LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gateway Unified School District
CDS Code: 45-75267-0000000
School Year: 2024-25
LEA contact information:
Keri Mulrennan
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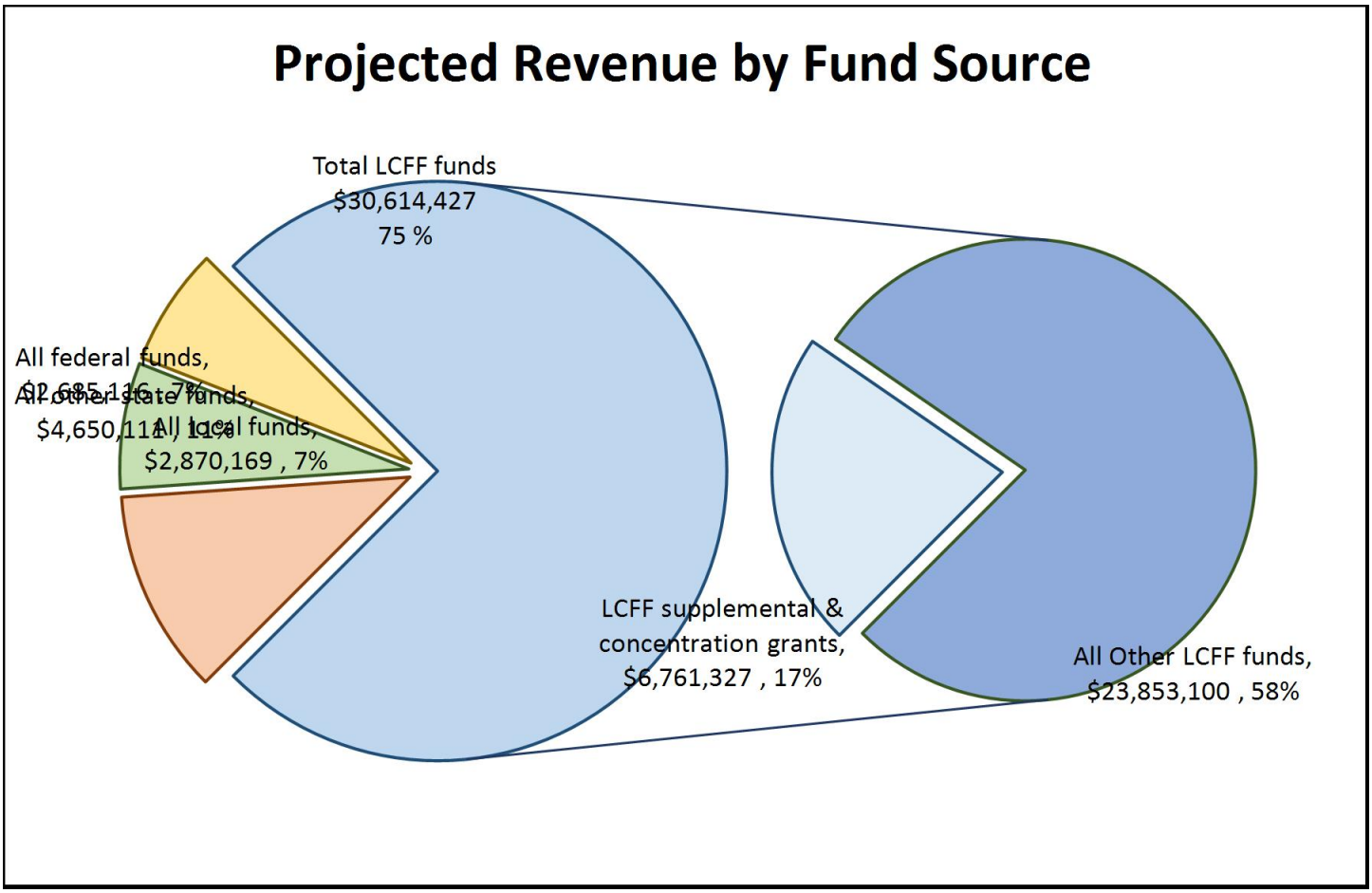
530-245-7900

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

Budget Overview for the 2024-25 School Year

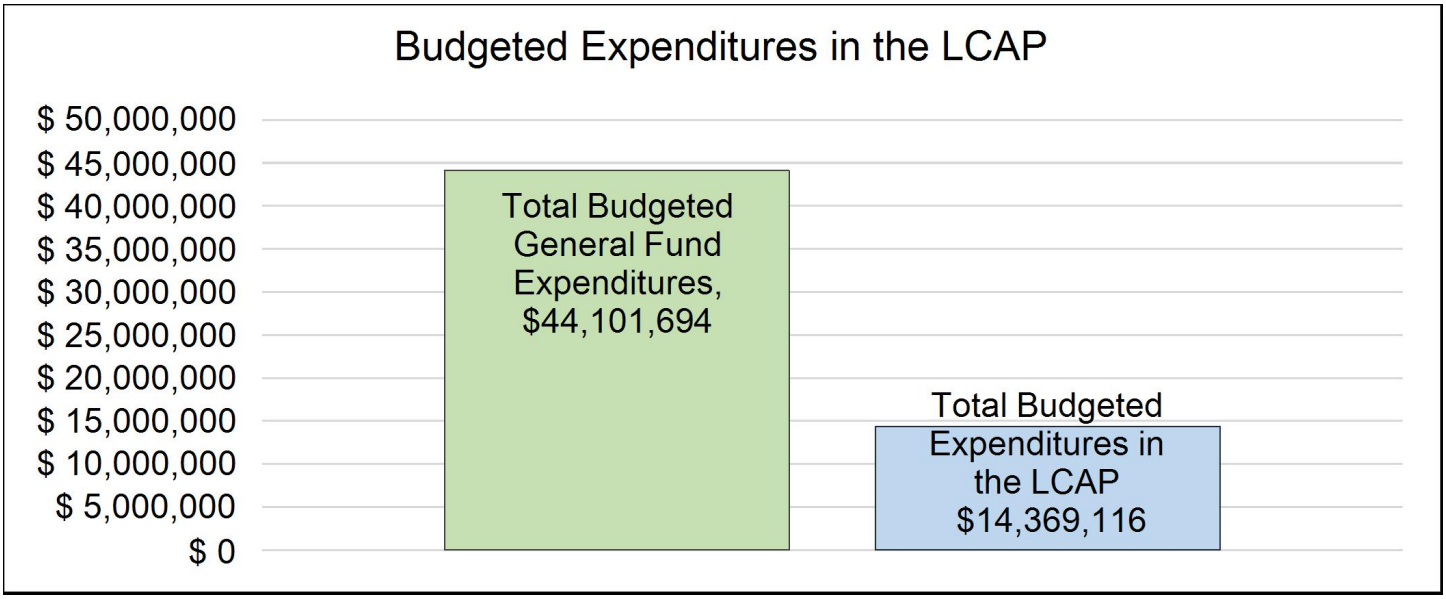


This chart shows the total general purpose revenue Gateway Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gateway Unified School District is $40,819,823, of which $30,614,427 is Local Control Funding Formula (LCFF), $4,650,111 is other state funds, $2,870,169 is local funds, and $2,685,116 is federal funds. Of the $30,614,427 in LCFF Funds, $6,761,327 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Gateway 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: Gateway Unified School District plans to spend $44,101,694 for the 2024-25 school year. Of that amount, $14,369,116 is tied to actions/services in the LCAP and $29,732,578 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

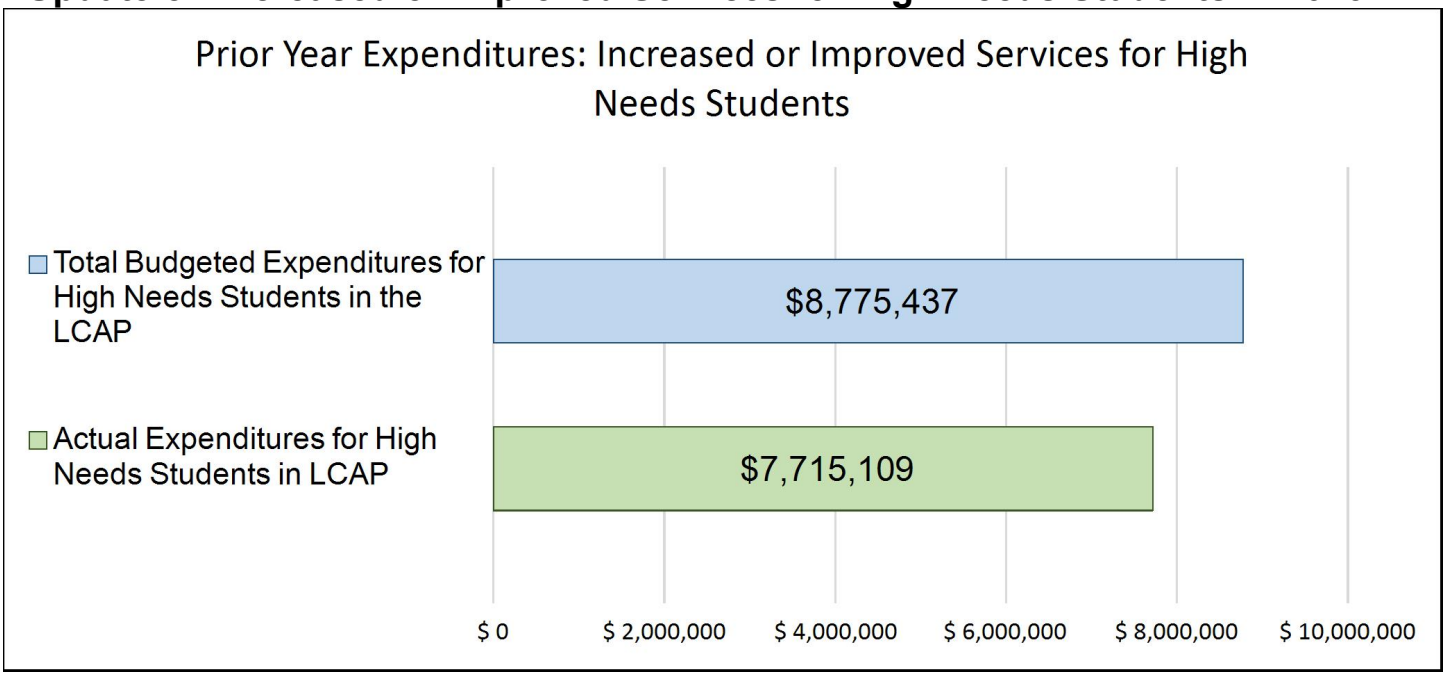
Budgeted expenditures that are not included in the LCAP mainly consist of ELOP/After School programs for extended learning, paraprofessionals, the majority of special education expenses, administrative, transportation and the basic operating costs associated to running the District.

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

In 2024-25, Gateway Unified School District is projecting it will receive $6,761,327 based on the enrollment of foster youth, English learner, and low-income students. Gateway Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Gateway Unified School District plans to spend $7,852,290 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Gateway 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 Gateway 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, Gateway Unified School District's LCAP budgeted $8,775,437 for planned actions to increase or improve services for high needs students. Gateway Unified School District actually spent $7,715,109 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $1,060,328 had the following impact on Gateway Unified School District's ability to increase or improve services for high needs students:

The difference is mainly due to not being about to fill key positions (ie. Speech, Psychologists). The services to students was not disrupted as they still received identified services. Online services were contracted and paid through special education and not included with the LCAP expenditures.

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
Gateway Unified School District	Keri Mulrennan Assistant Director of Instructional Services	kmulrennan@gatewayusd.org 530-245-7900

Plan Summary [2024-25]

General Information

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

The comprehensive service of the Gateway Unified School District extends to seven schools in Shasta Lake City and Redding as well as to the communities of Mountain Gate, and Lakehead. The district serves approximately 2200 students ranging from Pre-K to 12th grade. The distinctive diversity within the student population is acknowledged, ensuring that the unique needs of every student including Foster Youth, English Learners, and low-income students, are addressed. The district's investment in professional development is apparent in the Professional Learning Communities (PLCs) implemented district-wide. Central Valley High School's recognition as a PLC Model School further endorses this commitment. The concurrent emphasis on STEAM programs, Robotics, and the incorporation of one-to-one technology devices in classrooms augments the encompassing approach towards digital learning. An enhanced focus is noticeable on the K-12 career continuum through the provision of prolific Career and Technical Education offerings, namely Manufacturing, Robotics, Culinary Arts, Agriculture Science, and Digital Media. This prepares students for an extensive range of careers. Through partnership with Shasta College, the College and Career Access Pathways (CCAP) program allows high school students to acquire up to three semesters of college units transferable to their future educational endeavors. The literacy progression of students is a primary focus, backed by robust support systems for personalized learning. A structured small group time, reinforced with reading specialists, is provided from Kindergarten to 8th grade. Individual, responsive time is allocated to handle intervention requirements. With the implementation of the 'Achieve' schedule every other week at the high school level, additional academic support is provided within the school day according to specific student needs. Gateway Unified School District prides itself on the culture of connection prevalent within each school. Active parental and community involvement strengthens this collaborative educational environment, echoing the district’s promise "to drive every student’s discovery of purpose, empowering all to significantly and positively contribute to their communities." The district invests in several initiatives and grants emphasizing student experience enrichment, such as Literacy Coaches Reading Specialists Educator Training (LCRSET) and the Career Technical Education Incentive Grant. To further assist disadvantaged students, supplemental funding is received from the Title I school-wide program and four sites receive Equity Multiplier Funds (Buckeye School of the Arts, Gateway Education Options, Gateway Community Day, and Mountain Lakes High School). The efficacy of these efforts is evident in accomplishments such as Central Valley High School's 2019 and 2024 California Distinguished School awards. The district is dedicated to ensuring that all students graduate with the necessary skills for college or their selected career paths. This commitment to secure and extend robust supportive initiatives and comprehensive educational framework is geared towards fulfilling the district’s mission of equipping students for a successful future and to "inspire lifelong learning and resilience, overcoming barriers to success"

Reflections: Annual Performance

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

The annual performance of the school district has been evaluated. A need to focus on graduation rates at the alternative education schools has been noted, including those pertaining to students with disabilities and homeless students. Suspension rates, and performance in English Language Arts (ELA), and Mathematics have also been identified as areas for improvement, these challenges being particularly significant for students with disabilities. English Learners' struggle with Mathematics has been commented on, and heightened suspension

rates have been noticed among American Indian and Hispanic student groups. Even though the graduation rates at the comprehensive high school, Central Valley High School (CVHS), have maintained steady at 91.4%, a figure above the state average, the rates at Mountain Lakes High, despite a growth of 6.1%, continue to fall noticeably short at 54.3%. District-level reports indicate 24.98% of students meeting or exceeding expectations in Mathematics, and 35.71% in English Language Arts (ELA). A performance gap for students with disabilities has been observed in both ELA and Mathematics. Socioeconomically disadvantaged students' performance stands at 31.77% in ELA and 21.99% in Mathematics, thus highlighting a need for remedial interventions. Despite these challenges, the school district has seen successes. A reduction of 0.8% overall in suspension rates for all students has been recorded. This drop in suspension rates has been reported among specific demographics including African American, Asian, English Learners, Foster Youth, Homeless, and Socioeconomically Disadvantaged students. Chronic absenteeism rates have also significantly improved by 30.2%, indicating an increase in regular attendance.

Improvements in English Language Arts (ELA) scores for diverse student groups within the district have also been noted. During the review period, efforts to support all pupils, including Students with Disabilities and duplicated students, in Math and ELA have been deliberate and have included initiatives to lower chronic absenteeism and promote restorative practices and interventions. Focus on Students with Disabilities has been tailored to their needs through coherent alignment of district practices, enhanced curriculum development, adequate staffing, and the provision of necessary support services.

Reflections: Technical Assistance

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

Technical assistance is necessitated within the Gateway Unified District, explicitly with regards to Priority 4 English Language Arts and Mathematics, particularly for students with disabilities and English Learners. Further issues have been identified within the realms of Priority 5/6, centered around suspension difficulties involving students with disabilities, American Indian students, and Hispanic students. To improve graduation rates, help is needed for students at alternative education sites, homeless students, and students with disabilities. Numerous technical assistance initiatives are presently being actioned to tackle these requirements. Active participation in the SCOE Math Grant 2024-25, which includes conducting lesson studies and implementing a coaches collaborative, is ongoing. Moreover, the district is participating in the Administrator Literacy Collaborative and has formed a district literacy team. The initiation of a district literacy plan is underway, with the core intention of ensuring alignment of district curriculum, instruction, and assessment practices. For the 2024-25 academic year, it has been decided that all TK-5 teachers will participate in SCOE's Science of Reading training. Added to this, special education students are actively participating in the SCOE Ignite pilot program. Monthly studies are being undertaken with administrators utilizing the data tools offered by SCOE, with a focus more on efforts to bring down suspension rates. To concentrate on lowering suspension rates, monthly studies, facilitated through DA support and the utilization of data analysis tools, are being conducted. Implementation of platforms such as Aeries Analytics will assist in proactively identifying needed academic and discipline interventions. These studies have created a pathway for district initiatives like the behavior intervention curriculum and training. In the pursuit of identifying potential areas for improvement and formulating action plans, the Special Education Department is presently partaking in the California Department of Education CIM multi-year process and implementing initiatives aligned with the needs identified through this process.

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.

Gateway Community Day, Mountain Lakes High, Gateway Educational Options

Support for Identified Schools

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

The identification of schools on the Toyon campus in need of support within the district is performed through a multi-faceted approach. Chronic absenteeism is reduced with the involvement of attendance support personnel who actively work to mitigate attendance issues. Behavior Paraprofessionals (Paras IV) are employed proactively to decrease suspension rates by addressing behavioral issues before they escalate. Additionally, a comprehensive plan is in place where a behaviorist will provide campus training, and assist in developing and evaluating Tier 3 behavior intervention plans that incorporate research-based strategies. Particular attention is given to expanding Career Technical Education opportunities at the Toyon campus to ensure all students receive the necessary resources to succeed. This holistic approach ensures that schools within the district are thoroughly assessed and provided with the support needed to foster an optimal learning environment.

Monitoring and Evaluating Effectiveness

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

Support to schools in need is monitored by the district through the development and implementation of Comprehensive Support and Improvement (CSI) plans. The District Office assists school sites in collecting and analyzing data and information to create a thorough needs assessment, addressing any inequities identified during the analysis. This targeted data for the needs assessment includes CA School Dashboard Data, CAASPP Interim Assessments, Northwest Evaluation Association (NWEA) assessments conducted in Fall, Winter, and Spring, BPST Primary Grade Assessments, Educational Partner Perception Surveys, District Attendance Data, District Discipline Data, and Aeries Analytics. The CSI plans are closely aligned with the School Plan for Student Achievement (SPSA) and its associated actions and receive input from educational partners. The development, implementation, and progress monitoring of these CSI plans are supported through the Professional Learning Community (PLC) process at each school site. Weekly meetings involving staff PLC teams and regular meetings of each site's PLC Leadership team are instrumental in reviewing attendance, discipline, and academic data. The PLC Leadership teams play a critical role in providing insights based on these data sources, which are essential for monitoring progress. Resources, guided by the LEA Local Control and Accountability Plan (LCAP), are ensured for the continuation of implementing the CSI plan beyond the current school year.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	• Produced and distributed an annual survey to teachers, requesting insights on educational practices and areas for improvement [April] • Scheduled community night events, providing teachers with an opportunity to discuss their perspectives on district policies and programs [January] • Facilitated strategic planning days, engaging teachers in collaborative discussions to align on goals and strategies for the upcoming school year [January]
Parents	• Organized Site Council meetings to engage parents at the school level in discussions about school-specific needs and goals [Ongoing] • Produced surveys sent to parents to collect input on the annual planning and prioritization process for district resources and initiatives [February] • Scheduled Community Night events to create open forums where parents could voice their concerns and suggestions in a casual setting [January] • Facilitated Strategic Planning Days that included parent participation to help shape the long-term vision and objectives of the district [January]

Educational Partner(s)	Process for Engagement
LEA bargaining units	• Arranged Strategic Planning Days to involve LEA bargaining units in the development and refinement of the LCAP and other strategic documents.[January • Produced surveys targeted at staff and community members to collect comprehensive input on student needs and action plans. [April] • Conducted six DAC meetings (see below) over the course of the year to review data, ensuring comprehensive input from various stakeholders
District Advisory Council (DAC)	• Conducted six meetings over the course of the year to review data, ensuring comprehensive input from various stakeholders [September-May] • Evaluated SPSA plans during scheduled sessions with the District Advisory Council for alignment with district goals and objectives [September] • Discussed drafts of the Strategic Plan and obtained feedback to refine the proposed strategies for improvement [April] • Reviewed the LCAP draft in collaboration with the council to incorporate community feedback before finalizing it [May]
Leadership (Administrators and Principals)	• Conducted two meetings a month with leadership, including administrators and principals, to review data pertaining to various plans and surveys[Ongoing] • Reviewed School Plan for Student Achievement (SPSA) plans during meetings to assess progress and areas needing improvement [Ongoing] • Examined drafts of the Strategic Plan to align district goals with stakeholder feedback and ensure comprehensive planning [March] • Analyzed Local Control and Accountability Plan (LCAP) staff, student, and parent surveys to gather comprehensive feedback from all educational partners [Ongoing]

Educational Partner(s)	Process for Engagement
	• Discussed and evaluated the draft LCAP with leadership to integrate input and refine the plan [May]
Students	• Conducted a student survey to gather feedback on academic and social needs, involving diverse student groups from all grade levels. [March] • Scheduled a Community Night event to engage directly with students and allow them to voice their concerns and suggestions in an open forum.[January] • Reviewed and analyzed data obtained from the student survey to identify patterns and areas for improvement in student support services. [March] • Reached out to underrepresented student groups based on survey data to ensure inclusive participation and comprehensive feedback collection.[February-March] • Conducted follow-up meetings with student representatives to discuss survey results and validate proposed actions and strategies. [April]
Equity Multiplier Site-Specific Engagement	• Conducted meetings with Site Council to gather feedback on site-specific issues and initiatives. [January/March] • Scheduled events with Professional Learning Community (PLC) to discuss instructional strategies and collaborative practices. [February/April] • Produced surveys for the Parent Advisory Committee (PAC) to collect insights on the effectiveness of current educational programs. [February] • Conducted analysis of received feedback from Site Council, PLC, and PAC to identify areas for improvement and inform strategic planning. [March] • Scheduled follow-up meetings with all councils (Site Council, PLC, PAC) to review implemented actions and gather additional feedback for continuous improvement. [June]
SELPA	

Educational Partner(s)	Process for Engagement
	• Conducted regular meetings with SELPA Governing Board to gather feedback and discuss joint initiatives [Monthly, January-December] • Scheduled events with the Fiscal Accountability Committee to review budgetary concerns and resource allocation [Quarterly,February/May/August/November] • Organized sessions with the SELPA Parent Advisory Committee (PAC) to collect insights from parents and guardians on their children's educationalneeds [Bi-Monthly, January/March/May/July/September/November] • Produced surveys targeted at SELPA stakeholders to gather comprehensive input on special education services and potential improvements [Annually,March] • Engaged in collaborative workshops with SELPA representatives to evaluate the effectiveness of current programs and propose strategic adjustments[Semi-Annually, June/December]
Greater Community: Governance, businesses, community college	• Conducted Community Night to engage with governance, businesses, and the community college and gather feedback for district goals [January] • Scheduled Strategic Planning days to discuss district objectives with various community stakeholders, including governance bodies and localbusinesses [January] • Produced and distributed an LCAP survey to collect input from the Greater Community on educational priorities and initiatives [March-April] • Conducted quarterly meetings with representatives from Shasta College to align educational strategies and support student transition initiatives [Feb,May, September, December] • Facilitated focused group discussions with local businesses to understand workforce needs and incorporate those insights into curriculum planning[January]

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

Feedback from community partners indicated a need to increase intervention support for both behavior and academic areas, prompting Gateway Unified to develop a broad goal to address this feedback with the following actions:

- Enhance intervention support for both behavioral and academic areas. (Action 1.1a)
- Offer support for Special Education ERICS Class focusing on behavioral issues. (Action 2.2e)
- Develop comprehensive approach for academic support. (Action 3.3b)
- Establish collaborative partnerships with community stakeholders. (Action 4.1c)
- Implement feedback-driven modifications in education policies. (Action 5.2d)

Based on feedback from internal stakeholders, students, parents, the City of Shasta Lake, and business partners to improve communications within the LEA, Gateway Unified has developed a broad goal to address this feedback with the following actions:

- Enhance internal communications within LEA.
- Develop and implement a transparent communication strategy.
- Initiate regular interaction sessions with the City of Shasta Lake for better synergy.
- Foster strategic alliances with business partners to promote knowledge sharing.
- Make information easily accessible to all stakeholders.
- Implement an early feedback mechanism for continuous improvement.

Based on feedback from educational partners emphasizing the need for a continued focus on Professional Learning Communities (PLCs) and the use of common assessments, Gateway Unified has developed a broad goal to address this feedback with the following actions:

- Continue focusing on Professional Learning Communities through strengthened collaborations and regular discussions. (Action 1.4)
- Ensure consistent utilization of common assessments for monitoring student progress. (Action 1.6)

Feedback regarding the expansion of programs and a broad course of study, including the K-12 CTE continuum, was received from various educational partners, leading to the generation of a broad goal; Gateway Unified has developed a broad goal to address this feedback with the following actions:

- Provide targeted professional development and resources to enhance proficiency in core subjects. (Action 1.1)
- Maintain one-to-one technology devices to every student and instructor. (Action 1.2a)
- Hire intervention teaching positions to effectively address student needs. (Action 1.2b)
- Develop after school professional workshops to improve teaching strategies. (Action 1.2c)
- Allocate funds and materials for STEAM activities to bolster STEM education. (Action 1.2d)
- Uphold instructional coaching positions to support data analysis and research based instructional practices. (Action 1.2e)
- Implement academic and behavioral intervention plans across all sites. (Action 1.2g)
- Retain Library Support Staff through allocated funding. (Action 1.2h)
- Improve early education by enhancing instructional paraprofessional support. (Action 1.2i)
- Update curriculum framework for alignment with best practices and educational standards. (Action 1.2j)
- Promote academic and professional preparedness to enhance college and career readiness. (Action 1.3a)
- Introduce site-specific plans for fostering a culture of college and career readiness. (Action 1.3a)
- Subsidize portions of AP exam fees and expand AP and Dual Enrollment courses. (Action 1.3b)
- Implement plans to ramp up graduation rates. (Action 1.3c)

- Provide credit recovery opportunities including summer school and recovery software. (Action 1.3d)
- Protect district programs and ensure a broad course of study within budget constraints. (Action 1.3e)

Feedback was received from educational partners regarding the necessity of staff trainings to support a strong workforce, leading Gateway Unified to develop a progress goal to addressthis feedback with the following actions:

- Develop targeted recruitment and development initiatives to foster a diverse workforce. (Action 4.2)
- Enroll new teachers in induction programs to support workforce strength. (Action 4.2)

Feedback was received from educational partners regarding the need to acquire updated, research-based curriculum and curriculum supports, leading Gateway Unified to develop a broadgoal to address this feedback with the following actions:

- Implement supportive educational strategies and resources to enhance academic proficiency. (Action 1.2)
- Develop and monitor IEPs to solve identified practice issues for students with disabilities. (Action 1.7g)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The primary goal is to develop high-performing schools that prepare PreK-12students to graduate ready for careers and college. Efforts include annually increasing mathematics and English proficiency by 5%, raising graduation rates by 5%, and removing barriers to college and career access, monitored through various metrics.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The goal was developed to address Priority 4 (Pupil Achievement) by emphasizing continuous professional development in instructional strategies, assessment use, and technology integration to enhance learning. This focus ensures teachers are equipped to improve pupil performance on standardized tests and other achievement measures. Priority 8 (Other Student Outcomes) was also addressed by offering a broad course of study, including music and other electives, to maintain high engagement and comprehensive educational experiences. The goal ensures students receive diverse and rich educational opportunities. Additionally, support for the PLC process aligns with Priority State Standards (Conditions of Learning) by helping align standards, learning objectives, and assessments, ensuring curriculum coherence and effective instruction. Each aspect of the goal was carefully aligned with state priorities to promote pupil achievement and holistic educational excellence.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Dashboard Indicators ELA,Math, and Science; Curriculum audit and Williams Act	CAASPP ELA 35.71% met or exceeded CAASPP Math 24.98% met or exceeded CAASPP Science Metric to be established after 2023-2024 100% Williams Act Compliance			CAASPP ELA 50.71% met or exceeded CAASPP Math 39.98% met or exceeded	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					CAASPP Science Metric to be established after 2023-2024 Maintain 100% Williams Act Compliance	
1.2	College/Career Dashboard Indicator- (Prepared, Approaching Prepared, Not Prepared Bands) and supporting CTE, A-G, College Course completion rates	District College Career Indicator Prepared 33.3% Approaching 13.8% Not Prepared 52.9% Very Low: Students with Disabilities 2.5% CVHS College Career Indicator Prepared 53.9% Approaching 18.8% Not Prepared 27.3% MLHS College Career Indicator Prepared 2.3% Approaching 2.3% Not Prepared 95.5% CTE Completion 21.2 % CVHS CTE Completion 32.8% MLHS CTE Completion 0%			District College Career Indicator Prepared 39.3% Students with Disabilities 10% CVHS College Career Indicator Prepared 60% MLHS College Career Indicator Prepared 10% CVHS CTE Completion 40% MLHS CTE Completion 10% District A-G Completion 33% CVHS 51% MLHS 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District A-G Completion 27.4% CVHS 45.3% MLHS 0% AP Pass Rate 1.4% CVHS College Course Completion Rate 68.1% CVHS 22.23 Dropout: 7% MLHS 22.23 Dropout: 36% GUSD Middle School Dropout: 0.2%			Maintain or increase CVHS College Course Completion Rate 68.1% CVHS Dropout 1.5% MLHS Dropout 10% Middle School Dropout <.2%	
1.3	Dashboard Indicator: Graduation Rate	Graduation Rate: District 75.5 % CVHS 91.4% MLHS 54.3% Graduation Rate: Homeless:61.9% Students with Disabilities 58.5%			District: increase graduation rate 2% annually CVHS maintain or increase graduation rate MLHS increase graduation rate 2% annually	
1.4	NWEA Reading, Math, Science Assessment tool	NWEA Projected Proficiency ELA 33.6% Math 27.4% Students with Disabilities ELA 8.0% Math 7.5%			NWEA Projected Proficiency ELA 48.6% Math 42.4% Students with Disabilities ELA 23.0% Math 22.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner Math 33.3%			English Learner Math 48.3%	
1.5	Number of staff receiving PLC,RTi, and Instructional Review data collection professional development.	10+ Teachers will attend PLC, Rti, or data review training yearly			10+ Teachers will attend PLC, Rti, or data review training yearly	
1.6	Percentages for proficiency as measured by the English Language Proficiency Assessments for California(ELPAC), and English learner reclassification rate. Teachers will receive Professional Development for implementing ELD strategies and new ELD standards.	Summative ELPAC 22.81% Proficient			Summative ELPAC 28.81% Proficient	
1.7	CAASPP (Dashboard Indicator:Students with Disabilities Student Group)	Students with Disabilities ELA 5.26% Met or Exceeded Math 0% Met or Exceeded			ELA 20.26% Met or Exceeded Math 15% Met or Exceeded	
1.8	NWEA Reading & Mathematics Student Group assessment data for the consistently Low-performing Student Groups: Native	NWEA Projected Proficiency: Students with Disabilities ELA 8.0% Math 7.5%			NWEA Projected Proficiency: Students with Disabilities ELA 23.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	American, Hispanic & Student with Disabilities	English Learner Math 33.3% ELA 50% Native American Math 27.8% ELA 32.4% Hispanic Math 26.4% ELA 27.1%			Math 22.5% English Learner Math 39.3% ELA 56% Native American Math 33.8% ELA 38.4% Hispanic Math 32.4% ELA 33.1%	

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	Increase the number of students that demonstrate proficiency in English Language Arts, Mathematics,& Science.	Action Items for Goal: Development of High-Performing Schools for Career and College Readiness 1.1a Professional development on implementing instructional strategies, RTI strategies, student assessment, and the use of one-to-one technology to enhance service quality and learning for all.Increased certificated calendar working days for a total of three calendared professional development days will be continued. 1.1b Continue one-to-one technology devices for each student in grades K-12 and each instructor. Wireless lease to support infrastructure for the one-to-one initiative, and Learning Management Systems (LMS) will be purchased. 1.1c Funds to support a full-time 1.0 intervention teacher for K-8will be provided (0.5 funded with Supplemental/Concentration Funds and 0.5 funded with Federal Funds). 1.1d Site funding for afterschool professional development workshops will be provided. 1.1e Materials for Science, Technology, Engineering, Art, and Math(STEAM) activities at the K-8 level will be purchased. Extra-duty funds will be provided for lead teachers at elementary/middle schools to organize STEM/STEAM. STEM education through pathways at Central Valley High School and Gateway Educational Opportunities (GEO) will be promoted. Funds to support Art teachers for the high schools, and support teachers (K-8)teaching ELA and Math through the Arts will be provided. 1.1f Instructional coaching positions to help teachers analyze assessment data, align best instructional practices, and receive instructional coaching will be continued. Additional student support with teachers and paraprofessionals will be provided. 1.1g The NWEA reading assessment tool for use K-12 will continue to be purchased. Assessment dates and data analysis dates will be scheduled. 1.1h Each site's continued implementation of an academic and behavioral intervention plan to address the needs of all students will be supported. Site intervention committees will review ongoing data (behavioral referrals, attendance, reading, and math assessments) and implement improvements; additional material and staffing needs, schedule changes, training, and professional development will be provided. 1.1i Funding to maintain Library Support Staff positions will be provided.	$2,421,293.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1.1j Additional instructional paraprofessional support for transitional kindergarten classes, kindergarten classes, and primary combination classrooms will be provided. 1.1k The curriculum, curriculum supports, and curriculum framework will be appropriately revised and updated to ensure alignment with best practices, educational standards, and college/career skill demands. Spending Items: 1.1A - PLC Monday's 1.1B - One-to-One Devices & LMS 1.1C - Intervention teacher 1.0FTE 1.1E - STEM/STEAM - CVHS Art 1.1F - Instructional Coaches 1.1G - Assessment Tools (NWEA) 1.1H - RTI / Academic and Behavior Intervention 1.1I - Library Support 1.1J - TK, K & Combo Class Paraprofessionals 1.1K - Curriculum Corresponding Metrics: Metric 5: Number of staff receiving PLC, RTi, and Instructional Review data collection professional development. Metric 1: CAASPP Dashboard Indicators ELA,Math,Science;curriculum audit and Williams Act Metric 4: NWEA Reading, Math, Science Assessment tool		
1.2	Increase the number of student graduates college and career ready.	Increase the number of student graduates college and career ready: 1.2a Plans to promote a culture of college and career readiness will be implemented at sites, including opportunities for students to visit college campuses, technical institutes, and private businesses. 1.2b Sections for Advanced Placement (AP) and Dual Enrollment courses will be provided on the High School Master Schedule.Portions of the AP exam fees for students not qualifying for state fee waivers will be funded,	$1,127,463.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and the annual administration of preliminary college entrance exams will be paid for. 1.2c Plans to increase graduation rates will be implemented at sites. 1.2d Opportunities for credit recovery will be provided, including summer school credit recovery and credit recovery software. 1.2e Access to a broad course of study will be maintained,including but not limited to Foreign Language classes, CTE courses, and Visual and Performing Arts courses. Efforts will be made to ensure the ROP Program remains available for students in both high schools. Proposed master schedules for the following school year will be submitted by site administration and site leadership teams for review at the District Office. These schedules,submitted in the Spring, will be reviewed by the District Cabinet regarding A-G course offerings, CTE pathways, Intervention classes, credit recovery classes, AP/Dual Enrollment sections, PE sections and minutes, instructional minutes, and the bell schedule. Spending Items: 1.2A - College & Career Readiness 1.2B - AP - Dual-Enrollment 1.2D - Credit Recovery 1.2E - CTE & ROP Corresponding Metrics: Metric 2: College/Career Dashboard Indicator- (Prepared,Approaching Prepared, Not Prepared Bands) and supporting CTE,A-G, College Course completion rates Metric 3: Dashboard Indicator: Graduation Rate		
1.3	Improve the academic proficiency of Indian Education (Native American) students, (identified as a consistently	Development of High-Performing Schools for Career and College Readiness Improve the academic proficiency of Indian Education(Native American) students, identified as a consistently low-performing student group. 1.3a Continue offering an Indian Education (Native American) after-school program with a focus on fostering a connection to school.	$100,421.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Low-performing Student Group).	1.3b Continue offering additional paraprofessional classroom support through state and federal Native American funded programs. 1.3c Offer extended school opportunities during summer vacation weeks, President's week off, Spring Break, and Early Back. Spending Items: 1.3A - Indian Education - After school 1.3B - Indian Education - Paraprofessional Support Corresponding Metrics: Metric 8: NWEA Reading & Mathematics Student Group assessment data for the consistently Low- performing Student Groups: Native American		
1.4	Teachers and administration will participate in collaborative decision-making, aligning best instructional practices, and building collegial support through the Professional Learning Community (PLC) process.	Provide scheduled collaborative time for teachers and administration through: 1.4a Minimum Day Mondays and extra duty for CDS teachers to support the Professional Learning Community (PLC) process. 1.4b Continue providing stipends to District PLC team leaders. 1.4c Allocate PLC time for vertical and horizontal alignment of essential standards, materials, and formative assessments. 1.4d Offer professional development related to the PLC process to additional staff members and provide ongoing training for PLC leadership. Spending Items: 1.4A - PLC Mondays - CDS PLC Time 1.4B - PLC Stipends 1.4C - PLC - Vertical/Horizontal alignment 1.4D - PLC PD Corresponding Metrics: Metric 5: Number of staff receiving PLC, RTi, and Instructional Review data collection professional development.	$411,224.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Improve the academic proficiency of English Learner pupils.	To improve the academic proficiency of English Learner (EL) pupils across the district, the following actions are being implemented 1.5a Provide continued services for English Learner (EL) pupils in grades TK-12. Additional support will be provided by a certificated teacher serving as the coordinator of the EL program and two paraprofessionals working to support the five school sites. 1.5b Provide state-approved supplemental instructional materials for English Learners. 1.5c Provide parents of English Learners an opportunity to attend ESL classes to better support their student's learning and improve communication with school educators. Spending Items: 1.5A - EL Supports 1.5B - EL Materials 1.5C - EL Parent Supports Corresponding Metrics: Metric 4: NWEA Reading, Math, Science Assessment tool Metric 6: Percentages for proficiency as measured by the English Language Proficiency Assessments for California (ELPAC), and English learner reclassification rate. Teachers will receive Professional Development for implementing ELD strategies and new ELD standards.	$190,074.00	Yes
1.6	Improve the academic proficiency of Students with Disabilities, (identified as a consistently Low-performing Student Group), & students	Development of High-Performing Schools for Career and College Readiness 1.6a Funding will be continued for an additional Resource Teacher position to lower the teacher-to-pupil ratio and provide support for academic and behavioral interventions. The Resource Teachers will serve on-site intervention committees, provide intervention support, and participate in grade-level Professional Learning Communities (PLCs). Intervention Committees will review ongoing data, implement recommended	$1,505,313.00	No

Action #	Title	Description	Total Funds	Contributing
	receiving interventions.	interventions, provide staff support,offer training and professional development, attend Student StudyTeam (SST) meetings, and develop individual behavioral plans. 1.6b Funding will be continued for increased Speech Pathologist services to lower the speech pathologist-to-pupil ratio and provide support through site academic and behavior intervention plans.Speech Pathologists will serve on-site intervention committees,provide intervention support, and participate in grade-level PLCs. 1.6c Funding will be continued for increased School Psychologist services to lower the psychologist-to-pupil ratio and provide support through site academic and behavior intervention plans.School Psychologists will serve on-site intervention committees,provide intervention support, and participate in grade-level PLCs. 1.6d The funding for five additional working days for Special Education Teaching Staff will be continued. The increased working days will allow time for progress reporting, providing Individualized Education Plan (IEP) information to teachers, creating schedules,and participating in professional development. 1.6e Part-time Special Education paraprofessional positions will continue to be funded as full-time positions to attract more applicants and fill existing vacancies. 1.6f A standard for developing, monitoring, implementing, and reviewing Individualized Education Plans (IEPs) will be established and implemented through consultation with High-Quality IEPs(HQIEPs) and the California Department of Education (CDE). Spending Items : 1.6A - RSP 1.6B - Speech 1.6C - Psychologists 1.6D - 5 increased float days for IEP needs 1.6E - Increased Special Education Paraprofessional time 1.6F -IEP's Corresponding Metrics: Metric 8:		

Action #	Title	Description	Total Funds	Contributing
		NWEA Reading & Mathematics Student Group assessment data for the consistently Low- performing Student Groups: Student with Disabilities		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The objective of Goal 2 is to ensure a healthy, safe, supportive, and caring environment for students and staff. Actions include reducing suspension and absenteeism rates by 2% annually through targeted programs. Progress will be evaluated yearly using specific metrics to measure success and impact.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The goal was developed to enhance attendance tracking and intervention strategies, utilizing technology and support staff, and to reduce absenteeism, directly addressing Priority 5 (Pupil Engagement). These measures aim to increase pupil engagement by improving attendance rates and reducing chronic absenteeism, which is crucial for fostering academic success, better school connectedness, and a sense of safety. Additionally, to address Priority 6 (School Climate), the implementation of school resource officers, campus monitors, and increased counseling services was included to create a safer and more supportive school environment. These interventions aim to improve school culture and climate, resulting in higher student motivation, self-esteem, and academic success, thus promoting a positive sense of safety and connectedness among students, parents, and teachers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CALPADS reporting & California School Dashboard (Suspension and Expulsion rates)	Suspension All Students Declined 9.9% Suspension (orange) American Indian or Alaska Native Increased 17.8% (red) Hispanic Increased 8.5% (red)			Suspension All Students 3.9% American Indian or Alaska Native 11.8% Hispanic Increased 2.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities Increased 11.7% (red)			Students with Disabilities Increased 5.7% (red)	
2.2	P2 attendance reporting data & California School Dashboard (Chronic Absenteeism rate)	Chronic Absenteeism 30.5% Attendance rate by sites: BSA 90.66% GOES 91.72% SLS 92.21% CVHS 90.74% MLHS 77.35% GEO 87.91%			Chronic absenteeism 24.5% Attendance rate by sites: BSA 95% GOES 95% SLS 95% CVHS 95% MLHS 85% GEO 93%	
2.3	Site and district surveys will be used to collect perceptual data from stakeholders regarding safety and school connectedness.	Survey 3.7/5			Increase annual perception data rating to 4/5 or higher.	

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	Increase attendance rates & decrease the number of student suspensions and truancy rates.	This action is a comprehensive strategy to reduce suspension and absenteeism rates in TK-12 through various interventions,including funding for qualified teachers, support staff, technology to enhance safety and attendance tracking, and programs aimed at promoting positive behavior and well-being among students. It also emphasizes the importance of specialized support for vulnerable student groups, professional development for staff, and the implementation of Positive Behavior Interventions and Supports across schools. 2.1a Maintain funding for qualified teachers for K-6 REACH opportunity classes and paraprofessionals to assist in these classes. Partially fund CDS classes. Ensure accurate data collection and tracking progress through (2.1b) System Application Technology. 2.1c Maintain funding for paraprofessionals to assist with student supervision, behavioral plans, and promoting positive behavior interventions. 2.1d Contract School Resource Officers (SROs) or Probation Officers and employ campus monitors at each school site. Provide support for district nursing staff to assist Foster Youth, Low-Income,English Learner students, American Indian students, and Students with Disabilities. 2.1e Support a Special Education ERICS Class for students with severe behavioral concerns. 2.1f Continued use of content filtering to prevent students from having access to inappropriate internet content, reinforce safe internet use, and protect against cyber threats. 2.1g Implement Attention2Attendance (A2A) software for attendance intervention and parent communication. 2.1h Maintain or increase existing Site Counseling staff to collaborate on intervention strategies for attendance issues.	$4,096,852.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2.1i Develop and implement a district-wide plan to address student well-being and positive choices. Each school site will create a site-specific implementation plan and continue to use a behavior support curriculum for all three tiers of behavior intervention. 2.1j Provide funding for Attendance Clerks at elementary, K-8schools, and Central Valley High School. Offer professional development opportunities related to improving attendance. 2.1k Continue employing assistant principals focused on promoting a safe, caring, and supportive campus. 2.1l Implement Positive Behavior Interventions and Supports(PBIS) at all schools to support identified low-performing student groups, including Foster Youth, low-income, English Learner students, American Indian students, Hispanic students, and Students with Disabilities. Spending Items: 2.1A - Reach 2.1B - System Application Technician 2.1C - Paraprofessionals 2.1D - SRO's, Campus Monitors, District Nurse 2.1E - ERICS 2.1F - Content Filtering 2.1G - A2A 2.1H - Counseling Staff 2.1I - Behavior Support Curriculum 2.1J - Attendance Clerks 2.1K - Assistant Principals 2.1L - PBIS Corresponding Metrics: Metric 1: CALPADS reporting & California School Dashboard(Suspension and Expulsion rates) Metric 2: P2 attendance reporting data & California School Dashboard (Chronic Absenteeism rate)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The goal of increasing parental and community involvement in the educational process will be prioritized. Actions include regular community forums, detailed newsletters, outreach programs and the use of communication platforms.Success will be measured through attendance, subscription rates, participation levels, and surveys.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The goal was developed to address State Priority 3 (Parental Involvement) and Priority 6 (School Climate). To enhance parental involvement, strategies were included to provide a calendar listing at least 10 opportunities for stakeholder involvement, each event tailored to meet the diverse needs of subgroups. Additionally, annual surveys will be distributed to collect comprehensive feedback on district goals and priorities. To address Priority 6 (School Climate), this goal aims to promote a positive school culture and climate by factoring in safety, respect for diversity, and comprehensive support systems. The implementation of these strategies is intended to foster increased parental partnership, improve student connectedness , and create a safer and more inclusive school environment, thus advancing both state priorities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School sites will provide parents with a calendar of meetings and events for parental opportunities to participate. The calendar will include a minimum of 10opportunities for stakeholder involvement. Each calendar will include a minimum of 1 meeting or event	District and School sites offered +10 events to include stakeholder involvement Community Night: 30 attendees Survey completion: 484			Increase LCAP Survey completion by 10% annually Increase Community Night attendance by 10 attendees each year. Increase survey completion by 10%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	targeting participation in programs for parents of unduplicated pupils and 1 meeting or event targeting participation for parents of individuals with exceptional needs.					
3.2	Use of communication platforms	Web page users measured annually July-July: (baseline metric to be established July 2024) Parent Communication App: Reach and Deliverability: 1,810 (72%) Parents with emails,1,809 (72%) Opted to receive emails 38 (2%) Parents with app , 31 (1%)Receiving notifications 2,520 (100%) Parents with phones, 714 (28%) Opted to receive texts			Web page use increased to 15K or more Parent Communication App Reach and Deliverability: Increase reach to 80% or more	

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	Communication and participation of stakeholders will increase through ongoing district organizations,committees, and platforms.	This action will enhance stakeholder communication and participation through district organizations, committees, and platforms. Actions such as monthly site council meetings, digital platforms for collaborative communication, and updating Parent/Guardian Participation Plans all work to this end. 3.1a Ensure site councils meet regularly with representation from each identified subgroup. 3.1b Implement improved digital platforms to facilitate collaborative communication between staff, students, and parents regarding academic progress, activities, and events. 3.1c Implement an updated Parent/Guardian Participation Plan at each site, establishing an events calendar to promote parent/guardian participation in programs for unduplicated pupils and students with exceptional needs. 3.1d Promote student, school, and District successes to enhance public relations and increase the school/District profile. Spending Items: 3.1B - Parent Square 3.1C - Parent/Guardian Participation 3.1D - Public Relations Corresponding Metrics:	$25,770.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metric 1: School sites will provide parents with a calendar of meetings and events for parental opportunities to participate. The calendar will include a minimum of 10 opportunities for stakeholder involvement. Each calendar will include a minimum of 1 meeting or event targeting participation in programs for parents of unduplicated pupils and 1 meeting or event targeting participation for parents of individuals with exceptional needs. Metric 2: Use of communication platforms		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The goal is to ensure the workforce within the District is highly qualified and well-trained by having 100% of certificated staff meet credential requirements.Actions include verifying credentials, offering professional development, and complying with state regulations. Progress will be measured through quarterly audits, monitoring development participation, and evaluating classroom effectiveness.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The goal was developed with a focus on Priority 1 (Basic Conditions of Learning). Continuous professional development for HR staff was planned to ensure they stay updated on credentialing laws and best practices, enhancing equity and professional learning. Systematic enrollment of new teachers in induction programs was designed to ensure high-quality instruction and support, addressing resource alignment and curriculum. Recruiting and retaining well-trained staff was emphasized to support student progress, aligning with the importance of teachers and classified staff working together to provide a safe and thriving learning environment. These initiatives collectively aim to provide equitable access to qualified educators and a well-trained staff standard-aligned thereby ensuring that the learning environment meets state-defined conditions and supports academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CALPADS reporting, Vacancies, and PD attendance	100% of all teachers have been trained in the implementation of state board adopted academic content and performance standards, including how to support EL students in access to CCSS and ELD standards.			Maintain 100% of all teachers have been trained in the implementation of state board-adopted academic content and performance standards, including how to support EL students in access	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Vacancies (Measured Sept 1, December 1, and March 1) Classified 32.9 FTE Certificated 13.5 FTE Professional Development 100% aligned to LCAP Goals. Training for all staff: Percentage of total PD offered 2023-24 (update end of school year): Classified: 35.5% Certificated 65.5%			to CCSS and ELD standards. Reduce vacancies by 10% each year Maintain PD alignment to LCAP Goals	
4.2	Evaluations at the end of the program.	100% of all teachers new to the teaching profession participate in the Tehama County Office of Education Teacher Induction Program (T-TIP).			100% of all teachers new to the teaching profession successfully complete Tehama County Office of Education Teacher Induction Program (T-TIP).	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Cultivate a team of exceptional educators and support staff.	The action emphasizes the importance of staying current on changes and best practices through professional development opportunities. The district will support staff members in developing necessary skills, knowledge, and resources to excel in their roles and support student success. 4.1a Human Resource Department will continue to participate in professional development opportunities to stay current on changes in law and best practices to ensure a highly qualified staff is maintained. 4.1b Develop targeted recruitment strategies to attract diverse and highly qualified candidates who embody the District's values and mission. 4.1c Provide comprehensive training and professional development programs to empower staff members with the skills, knowledge, and resources necessary to excel in their roles and support student success. Spending Items : 4.1A - HR PD 4.1B - HR Advertising 4.1C - Site Discretionary PD Corresponding Metrics: Metric 1: CALPADS reporting, Vacancies, and PD attendance	$8,550.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	New Teacher Training	Enrolling new teachers in the Teacher Induction Program (T-TIP)offered through Tehama County Office of Education and the Gateway Teacher Induction Program (G-TIP). Spending Items: 4.2 - New Teacher Induction Corresponding Metrics: Metric 2: Evaluations at the end of the program.	$60,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Goal 5 aims to improve the appearance, functionality, and safety of the District's facilities to enhance student learning. Actions include regular maintenance, infrastructure upgrades, and safety enhancements. Progress will be monitored quarterly and measured through inspections, feedback, and annual reviews to ensure all sites maintain a "Good" status on the SARC.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The goal was developed to ensure continual implementation of the 10-year facilities plan while conducting regular site inspections and maintenance activities to keep facilities in good repair. Priority 1 (Basic Conditions of Learning) is addressed by implementing the long-term facilities plan to ensure educational spaces are well-maintained and conducive to learning. Regular inspections and maintenance activities were incorporated to ensure facilities met high standards of safety and usability. Additionally, ensuring technological tools are adequately provided and utilized supports student learning by integrating modern resources into the curriculum. This comprehensive approach was developed to align with the state priority of maintaining basic learning conditions by providing safe, up-to-date, and well-equipped educational environments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	SARC reports, insurance inspections, 10 year maintenance plan.	SARC Reports: 100% of school sites "Good Repair" LCAP Surveys: Facilities 3.5/5			SARC Reports: Maintain 100% of school sites"Good Repair" Raise ranking to 4/5 or higher	
5.2	District Technology Committee Self- Review using an annual survey to stakeholders	LCAP Surveys: Technology 3.8/5			Raise ranking to 4/5 or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(staff,students, & parents/guardians)					

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
5.1	Provide an environment that promotes student learning.	5.1 Continue with the development and implementation of the 10-year facilities plan. Employ maintenance, grounds, and custodial staff and purchase supplies to maintain and repair facilities.Perform monthly site inspections. Maintain facilities to meet the educational needs of all students. Ensure all facilities are in good repair, with inspection results reported in School Accountability Report Cards (SARCs). Spending Items: 5.1 - Maintenance/Operations - Deferred Maintenance	$3,367,188.00	No

Action #	Title	Description	Total Funds	Contributing
		Corresponding Metrics: Metric 1: SARC reports, insurance inspections, 10 year maintenance plan.		
5.2	Provide a highly secure technology infrastructure and thorough security processes to take advantage of the power of technology to improve learning outcomes for all students.	The district believes investment in Information Technology is vital for creating a secure educational environment that leverages technological advancements. Equipping technology technicians with ongoing professional development sustains our infrastructure and enhances student outcomes. 5.2a Continue to fund Informational Technology as appropriate to ensure the provision of a highly secure technology infrastructure and thorough security processes. 5.2b Provide professional development to maintain highly trained and skillful technology technicians to support the secure technology infrastructure and improve learning outcomes for all students. Spending Items: 5.2A - IT Staff (add'l 2.0 FTE) 5.2B - IT PD Corresponding Metrics: Metric 2: District Technology Committee Self- Review using an annual survey to stakeholders (staff, students, & parents/guardians)	$198,202.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	The focus is to increase proficiency and improve school climate at four equity multiplier sites within the District: Buckeye School of the Arts, Gateway Educational Options, Mountain Lakes High School, and Community Day School. This involves targeted instructional strategies, professional development, and enhanced support services to address all student needs, especially the lowest performers.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The goal was developed by the District to address multiple state priorities through a comprehensive and data-driven approach. Priority 4 (Pupil Achievement) necessitated continuous professional development in instructional strategies, assessment use, and technology integration to enhance learning. This was developed based on data indicating a need for improvement in standardized test performance and college readiness among students. Priority 5 (Pupil Engagement) required enhancements to attendance tracking and intervention strategies, including the use of technology and support staff to reduce absenteeism. This goal was prioritized following data that showed high rates of chronic absenteeism and dropout, which directly impact student engagement and success. Finally, Priority 6 (School Climate) involved the implementation of measures such as the employment of school resource officers, campus monitors, and increased counseling services to create a safer and more supportive school environment. This was justified by surveys and local measures indicating a need for an improved sense of safety and school connectedness. Development of this goal was further informed by feedback from educators and community partners, ensuring a collaborative and well-rounded approach to meeting these state priorities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	CAASPP Scores by School Site	BSA CAASPP: ELA 27.49% Math 16.49% GEO CAASPP: ELA 35.29% Math 6.46% MLHS CAASPP: ELA 4.17% Math 4.17%			BSA CAASPP: ELA 42.49% Math 31.49% GEO CAASPP: ELA 50.29% Math 21.46%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					MLHS CAASPP: ELA 19.17% Math 19.17%	
6.2	NWEA Projected Proficiency	BSA K-6 NWEA Proficiency ELA 26% Math 32% BSA 7-8 NWEA Proficiency ELA 14% Math 18% GEO NWEA Proficiency ELA Math CDS NWEA Proficiency ELA Math MLHS NWEA Proficiency ELA Math			BSA K-6 NWEA Proficiency ELA 41% Math 47% BSA 7-8 NWEA Proficiency ELA 29% Math 33% GEO NWEA Proficiency ELA 57.4% Math 20% CDS NWEA Proficiency ELA 15% Math 15% MLHS NWEA Proficiency 51% ELA Math 19%	
6.3	Attendance Rates	BSA 90.66% MLHS 77.35% GEO 87.91%			BSA 95% MLHS 85% GEO 93%	
6.4	Suspension Rates	CDS 56% MLHS 21.9%			CDS 50% MLHS 15.9%	

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
6.1	Increase number of students who demonstrate proficiency in English Language Arts, Mathematics, & Science.	Provide funds for additional academic intervention support staff to enhance student proficiency in English Language Arts, Mathematics, and Science. Provide reading and math curriculum supplemental materials to address Tier 1-Tier 3 skill gaps. Provide resources to GEO and MLHS to improve graduation rates. Expand Science, Technology, Engineering, Art, and Math (STEAM) and career technical education pathways at Equity Multiplier (EM) sites. Expand each site's continued implementation of an academic intervention plan with an emphasis on professional development for all staff at EM sites. Spending Items: 6.1A - Support Staff 6.1B - Curriculum Supplemental Materials 6.1C - STEAM & CTE Expansion 6.1D - Academic Intervention	$544,902.00	No

Action #	Title	Description	Total Funds	Contributing
		Corresponding Metrics: Metric 1: CAASPP Scores by School Site Metric 2: NWEA Projected Proficiency		
6.2	Increase attendance rates and decrease the numbers of student suspensions	Goal Title: Increasing Proficiency and Improving School Climate at Equity Multiplier Sites Expand funding for paraprofessionals to assist with student supervision, behavioral plans, and promoting positive behavior interventions. Expand behavior support curriculum for all three tiers of behavior intervention specific to the unique needs at EM sites. Expand behavior interventions,restorative practice supports, and training specific to EM site needs. Provide a TOSA. Spending Items: 6.2A - Staff Support - Behavior 6.2B - Behavior Interventions 6.2C - PD 6.2D - Behavior Supports Corresponding Metrics: Metric 3: Attendance Rates Metric 4: Suspension Rates	$311,863.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$6,761,327.00	$752,016.00

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
29.549%	0.000%	$0.00	29.549%

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:** Increase the number of students that demonstrate proficiency in English Language Arts, Mathematics,& Science. **Need:** The school community has pinpointed specific areas of improvement necessary amongst Students with Disabilities, Native American students, and Hispanic students. The primary requirements focus on amplifying proficiency	Explanation: The goal of increasing proficiency in English Language Arts, Mathematics, and Science among students necessitates an LEA-wide approach for effective execution. This far-reaching scope is judicious based on the need to provide professional development for teachers on innovative instructional strategies and the integration of one-to-one technology in teaching. Securing this wide range also facilitates the procurement of necessary technological devices	Corresponding Metrics: Metric 5: Number of staff receiving PLC, RTi,and Instructional Review data collection professional development. Metric 1: CAASPP Dashboard Indicators ELA, Math, Science; curriculum audit and Williams Act

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
	in English Language Arts,Mathematics, and Science. The unique circumstances of these student subsets -encompassing probable language impediments,cultural variances, and learning disabilities - call for specialized actions to effectively address these needs. Assessment: An action item entitled "Increase the number of students that demonstrate proficiency in English Language Arts, Mathematics, & Science" is developed to tackle these needs. This plan embodies professional development for teachers regarding pragmatic instructional and RTI strategies, student assessment techniques, and utilization of one-to-one technology. The plan extends to maintenance of one-to-one tech devices for every student and educator, along with the allocation of funds for an intervention teacher. Furthering the reach, the plan comprises the acquisition of resources for STEAM activities at K-8 levels, support towards instructional coaching roles,and purchase of the NWEA reading assessment tool.Additionally, it outlines the implementation of an academic and behavioral intervention strategy,financing of Library Support Staff roles, supplemental instructional paraprofessional aid, and the revamp of the existing curriculum. The metrics embedded in this action plan include the increment in students achieving proficiency in English Language Arts,Mathematics, & Science, the count of professional development days and one-to-one tech devices secured, and the tally	for all learners and the execution of a well-thought-out intervention plan. Moreover, the expansion of STEAM activities, instructional coaching roles, and district-wide curriculum revision are additional elements that form part of this comprehensive scope. Rationale: The rationale for this extensive reach is founded on the aim to boost proficiency levels in English language arts and mathematics throughout the system while augmenting intervention methodologies for tailored instruction. Ensuring complete inclusivity of student groups, particularly Students with Disabilities, Native Americans, and Hispanics, is essential. These groups necessitate focused attention due to challenges such as language barriers, cultural differences, and unique learning needs. By extending the scope to encompass LEA-wide range, tailored actions to meet the unique needs of these diverse student groups can be implemented effectively. Therefore, the LEA-wide scale is vital in ensuring that inclusive and strategic interventions are delivered district-wide.	Metric 4: NWEA Reading, Math, Science Assessment tool

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
	of students gaining from the intervention teacher. **Scope:** LEA-wide		
1.2	**Action:** Increase the number of student graduates college and career ready. **Need:** The school community identified certain needs that led to the creation of a critical action plan titled"Increase the number of student graduates college and career ready." These needs were especially noticeable among the student groups of English Learners, Foster Youth, Low Income, Special Ed, and Native American students. These segments often encounter unique hurdles which prevent their scholastic progression and readiness for college or professional paths. Assessment: The proposed action item directly addresses these needs in multiple ways. The promotion of a culture of college-ready and career-ready mindsets opens up opportunities for these students to visit colleges, technical institutions, and private corporations,thereby shedding light on possible future directions and the relevance of their present education. Within the High School Master Schedule, the inclusion of Advanced Placement (AP) and Dual Enrollment subjects provides these	Explanation: The breadth of the action encompassing a district-wide impact is rooted in being an ambitious effort to better equip each student with the readiness for success post-graduation, whether in their career endeavors or further educational pursuits. The specific target is to improve the entire educational program that the Local Education Agency (LEA) offers. To address the diverse needs for student readiness, our initiatives cover essential domains such as promoting a culture of college and career preparation, offering advanced and dual enrollment courses, and focusing on increasing graduation rates. Rationale: The LEA-wide scope is encompassing due to the diverse student communities that exist within the LEA. Catering to the distinct needs of these student profiles, such as those of English Learners, Foster Youth, Low Income,Special Education, and Native American students, necessitates a unified and comprehensive approach. A TK-12 scope guarantees equal access and opportunity, thereby fostering quality decision-making skills. Moreover, it significantly boosts student engagement and motivation which subsequently reflects in improved graduation rates. All initiatives undertaken are tailored to	Corresponding Metrics: Metric 2: College/Career Dashboard Indicator- (Prepared, Approaching Prepared, Not Prepared Bands) and supporting CTE, A-G, College Course completion rates Metric 3: Dashboard Indicator: Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students with a rigorous academic encounter, thus readying them for higher education or job market challenges. A significant component of the action plan is increasing graduation rates across the board, crucially for these student demographics who might be more susceptible to dropping out. Promoting avenues for credit recovery,such as through summer school credit recovery and credit recovery software, can assist students who may have fallen back in their course performance to catch up and maintain graduation trajectory.Importantly, the initiative affirms the continued access to a wide array of studies including language, CTE,and arts. This expansive curriculum assists students in identifying their passions and talents, potentially directing them to a fitting college or professional path.This plan, comprehensive in nature, is designed to cater for every student, irrespective of their backgrounds or circumstances, ingraining in them the opportunity to graduate, college ready or career equipped. This initiative is a reflection of the school district's dedication to ensuring all students,irrespective of their circumstances, can realize theirfull potential. **Scope:** LEA-wide	overcome the unique challenges met by these various student demographics,thereby ensuring they are armed with the requisite skills for a successful future.	
1.4	**Action:** Teachers and administration will participate in collaborative decision-making, aligning best instructional practices, and building collegial	Explanation: The scope of implementing the Professional Learning Community (PLC) process is designed to encompass the entire Local Education Agency (LEA). This broad range is integral given the	Corresponding Metrics: Metric 5: Number of staff receiving PLC, RTi, and Instructional Review data

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
	support through the Professional Learning Community (PLC) process. **Need:** Needs: The school community identified several needs that guided the formation of the strategy, "Teachers and administration will participate in collaborative decision making, implement best instructional practices, and cultivate collegial support through the Professional Learning Community (PLC) process". The primary focus centered on amplifying instructional techniques and augmenting collegial support. This necessity became especially important for regular students and students with disabilities. Assessment: The PLC process, enabled through scheduled teamwork periods, allowances for District PLC team leaders, and provisions for both vertical and horizontal alignment of significant standards, resources, and formative assessments, was employed. The action also extends to offering PLC professional development to additional staff members and maintaining training for the PLC process and PLC leadership. This extended approach ensures the dividends of the PLC process are not confined to current staff, but also benefit future members. Although the action hasn't incorporated specific statistics or metrics, its triumph can be gauged through enhanced teaching techniques and improved collegial relationships within the school community.	district-wide benefits that the PLC process promises. It is strategically designed to improve instructional practices and foster a supportive and collegial atmosphere among educators throughout the LEA. The outcome of this widespread action is anticipated to positively influence teaching methods across schools and create enhanced collegial relationships, boosting the overall quality of education and student performance. Rationale: The decision to apply this initiative across the LEA is founded on the aim to ensure that all teachers and administrators benefit from the PLC process, irrespective of their specific school within the district. This collective involvement is expected to drive an upturn in English Language Arts (ELA), Science and Mathematics test scores, thereby addressing the needs of various student groups. Furthermore, the PLC process will induce the incorporation of research-backed teaching practices, substantiating the proposition for a district-wide implementation. These multifaceted benefits justify extending the scope of the action to be LEA-wide, paving the way for a more united and skillful community of educators and targeted support for students.	collection professional development.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.1	**Action:** Increase attendance rates & decrease the number of student suspensions and truancy rates. **Need:** Needs: The school community has identified several needs which have catalyzed the development of the action plan "Increase attendance rates & decrease the number of student suspensions and truancy rates." These needs include the requirement for qualified teachers and paraprofessionals, particularly in K-6 REACH opportunity classes. Data tracking accuracy is a concern, as it is paramount for monitoring progress and identifying improvement areas. There is escalated demand for a School Resource Officer or Probation Officer to ensure a secure, caring, and supportive campus environment at each school site. Specific attention must be given to students with severe behavioral issues through a Special Education ERICS Class. Implementing content filtering measures for 1:1 technology is essential to assure safe student use and protection against malware. An attendance intervention program such as Attention2Attendance (A2A) software is an identified requirement. Additional counseling	Explanation: The overarching scope of the action plan, titled "Increase Attendance Rates & Decrease the Number of Student Suspensions ", is to cater to all student groups within the designated Local Education Agency (LEA) district. This LEA-wide implementation focuses on all students with special attention to groups with very high suspension rates including Students with disabilities, American Indian and Hispanic. Adopting this broad approach ensures comprehensive coverage of the school district and serves as an all-encompassing strategy to combat issues of poor attendance and high suspension rates. This particular breadth of the action plan is designed in alignment with the district's strategic plan, and continues the initiatives set forth within the previous Local Control and Accountability Plan (LCAP). Rationale: The breadth of the scope in the aforementioned action plan, which encompasses the entirety of the LEA, comes from a carefully considered strategic decision. By striving to improve district-wide attendance while reducing suspension rates, the LEA is adopting a consistent approach to tackle common problem areas, thus fostering a safer and more conducive learning environment. The decision to include all students, in addition to	Corresponding Metrics: Metric 1: CALPADS reporting & California School Dashboard (Suspension and Expulsion rates) Metric 2: P2 attendance reporting data & California School Dashboard (Chronic Absenteeism rate)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	staff is needed to collaborate on intervention strategies. It is also essential to conceptualize a district-wide plan addressing student well-being and positive choices. Schools need Attendance Clerks and associated professional development opportunities centered around attendance improvement. Assistant principals are necessary to advocate for a safe and supportive campus. Lastly, there is a pressing need for the among all student groups, with additional support for American Indian, Hispanic and Students with Disabilities. Assessment: Concerted actions are being taken to appropriately meet these identified needs. These include maintaining funding for seasoned teachers and paraprofessionals, upholding accurate data tracking, and contracting a School Resource Officer or Probation Officer. Special Education ERICS Class will be backed with adequate support. Further action includes continued use of content filtering for 1:1 technology. A2A software will be deployed as part of an attendance intervention strategy. A student behavior plan will be developed and implemented district-wide, with site-specific implementation plans. Funds will provision Attendance Clerks and related professional development opportunities. Assistant principals will be appointed to foster a safe and supportive campus. Lastly, behavior plans will be rolled out across all schools to lift	specific groups, allows for a thorough and balanced emphasis on the issues at hand. Moreover, this aligned with the strategic plan of the district, demonstrating a commitment to continuous improvement from previously implemented LCAP guidelines. The universal application of planned actions— which consist of ensuring accurate data monitoring, keeping diligent student supervision, and providing necessary support —significantly contributes to achieving the desired outcomes.	

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
	performance among identified low-performing student groups. **Scope:** LEA-wide		
3.1	**Action:** Communication and participation of stakeholders will increase through ongoing district organizations,committees, and platforms. **Need:** Needs: In the school community, a variety of needs have been identified which led to the development of a specific action plan called, " Communication and participation of stakeholders will increase through ongoing district organizations, committees, and platforms." The primary needs include the necessity for the site council to hold regular meetings involving representatives of each unique sub-group like English Learners, Foster Youth, and Low Income pupils. This is essential due to the diversity of the student body, each with their own challenges that demand tailored solutions. Enhanced digital platforms are required, which would facilitate better communication between staff, students, and parents, keeping every stakeholder updated regarding academic progress, activities, and events. Each site also needs an updated Parent/Guardian Participation Plan, aiming to increase their involvement in	Explanation: The magnitude of applying a Local Education Agency (LEA) wide approach is paramount, as this strategy seeks to accommodate all identified student groups across the district. This includes English Learners, Foster Youth, and Low-income students. This substantial approach looks towards enhancing interactions with stakeholders, fostering considerable advances in student acquisition, and perpetuating the progress made from past LCAP achievements. This action incorporates habitual site council meetings, fortified digital platforms for communication, current Parent/Guardian Participation Plans, and the advocacy of student, school, and district successes. Rationale: The implementation of these measures on an LEA-wide spectrum allows the district to cater for its diverse student population in a more effective and holistic manner. A widespread scope like this fosters a thorough approach, improving communication and participation among all stakeholders, and resulting in positive impacts on student outcomes throughout the district. By doing so, it directly addresses and caters to the diverse needs of student populations, thereby maximising the potential of district-wide academic success.	Corresponding Metrics: Metric 1: School sites will provide parents with a calendar of meetings and events for parental opportunities to participate. The calendar will include a minimum of 10 opportunities for stakeholder involvement. Each calendar will include a minimum of 1 meeting or event targeting participation in programs for parents of unduplicated pupils and 1 meeting or event targeting participation for parents of individuals with exceptional needs. Metric 2: Use of communication platforms

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
	programs for unduplicated students and those with special needs. Lastly, promoting the accomplishments of the student, the school, and the District is stated as an important need, which can bolster public relations and increase school/District profile. Assessment: To effectively cater to the needs, steps have been planned to ensure regular site council meetings, with representation from all identified sub-groups. Also,there will be the implementation of enhanced digital platforms for improving communication among staff,students, and parents. Furthermore, each site will have an updated Parent/Guardian Participation Plan and there will be promotion activities to showcase student, school, and District successes. The execution of the plan will be universal, involving all student groups and focusing on English Learners,Foster Youth, and Low Income students. To prove the commitment towards catering to the needs, modern tools and strategies are planned to be used in implementing updated participation plans and utilizing digital platforms. Along with the actions, a measurement system, which includes statistics and metrics from the context information, has been adopted to assess the effectiveness of the action and to modify it as necessary. This assessment will be crucial in verifying whether the action is truly meeting the school community's needs and achieving the desired outcomes.		

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		
4.1	**Action:** Cultivate a team of exceptional educators and support staff. **Need:** Needs: The school community has identified the imperative demand for an exceptional team of educators along with support staff to address the diverse educational requirements of all students. This includes those belonging to unduplicated, subgroups, as well as those with disabilities. The roots of this need can be traced back to the diverse learning requirements of these specific student groups, which calls for a dedicated, diverse and highly qualified teaching faculty. Assessment: In response to the articulated needs, a strategic action named "Cultivate a team of exceptional educators and support staff" has been developed and implemented. The Human Resource Department is assigned to participate in various professional development opportunities to conserve and maintain a highly qualified staff team. Strategies aimed at recruitment are being developed that target attracting educators who are not only diverse and highly qualified but also resonate with the District's mission and values. The strategy further includes providing comprehensive training and professional	Explanation: The endeavour of cultivating an exceptional team of educators and support staff is designed to address the varied educational requirements of all students. This strategy encapsulates the recruitment of a diverse and well-qualified team of educators that align with the district's mission and values. Further building upon this recruitment process, a detailed training and professional development program is implemented. This is to provide staff members with necessary skills and resources, thereby enriching their roles and bolstering student success. The scope of this endeavor encompasses the entire LEA, reflecting the dire need for a high-quality workforce throughout the district. Rationale: The scope for this action being district wide mirrors the permeating demand to uphold a high-grade workforce across all facets of the LEA. This comprehensive approach ensures that the benefits derived from the action aren't limited and can be felt across the entire educational structure of the LEA. By implementing this strategy, a consistent and superior education standard is upheld for all students across all platforms. The larger district-wide perspective enhances the overarching goal which is to cultivate an exceptional team of educators and support staff, thus ultimately improving the educational outcomes district-wide.	Corresponding Metrics: Metric 1: CALPADS reporting, Vacancies, and PD attendance

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
	development to the staff. This not only ensures empowerment of the staff members, but also equips them with necessary skills and resources, enabling them to excel in their roles and foster student success. The success of this action, measured gauged by the number of qualified staff being recruited, their progress in professional development, and the subsequent academic accomplishments of the students they serve. **Scope:** LEA-wide		
5.2	**Action:** Provide a highly secure technology infrastructure and thorough security processes to take advantage of the power of technology to improve learning outcomes for all students. **Need:** Needs: The school community has identified specific needs, especially among English Learners, Foster Youth, and Low-Income students. These particular groups of students frequently encounter issues such as limited technology access and a lack of digital literacy, factors that can obstruct their learning outcomes. Assessment: The introduced resolution, dubbed "Provide a highly secure technology infrastructure and thorough security processes to improve learning outcomes for all students," is aimed at	Explanation: Our mission is to enhance the learning outcomes for all students, especially those from marginalized groups such as English learners, Foster Youth, and LowIncome learners. This is achieved through the provision of a highly secure technology infrastructure and robust security processes. These security measures are essential, given the diverse needs of our students, many of whom face barriers such as limited technology access and deficient digital literacy skills. However, our focus is not restricted to these groups alone, as maintaining a district-wide technologically enabled and safe learning environment is beneficial for all students. Rationale: The LEA-wide scope of this action is implemented to ensure every student, irrespective of their background, can utilize and benefit from a technologically rich learning environment. Not only	Corresponding Metrics: Metric 2: District Technology Committee Self- Review using an annual survey to stakeholders (staff, students, & parents/guardians)

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
	these identified needs. It plans to establish a conducive environment for digital learning by adequately funding Informational Technology (5.2a) and offering professional development to keep technology technicians well trained and skilled (5.2b). This course of action extends past merely providing technology. It also involves building a secure, reliable infrastructure that can be utilized to enrich the students' learning experience, especially those in the identified groups. Furthermore, the plan acknowledges the role of professional development for technology technicians, ensuring they possess the required skills to maintain this infrastructure. The success of this action can be gauged by improvements in the learning outcomes of those students, increased technology access, and improved digital literacy. **Scope:** LEA-wide	does this apply to students from the explicitly identified groups, but it extends to our entire student body. The commitment of our district to regular maintenance of facilities and grounds, coupled with safe access to technology, dovetails with this initiative. This validates our LEA-wide approach, as it reflects our unwavering commitment to create equitable opportunities for all our learners. Relevant Citations: 5.2a Continue to fund Informational Technology as appropriate 5.2b Provide professional development to maintain highly trained & skillful technology technicians.	

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
1.3	**Action:**	Explanation:	Corresponding Metrics: Metric 8:

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Improve the academic proficiency of Indian Education (Native American) students, (identified as a consistently Low-performing Student Group). **Need:** Needs: The school community has discerned vital needs centered on the persistent low performance of the Native American students.Factors such as cultural diversity and potential socio-economic complications may have played significant roles in the observed challenges Assessment: In acknowledgment of these explicit needs, actions implemented encompass the continuation of an Indian Education after-school program. This initiative is designed to enhance a more profound School connection for the students. Moreover, to give additional educational help, provisions for extra paraprofessional classroom support are provided via state and federal Native American funded programs. The range of actions entails offering the students increased school opportunities during holiday weeks including President's week off, Spring Break, and Early Back. This approach is aimed towards furthering academic proficiency of the Native American students. Although, there weren't any specific quantitative data or metrics mentioned in the context, the point of attention on this continuously poor-performing student group signals a substantial need for focused	The goal is to provide a targeted plan to address the issues currently faced by the Native American student group in our district. This targeted approach includes tailored initiatives such as after-school programs, additional classroom support, and extended school opportunities. These initiatives are designed to address the academic disparities and tackle the obstacles encountered by this demographic. They focus on reducing suspension rates,improving attendance, and augmenting proficiency in English Language Arts(ELA) and Mathematics. Rationale: The adopted scope is specifically designed and justified based on its ability to deliver focused intervention and support. The propensity for a tailored and attentive approach to generate desired outcomes is rather high in comparison to a broad spectrum approach. By concentrating resources and efforts on this particular group, instead of scattering them across varying student groups, we have a greater probability of creating meaningful improvement. The rationale behind the limited scope of the action, therefore,is to ensure the efficacy of intervention, ultimately leading to a noticeable enhancement in the overall scholastic proficiency of Native American students within our district.	NWEA Reading &Mathematics Student Groupassessment data for the consistentlyLow-performing Student Groups:Native American Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	support and intervention.This action plan, carved out from the diagnosed needs of the Native American student group, takes into account cultural difficulties and is emphasized on enhancing academic proficiency and behavior. It incorporates after-school programs, augmented classroom support, and extended school opportunities. **Scope:** Limited to Unduplicated Student Group(s)		
1.5	**Action:** Improve the academic proficiency of English Learner pupils. **Need:** Needs: The school district has discerned necessities within the school community which prompted the establishment of the action entitled "Improve the academic proficiency of English Learner pupils". Firstly, it is realized that English Learner (EL) pupils across gradesTK-12 necessitate supplemental aid to cultivate their academic abilities. Situations unique to these students, such as language barriers, can potentially impede their academic growth. Secondly,there is also a determined requirement for parents of English Learners to have access to ESL classes. This stems from an aspiration to enhance communication with school educators,thereby improving the support parents can provide for their children's education.	Explanation: The limited scope of the action, aimed at the advancement of English proficiency in students, is most suitably designed to address the identified needs of a specific set of learners. This group, namely English Learners, face distinctive challenges such as significantly low English proficiency and academic performance in subjects like Math and ELA. The confined scope of the action implies that the resources will be employed effectively and judiciously, ensuring that the students who need them the most are catered to. The action includes the provision of reinforced academic support via a collaborated English Learner program, additional instructional materials, and classes for parents instructing English as a second language. All these measures are thoughtfully curated to elevate the learning atmosphere of English Learners. Rationale: The reason for adopting such a limited scope lies in its effectiveness and the focused orientation as	Corresponding Metrics: Metric 4: NWEA Reading, Math,Science Assessment tool Metric 6: Percentages for proficiency as measured by the English Language Proficiency Assessments for California (ELPAC),and English learner reclassification rate. Teachers will receive Professional Development for implementing ELD strategies and new ELD standards.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Assessment: The action engages strategies to resolve the identified educational requirements in several ways. Primary initiatives include the continuation of services for EL pupils facilitated by a certificated teacher who will coordinate the EL program. Further support will be given with the assistance of two paraprofessionals across the district's five school sites, ensuring EL students receive the additional aid required to bolster academic proficiency. To enrich their academic resources, the plans also involve the supply of state-approved supplemental instructional materials aimed at English Learners. Lastly, to assist parents in enhancing their child's learning, ESL classes will be made available to parents of English Learners. This strategy also serves to enhance communication between the parents and school educators. The strategy has abroad reach, encompassing all EL students in grades TK-12 throughout the school district's five sites, and also include their parents by offering opportunities to attend ESL classes. **Scope:** Limited to Unduplicated Student Group(s)	implied by various assessments. Verification of the necessity of this targeted approach can be traced back to the outcomes of the English Language Proficiency Assessments for California (ELPAC) and the California Assessment of Student Performance and Progress (CAASPP). These results underscore the critical necessity for a direct intervention which specifically targets the English Learners. Therefore, this restricted scope is rationalized by the urgency to aid English Learners and better their academic performance.	

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

Additional Concentration Grant Funding

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

Not Applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	10.28
Staff-to-student ratio of certificated staff providing direct services to students	N/A	15.77

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	22,882,076	6,761,327.00	29.549%	0.000%	29.549%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$12,361,875.00	$1,586,096.00	$88,684.00	$332,460.00	$14,369,115.00	$3,223,276.00	$11,145,839.00

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	Increase the number of students that demonstrate proficiency in English Language Arts, Mathematics,& Science.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$996,207.00	$1,425,086.00	$2,079,268.00		$88,684.00	$253,341.00	$2,421,293.00	
1	1.2	Increase the number of student graduates college and career ready.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Specific Grade Spans all high schools 9-12		$0.00	$1,127,463.00	$875,549.00	$251,914.00			$1,127,463.00	
1	1.3	Improve the academic proficiency of Indian Education (Native American) students, (identified as a consistently Low-performing Student Group).	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		$100,421.00	$0.00	$8,479.00	$54,502.00		$37,440.00	$100,421.00	
1	1.4	Teachers and administration will participate in collaborative decision-making, aligning best instructional practices, and building collegial support through the Professional Learning Community (PLC) process.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$411,224.00	$411,224.00				$411,224.00	
1	1.5	Improve the academic proficiency of English Learner pupils.	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools		$178,974.00	$11,100.00	$190,074.00				$190,074.00	

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
					s)											
1	1.6	Improve the academic proficiency of Students with Disabilities, (identified as a consistently Low-performing Student Group), & students receiving interventions.	All	No			All Schools		$1,505,313.00	$0.00	$1,082,398.00	$422,915.00			$1,505,313.00	
2	2.1	Increase attendance rates & decrease the number of student suspensions and truancy rates.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$4,096,852.00	$4,055,173.00			$41,679.00	$4,096,852.00	
3	3.1	Communication and participation of stakeholders will increase through ongoing district organizations,committees, and platforms.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$25,770.00	$25,770.00				$25,770.00	
4	4.1	Cultivate a team of exceptional educators and support staff.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$8,550.00	$8,550.00				$8,550.00	
4	4.2	New Teacher Training	All	No			All Schools		$0.00	$60,000.00	$60,000.00				$60,000.00	
5	5.1	Provide an environment that promotes student learning.	All	No			All Schools		$0.00	$3,367,188.00	$3,367,188.00				$3,367,188.00	
5	5.2	Provide a highly secure technology infrastructure and thorough security processes to take advantage of the power of technology to improve learning outcomes for all students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$187,862.00	$10,340.00	$198,202.00				$198,202.00	
6	6.1	Increase number of students who demonstrate proficiency in English Language Arts, Mathematics, & Science.	All	No			Specific Schools: Mountain Lakes High School Community Day School Gateway Educational Options Buckeye School of		$68,205.00	$476,697.00		$544,902.00			$544,902.00	

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
							the Arts TK-12									
6	**6.2**	Increase attendance rates and decrease the numbers of student suspensions	All	No			Specific Schools: Mountain Lakes High School Community Day School Gateway Educational Options Buckeye School of the Arts		$186,294.00	$125,569.00		$311,863.00			$311,863.00	

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
22,882,076	6,761,327.00	29.549%	0.000%	29.549%	$7,852,289.00	0.000%	34.316 %	**Total:**	$7,852,289.00
								LEA-wide Total:	$7,653,736.00
								Limited Total:	$198,553.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Increase the number of students that demonstrate proficiency in English Language Arts, Mathematics,& Science.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,079,268.00	
1	1.2	Increase the number of student graduates college and career ready.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Specific Grade Spans all high schools 9-12	$875,549.00	
1	1.3	Improve the academic proficiency of Indian Education (Native American) students, (identified as a consistently Low-performing Student Group).	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$8,479.00	
1	1.4	Teachers and administration will participate in collaborative decision-making, aligning best instructional practices,	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$411,224.00	

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 (%)
		and building collegial support through the Professional Learning Community (PLC) process.						
1	1.5	Improve the academic proficiency of English Learner pupils.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$190,074.00	
2	2.1	Increase attendance rates & decrease the number of student suspensions and truancy rates.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,055,173.00	
3	3.1	Communication and participation of stakeholders will increase through ongoing district organizations,committees, and platforms.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,770.00	
4	4.1	Cultivate a team of exceptional educators and support staff.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,550.00	
5	5.2	Provide a highly secure technology infrastructure and thorough security processes to take advantage of the power of technology to improve learning outcomes for all students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$198,202.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$11,260,389.00	$11,582,808.65

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**	Increase the number of students that demonstrate proficiency in English Language Arts, Mathematics, & Science.	Yes	$846,197.00	566,375.95
1	**1.2**	Increase the number of student graduates college and career ready.	Yes	$1,504,140.00	1,050,607.78
1	**1.3**	Increase the number of students reading at or above grade level.	Yes	$857,208.00	718,486.40
1	**1.4**	Teachers and administration will participate in collaborative decision making, aligning best instructional practices, and building collegial support through the Professional Learning Community (PLC) process.	Yes	$428,027.00	433,568.94
1	**1.5**	Improve the academic proficiency of English Learner pupils.	Yes	$183,604.00	183,208.23
1	**1.6**	Improve the academic proficiency of Students with Disabilities, (identified as a consistently Low-performing Student Group), & students receiving interventions.	Yes	$1,570,472.00	2553613.24
1	**1.7**	Improve the academic proficiency of Indian Education (Native American) students, (identified as a consistently Low-performing Student Group).	Yes	$152,559.00	104,512.11

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Increase attendance rates & decrease the number of student suspensions and truancy rates.	Yes	$4,156,318.00	4,340,731.00
3	3.1	Communication and participation of stakeholders will increase through ongoing district organizations and committees.	Yes	$15,783.00	41,774.00
4	4.1	Work Force Requirements	Yes	$5,000.00	5,300.00
4	4.2	New Teacher Training	Yes	$50,400.00	59,050.00
5	5.1	Provide an environment that promotes student learning.	No	$1,235,324.00	1,306,782.00
5	5.2	Provide a highly secure technology infrastructure and thorough security processes to take advantage of the power of technology to improve learning outcomes for all students.	Yes	$255,357.00	218,799.00

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)
$6,514,208	$8,775,437.00	$7,715,109.85	$1,060,327.15	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	Increase the number of students that demonstrate proficiency in English Language Arts, Mathematics, & Science.	Yes	$773,745.00	487,028.99		
1	1.2	Increase the number of student graduates college and career ready.	Yes	$844,447.00	837,301.58		
1	1.3	Increase the number of students reading at or above grade level.	Yes	$796,582.00	562,792.86		
1	1.4	Teachers and administration will participate in collaborative decision making, aligning best instructional practices, and building collegial support through the Professional Learning Community (PLC) process.	Yes	$428,027.00	433,568.94		
1	1.5	Improve the academic proficiency of English Learner pupils.	Yes	$183,604.00	178,254.45		
1	1.6	Improve the academic proficiency of Students with Disabilities, (identified as a consistently Low-performing Student Group), & students receiving interventions.	Yes	$1,207,292.00	653,124.15		

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	1.7	Improve the academic proficiency of Indian Education (Native American) students, (identified as a consistently Low-performing Student Group).	Yes	$63,889.00	34,236.88		
2	2.1	Increase attendance rates & decrease the number of student suspensions and truancy rates.	Yes	$4,154,761.00	4,213,566.00		
3	3.1	Communication and participation of stakeholders will increase through ongoing district organizations and committees.	Yes	$12,333.00	34,274.00		
4	4.1	Work Force Requirements	Yes	$5,000.00	5,300.00		
4	4.2	New Teacher Training	Yes	$50,400.00	59,050.00		
5	5.2	Provide a highly secure technology infrastructure and thorough security processes to take advantage of the power of technology to improve learning outcomes for all students.	Yes	$255,357.00	216,612.00		

To Add a Row: Click “Add Row.”
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

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)
$23,103,450	$6,514,208	3.01%	31.206%	$7,715,109.85	0.000%	33.394%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

Required Actions

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

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

    - Professional development for teachers.

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

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

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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