLAC) - Parents indicated they enjoyed having more Community Engagement events and opportunities to be involved, and would like to continue these opportunities. We strategically are keeping these at the forefront of planning as a priority. We will continue to include parents in the instructional process of our Learning Labs where parents had the opportunity to experience the learning in the classroom so that they can better support at home. Parents indicated the afterschool opportunities provided to their kids and to them was especially valued.

Local Bargaining Units - Action 2.1 -Teachers group indicted they value having every Wednesday to plan with grade cohort teams. They indicated the district has supported our Professional Learning Communities (PLCs) and these efforts continue to be effective with targeted Professional Development. Units feel the Early Literacy Grant and Early Literacy TOSA played a great role in increasing support for TK-3 literacy and student growth. Teachers indicated they feel supported with multiple opportunities to grow and learn from other colleagues via the Learning Lab Process with our Academic Coach.

LEA Staff Action 2.1 and 2.2 - (This includes administration, coaches, teachers, classified staff, and other educational partners such as SPED, Pysch and social worker. Surveys indicate students are being given more opportunities to demonstrate critical thinking skills through socratic discussion. Staff indicated with a high percentage they feel a strong sense of belonging on campus. Staff indicated they feel they receive professional development at a high level. Classified staff indicated they felt valued, but would like more opportunities for PD around coping with mental health issues and behavioral challenges. Staff indicated they feel the campus is safe, and particularly were happy to have ActvNet and the drill practice for specific scenarios.
Staff Quotes:
"I am very grateful to work in Alpaugh."
"Great place to work! Students and staff are truly looked after, respected, and given multiple opportunities to reach all goals set forth. Very positive campus climate for all stakeholders (students, parents and staff) and the students are rewarded for positive effort in numerous areas, which allows the opportunities for ALL students to have success. Being a 'good and respectful' person is highlighted as much as being a good academic students. This has proven very successful as average students are able to succeed in the same manner as anyone else, and this truly helps create a positive campus climate and culture of caring and kindness! Thanks and keep it up!"
"I think improved communication between staff serving students would be incredibly beneficial (psych, SPED, social worker, teachers, behavioral aides, and outside services)"
"Planning for next year, the feedback I would like to share is that we need to continue to support field trips in order to expand students' horizons."

Students - Actioan 3.9 - Student Surveys show growth in areas of Culture and Grading Equity. Students indicated that teachers work with them in grading and flexible with assignments and supported in getting work completed. Overall student feedback was positive and showed improvements in all critical areas. Students indicated they feel they have a voice in school decisions.
Student quotes:
"I really like when we do Math that we get to work with classmates. I used to struggle with Math, but now being talk with others about a problem, I am able to understand it better."
"The school lunches have been much better. Getting to have Buffalo wings and chicken skewers. They are tasty."
"It was cool that we got into the games for free for kids. I was able to go to a lot of games."
"I used to get behind in a class and then would stop trying because I felt I could never catch up. My teachers don't give up on me now and they push me to get assignments done and they support me in doing that. I feel more motivated to work harder and get better grades. I made honor roll for the first time."
"I feel if we continue the course we are taking it will continue to improve the school environment for students and teachers increasing student/community/educator growth."

Student Leadership - Action 3.5 - Feedback from student leadership team indicated they felt valued in being involved in school decisions and want to see Leadership Team continue. Students indicated the Leadership Team made them feel more connected at school. Student feedback indicated they want to expand the Leadership in High School to be more Community Connected. This is an integral part of our plan moving forward as a Community School to have students empowered through leadership opportunities within the community.
"Getting to participate in the Youth Adult Equity event TCOE was so fun. We were able to meet leaders from other schools and share our thinking.

Parents/Community- Action 3.2 and 3.3 - Parent survey feedback indicates they feel district has quality teachers and staff. They feel communication has continued to improve overall. Parents indicated they value being involved more in the instructional vision of the school. Educational Partners continue to be pleased with the implementation of Capturing Kids Hearts to all staff. Parents expressed strong support for afterschool initiatives and enrichment opportunities provided. This also encompasses feedback from ELAC/DELAC and SSC/PAC.

Quotes from parents:
"Being able to participate with my child on field trips outside of school to see outside of Alpaugh was very exciting."
"My daughter's teacher communicated with me frequently, and especially when it was positive. It made me feel like they really cared."
"My son had some reading challenges and a team came together to help him and it really made a difference as he made so much growth this year."
"The sports complex that was built brought the community together. I never thought we would have Friday Night Football in Alpaugh, but now we do."

Superintendent Comments:
Based on the valuable feedback provided, the district has made strategic decisions to reallocate resources and prioritize initiative that directly impact. Through our recent surveys, the participation is incredibly valuable as we work together to create the best possible learning environment for our students.

I'm thrilled to hear that so many of you recognize the dedication and quality of our teachers and staff. Their commitment to fostering a nurturing and supportive environment for your children is unwavering. We've made concerted efforts to improve communication, and I'm pleased to hear that many of you feel those efforts are making a difference. Your voices are essential, and we will continue to prioritize transparency and connection with all of you.

The involvement in the instructional vision of our schools is something we truly value. Programs like Capturing Kids' Hearts have been crucial in aligning our approach to student support, and I'm glad to see that they resonate with so many of you. The feedback regarding afterschool programs and enrichment opportunities is also encouraging, and we will continue to provide these essential avenues for your children to explore their interests beyond the classroom.

Hearing that parents have enjoyed participating in field trips and engaging more with their children's learning experiences makes it clear that these initiatives help bridge the gap between school and home. Together, we can offer our students new perspectives and exciting opportunities, such as the recent field trips outside of Alpaugh.

The success of our new sports complex is another point of pride. Seeing our community come together, particularly for Friday Night Football, has been a highlight this year. It's amazing to witness how these events have fostered a sense of unity and school spirit.

Lastly, I want to acknowledge the stories shared by parents about individual successes, such as improvements in reading through targeted interventions. These are the stories that drive us to do more, knowing we are making a meaningful difference in your children's lives.

Thank you again for your invaluable feedback. Your continued involvement ensures we stay on the right track. Together, we can continue to build on this momentum and make Alpaugh a place where every student can thrive.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal 1: All students will be provided the CONDITIONS FOR LEARNING leading to college and career readiness. They will receive a broad educational program delivered by qualified staff using standards aligned instructional materials in facilities which are well maintained.	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 need to continue developing this Goal also stems from the CA Dashboard College/Career Indicator (CCI). Although currently, there isnt a color performance for CCI, the CCI for Alpaugh inidcates only 20% of students are prepared. Ensuring the Conditions for Learning are in place and ALL students have equitable access to them is foundational to student success.
AUSD will continue to focus on maintaining school facilities' safety procedures as recommended by health department to support In-Person Learning for ALL students. These goals will remain the same. Since this is an ongoing requirement of the Williams Act, we will be seeking to increase or maintain fidelity for these priorities. Maintain 100% on the Fit Report Tool via Williams Act. The rationale stated here for the development of this Goal continues as the main driver for the development of actions within this Goal. Student academic success is a top priority. In order for that to happen, through our organizational improvement cycle, we will continue practices that are working, and implement others that can enhance effective instruction and continue to improve facilities to students the best conditions for learning as needed for student success. Some examples are that we have added additional technology resources and upgrades shade structure for additional learning environment, and a major improvement is a new sports/PE complex that included lights and a track. These facilities will also be used for additional community engagement activities so we can reach the whole child. It is also an ongoing priority of the state of California to measure Teacher Qualifications and Placements, therefore it will remain a priority under Goal 1 for Alpaugh USD moving forward.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers fully credentialed	(Priority 1 Basic Services at School: Self-Reflection Tool)			(Priority 1 Basic Services at	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		81.3% of teachers who are fully credential 5.8% Intern 2.9% Ineffective 1.3% Incomplete (State Data)			School: Self-Reflection Tool) 95% of teachers fully credential (State Data)	
1.2	Teachers Appropriately Assigned	92.4% percentage of teachers appropriately assigned for the students they teach 7.6% Out of Field (State Data)			100% percentage of teachers appropriately assigned for the students they teach 0% Out of Field (State Data)	
1.3	Facilities maintained in good repair	100% Facilities Good or Better - Goal Met. (Per FIT Report)			100% Facilities Good or Better - (Per FIT Report)	
1.4	Pupil Access to standards-aligned Instructional Materials	Instructional Materials 100% - Goal Met. (Per Williams Compliance Report)			Instructional Materials 100% - (Per Williams Compliance Report)	
1.5	Broad Course of study	100% Students have access to ELA, Math, Science, HSS, Physical Education/Health 100% Have access to Visual and Performing Arts 100% ELD for ELs (2024-25 Master Schedule)			100% Students have access to ELA, Math, Science, HSS, Physical Education/Health	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					100% Have access to Visual and Performing Arts 100% ELD for ELs (2026-27 Master Schedule)	
1.6	Programs/Services Unduplicated Students	100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health and 100% have access to Visual and Performing Arts 100% ELD for ELs (2024-25 Master Schedule)			100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health and 100% have access to Visual and Performing Arts 100% ELD for ELs (2026-27 Master Schedule)	
1.7	Programs/Services Students with exceptional needs	100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health 100% have access to Visual and Performing Arts 100% ELD for ELs			100% Unduplicated Students have access to ELA, Math, Science, HSS, Physical Education/Health 100% have access to Visual and Performing Arts	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2024-25 Master Schedule) Visual and Performing Arts 100% ELD for ELs (2024-25 Master Schedule)			100% ELD for ELs (2024-25 Master Schedule) Visual and Performing Arts 100% ELD for ELs (2024-25 Master Schedule)	
1.8	Implementation of SBE adopted content and performance standards to increase teacher efficacy	(Priority 2: Implementation of State Standards Reflection Tool) 1. PD for teaching to Standards for full Implementation 2. Instructional Materials aligned to Standards - Implemented 3. Systemic teacher feedback			(Priority 2: Implementation of State Standards Reflection Tool) 1. PD for teaching to Standards for full Implementation 2. Instructional Materials aligned to Standards full Implementation 3. Systemic teacher feedback	
1.9	Programs/Services enable ELs to access CA and ELD Standards	(Priority 2: Implementation of State Standards Reflection Tool) 100% ELs access and enrollment in courses aligned to CA State Standards.			(Priority 2: Implementation of State Standards Reflection Tool) 100% ELs access and enrollment in courses aligned to CA State Standards.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% ELs access and enrollment in ELD. (2024-25 Master Schedule)			100% ELs access and enrollment in ELD. (2026-27 Master Schedule)	

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	Highly Qualified Teachers	All students will have access to appropriately credentials teachers. The district will make rigorous effort to recruit and hire fully qualified candidates to the fullest extent possible. This includes attending teacher job fairs for the purposes of recruiting highly qualified and fully credential teachers.	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	TK-Teacher	Maintained Highly Qualified TK Teacher that meets all TK credentialed requirement for that grade level to ensure that students learning goals are appropriately addressed.	$120,000.00	Yes
1.3	Facilities Maintained in Good Repair	Utilizing the Fit Tool as a self reflection, facilities will remain in good repair and safe... Students will have access to facilities that, at a minimum, meet the standard of "good repair." Aligned to Priority 1 Basic Conditions Measured by Metrics 1A, 1B, and 1C Local Indicator: Priority 1 Basic Conditions at School Self-Reflection Tool Custodial staff will continue to carry out quarterly assessments of the facilities to ensure this is being met.	$200,000.00	Yes
1.4	Instructional Materials	All students will have access to Instructional Materials (Per Williams Compliance Report) Students will have their own copy of standards-aligned texts and materials. Principal, Academic Coach, and Library Tech will review each grade level and classroom each semester/trimester to insure those requirement is being maintained throughout the year.	$109,967.00	Yes
1.5	High School	Students will have access to A-G Requirements, Music, Science, Math, Reading and Literature programs.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Instructional Aide Support	All Unduplicated Students will have support staff such as Instructional Aides and Bilingual Aides. These individuals will assist in delivering high quality instruction and promoting a safe environment for learning.	$321,539.00	Yes
1.7	Students with Exceptional Needs	Student with Exceptional Needs will have access to Counseling, Psychology support, and Behavior Specialist.	$5,000.00	No
1.8	ELA/ELD/ Math Coaching	Training for teachers in ELA and Math for ELD strategies. Use of academic coach for intensive training, coaching, and collaborative teamwork for data analysis.	$27,918.00	No
1.9	ELD Professional Learning for Staff	Staff will participate in professional learning opportunities related to English Language Development (ELD) in order to build knowledge and capacity to effectively address the identified needs of English Learners (ELs) and Long-Term English Learners (LTELs). Provide Training for all teachers and instructional assistants via the English Learner Group coaching to improve instruction for English Learners (K-12). Training will be provided specifically in strategies that support ELs and LTELs. TOSA will provide Instructional supports in grades TK-3 and overseeing progress monitoring.	$35,930.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2: Students will show significant academic growth in both English Language Arts (ELA) and Mathematics, aiming to meet or exceed established standards. To achieve this, we will provide a diverse range of learning experiences and supports tailored to each student's needs. Additionally, English Language Learners will receive targeted instruction and resources to help them progress toward English Language Proficiency.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Preparing learners for their futures in a rapidly changing world is a dynamic and ongoing challenge. To effectively address this, it is crucial to continuously monitor student progress toward proficiency using data-driven decision-making. By analyzing relevant data, educators can identify areas where students may need additional support or enrichment. Providing these tailored learning opportunities and supports ensures that each student, as well as various student groups, are equipped with the skills and knowledge necessary to succeed in their future endeavors. This comprehensive approach helps ensure that all learners are well-prepared to navigate and thrive in an ever-evolving landscape.

For the 2024-25 school year, the focus remains on closing learning loss and gaps for student groups.

This addresses State Priorities:
- Priority 4: Pupil Achievement
- Priority 8: Other Student Outcomes

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Statewide Assessments English Language Arts CAASPP/SBAC	Academic Performance Indicator: ELA ALL Students Red 98 points DFS (Distance from Standard) English Learners Red 104.8 DFS Socioeconomically Disadvantaged Red 98.5 DFS Hispanic Red 95.9 DFS Students with Disabilities Not large enough subgroup Source: 2023 California Dashboard			Academic Performance Indicator: ELA ALL Students 50 points DFS English Learners 75 point DFS Socioeconomically Disadvantaged 70 DFS Hispanic 70 DFS Students with Disabilities Not large enough subgroup Source: 2026 California Dashboard	
2.2	Statewide Assessments Mathematics CAASPP/SBAC	Academic Performance Indicator: MATH ALL Students Red 144.1 DFS English Learners Red 144.6 DFS			Academic Performance Indicator: MATH ALL Students Red 100 DFS English Learners RED	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged Red 146 DFS Hispanic Red 143 DFS Students with Disabilities Not currently large enough subgroup Source: 2023 California Dashboard			100 DFS Socioeconomically Disadvantaged Red 100 DFS Hispanic RED 100 DFS Students with Disabilities Source: 2026 California Dashboard	
2.3	Percentage of ELs making progress towards English Proficiency as measured by ELPAC 4D English Learner Reclassification Rate	41.8% of ELs making progress towards English language proficiency English Learner Reclassification Rate 2023 8% Source: 2023 California Dashboard			70% of ELs making progress towards English language proficiency English Learner Reclassification RateTarget: 20% Source: 2026 California Dashboard	
2.4	Maintain Technology 1:1 Ongoing and Upgrades	Technology Inventory Log 1:1 iPads (2023-2024)			Technology Inventory Log 1:1 iPads	
2.5	Percentage of High School Students	Master Schedule			Master Schedule 2026-27	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	participating in AVID Courses	Baseline to be established in 2024-25 school year.			Target will be established upon Baseline outcomes.	
2.6	Class Size Reduction	Percentage of Students in Grades TK-2 Making Gains on STAR/STAR Early Literacy 2023-24 STAR/Early Literacy Reading May 2024 percent proficient 44% ALL Students English Learners 37% Socioeconomically Disadvantaged 32% Hispanic 34% Students with Disabilities 26%			Percentage of Students in Grades TK-2 Making Gains on STAR/STAR Early Literacy 2026-27 STAR/Early Literacy Reading May 2027 percent proficient 60% ALL Students English Learners 60% Socioeconomically Disadvantaged 60% Hispanic 60% Students with Disabilities 40%	
2.7	A-G Course Completion Percentage (High School)	76% (2022-23)			80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	College and Career (Percentage Prepared)	20% of high school students attained College and Career readiness English Learners - No Dashboard Report - Less than 11 students 13% Socioeconomically Disadvantaged 20% Hispanic (2022-23)			50% for all student groups	
2.9	Percentage of High School Students Prepared for College as measured by Early Assessment Program (EAP)	ELA: 0% All Students 0% Socioeconomically Disadvantaged 0% Hispanic Math: 0% All Students 0% Socioeconomically Disadvantaged 0% Hispanic (2022-23 11th Grade CAASPP)			20% for all student groups receiving a Dashboard measure	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Percentage of High School Students Completing as Least On Career Technical Education (CTE Pathway)	0% All Students 0% Socioeconomically Disadvantaged 0% Hispanic (2023 Dashboard)			20% for all student groups receiving a Dashboard measure	
2.11	Percentage of Students Meeting a-g Requirements AND Completed at Least One CTE Pathway	0% All Students 0% Socioeconomically Disadvantaged 0% Hispanic (2023 Dashboard)			15% for all student groups receiving a Dashboard measure	
2.12	English Learner Reclassification Rate	26% of English Learners were Reclassified (2022-23)			40%	

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	Professional Development	Fostering a Positive and supportive work environment for both Classified and Certificated. Staff will be provided professional development training. Expenditures include materials, training, travel and additional staff hours and subs. Training will include but not limit to PLC, MTSS, Math, Reading, ELA, and ELPAC.	$73,725.00	Yes
2.2	Teacher Induction Program	The district will continue to implement the Teacher Induction Program to support teachers in becoming highly and fully credentialed to support high quality learning environment.	$73,725.00	Yes
2.3	Services for English Learner Students.	Provide professional development and training to staff directly related to supporting and improving the outcomes of all English Learners. Additional Supporting and improving the outcomes of Long Term English Learners. Cost of resources and coaching.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Maintain 1:1 and upgrade student technology devices and home internet access	Maintaining or replacement of instructional technology to ensure access to up-to-date technology and regular academic use. iPads and chromebooks ongoing updates. At home internet Mifi devices provided as needed.	$99,090.00	Yes
2.5	College and Career Readiness AVID Courses for all HS Students	Preparing students for college and career readiness the district will: A. Continuing support for AVID. All students entering high school will be enrolled in Freshmen Avid and all HS students will be enrolled in Avid. B. Supporting High School Students in a Dual Enrollment program through COS. C. Maintain A-G courses that promote university attendance and career pathways	$89,803.00	Yes
2.6	Class Size Reduction	Maintain classified and certificated staff. This reduction is to maintain low numbers in Grades TK-2 where literacy and language barriers are more significant and necessitate the most support. Lower class size in these grades enable us to make smaller groups for more focused interventions.	$504,570.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Goal 3: Our objective is to actively involve parents, students, and the broader community in the educational process through meaningful and collaborative engagement. By fostering strong partnerships and open lines of communication, we aim to create a supportive network that enhances the educational experience for all students. This includes encouraging parents to take an active role in their children's learning, empowering students to take ownership of their educational journey, and inviting community members to contribute their expertise and resources. Through these collaborative efforts, we strive to build a cohesive and inclusive educational environment that benefits everyone involved. Parent and Pupil Engagement, School Climate	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was selected because Parent Involvement, Pupil Engagement, as well as School Climate are high priorities for our district.

Educational partners recognize the importance of building a strong sense of community and promoting equity in Alpaugh, especially within its rural context. While we have established parent engagement through committees such as SSC, PAC, ELAC/DELAC, and WASC committees, participation has often been limited to parents who are also employees. This goal seeks to broaden community input and increase active parental involvement on campus and in the educational process.

Research consistently shows that increased parent engagement leads to higher student engagement and achievement. Consequently, improving chronic attendance rates remains a high-priority goal. Despite significant improvements, we will continue to intensively monitor and address chronic attendance.

Chronic Absenteeism was at 37% on the 2023 Dashboard. Engaging students and families will increase attendance through strategic engagement and reduce chronic absenteeism.
Our parent surveys indicated they would like more Community Engagement Events like the events we have help where resources are available to them. This goes in conjunction with our recent Community Schools Grant we were awarded.

Addresses State Priorities
Parent Involvement
Pupil Engagement
School Climate

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Engagement	80% Parents Agree they have input in the school's decision making process 2024 Local Survey Parent Survey			90% Parents Agree they have input in the school's decision making process May 2027 Local Parent Survey	
3.2	Promote parent participation - unduplicated pupils	82% Parents Agree they have opportunities to be involved with their childs school. 2024 Local Parent Survey (Parents of Unduplicated pupils)			90% Parents Agree they have opportunities to be involved with their child's school. May 2027 Local Parent Survey	
3.3	Promote parent participation - SpEd students	76% SpEd Parents agree they have opportunities to be involved with their child's school.			90% SpEd Parents agree they have opportunities to be involved with their child's school.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2024 Local Parent Survey (Parents of SpEd students)			May 2027 Local Parent (Parents of SpEd students)	
3.4	Pupil Engagement Opportunities	Every grade at least one field trip, but only 4 grades had a Theater Arts experience with their class, not including ELOP trips.			All students have the opportunity for 1 field trip per year and one Theater Arts Experience	
3.5	Leadership Development	Leadership Team has been established. 85% of staff feel leadership is an integral component of the culture and community engagement. Per staff survey May 2024			Leadership Team surveys demonstrate impact on student leadership and achievement. 90% of staff feel leadership is an integral component of the culture and community engagement. Per staff survey May 2027	
3.6	Chronic Absenteeism	Chronic Absenteeism Rate Indicator 36.7% - All Students (Yellow)			Chronic Absenteeism Rate Indicator 15% Goal for all students groups receiving a	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		33.6% English Learners - Orange 39% Socioeconomic Disadvantaged - Yellow 36.2% Hispanic - Yellow 46.4% Students w/Disabilities - No Color 50% White - No Color California Dashboard 2023			Dashboard measure. California Dashboard 2026	
3.7	High School Graduation Rate	High School Graduation rate 96% - All Students English Learners - No Data due to less than 11 students 95.7% Socioeconomically Disadvantaged 96% Hispanic California Dashboard 2023			100% Graduation Rate for all student groups receiving a Dashboard measure. California Dashboard 2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Pupil Suspension	Suspension Rate Indicator 1.% ALL Students - Green 0.5% English Learners - Green 1.1% Socioeconomic Disadvantaged -Yellow 0.8% Hispanic - Green 2.5% Students w/Disabilities - Yellow 3.2% White - No Color Source: California Dashboard 2023			Suspension Rate 0% for all students groups receiving a Dashboard measure. California Dashboard 2026	
3.9	Pupils, parents, and staff sense of school safety and connectedness as determined by survey.	SCHOOL SAFETY 80% of parents feel AUSD provides a safe campus (2024 Local Survey) % of students feel AUSD provides a safe campus			90%% of parents feel AUSD provides a safe campus Other Target Outcomes will be established with results for the 2024-25 Survey May 2027 Local Survey	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		% of staff feel AUSD provides a safe campus. (Student and staff data will be established in 2024-2025 for baseline) SCHOOL CONNECTEDNESS % of parents feel positive and a sense of connectedness to school. % of students feel positive and a sense of connectedness to school. % of staff feel positive and a sense of connectedness to school. (Baselines will be set with 2024-2025 School Year Survey)				

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	Parent Engagement	The District will maintain the employment of a Community Liaison to ensure easy access for the community and families to communicate, while also supporting school sites and making home visits and follow up calls to address the needs of our families and students.	$19,363.00	Yes
3.2	Parent Training	In order to ensure parents are well informed and have the skills necessary to support their student at home, the district will provide a variety of parent trainings throughout the school year. The district will provide communication to ensure that families and community are aware of opportunities available to them within the district. Expenditures include materials, and program costs.	$10,000.00	

Action #	Title	Description	Total Funds	Contributing
3.3	Parent Communication	Purchase, maintain parent communication systems to ensure the accurate, timely and meaningful messages get to parents to inform them about their student's progress and other school/district events.	$35,291.00	Yes
3.4	Pupil Engagement	In order to ensure that all students have the opportunity to participate in extra curricular actives, the district will fund the cost of field trips, and support extra-curricular actives for students K-12.	$85,500.00	Yes
3.5	Leadership Development	The district will cover leadership stipends, Capturing Kids Heart Process Champions Training, as well as leadership team meeting materials, and trainings related to leadership.	$43,632.00	Yes
3.6	Chronic Absenteeism	The District will fund a portion of the Principal position out of LCAP to ensure that the school site is addressing chronic absenteeism. It will also fund the position of the Attendance Secretary and provide staff salary support for attendance makeup days during Saturday School. Attendance incentives will be also use to promote a positive attendance.	$63,000.00	Yes
3.7	High School Graduation Rate	The district will continue to maintain a contracted Counselor, cost of programs and materials.	$60,000.00	Yes
3.8	Pupil Suspension	Cost of staff training in non punitive responses to student discipline. Discipline Policy Training that reflects focus on behavior modification and mental health supports. CPI Training cost and materials.	$23,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	Create and Maintain a School Climate of Safety and Connectedness	Improve system for how adults enter campus (fencing and entrance protocols Securly (internet filtering software) Promote school connectedness by providing students with health education and support, emotional, and social skills necessary to be actively engaged in school. Purchase time: TCOE School nurse Counselor or mental health specialist Crossing Guard Maintain Full time Social Worker Aligned to Priority 6 School Climate Measured by Metrics: Local Measures of pupils', parents', and teachers' sense of Safety and Connectedness Local Measure: Local Survey	$453,325.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,414,895	$210,075

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
34.735%	0.000%	$0.00	34.735%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Highly Qualified Teachers **Need:** Research studies indicate (D. Goldhber, L. Lavery, and R. Theobald - "Uneven Playing Field? Assessing the Teacher Quality Gap Between Advantaged and Disadvantaged Students") that teacher quality plays the most critical role in a student's success. Research also indicates that many California students in	Recruiting, retaining, and developing high-quality, effective teachers will provide Unduplicated Pupils with teachers that will consistently deliver well-planned and effective lessons while utilizing best practices and strategies. Having high-quality, knowledgeable teachers will appropriately scaffold instruction, provide timely intervention, maximize use of instructional materials, and expertly monitor progress and assess. This will enable Unduplicated Pupils to more successfully access	#1.1 #1.2 #2.1 #2.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	high-poverty schools are taught by the most novice teachers (not fully credentialed, inexperienced, under-qualified) and that students of high-poverty schools are very often performing at academic levels below their non-poverty peers. Alpaugh Unified has a socioeconomically disadvantaged student population of nearly 88% and there is evidence of many student needs, including academic and especially for Unduplicated Pupils. 2023 Dashboard ELA Results All Students - 98 points below standard English Learners - 104.8 points below standard Hispanic - 95.9 points below standard Socioeconomically Disadvantaged - 98.5 points below standard 2023 Dashboard Math Results All Students - 144.1 points below standard English Learners - 144.6 points below standard Hispanic - 143 points below standard	the content to be mastered and assist in closing the achievement gap for these students. Providing high-quality, effective teachers in every classroom is not just paramount for Unduplicated Pupils but all other students will also benefit. Students in the district that are not Unduplicated also exhibit the same academic needs and achievement gaps. In a classroom setting, the high-quality instruction cannot be relegated only to Unduplicated Pupils, and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide the impact to Unduplicated Pupil	

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
	Socioeconomically Disadvantaged - 146 points below standard The above academic results are also well below the state average for these groups and indicate a significant achievement gap. **Scope:** LEA-wide		
1.2	**Action:** TK-Teacher **Need:** Alpaugh Unified has a socioeconomically disadvantaged student population of nearly 88% and there is evidence of many student needs, including academic and especially for Unduplicated Pupils. 2023 Dashboard ELA Results All Students - 98 points below standard English Learners - 104.8 points below standard Hispanic - 95.9 points below standard Socioeconomically Disadvantaged - 98.5 points below standard 2023 Dashboard Math Results	Recruiting, retaining, and developing high-quality, effective teachers will provide Unduplicated Pupils with teachers that can consistently deliver well-planned and effective lessons while utilizing best practices and strategies. Having high-quality, knowledgeable teachers will appropriately scaffold instruction, provide timely intervention, maximize use of instructional materials, and expertly monitor progress and assess. This will enable Unduplicated Pupils to more successfully access the content to be mastered and assist in closing the achievement gap for these students. Providing high-quality, effective teachers in every classroom is not just paramount for Unduplicated Pupils but all other students will also benefit. Students in the district that are not Unduplicated also exhibit the same academic needs and achievement gaps. In a classroom setting, the high-quality instruction cannot be relegated only to Unduplicated Pupils, and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide to maximize the impact to Unduplicated Pupils.	#1.2

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
	All Students - 144.1 points below standard English Learners - 144.6 points below standard Hispanic - 143 points below standard Socioeconomically Disadvantaged - 146 points below standard The above academic results are also well below the state average for these groups and indicate a significant achievement gap. **Scope:** LEA-wide		
1.3	**Action:** Facilities Maintained in Good Repair **Need:** The district goal is to maintain 100% in the Facilities Inspection Tool (FIT) per the Williams Acts. Many Unduplicated AUSD students live in environments not optimally conducive to learning, thus hindering academic progress. The very rural nature of the community surroundings and the very high level of the poverty of the town do not provide for learning spaces where students can thrive academically and socially outside the school environment. The school is the centerpiece for most all community activity.	This ensures that Unduplicated students have access to safe and clean facilities. Safe and well maintained environments contribute significantly to students' physical well-being and their ability to focus and thrive academically. In addition all students require clean, secure facilities to foster an inclusive environment, and thus this action is implemented LEA wide.	#1.3 #3.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.4	**Action:** Instructional Materials **Need:** Alpaugh Unified has a socioeconomically disadvantaged student population of nearly 88% and there is evidence of many student needs, including academic and especially for Unduplicated Pupils. 2023 Dashboard ELA Results All Students - 98 points below standard English Learners - 104.8 points below standard Hispanic - 95.9 points below standard Socioeconomically Disadvantaged - 98.5 points below standard 2023 Dashboard Math Results All Students - 144.1 points below standard English Learners - 144.6 points below standard Hispanic - 143 points below standard	Providing Unduplicated Pupils with standards-aligned supplemental learning materials and use of such materials and resources by the classroom teacher will provide these students with other avenues in which to increase subject matter comprehension and lead to learning acceleration. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group os students promoting equality and success across the entire student population. Thus, this actions is implemented LEA-wide	#1.4

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
	Socioeconomically Disadvantaged - 146 points below standard The above academic results are also well below the state average for these groups and indicate a significant achievement gap. **Scope:** LEA-wide		
1.5	**Action:** High School **Need:** 2023 Dashboard graduation rate was at 96% an increase of 8% from the previous year. In addition 76% of high school students met A-G rates. This illustrates the effectiveness of this action in impacting Unduplicated student outcomes and the need to maintain these services. High School Graduation rate 96% - All Students English Learners - No Data due to less than 11 students 95.7% Socioeconomically Disadvantaged 96% Hispanic	Ensuring high school graduation rates and A-G course completion rates for all subgroups is critical to fostering equity and access to post-secondary opportunities. Monitoring these rates helps identify gaps in academic achievement, supports targeted interventions, and ensures that every student, regardless of background, is prepared for success beyond high school. The district prioritizes the needs of English Learners, Socioeconomic Disadvantage, Hispanic, Students with Disabilities and Foster Youth. This is a school-wide goal, to equip all students to meet the proficiency requirement for graduation and A-G Rates.	#1.5 #3.7

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: Schoolwide		
1.6	**Action:** Instructional Aide Support **Need:** Alpaugh Unified has a socioeconomically disadvantaged student population of nearly 88% and there is evidence of many student needs, including academic and especially for Unduplicated Pupils. 2023 Dashboard ELA Results All Students - 98 points below standard English Learners - 104.8 points below standard Hispanic - 95.9 points below standard Socioeconomically Disadvantaged - 98.5 points below standard 2023 Dashboard Math Results All Students - 144.1 points below standard English Learners - 144.6 points below standard Hispanic - 143 points below standard	Instructional Aides will provide additional learning supports to unduplicated pupils in all subject areas via small groups instruction, tutoring, one-to-one learning opportunities. They will also assist in monitoring the academic progress of these students. These supports will be provided during school. By providing a learning support to unduplicated pupils, students will build academic skills at an accelerated pace. Even though this action is principally directed at addressing the needs of unduplicated pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#1.6

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
	Socioeconomically Disadvantaged - 146 points below standard The above academic results are also well below the state average for these groups and indicate a significant achievement gap. **Scope:** LEA-wide		
2.1	**Action:** Professional Development **Need:** Alpaugh Unified has a socioeconomically disadvantaged student population of nearly 88% and there is evidence of many student needs, including academic and especially for Unduplicated Pupils. 2023 Dashboard ELA Results All Students - 98 points below standard English Learners - 104.8 points below standard Hispanic - 95.9 points below standard Socioeconomically Disadvantaged - 98.5 points below standard 2023 Dashboard Math Results	The district will provide targeted professional development to more effectively address the needs of Unduplicated student groups. By investing in ongoing professional development, educators can enhance their ability to deliver culturally responsive teaching, differentiate instruction, and implement interventions that promote academic success for these groups. The district will equip staff with the knowledge and skills to meet the diverse needs of unduplicated students as it is vital for closing achievement gaps. Even though this action is principally directed at addressing the needs of Unduplicated pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#2.1 #2.2 #2.3

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
	All Students - 144.1 points below standard English Learners - 144.6 points below standard Hispanic - 143 points below standard Socioeconomically Disadvantaged - 146 points below standard The above academic results are also well below the state average for these groups and indicate a significant achievement gap. **Scope:** LEA-wide		
2.2	**Action:** Teacher Induction Program **Need:** Alpaugh Unified has a socioeconomically disadvantaged student population of nearly 88% and there is evidence of many student needs, including academic and especially for Unduplicated Pupils. 2023 Dashboard ELA Results All Students - 98 points below standard English Learners - 104.8 points below standard Hispanic - 95.9 points below standard	Having high-quality, knowledgeable teachers will appropriately scaffold instruction, provide timely intervention, maximize use of instructional materials, and expertly monitor progress and assess. This will enable Unduplicated Pupils to more successfully access the content to be mastered and assist in closing the achievement gap for these students. Teacher induction program is essential for building an equitable and effective teaching workforce. New teachers need focused support and training on how to implement strategies that address challenges with English Learners, low income, hispanic and socioeconomic disadvantaged students. This targeted approach not only helps close achievement gaps but also fosters an inclusive and supportive classroom	#1.1 #2.2

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
	Socioeconomically Disadvantaged - 98.5 points below standard 2023 Dashboard Math Results All Students - 144.1 points below standard English Learners - 144.6 points below standard Hispanic - 143 points below standard Socioeconomically Disadvantaged - 146 points below standard The above academic results are also well below the state average for these groups and indicate a significant achievement gap. **Scope:** 　LEA-wide	environment from the very start of a teacher's career. Even though this action is principally directed at addressing the needs of Unduplicated pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	
2.4	**Action:** Maintain 1:1 and upgrade student technology devices and home internet access **Need:** Many of our AUSD Unduplicated pupil families do not have the fiscal resource afford technology to assist their children in academic learning through the purchase of a device, such as a laptop or Chromebook or being able to afford wi-fi connectivity. This hinders the	This action aims to ensure that students have access to updated technology by replacing outdated devices, covering repair costs, and maintaining an inventory of devices for each student. By doing this, the district ensures that all Unduplicated students can effectively utilize technology for their learning needs. By providing equitable access to essential technological resources to all students, it supporting their academic progress and closing the digital divide on an LEA-wide basis.	#2.1 #2.2 #2.4

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
	student's ability to access learning platforms necessary in order to maintain academic progress. Alpaugh Unified has a socioeconomically disadvantaged student population of nearly 88% and there is evidence of many student needs, including academic and especially for Unduplicated Pupils. 2023 Dashboard ELA Results All Students - 98 points below standard English Learners - 104.8 points below standard Hispanic - 95.9 points below standard Socioeconomically Disadvantaged - 98.5 points below standard 2023 Dashboard Math Results All Students - 144.1 points below standard English Learners - 144.6 points below standard Hispanic - 143 points below standard Socioeconomically Disadvantaged - 146 points below standard		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The above academic results are also well below the state average for these groups and indicate a significant achievement gap. **Scope:** LEA-wide		
2.5	**Action:** College and Career Readiness AVID Courses for all HS Students **Need:** 2023 Dashboard indicate that 20% of high school students are prepare on the college career indicator. English Learners - No Dashboard Report - Less than 11 students 13% Socioeconomically Disadvantaged 20% Hispanic **Scope:** Schoolwide	College and Career Readiness programs, AVID courses, Dual Enrollment options, and A-G coursework are especially critical for unduplicated students. These students often face additional barriers to accessing post-secondary opportunities and career pathways. By providing these targeted supports, schools can help ensure that unduplicated students are not only meeting academic requirements but also gaining the skills, guidance, and confidence needed to succeed beyond high school. These programs offer a bridge to higher education and meaningful careers, empowering students to break cycles of disadvantage and achieve long-term success. Even though this action is principally directed at addressing the needs of Unduplicated pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#2.5 #2.8 #2.9 #2.10 #2.11 #3.7
2.6	**Action:** Class Size Reduction **Need:** Alpaugh Unified has a socioeconomically disadvantaged student population of nearly 88% and there is evidence of many student	Hiring staff to maintain class size reduction is critical for unduplicated students, as it allows for more individualized attention and targeted support. Smaller class sizes enable teachers to differentiate instruction more effectively, address language barriers, and meet the specific learning needs of students who may require additional academic or	#2.6

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
	needs, including academic and especially for Unduplicated Pupils. 2023 Dashboard ELA Results All Students - 98 points below standard English Learners - 104.8 points below standard Hispanic - 95.9 points below standard Socioeconomically Disadvantaged - 98.5 points below standard 2023 Dashboard Math Results All Students - 144.1 points below standard English Learners - 144.6 points below standard Hispanic - 143 points below standard Socioeconomically Disadvantaged - 146 points below standard The above academic results are also well below the state average for these groups and indicate a significant achievement gap. **Scope:** Schoolwide	social-emotional support. For our Unduplicated Students, this personalized approach can make a significant difference in closing achievement gaps, fostering deeper engagement, and ensuring that they receive the guidance and resources necessary to thrive in their educational journey. Even though this action is principally directed at addressing the needs of Unduplicated pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	**Action:** Parent Engagement **Need:** Parent survey results for Unduplicated Students. Many parents indicated that it is important to them that the district continues to maintain effective communication with them, so they are aware of all things impacting the success of their children. The district recognizes the importance of ensuring parents are well-informed and equipped with the necessary skills to support their students at home. To address this need, the district will provide a variety of parent training throughout the school year. **Scope:** LEA-wide	Parent engagement is critical to the academic success of unduplicated students, because it fosters a strong home-school connection that supports student learning. When parents are involved, they can better understand their child's educational needs, collaborate with teachers, and reinforce learning at home. For students who may face language or economic barriers, engaged parents act as advocates, ensuring that their children receive the necessary resources and support. By building meaningful relationships with families, schools can create a more inclusive environment that empowers students to succeed academically and thrive emotionally. Even though this action is principally directed at addressing the needs of Unduplicated pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#3.1
3.2	**Action:** Parent Training **Need:** Students in EL, Hispanic, SocioEconomic Disadvantaged, SPED, Foster Youth sometimes have parents who aren't as involved for various reasons, usually reasons that can impacted positively with intentional, positive school actions. **Scope:**	Strategically including EL, SocioEconomic Disadvantaged, and Foster Youth systemically includes parents in these subgroups to ensure parents have a voice in school decisions by being involved in committees and events. It is provided LEA wide so that all parents have a voice in school decisions and have opportunities to attend a multitude of school events.	Local Indicator Self-Reflection Tool for Priority Parent Engagement, Survey
3.3	**Action:** Parent Communication	Parent communication is critical to the academic success of Unduplicated Students, including	#3.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: This action is targeted principally at Unduplicated pupils based upon feedback from educational partners regarding the need to receive communication from the district through the communication system regarding their students, school events, and parent meetings. This measure was captured by the survey requests received. **Scope:** LEA-wide	English Learners, Hispanic, and Low-Income students, because it fosters collaboration between families and schools, ensuring that parents are informed and engaged in their child's education. Clear, consistent communication helps parents understand academic expectations, access support services, and stay involved in their child's progress. For families who may face language or cultural barriers, effective communication ensures that they feel connected and empowered to advocate for their child's needs. Strengthening communication bridges the gap between home and school, creating a supportive network that enhances student achievement and overall well-being. Even though this action is principally directed at addressing the needs of Unduplicated pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	
3.4	**Action:** Pupil Engagement **Need:** Alpaugh Unified has a socioeconomically disadvantaged student population of nearly 88% and there is evidence of many student needs, including academic and especially for Unduplicated Pupils. 2023 Dashboard ELA Results All Students - 98 points below standard	Pupil engagement is critical to the academic success of Unduplicated Students, including English Learners, Hispanic, and Low-Income students, because it directly impacts their motivation, participation, and overall achievement in school. Engaged students are more likely to attend regularly, stay focused in class, and actively participate in learning activities, all of which are essential for academic growth. For Unduplicated Students, who may face additional challenges such as language barriers or socioeconomic stress, fostering engagement through culturally relevant instruction, supportive relationships, and meaningful learning experiences is key to helping them thrive. By keeping students connected and	#3.4

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
	English Learners - 104.8 points below standard Hispanic - 95.9 points below standard Socioeconomically Disadvantaged - 98.5 points below standard 2023 Dashboard Math Results All Students - 144.1 points below standard English Learners - 144.6 points below standard Hispanic - 143 points below standard Socioeconomically Disadvantaged - 146 points below standard The above academic results are also well below the state average for these groups and indicate a significant achievement gap. **Scope:** LEA-wide	invested in their education, schools can reduce dropout rates and close achievement gaps. Even though this action is principally directed at addressing the needs of Unduplicated pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	
3.5	**Action:** Leadership Development **Need:** Staff surveys results received. The district recognizes the importance of ensuring all staff members are supported in their leadership roll.	Leadership development with staff is critical to the academic success of Unduplicated Students, including English Learners, Hispanic, and Low-Income students, because strong, informed leadership drives the creation of inclusive, equitable learning environments. Leaders who are trained to understand the unique challenges these	#3.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The district has identified the need to enhance staff capacity and expertise in implementing the district initiative and achievement established goals. The support will be focused on unduplicated student groups. **Scope:** LEA-wide	students face can advocate for necessary resources, implement effective instructional practices, and promote culturally responsive teaching. By empowering staff to take on leadership roles, schools can ensure that decisions are made with a focus on closing achievement gaps and addressing the needs of underserved students. Effective leadership fosters collaboration, supports staff development, and ultimately helps to improve outcomes for all students, especially those from Unduplicated groups. Even though this action is principally directed at addressing the needs of Unduplicated pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	
3.6	**Action:** Chronic Absenteeism **Need:** Alpaugh Unified has a socioeconomically disadvantaged student population of nearly 88% and there is evidence of many student needs, including academic and especially for Unduplicated Pupils. Chronic Absenteeism was at 37% rate, well above State and County averages. 2023 Dashboard ELA Results All Students - 98 points below standard	Focusing efforts on reducing chronic absenteeism is critical to the academic success of unduplicated students, including English Learners, Hispanic, and Low-Income students, because consistent attendance is essential for learning and academic progress. Chronic absenteeism often disproportionately affects these student groups due to factors such as economic hardships, language barriers, or family obligations. When students miss too many days, they fall behind academically, which can widen achievement gaps and increase the risk of dropping out. By addressing the root causes of absenteeism and implementing supportive interventions, schools can ensure that Unduplicated Students remain engaged in their education, leading to improved academic outcomes and long-term success.	#3.6

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
	English Learners - 104.8 points below standard Hispanic - 95.9 points below standard Socioeconomically Disadvantaged - 98.5 points below standard 2023 Dashboard Math Results All Students - 144.1 points below standard English Learners - 144.6 points below standard Hispanic - 143 points below standard Socioeconomically Disadvantaged - 146 points below standard The above academic results are also well below the state average for these groups and indicate a significant achievement gap. **Scope:** LEA-wide	Even though this action is principally directed at addressing the needs of Unduplicated pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	
3.7	**Action:** High School Graduation Rate **Need:** 2023 Dashboard data indicate a 96% high school graduation rate	Focusing efforts on improving high school graduation rates is critical to the academic success of Unduplicated Students, including English Learners, Hispanic, and Low Income Students, because graduating from high school is a key milestone that opens doors to higher education and career opportunities. These student	#3.7

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: Schoolwide	groups often face additional barriers, such as language difficulties, economic challenges, or limited access to academic support, which can make completing high school more difficult. By prioritizing initiatives that support Unduplicated Students through personalized interventions, academic guidance, and culturally responsive teaching, schools can help ensure they stay on track to graduate. Increasing graduation rates for these students is essential for breaking cycles of disadvantage and providing them with the foundation for future success. Even though this action is principally directed at addressing the needs of Unduplicated pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	
3.8	**Action:** Pupil Suspension **Need:** 2023 Dashboard Suspension Rate indicators 1.1% ALL - Green 0.5% English Learners 2.5% SWD Yellow 1.1% Socioeconomic Disadvantaged Yellow **Scope:** LEA-wide	Efforts to reduce or eliminate the student suspension rate are critical to the academic success of Unduplicated Students, including English Learners, Hispanic, and Low Income Students, because suspensions disproportionately affect these groups and disrupt their educational progress. Frequent suspensions can lead to missed instructional time, disengagement from school, and an increased likelihood of falling behind academically. By focusing on alternatives to suspension, such as restorative practices and positive behavior interventions, schools can keep Unduplicated Students in the classroom, where they have the opportunity to learn, grow, and receive the support they need. Reducing suspension rates helps close achievement gaps and fosters a more inclusive and supportive school environment for all students.	#3.8

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
		Even though this action is principally directed at addressing the needs of Unduplicated pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	
3.9	**Action:** Create and Maintain a School Climate of Safety and Connectedness **Need:** 80% of parent surveys indicated feeling safe sending their child to school.The district recognizes the importance of ensuring that all student and parent feel safe entering the campus on a daily basis. The district has identified the need to enhance safeness and will be implementing the district initiative and achievement established goals. **Scope:** LEA-wide	Creating and maintaining a school climate of safety and connectedness is critical to the academic success of Unduplicated Students, including English Learners, Hispanic, and Low Income Students, because it fosters an environment where students feel secure, valued, and supported. These students often face external challenges that can impact their sense of belonging and emotional well-being at school. A positive school climate encourages engagement, reduces anxiety, and promotes stronger relationships between students and staff. By prioritizing safety and connectedness, schools can create a space where Unduplicated Students are more likely to participate actively in learning, leading to improved academic outcomes and long-term success. Even though this action is principally directed at addressing the needs of Unduplicated pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#1.3 #3.9

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	**Action:** ELD Professional Learning for Staff **Need:** We have a high percentage of our student population who are in designated English Language Learners. The instruction and supports for these students is strategic and purposeful in best meeting their needs to increase English Language Acquisition. 41% of our EL population made progress, and increase of 9%. **Scope:** Limited to Unduplicated Student Group(s)	Strategic research based practices are required to meet the needs of this student subgroup. Professional development for staff increases our ability to serve this student population most effectively.	#2.1 #2.2 #2.3 #2.12
2.3	**Action:** Services for English Learner Students. **Need:** AUSD would like to see the percentage of students making progress on ELPAC grow. Per the results on the 2023 Dashboard 41.8% of English Learners (ELs) made progress toward English language proficiency. Furthermore, ELs were 104.8 points below standard in ELA and 144.6 points below standard in math per results on the 2023 Dashboard.	This action targets our EL students as equipping instructional staff with the most effective instructional practices and strategies to accelerate English language acquisition will lead to greater achievement gains for these students and quicken their meeting Reclassification criteria.	#2.1 #2.2 #2.3 #2.12

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		

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.

NA

Additional Concentration Grant Funding

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

The district will utilize Action 2.6 to maintain or increase classified and certificated staff to lower class size in lower grades.

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	NA	1:24 / 1:30
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:24 / 1:30

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	4,073,414.00	1,414,895	34.735%	0.000%	34.735%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,748,113.00	$196,377.00	$0.00	$531,888.00	$2,476,378.00	$1,585,692.00	$890,686.00

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	Highly Qualified Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.2	TK-Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$120,000.00	$0.00	$120,000.00				$120,000.00	
1	1.3	Facilities Maintained in Good Repair	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$200,000.00	$200,000.00				$200,000.00	
1	1.4	Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$88,393.00	$21,574.00	$88,393.00	$21,574.00			$109,967.00	
1	1.5	High School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alpaugh High School		$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.6	Instructional Aide Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$304,639.00	$16,900.00	$138,006.00			$183,533.00	$321,539.00	
1	1.7	Students with Exceptional Needs	Students with Disabilities	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.8	ELA/ELD/ Math Coaching	English Learners	No			All Schools		$27,918.00	$0.00				$27,918.00	$27,918.00	

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	1.9	ELD Professional Learning for Staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools TK-12		$19,283.00	$16,647.00	$16,647.00			$19,283.00	$35,930.00	
2	2.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$63,725.00	$10,000.00	$73,725.00				$73,725.00	
2	2.2	Teacher Induction Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$63,725.00	$10,000.00	$73,725.00				$73,725.00	
2	2.3	Services for English Learner Students.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$10,000.00	$0.00	$10,000.00				$10,000.00	
2	2.4	Maintain 1:1 and upgrade student technology devices and home internet access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$99,090.00	$99,090.00				$99,090.00	
2	2.5	College and Career Readiness AVID Courses for all HS Students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Alpaugh High School 9-12		$0.00	$89,803.00	$15,000.00	$74,803.00			$89,803.00	
2	2.6	Class Size Reduction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Alpaugh Elementary TK-3		$504,570.00	$0.00	$504,570.00				$504,570.00	
3	3.1	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alpaugh Elementary, Alpaugh High School		$0.00	$19,363.00	$19,363.00				$19,363.00	

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
							TK-12									
3	3.2	Parent Training	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.3	Parent Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Alpaugh Elementary TK-8		$14,291.00	$21,000.00	$30,291.00			$5,000.00	$35,291.00	
3	3.4	Pupil Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alpaugh Elementary, Alpaugh High School TK-12		$13,000.00	$72,500.00	$35,500.00	$50,000.00			$85,500.00	
3	3.5	Leadership Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alpaugh Elementary, Alpaugh High School TK-12		$34,823.00	$8,809.00	$43,632.00				$43,632.00	
3	3.6	Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alpaugh Elementary, Alpaugh High School TK-12		$48,000.00	$15,000.00	$63,000.00				$63,000.00	
3	3.7	High School Graduation Rate	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$0.00	$60,000.00	$10,000.00	$50,000.00			$60,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.8	Pupil Suspension	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alpaugh Elementary, Alpaugh High School		$5,000.00	$18,000.00	$23,000.00				$23,000.00	
3	3.9	Create and Maintain a School Climate of Safety and Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alpaugh Elementary, Alpaugh High School TK-12		$268,325.00	$185,000.00	$157,171.00			$296,154.00	$453,325.00	

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
4,073,414.00	1,414,895	34.735%	0.000%	34.735%	$1,733,113.00	0.000%	42.547 %	**Total:**	$1,733,113.00
								LEA-wide Total:	$1,166,896.00
								Limited Total:	$26,647.00
								Schoolwide Total:	$539,570.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Highly Qualified Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
1	1.2	TK-Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$120,000.00	
1	1.3	Facilities Maintained in Good Repair	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	
1	1.4	Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$88,393.00	
1	1.5	High School	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alpaugh High School	$10,000.00	
1	1.6	Instructional Aide Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$138,006.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	ELD Professional Learning for Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools TK-12	$16,647.00	
2	2.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$73,725.00	
2	2.2	Teacher Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$73,725.00	
2	2.3	Services for English Learner Students.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,000.00	
2	2.4	Maintain 1:1 and upgrade student technology devices and home internet access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$99,090.00	
2	2.5	College and Career Readiness AVID Courses for all HS Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alpaugh High School 9-12	$15,000.00	
2	2.6	Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alpaugh Elementary TK-3	$504,570.00	
3	3.1	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alpaugh Elementary, Alpaugh High School TK-12	$19,363.00	
3	3.2	Parent Training			English Learners Foster Youth Low Income		$10,000.00	
3	3.3	Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Alpaugh Elementary TK-8	$30,291.00	
3	3.4	Pupil Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alpaugh	$35,500.00	

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 (%)
						Elementary, Alpaugh High School TK-12		
3	3.5	Leadership Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alpaugh Elementary, Alpaugh High School TK-12	$43,632.00	
3	3.6	Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alpaugh Elementary, Alpaugh High School TK-12	$63,000.00	
3	3.7	High School Graduation Rate	Yes	Schoolwide	English Learners Foster Youth Low Income		$10,000.00	
3	3.8	Pupil Suspension	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alpaugh Elementary, Alpaugh High School	$23,000.00	
3	3.9	Create and Maintain a School Climate of Safety and Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alpaugh Elementary, Alpaugh High School TK-12	$157,171.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,966,488.00	$2,826,180.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Provide all students access to Basic Services (3)	Yes	$581,560.00	$530,000.00
1	1.2	ELD Professional Learning for Staff	Yes	$14,000.00	$20,616.00
1	1.3	Broad Course of Study	Yes	$308,695.00	$341,245.00
1	1.4	Continue to Implement State Standards including programs/services that enable English Learners to access CA and ELD Standard.	Yes	$47,705.00	$43,503.00
2	2.1	Implement PLC Process and MTSS/RTI	Yes	$91,066.00	$61,000.00
2	2.2	Provide Library and Tech Support	Yes	$82,043.00	$74,190
2	2.3	Provide Targeted Additional Services	No	$99,511.00	$108,669.00
2	2.4	Maintain 1:1 student technology devices	Yes	$99,090.00	$106,213.00
2	2.5	High School Music Program	No	$101,807.00	$0.00
2	2.6	Instructional Aides	Yes	$148,143.00	$120,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	College and Career Readiness	Yes	$39,920.00	$57,462.00
2	2.8	Afterschool Tutoring	No	$25,000.00	$224,539.00
2	2.9	ELD supports for instruction and materials	Yes	$12,421.00	$2,500.00
2	2.10	Maintain or increase classified and certificated staff.	Yes	$816,037.00	$538,000.00
3	3.1	Actively Engage Parents in Learning Process	Yes	$18,863.00	$27,845.00
3	3.2	Actively Engage Students in the Learning Process	Yes	$22,000.00	$40,000.00
3	3.3	Create and sustain a School Climate of Safety and Connectedness	Yes	$385,374.00	$457,328.00
3	3.4	Expand Enrichment Opportunities	Yes	$35,500.00	$27,000.00
3	3.5	Leadership Development	Yes	$37,753.00	$46,070.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,494,563	$2,328,563.00	$2,036,426.00	$292,137.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Provide all students access to Basic Services (3)	Yes	$581,560.00	$530,000.00		
1	1.2	ELD Professional Learning for Staff	Yes	$9,000.00	$1,000.00		
1	1.3	Broad Course of Study	Yes	$136,743.00	$160,560.00		
1	1.4	Continue to Implement State Standards including programs/services that enable English Learners to access CA and ELD Standard.	Yes	$16,647.00	$12,447.00		
2	2.1	Implement PLC Process and MTSS/RTI	Yes	$91,066.00	$61,000.00		
2	2.2	Provide Library and Tech Support	Yes	$82,043.00	$74,190.00		
2	2.4	Maintain 1:1 student technology devices	Yes	$99,090.00	$106,214.00		
2	2.6	Instructional Aides	Yes	$148,143.00	$120,000.00		
2	2.7	College and Career Readiness	Yes	$25,500.00	$37,512.00		
2	2.9	ELD supports for instruction and materials	Yes	$12,421.00	$2,500.00		
2	2.10	Maintain or increase classified and certificated staff.	Yes	$816,037.00	$538,000.00		
3	3.1	Actively Engage Parents in Learning Process	Yes	$18,863.00	$27,845.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Actively Engage Students in the Learning Process	Yes	$17,000.00	$30,000.00		
3	3.3	Create and sustain a School Climate of Safety and Connectedness	Yes	$201,197.00	$262,088.00		
3	3.4	Expand Enrichment Opportunities	Yes	$35,500.00	$27,000.00		
3	3.5	Leadership Development	Yes	$37,753.00	$46,070.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,073,285	1,494,563	8.93%	45.622%	$2,036,426.00	0.000%	49.995%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- 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)](#);

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

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

    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.

- 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.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

   - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

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

   - Professional development for teachers.

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

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  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:

  o **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.

○ 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).

California Department of Education
November 2023